

# Language of Identity, Language of Access

## Liberatory Learning for Multilingual Classrooms

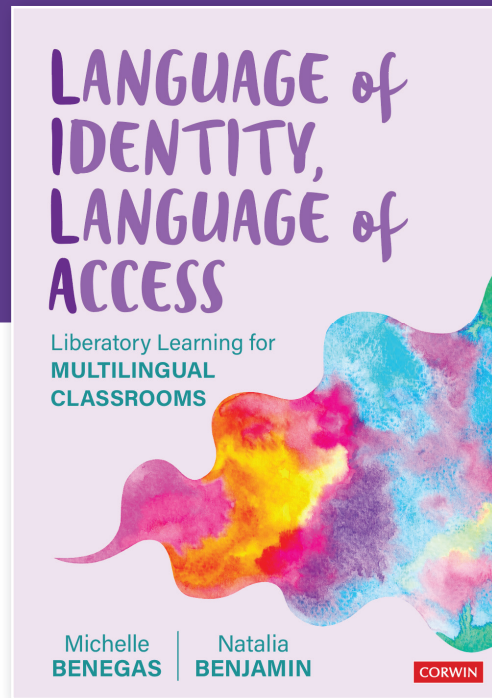
Michelle Benegas and Natalia Benjamin

In *Language of Identity, Language of Access*, authors Michelle Benegas and Natalia Benjamin highlight the urgent need for a revolution in language education that validates home languages and dialects while equipping students with the linguistic tools for social mobility. Their original LILA framework rejects the socially constructed hierarchy of languages and provides students with a broader linguistic repertoire.

This accessible and teacher-friendly guide presents an overview of this liberatory approach to language and literacy, an exploration of linguistically sustaining and expanding instruction, and practical guidance on designing lessons that attend to the language of identity and the language of access. Additional recurring features include:

- *Voces* provide real-life teacher experiences from the classroom
- *Reflecciones* encourage educators to consider how principles and ideas relate to current practice and promote translanguaging
- Practical applications of theories (PATs) provide conceptual frameworks and lesson plans on various topics and activities.
- End of Chapter *Conversaciones* encourage dialogue and enable educators to implement concepts in their classrooms.

Offering a fresh perspective on academic language as a means to access power and social capital, *Language of Identity, Language of Access* is a guide for ALL educators committed to linguistically sustaining pedagogies and empowering students with linguistic capital for social mobility.



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### FIVE STAR REVIEWS



“This is a must read for anyone who is committed to empowering multilingual students, validating their native language, and learning how to take an anti-oppressive approach to language in the classroom. **Our students’ native language must be an advantage!**”

—Jennifer Dickerson,  
Dual Language Teacher,  
New York Department of Education