### **Enhancing Linguistic Dexterity in Writing Instruction**

Williams’ (2021) Framework for Raciolinguistically Just Literacy Instruction offers a structured five-step reflective process designed to cultivate students' linguistic dexterity. This framework enables students to harness their critical language awareness to navigate and engage with diverse linguistic and rhetorical contexts effectively. By employing this approach, students utilize their full linguistic repertoires to make deliberate, nuanced, and contextually appropriate language choices, challenging the dominance of white language norms.

**Step 1: Define the Audience**

* Who is my audience?
* What is the specific rhetorical context?
* How does my audience identify linguistically and culturally?
* What are the communication expectations based on my audience's linguistic and cultural identity and the rhetorical context?

**Step 2: Define Your Position Relative to the Audience and Rhetorical Context**

* What is my relationship to the audience?
* What is my role within this rhetorical context?
* How do I identify linguistically and culturally?
* Considering who I am linguistically and culturally identity and the rhetorical context, what are the expectations for communication?

**Step 3: Explore Linguistic and Rhetorical Options**   
Students evaluate their linguistic and rhetorical options for presenting their ideas, taking into account their audience, rhetorical context, and personal linguistic and cultural identity. They assess various options based on their communicative effectiveness and the implications of each choice.

* What are my options for communicating with my intended audience?
* How does each option affect my ability to connect with my audience?
* What are the advantages and disadvantages of each option in terms of audience engagement?

**Step 4: Select and Justify a Linguistic/Rhetorical Approach** Students make intentional choices about their linguistic and rhetorical strategies, reflecting on their appropriateness and potential impact.

* Which linguistic and rhetorical approach do I find most suitable, and why?
* What are the possible drawbacks of this approach given my audience, rhetorical context, and my own linguistic and cultural identity?
* How will I address these drawbacks to ensure my message is effectively received?

**Step 5: Identify Appropriate Support and Sources** Students determine the types of support and sources that will best resonate with their audience and align with their chosen linguistic and rhetorical approach.

* What types of support or sources will appeal most to my audience and why?
* Which sources are most compatible with my linguistic and rhetorical approach?
* How can I incorporate sources that challenge or extend my audience’s perspectives?
* How can I ensure these sources are accessible and relevant to my audience?

This process emphasizes rhetorical sophistication over grammatical precision. As a low-stakes, writing-to-learn exercise, it is crucial for instructor feedback to prioritize the depth of critical thinking and the significance of rhetorical decisions, rather than focusing on grammar or sentence-level issues. In essence, feedback should center on the clarity and relevance of students’ thoughts rather than striving for linguistic perfection. By integrating these steps into your writing instruction, you help students develop a more sophisticated understanding of their rhetorical strategies and linguistic choices, ultimately fostering greater linguistic agility and rhetorical effectiveness.

Williams, J. L. (2021). A framework for raciolinguistically just literacy instruction. Williams Higher Ed. <https://williamshighered.com/wp-content/uploads/2021/11/Raciolinguistic-Justice-Framework.pdf>