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Author

Minnillo, Sophia, PhD

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PAIRR: Designing a GenAI AWF System to Prioritize Linguistic Diversity

Sophia Minnillo¹, Meredith Young-Ng¹, Julie Gamberg², Aparna Sinha³, Hao-Chuan Wang¹, Carl Whithaus¹

¹*University of California, Davis, California*

²*English Division, Glendale College*

³*English Department, Cal Poly Maritime*

Abstract:

Automated writing feedback (AWF) systems have historically privileged “standard” language varieties, furthering linguistic marginalization. Grounded in linguistic justice (Baker-Bell, 2020) and translanguaging theory (Canagarajah, 2011), we designed a pedagogical approach called Peer and AI Review + Reflection (PAIRR), including a GenAI AWF tool called MyEssayFeedback, that celebrates language variation in college writing courses. Students can opt to utilize MyEssayFeedback to elicit linguistic justice-oriented comments on their paper drafts. Students are encouraged to critically interrogate MyEssayFeedback’s output through follow-up prompting and reflection before revising their papers. Our study seeks to answer: What impact does this pedagogical approach have on (1) the linguistic diversity of students’ writing and (2) students’ attitudes about their writerly voice?

We tested the approach at seven U.S. colleges in 2025, reaching 1,633 students. We will measure the lexical and syntactic diversity of students’ drafts and run linear mixed-effects models to discern how students’ linguistic diversity changed through the intervention. Additionally, we will qualitatively analyze a stratified sample of students’ reflections, GenAI interactions, and drafts to determine how the intervention influenced students’ views of their writerly voice. Our presentation will illustrate how AWF systems can be designed to counter the homogenizing effects of GenAI, informing linguistically-just assessment.

References

- Baker-Bell, A. (2020). *Linguistic justice: Black language, literacy, identity, and pedagogy*. Routledge.
- Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal*, 95(3), 401-417. <https://doi.org/10.1111/j.1540-4781.2011.01207.x>

Contact Information for Presenting Author: smminnillo@ucdavis.edu