

Sociolinguistics and AI · International conference
19–21 August 2026 · University of Copenhagen

Welcome

It is our great pleasure to welcome you to *Sociolinguistics and AI* 2026! We are very excited to see such a broad cross-section of dynamic research featured in the conference programme, with both old and new friends, acquaintances and sparring partners represented in equal measure. We are confident that the wealth of contributions will make for a very stimulating and enjoyable three days. We would like to take this opportunity to offer our appreciation for the work all of you have put into making this conference happen, either by submitting abstracts, serving as reviewers on the scientific committee, acting as chairs, or simply by signing up and contributing to the conversations that will unfold at the conference. We hope all your efforts will be amply rewarded in the discussions, feedback and future research opportunities that may emerge from the conference.

A note on the programme

Before you begin perusing the programme, we would like to inform you of our scheduling policy. In putting the programme together, we have aimed to create thematically coherent sessions of 3–4 contributions and issued each of them with an indicative title. While you are obviously free to move as you please, the sessions are ideally meant to be attended in full. It is our hope that this way of organising the programme will benefit the discussion and exchanges at the conference.

One thematic session has been composed by a convenor and submitted to the conference organisers as a panel. All other sessions have been assembled under thematic headings by us based on individual contributions. The timetabling of the pre-convened panel is left to the panel convenor, within the limits specified by the time slots assigned in the conference programme.

Thematic sessions without a convenor have been issued with a chairperson and will follow a standard format for presentations: up to 20 minutes for presentation, followed by 5 minutes for discussion and 5 minutes for getting ready for the next speaker. Chairpersons are responsible for time keeping, and presenters are requested to follow their instructions.

We look forward to seeing you in Copenhagen next week!

Best wishes,

Janus Mortensen, Sam Goodchild, Kasper Engholm Jelby,
Jens Christian Borup Green Jensen, Sanne Larsen, Rafael Lomeu
Gomes and Sofie E. Abrahamsen Søndergaard – the AI-UNI team

Programme at a glance

Wednesday 19 August	
11:00–13:00	Registration and lunch (lunch from 12:00–12:45)
13:00–13:15	Conference opening
13:15–14:15	Keynote – Rodney Jones
14:15–14:30	Break
14:30–16:00	Parallel sessions · 1
16:00–16:30	Coffee break
16:30–18:00	Parallel sessions · 2
18:00–20:00	Welcome reception

Thursday 20 August	
08:30–09:00	Registration
09:00–10:00	Keynote – Maartje De Meulder
10:00–10:30	Coffee break
10:30–12:00	Parallel sessions · 3
12:00–13:00	Lunch
13:00–14:30	Parallel sessions · 4
14:30–14:40	Break
14:40–16:00	Parallel sessions · 5 – posters
16:00–16:30	Coffee break
16:30–17:30	Keynote – Nicole Holliday
17:30–17:40	Closing of day 2

Friday 21 August	
08:30–09:00	Registration
09:00–10:00	Keynote – Britta Schneider
10:00–10:30	Coffee break
10:30–12:30	Parallel sessions · 6
12:30–13:30	Lunch & publication forum for early career scholars
13:30–14:30	Parallel sessions · 7
14:30–15:00	Conference closing and coffee

About the conference

The conference takes place at the University of Copenhagen, South Campus, with in-person participation only. It is organised by the AI-UNI group, as part of the research project *AI and the University: Towards a sociolinguistics of literacy and voice in the age of generative language technology*, funded by the Carlsberg Foundation (2024–2028).

Registration

The conference is open for all, but registration is required. The conference fee is €130. The fee includes all lunches and coffee breaks during the conference. Thanks to a conference grant from the Carlsberg Foundation, students – including PhD students – may register at a reduced rate of €100. Registration is open **until 10 August 2026** at 23:59 (CEST) via [the online registration form](#).

Accessibility

To increase accessibility, all conference presentations will be automatically captioned. If you are a presenter and prefer not to have your talk captioned, you can opt out by sending an email to the email address below no later than 3 August 2026.

More information

For more information, please navigate to the conference web site via www.ai-uni.dk. Questions regarding the conference can be sent to ai-uni@hum.ku.dk.

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COPENHAGEN



Wednesday 19 August					
11:00 – 13:00	Registration and lunch (lunch served from 12:00 till 12:45) · Building 23, ground floor and balcony				
13:00 – 13:15	Conference opening		Room A · 23.0.50	Janus Mortensen and Sanne Larsen	
13:15 – 14:15	Keynote: Rodney Jones · Animating AI		Room A · 23.0.50	Chair: Rafael Lomeu Gomes	
14:15 – 14:30	Break				
14:30 – 16:00	Room A · 23.0.50	Room B · 23.0.49	Room C · 24.2.01	Room D · 23.2.47	
Parallel sessions 1	AI and education · Part 1 Chair: Dennis Chau Baraa Khuder Legitimacy of AI feedback across feedback ecologies: Disciplinary vs. non-disciplinary peers Diane Potts Writing a story, writing for the machine: Young children critiquing AI outputs Emine Demir-Okumuş & Yonca Özkan From reflection to self-regulation: Exploring EFL teachers’ collaborative reflective practice and students’ SRL in AI-mediated writing	Ethics and AI Chair: Janus Mortensen Alex Ross Who is responsible? Analyzing the discursive construction of “responsibility” and “ethical use” in institutional GenAI policies Pejman Habibie Beyond compliance: GAI and the socio-linguistic ecology of academic knowledge production Sae saem Yoon & Jason Litzenberg Distributed accountability in the AI guidance of U.S. higher education: An ecolinguistic analysis	Negotiating AI Chair: Andy Kirkpatrick Hatime Çiftçi et al. Positioning the algorithm: How students negotiate legitimate AI use and literacy in higher education Jens Christian B. G. Jensen & Sam Goodchild Negotiating ideologies of efficiency and thoroughness: STEM and social sciences researchers’ positionings and their GenAI (non)use Sam Goodchild & Sanne Larsen Collaborative research writing in the age of GenAI: Distributed cognition and expertise between academics and ChatGPT	AI and research on multilingualism Chair: Marian Flanagan Alice Coen et al. AI, multilingualism and standardisation: Sociolinguistic perspectives on experimental language design Kamilla Kraft & Charlotte Sun Jensen AI as research assistant: A solution to the challenges of multilingual research? Sara Ganassin et al. AI and community-based research with diverse communities: Interdisciplinary methodological reflections from intercultural communication and AI studies	
	16:00 – 16:30 Coffee break · balcony				
	16:30 – 18:00	Room A · 23.0.50	Room B · 23.0.49	Room C · 24.2.01	Room D · 23.2.47
	Parallel sessions 2	Linguicism and GenAI in HE Convenor: Marion Döll Sabine Guldenschuh Usage of GenAI in higher education: A critical discourse analysis on guidelines and training courses in Germany and Austria Marion Döll Race, class, language, and GPT Tools: Everyday linguicism in higher education in Germany and Austria Lama Alisamy Linguicism related to AI tool use in higher education in Austria and Germany	Theorising AI Chair: Janus Mortensen Takeshi Enomoto AI as a language-ideological phenomenon: A sociolinguistic perspective Joseph Sung-Yul Park Large language models as commodification of language: Towards a sociolinguistic critique of the political economy of AI Jason Litzenberg Dispensing remainder humanism and embracing “good enough”: Communication in the era of the language singularity	AI and writing Chair: Kinga Kozminska Naomi Wells AI, multilingual knowledge infrastructures and epistemic justice Hanna-Mari Pienimäki The use of generative AI in professional writing: Negotiating textually mediated expertise in hybrid systems Mieke Vandenbroucke et al. Using AI-transcription in medication reviews: A critical sociolinguistic analysis of accuracy and care	AI and professional identity Chair: Kamilla Kraft Marian Flanagan et al. Generative AI and reflexivity: The case of future language professionals Minyue Wu Academic identity construction in the era of AI: International postdoctoral researchers in Germany Bettina Migge et al. Use and perceptions of AI in scholarship and related academic work: The perspective of sociolinguists
		18:00 – 20:00 Welcome reception · balcony			

Thursday 20 August, cont.					
14:40 – 16:00	Room A · 23.0.50	Room B · 23.0.49	Room C · 24.2.01		
Parallel sessions 5 Dialogic poster sessions	AI and education · Part 4 Facilitator: Rafael Lomeu Gomes Ashley Keaton et al. Spotting unintended harms: Educating students to recognize bias in language technologies Chris Harwood From AI policy to pedagogical language: Developing an AI Scale as a discursive intervention Francesca Vitali Student revision of AI-generated academic English: Practices of evaluation, legitimation, and critical engagement F.Tuğçehan Bingöl & Salim Razi Navigating the digital shift: Exploring AI literacy, perceptions, and attitudes of EFL teachers and learners	AI and literacy Facilitator: Sam Goodchild Tiina Räisänen et al. Multiliteracy expertise in future working life: Interaction and coexistence of humans and language-based AI systems Miriam Malthus Discursive construction of GenAI-related plagiarism in New Zealand universities’ policy documents Harry Polfeldt Perceived intentionality in AI: Changing conceptions of language and social interaction in writing for publication Sanne Larsen AI policies in practice: Emergent norms for AI use in student interaction	AI applications Facilitator: Hartmut Haberland Bolette Sandford Pedersen & Ali Basirat How sensitive are large language models to metaphoric texts? Ina Druviete AI and corpus-based approaches to the standardization and codification of Latvian Cristian Constantinescu et al. Turned down by machines? A quantitative study of accent-bias in AI-assisted hiring Janus Mortensen Generative AI and sociolinguistic change: The case of academic writing	About the dialogic poster sessions Posters will be on display throughout the conference, and delegates are invited to interact with them by posting questions and comments. In the dialogic sessions, poster authors and conference delegates will engage in facilitated conversations about the posters and the work they represent, with a starting point in the questions raised and comments made in the time leading up to the session.	
	Coffee break · balcony				
	Keynote: Nicole Holliday · Evaluative speech AI and the devaluation of sociolinguistic competence		Room A · 23.0.50		Chair: Kasper Engholm Jelby
	Closing of day 2		Room A · 23.0.50		

NB: Programme continues overleaf

Friday 21 August				
08:30 – 09:00	Registration · Building 23, ground floor			
09:00 – 10:00	Keynote: Britta Schneider · The ungrounded sign: Meaning-making, community and democracy under machine influence		Room A · 23.0.50	Chair: Jens Christian Borup Green Jensen
10:00 – 10:30	Coffee break			
10:30 – 12:30	Room A · 23.0.50	Room B – NB: <i>alternate room</i> · 24.4.01	Room C · 24.2.01	Room D · 23.2.47
Parallel sessions 6	AI in interaction · Part 2 Chair: Hanna-Mari Pienimäki Adam Brandt & Spencer Hazel Talking social interaction into being in human-AI clinical consultations	AI and social media Chair: Jens Christian Borup Green Jensen Dennis Chau Negotiating linguistic authenticity under AI surveillance: The case of Hong Kong tertiary students on social media	Evaluating AI output Chair: Marta Kirilova Alice Ross The sound of silencing: Identities and ideologies in commercial text-to-speech	Using AI in multilingual contexts Chair: Bettina Migge Didem Leblebici AI as linguistic authority: Voice assistants as “native” speakers in multilingual contexts
	Angeliki Alvanoudi Relations of epistemic asymmetry in human-conversational AI interaction: Stance, authority, agency	Chen-Yu Hsieh “I don’t car my bad English”: Affect and language ideologies in AI language-learning app commercials	Anna Davidsen Buhl Default narratives: Evaluating cultural biases in LLM generated children’s stories	Jenia Yudytska Overcoming language barriers with AI? An exploratory study of Ukrainian forced migrants’ practices with genAI
	Damien Rudaz et al. Human vs. AI ‘descriptions’: A video-based study of blind individuals using computer vision technology	Jincheng Ding et al. English language teacher influencer’s transpositioning and digital transliteracies with AI-generated resources	Kinga Kozminska From accuracy to interpretative labour: How to evaluate ASR for multilingual speech	Magali Ruet Using AI, hiding AI: Effort, shame and the limits of automated mediation in Zagreb
		Manuel Padilla Cruz The ‘psychiatrisation’ of politics: Using AI topic modelling to uncover language ideologies and delegitimisation in Spanish X	Maria Kuteeva & Marta Andersson ChatGPT and stance expression: Putting the indexical order of research writing to test	Lidia Gallego Balsà & Nune Ayvazyan AI, ‘shortcuts’, and multilingualism: How bilingual Catalan university students use ChatGPT for English academic reading
12:30 – 13:30	Lunch and publication forum for early career scholars · balcony and lounge			
13:30 – 14:30	Room A · 23.0.50	Room B · NB: <i>alternate room</i> · 24.4.01	Room C · 24.2.01	
Parallel sessions 7	AI and education · Part 5 Chair: Lian Malai Madsen Andreas Candefors Stæhr AI as a new educational authority in school	AI and bias Chair: Adam Brandt Zion Mengesha & Sharese King Synthetic selves: Race, gender, sexuality and the language of AI personas	AI at work Chair: Janus Mortensen Elena Trowsdale AI use in the museum workplace: Linguistic reflections on machine learning vs museum understanding in public engagement	
	Shaun Nolan Seeing credibility in AI-era language class-rooms: Visual thinking strategies as a sociolin-guistic tool for critical multimodal literacy	John Baugh AI assisted raciolinguistic ensnarement of American minorities: Legal or weaponized AI assisted linguistic profiling under U.S. Supreme Court rulings?	Marta Kirilova & Kristian Hvelplund Translating international news for Danish public service media: How GAI reshapes translators’ tasks, agency and legitimacy	
14:30 – 15:00	Conference closing and coffee · balcony			

Contributions ordered alphabetically according to the surname of the (first) author

Contribution	Session
Adams, Zoe. Audio deepfake detection: A new realm of accent bias?	4B
Alisamy, Lama. Linguicism related to AI tool use in higher education in Austria and Germany	2A
Alvanoudi, Angeliki. Relations of epistemic asymmetry in human-conversational AI interaction: stance, authority, agency	6A
Appel, Christine, Jackie Robbins & Laura Styles. Talking with Chat-GPT: How L2 learners orient to AI in interaction	4C
Balsà, Lúdia Gallego & Nune Ayvazyan. AI, ‘shortcuts’, and multilingualism: How bilingual Catalan university students use ChatGPT for English academic reading	6D
Baugh, John. AI assisted raciolinguistic ensnarement of American minorities: Legal or weaponized AI assisted linguistic profiling under U.S. Supreme Court rulings?	7B
Bingöl, F.Tuğçehan & Salim Razi. Navigating the digital shift: Exploring AI literacy, perceptions, and attitudes of EFL teachers and learners	5A
Brandt, Adam & Spencer Hazel. Talking social interaction into being in human-AI clinical consultations	6A
Buhl, Anna Davidsen. Default narratives: Evaluating cultural biases in LLM generated children’s stories	6C
Calinciuc, Silvestru Iulian. Sign language linguistic policy: The impact of A.I. on ethical regulations within the European institutions and Council of Europe	3B
Chau, Dennis. Negotiating linguistic authenticity under AI surveillance: The case of Hong Kong tertiary students on social media	6B
Çiftçi, Hatime, Derya Kulavuz-Onal, Melike Akay, Selman Ecevit & İlayda Çolak. Positioning the algorithm: How students negotiate legitimate AI use and literacy in higher education	1C
Coen, Alice, Antonina Zhiteneva, Jelena Kojashi, Teodora Mašković Đeri, Yasmeen Shamshoum & Yliana V. Rodríguez. AI, multilingualism and standardisation: Sociolinguistic perspectives on experimental language design	1D
Constantinescu, Cristian, Mihaela Constantinescu & James Carney. Turned down by machines? A quantitative study of accent-bias in AI-assisted hiring	5C
Cruz, Manuel Padilla. The ‘psychiatrisation’ of politics: Using AI topic modelling to uncover language ideologies and delegitimisation in Spanish X	6B
De Meulder, Maartje. Languages without bodies? Sign language AI as language policy	Keynote
Demir-Okumuş, Emine & Yonca Özkan. From reflection to self-regulation: Exploring EFL teachers’ collaborative reflective practice and students’ SRL in AI-mediated writing	1A
Ding, Jincheng, Zhiqing Yang & Michelle Mingyue Gu. English language teacher influencer’s transpositioning and digital transliteracies with AI-generated resources	6B
Döll, Marion. Race, class, language, and GPT Tools: Everyday linguicism in higher education in Germany and Austria	2A
Druviete, Ina. AI and corpus-based approaches to the standardization and codification of Latvian	5C

Contribution	Session
Enomoto, Takeshi. AI as a language-ideological phenomenon: A sociolinguistic perspective	2B
Flanagan, Marian, Dorte Lønsmann, Nils Jäkel & Janus Mortensen. Generative AI and reflexivity: The case of future language professionals	2D
Fox, Neil & Adam Schembri. AI and the risk to British Sign Language regional variation	4B
Franklin, Emma, Andrew Kehoe, Matt Gee, Tatiana Grieshofer & Robert Lawson. Language change in the age of artificial intelligence	3D
Ganassin, Sara, Jessica Bradley & Elizabeth Holland. AI and community-based research with diverse communities: Interdisciplinary methodological reflections from intercultural communication and AI studies	1D
Goodchild, Sam & Sanne Larsen. Collaborative research writing in the age of GenAI: Distributed cognition and expertise between academics and ChatGPT	1C
Guldenschuh, Sabine. Usage of GenAI in higher education: A critical discourse analysis on guidelines and training courses in Germany and Austria	2A
Habibie, Pejman. Beyond compliance: GAI and the socio-linguistic ecology of academic knowledge production	1B
Har, Frankie. AI as covert policy-maker: A sociolinguistic audit of English language centres in Hong Kong	3B
Harwood, Chris. From AI policy to pedagogical language: Developing an AI Scale as a discursive intervention	5A
Henriksen, Sarita. Artificial intelligence and linguistic inequality: A sociolinguistic perspective from multilingual contexts	4B
Holliday, Nicole. Evaluative speech AI and the devaluation of sociolinguistic competence	Keynote
Hsieh, Chen-Yu. “I don’t car my bad English”: Affect and language ideologies in AI language-learning app commercials	6B
Jensen, Jens Christian Borup Green & Sam Goodchild. Negotiating ideologies of efficiency and thoroughness: STEM and social sciences researchers’ positionings and their GenAI (non)use	1C
Jones, Rodney. Animating AI	Keynote
Keaton, Ashley, Christine Mallinson, Georgia Zellou, Chloe Evered, Vandana Janeja & Anita Komlodi. Spotting unintended harms: Educating students to recognize bias in language technologies	5A
Khuder, Baraa. Legitimacy of AI feedback across feedback ecologies: Disciplinary vs. non-disciplinary peers	1A
Kirilova, Marta & Kristian Hvelplund. Translating international news for Danish public service media: How GAI reshapes translators’ tasks, agency and legitimacy	7C
Kozminska, Kinga. From accuracy to interpretative labour: How to evaluate ASR for multilingual speech	6C
Kraft, Kamilla & Charlotte Sun Jensen. AI as research assistant: A solution to the challenges of multilingual research?	1D
Kuteeva, Maria & Marta Andersson. ChatGPT and stance expression: Putting the indexical order of research writing to test	6C

Contribution	Session	Contribution	Session
Larsen, Anne. Too stupid for ChatGPT: Digital literacy, student identities and educational inequality	3A	Ross, Alex. Who is responsible? Analyzing the discursive construction of “responsibility” and “ethical use” in institutional GenAI policies	1B
Larsen, Sanne. AI policies in practice: Emergent norms for AI use in student interaction	5B	Ross, Alice. The sound of silencing: Identities and ideologies in commercial text-to-speech	6C
Lau, Mandy. Algorithmic discourse planning: Governing hate speech with AI in Canada	3B	Rudaz, Damien, Barbara Nino Carreras, Brian L. Due, Sara Merlino & Barry Brown. Human vs. AI ‘descriptions’: A video-based study of blind individuals using computer vision technology	6A
Leblebici, Didem. AI as linguistic authority: Voice assistants as “native” speakers in multilingual contexts	6D	Ruet, Magali. Using AI, hiding AI: Effort, shame and the limits of automated mediation in Zagreb	6D
Lind, Miriam. AI and I. Forming relationships with artificial others through language	4C	Schneider, Britta. The ungrounded sign: Meaning-making, community and democracy under machine influence	Keynote
Litzenberg, Jason. Dispensing remainder humanism and embracing “good enough”: Communication in the era of the language singularity	2B	Stæhr, Andreas Candefors. AI as a new educational authority in school	7A
Lomeu Gomes, Rafael. Becoming the ‘AI girl’: Enacting and negotiating subject positions with a chatbot as a university student	3C	Testa, Martin. From text to system: Phylogenetic implications of large language model outputs	3D
López, Willelmira Castillejos. Academic writing before and after GAI: Effects of sociolinguistic change?	3D	Trowsdale, Elena. AI use in the museum workplace: Linguistic reflections on machine learning vs museum understanding in public engagement	7C
Madsen, Lian Malai. Ideological dimensions of ChatGPT at school	3A	Vandenbroucke, Mieke, Maja Brumer, Luna De Bruyne & Hans De Loof. Using AI-transcription in medication reviews: A critical sociolinguistic analysis of accuracy and care	2C
Malthus, Miriam. Discursive construction of GenAI-related plagiarism in New Zealand universities’ policy documents	5B	Vitali, Francesca. Student revision of AI-generated academic English: Practices of evaluation, legitimation, and critical engagement	5A
Mengesha, Zion & Sharese King. Synthetic selves: Race, gender, sexuality and the language of AI personas	7B	Weichselbraun, Anna. ChatGPTese and the enregisterment of machine language	3C
Migge, Bettina, Iker Erdocia & Britta Schneider. Use and perceptions of AI in scholarship and related academic work: The perspective of sociolinguists	2D	Wells, Naomi. AI, multilingual knowledge infrastructures and epistemic justice	2C
Mortensen, Janus. Generative AI and sociolinguistic change: The case of academic writing	5C	Wu, Minyue. Academic identity construction in the era of AI: International postdoctoral researchers in Germany	2D
Nolan, Shaun. Seeing credibility in AI-era language classrooms: Visual thinking strategies as a sociolinguistic tool for critical multimodal literacy	7A	Yoon, Sae saem & Jason Litzenberg. Distributed accountability in the AI guidance of U.S. higher education: An ecolinguistic analysis	1B
Ortner, Heike. Media representation and self-positioning of “neo-luddites”: Expression of anti-AI stances and group identity formation	3C	Yudytska, Jenia. Overcoming language barriers with AI? An exploratory study of Ukrainian forced migrants’ practices with genAI	6D
Palomares, Manuel & Ana María Relación Pastor. Delegating judgment: Epistemic authority in AI-mediated higher education	4A		
Park, Joseph Sung-Yul. Large language models as commodification of language: Towards a sociolinguistic critique of the political economy of AI	2B		
Pedersen, Bolette Sandford & Ali Basirat. How sensitive are large language models to metaphoric texts?	5C		
Peng, Jens Yanzhi. Generative AI as semiotic infrastructure: Stratified legitimacy in transnational classrooms	4A		
Pienimäki, Hanna-Mari. The use of generative AI in professional writing: Negotiating textually mediated expertise in hybrid systems	2C		
Polfeldt, Harry. Perceived intentionality in AI: Changing conceptions of language and social interaction in writing for publication	5B		
Potts, Diane. Writing a story, writing for the machine: Young children critiquing AI outputs	1A		
Räsänen, Tiina, Niina Hynninen & Minna Palo. Multiliteracy expertise in future working life: Interaction and coexistence of humans and language-based AI systems	5B		
Renner, Julia & René Foidl. Deontic stance in translanguaging-oriented interaction with ChatGPT	4C		