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Book of abstracts



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Camilla Monaco, Provincial Federation of Preschools of Trento; Tiziana Ceol, Provincial Federation of Preschools of Trento; Alessandra Potrich, Fondazione Bruno Kessler of Trento; Ornella Mich, Fondazione Bruno Kessler of Trento

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Heidi Muller, University of Northern Colorado

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Kreetta Niemi, University of Jyväskylä; Iira Rautiainen, University of Jyväskylä; Mari Holmström, University of Oulu

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Visa Penttilä, LUT University

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Suvi Porkola, University of Jyväskylä

Facilitating engagement through multimodal scaffolding strategies for a child with autism

John Rae, University of Roehampton, London, UK; Tamilia Moiseieva, Formerly of University of Roehampton, London, UK

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Michelle Ramos Pellicia, California State University San Marcos

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Ilaria Riccioni, University of Macerata; Ramona Bongelli, University of Macerata; Alessia Bertolazzi, University of Macerata; Marina Paolanti, University of Macerata; Ilaria Riccioni, University of Macerata

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Elisa Rossi, University of Modena and Reggio Emilia (Italy); Antonella Capalbi, Fondazione per la Scuola (Italy)

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Mahnaz Shirdel, University of Jyväskylä; Marko Siitonen, University of Jyväskylä

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Pnina Shukrun-Nagar, Ben-Gurion University; Zohar Livnat, Bar Ilan University

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Mika Simonen, University of Helsinki; Tuure Tammi, University of Oulu; Pauliina Rautio, University of Oulu

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Rehna Sotto, University of Jyväskylä; Margarethe Olbertz-Siitonen, University of Jyväskylä; Mitra Raappana, University of Jyväskylä

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Maiju Strömmer, University of Jyväskylä; Tomi Laapotti, University of Vaasa; Mitra Raappana, University of Jyväskylä

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Elda Weizman, af5rtj43

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Iwona Witczak-Plisiecka, University of Lodz, Poland

Plenary presentations

Embodied formatting of action in its material environment

Mathias Broth, Linköping University

Previous work in ethnomethodology, multimodal conversation analysis and interactional linguistics has identified how the delivery of a turn at talk may be reflexively related to its verbal and embodied (Streeck, Goodwin and LeBaron 2011) uptake by other participants for whom speakers design (Sacks, Schegloff and Jefferson 1974) their talk. Work in this field has also noted how other contingent aspects of the perceivable world may be oriented to as participants shape their turns and actions, including the visual availability of a referent (Mondada 2005; Björklund-Flärd 2024), an interlocutor's displayed attention (Goodwin 1981) or other visual features of a specific environment (Luff, Heath and Jirotko 2000).

After a brief introduction to the multimodal conversation analysis approach (Goodwin 1981; Heath 1986; Mondada 2021), this presentation will specifically focus on the ways in which linguistic and embodied behaviour by interacting participants is demonstrably designed in relation to the material environment in which they are produced. It is argued that specific ways of designing and timing an action may be motivated by an effort to address and manage particular "practical problems" that may come into being in various material settings and environments.

Using cases of both stationary and mobile interaction from a variety of activities (news production, driver training, energy auditing, pre-school urban walks, human-voice agent interaction and human monitoring of autonomous vehicles), I show how participants may orient to spatial contingencies in their language use and multimodal communicative action, to do whatever they work to accomplish: drafting or reading a sentence, instructing, correcting, assessing, avoiding to be heard, etc. These orientations are manifest in participants' linguistic and embodied practices, including lexical choice, use of address terms and discourse markers, prosodic delivery, gesture, bodily posture, walking and uses of gaze. My presentation will detail three broad types of accomplishments in relation to the materiality of situated interaction a) how particular places may be interactionally constituted, b) how the physical space is taken into account during the production of emergent actions and c) how particular participation frameworks may be established for managing problems that relate to spatial relations within a setting. Taken together, my presentation thus highlights several detailed ways through which participants may competently manage spatial contingencies in various settings, for all practical purposes and as part of situated activities.

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Organising artistic practice: Understanding the materialised legitimation of site-specific performances

Boukje Cnossen, Leuphana University Lüneburg

In this talk, and in line with the conference's theme, I will focus on the question, 'What is the role of materiality and materialisation in the organization of cultural and artistic practice?' In so doing, I will rely on a perspective known as Communication Constitutes Organization (CCO), that has shown how organization exists in communication, and how communication includes different kinds and degrees of materiality. I will present empirical material analysing various artistic performances (referring to some of my recent publications) as well as examples from an ongoing research project I am leading investigating challenges and developments in the organization of cultural practice.

Animal linguistics with a focus on cows and cats

Leonie Cornips, the NL-Lab of the Royal Netherlands Academy of Arts and Maastricht University; Marjo van Koppen, the NL-Lab of the Royal Netherlands Academy of Arts and Utrecht University

The aim of this lecture is to explore how to study interactions between nonhuman animals, and between nonhuman animals and humans, in a wide context drawing on various disciplines such as Sociolinguistics, Generative Grammar, and Ecolinguistics. By decentring the human animal, both theoretically and methodologically, the lecture will hopefully challenge received wisdom and invite a reconsideration of current linguistic concepts and tools. A better understanding of the nonhuman animal will position linguistics more prominently within current interspecies ethics debates in the Anthropocene (Meijer, 2019). Despite growing attention in biology and ethology to multimodal communication through sounds, movements, postures, touch, scents, or electricity (Håkansson & Westander, 2013: 23) linguistics more broadly has yet to critically engage with what is often taken to be a strict divide between human and nonhuman communication systems (Rasenbergs, Van Koppen et. al. 2023).

Sociolinguistics addresses the social meaning-making of nonhuman animals and encourages critical reflection on linguistic ideologies - particularly the disproportionate attention to sound production at the expense of other modalities. A Generative perspective allows us to analyze animal interactions as a combinatorial interplay of different cues (Cornips, van Koppen et al 2022; Cornips & van Koppen 2024). While linguists have only rarely examined the sounds, bodies, and movements of nonhuman animals in detail, our focus will be on multimodal activities and the role of material objects in mediating embodiment. The main investigative challenge is to understand animals' intra- and interspecies interactions as embodied, multimodal, sensory, structured, and social-linguistic meaning-making phenomena.

In doing so, the lecture will address three central research problems:

- (i) how to decentre the human, both theoretically and methodologically, especially within asymmetrical nonhuman/human power relations;
- (ii) how to examine multimodal activities by nonhuman animals focusing on cows and cats empirically; and
- (iii) how to fill the knowledge gap in linguistics (and in human discourse) about animals' intentional, interactional, and communicative expressions.

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Presentations in parallel sessions

The dialogical reconstruction of a controversial past: Collaborative memory work in producing the story of a Palestinian village

Saja Abu Fanni, University of Haifa; Oren Livio, University of Haifa

Keywords: collective memory, dialogical interviews, history

The history of the Palestinian village Kafr Qara is vastly different from that of other villages in Israel who experienced the 1948 Nakba. After being displaced and living as refugees for eleven months, Kafr Qara's residents were allowed to return to their village under circumstances that remained unclear. The current study interrogates the ways in which these wartime residents recollect their displacement and return, focusing on the means through which they dialogically reconstruct controversial aspects of this story – in particular the presence of collaborators in the village, whose assistance to the Israeli military probably enabled the villagers' return.

The study is based on retrospective interviews with 12 senior citizens of Kafr Qara who experienced the Nakba. Participants were interviewed at home, with their children or grandchildren present. These relatives participated in the conversation and often intervened, asking questions or reminding the interviewees of stories they forgot. The result was thus a collaborative production of history that was constantly reconfigured through a combination of personal recollections, family memories, our own interview questions, and the Palestinian national narrative.

Studies of Palestinian collective memory mostly identify two central narratives: (1) heroic tales of resistance and sacrifice; (2) victim stories emphasizing the pain of expulsion and dispossession (Khalili, 2007). Controversial aspects that might damage these narratives, such as the existence of collaborators, are usually silenced – a phenomenon that is characteristic of the historical “forgetfulness” of communities regarding volatile past events. In the interviews, residents independently emphasized events that were congruent with the national narrative of heroism and suffering. Conversely, story elements departing from this narrative, such as the role of collaborators, were ignored and came up only upon our own questioning or interventions by relatives. We analyze this dialogical coproduction, and the discursive strategies used by interviewees to mediate the story in ways that distinguish the local community from collaborators, who are constructed as being part of the enemy.

The study thus contributes to research into the ways in which minority groups are agentic in mediating controversial events in their past, and highlights the importance of conducting dialogical, multi-participant interviews (Fratila & Sionis, 2006) to produce more complex, multifaceted narratives of past events.

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Constructing professional identities in teacher team communication: Balancing organizational demands and shared pedagogies

Karoliina Ahonen, University of Jyväskylä / Tampere University; Tessa Horila, Tampere University; Leena Mikkola, Tampere University

Keywords: professional identity, co-teaching, discourse analysis

Co-teaching is an increasingly common practice in higher education that ranges from joint classroom instruction to collaborative planning and curriculum development, offering benefits such as improved student learning and professional development. However, teacher collaboration can also be inefficient and challenging, with a central issue being the negotiation of teachers' professional identities. Teacher identities may be challenged by questions related to autonomy, ownership, and power (Minett-Smith & Davis, 2020).

Identity work involves dialectical tensions that have been studied little in interdisciplinary teacher teams, where teachers need to reconcile different perspectives to create pedagogically coherent study modules. This study explores how professional identities are constructed in the communication of multilingual teacher teams designing phenomenon-based courses at a Finnish university. Drawing on 4.9 hours of transcribed planning meetings, we apply Fairhurst and Putnam's (2019) integrative methodology to identify oppositional discourses and their management. Our analysis focuses on contrasting identity repertoires, i.e., discursive clusters through which teachers position themselves and enact agency, revealing how dialogic processes intertwine with materiality in an organizational setting.

Preliminary findings indicate eight contrasting identity repertoires: (1) collaboration and community, (2) team structures, (3) incompleteness, (4) individual agency, (5) organizational demands, (6) equality, (7) hierarchies and norms, and (8) student-centeredness. For example, the repertoires of organizational demands and individual agency clash with each other in the meeting discussions, causing tensions when teachers are negotiating and balancing their shared pedagogies with organizational structures.

By examining these dynamics, the study contributes to the scholarship of organizational discourse by shedding light on how macro-organizational discourses appear in micro-discursive practices in team interaction, and how these micro-level practices construct larger organizational conditions. By understanding identity (re)construction in teacher team communication, it is possible to support a flexible transition between different identities, thereby enhancing high-quality collaboration and teaching.

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How pedagogical materials shape opinion construction in second language peer discussions

David Aline, Kanagawa University; Yuri Hosoda, Kanagawa University

Keywords: conversation analysis, pedagogical materials, direct reported speech

This presentation is concerned with how second language (L2) learners interact with pedagogical materials to construct opinions during peer discussions. Specifically, it focuses on how participants in small-group classroom discussions draw on the language of written materials—particularly worksheets—to formulate and articulate their positions. Analysis highlights how direct reported speech (DRS) becomes a central resource for referencing and incorporating worksheet language into learners' talk.

Previous research examined the interactional use of DRS in everyday conversation (Holt & Clift, 2009) and classroom settings (Park & Kim, 2022), as well as how materials shape social actions in educational contexts (Koç & Ergül, 2023). Building on these strands, this study investigates the actions L2 learners achieve through mobilization of DRS in constructing arguments grounded in the textual content of instructional materials.

The dataset comprises 125 hours of video-recorded discussions among Japanese university students, analyzed through conversation analysis. Learners engaged in extended discussions requiring consensus building, using worksheets that contained personal statements by hypothetical job or dating candidates. These statements were frequently cited in learners' turns, realized through DRS, as they negotiated and supported positions.

Analysis revealed the learners employed DRS in two sequential formats: (a) speaker initially produces a quotative marker (X says/said), then cites a statement from the worksheet in DRS form, followed by connective so and a concluding comment specifying stance; or (b) speaker initiates talk with an assessment or statement expressing stance, followed by a because-clause providing stance support, then produces a quotative marker, DRS, a connective so, and concludes with a statement of stance. When neither format is employed and speaker chooses to not produce a concluding statement after the DRS, other participants pursue an upshot or co-complete an opinion.

These patterns demonstrate that L2 learners systematically integrate textual language from pedagogical materials through DRS, using DRS as an interactional device to construct, align with, or contest opinions. The study contributes to research on how material artifacts mediate classroom interaction and argumentation practices, highlighting the materiality of pedagogical texts in shaping classroom talk.

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The journey of a story, from mobile phones to a podcast. Stories as material resources for a third dialogical space?

Sara Amadasi, University of Modena and Reggio Emilia

Keywords: stories; dialogue; translanguaging

This research was conducted with young people with migrant backgrounds in Northern Italy. The aim was to investigate how, through the facilitation of dialogue and the use of digital tools, young people can share narratives about places that had been significant in their lives. During the research, the participants were asked to find photographs on their phones of places that were important to them and about which they had stories to tell. The story would then become part of an amateur podcast.

The opportunity for the young people involved in the research to choose the language in which to express themselves encouraged numerous exchanges in which Italian alternated with Arabic and Urdu, and situations in which the young people took on the role of translators. The choice of languages and methods of narration was therefore aimed at promoting a dissociation between linguistic expression and cultural belonging, encouraging the co-construction of a third space (Bhabha 1994; Bhatt 2008), where dialogue can open up possibilities for questioning structures and expectations that also had to do with linguistic hegemony (Badwan et al. 2024).

Moreover, the possibility of sharing a story by interlacing different languages has to do with the possibility of challenging the traditional distribution of epistemic authority in adult-child interaction and rethinking belonging through the lens of translanguaging, as a creative form of strategic negotiation and new communicative practices (Canagarajah 2022). Translanguaging thus also becomes a narrators' tool for the dynamic negotiation of the story with the cycles of framing, recontextualization, and entextualization that each act of narrating entails (Canagarajah 2021)

By presenting extracts from videorecorded interactions, this presentation aims to investigate under what circumstances stories can, by cutting across markers of national belonging, such as languages, become material resources to construct a contingent dialogical space where new personal identities, positionings and possibilities for action are displayed.

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A rhetorical study of technology-mediated dialogue in the material online space between defenders and opposers of child marriage

Maria Carolina Bello, University of the Philippines Open University; Jean Saludadez, University of the Philippines Open University

Keywords: technology-mediated dialogue

In its original meaning, “Dialogue” comes from the Greek word dialogos, which pertains to the “meaning of the word” (Bohm & Nichol, 2013). For this study, dialogue refers to the two-word phrase “child marriage.” Numerous initiatives aimed at ending the practice of child marriage have primarily concentrated on gathering evidence to counter its detrimental impacts and identifying strategies for development actors to combat it. Little attention has been given to analyzing the dialogue between defenders and opposers of child marriage as a means to grasp shared perspectives that could cultivate mutual understanding and enhance comprehension of this practice.

Our study site is the technologically mediated, material online space (Luka & Harvey, 2019) of Facebook comment threads, where dialogic interactions (Kent & Taylor, 2021) unfold between defenders and opposers of the practice of child marriage. It assumed that the Facebook on child marriage is an online “dialogic space” (Chua, 2020, iii) for defenders and opposers. It utilized rhetorical analysis to answer the question: What are the rhetorical acts of the defenders and opposers of child marriage? By combining coding of themes and speech acts, and analyzing rhetorical appeals, devices, and strategies performed in the Facebook posts on child marriage, the comments studied revealed the collective thoughts of the defenders and opposers, which make up the shared meanings that differ from each other.

The study finds that the defenders of child marriage assert a collaborative and unified collective thought that adheres to a belief in the superior form of religion. The overarching shared meaning of defenders in marriage at a young age is religious superiority in matters such as child protection and religious living. In contrast, opposers of child marriage vary in their thoughts, some with anti-religious rhetoric. Their meanings are not shared, or sometimes opposing each other.

Reimagining academic identities: Dialogic encounters with materiality

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Keywords: academic-identity; dialogic-materiality; collective-autoethnography

In the field of education, academics are continually pulled in different directions by overlapping expectations—engaging in research, teaching, service, administration, supervision, productivity assessments, the pursuit of competitive external funding, and contributing to the development of educational systems. Marques et al. also note that “increasing marketisation of the tertiary sector” has had a growing impact on scholars (2024, p. 228). Given these competing priorities, little time is left to contemplate one’s academic identity (Ching, 2021). As two academics who share “common ground” (Hetherington, 2024, p. 206)—as Canadian professors in the field of early childhood education as well as through the benefit of a sabbatical year—we set out to engage in a dialogical project on identity work, focusing on Butler’s (1990, 1993) notion of identity as “performative’, a ‘doing’ rather than a ‘being’” (see Godec et al., 2020, p. 3). Sabbatical offers time and space to pause, reflect, and reimagine one’s identity as a scholar—to enrich oneself.

We understand dialogics as an epistemological stance in which knowledge emerges between participants and transforms them, rather than knowledge being contained within any one person. Recognizing materiality as intertwined with dialogue extends this idea by attending to how things around us “speak”, in that meaning and knowledge are not only made through language and ideas, but also through our interactions with matter (Hetherington, 2024).

Together, we engaged in a collective, autoethnographic identity project through dialogues with materiality. We considered two research questions: 1. How do our engagements with materiality support or challenge our identity performances as early childhood education researchers? 2. How does paying attention to materiality enrich our understanding of our academic identity?

Barad (2007) notes that “[l]anguage has been granted too much power” (p. 132). To recalibrate our usual ways of articulating identity work, that is, through verbal and written means, we entered into conversation with intentionality about the materiality present in our professional lives. Recognizing voice as one part of an agentic assemblage, a material-discursive practice (Mazzei & Jackson, 2021), we developed strategies such as choosing “identity artifacts” (Godec et al., 2020, p. 2)—e.g., writing implements, digital tools, office furniture, our CV and other academic documents. These artifacts were brought into dialogue, prompting us to listen to what materials “say,” and how materials participated in our reflexive process. This paper documents our project on academic identity and the insights gained by exploring materiality through dialogic processes.

Assembling to know: Innovations, dialogical praxis, and technologies in the creation of a local community board game as a way of regional revitalization – a Taiwanese case

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Keywords: Actor-Network Theory, philosophies of technologies, technological bias, dialogical praxis

This study applies Latour's (2005) Actor-Network Theory and the notion of technological "bias" (Feenberg, 2005) to realize, retrospectively, how a group of students of University Social Responsibility Project course in Chinese Culture University, taking their responsibilities as the actors who "know better" in making the aesthetic, epistemological and ontological decisions, assembling their team in creating a board game based on the history, culture, nature environment, and the landscape of a small mountain village of Quanyuan (泉源里, meaning Wellspring) inside Yangmingshan National Park of Taipei. Fully aware of their positions as the "operators" during technological actions, these students carefully and intentionally built their actor-network with the considerations of the bias of the technologies they used and modified in every ontological turn their interactions with different actant/actor.

Through semi-structured interviews of two team leaders in this board game project (it eventually became the final product of this creation: 泉源傳奇：百年水圳與文化之旅), this research explores the evolving process of their assemblage -- the regrouping of the sub-teams, the additions and restrictions of non-human actants, especially the technologies of AI, the contexts and connections they immersed themselves in -- for the gradual clear purpose of why they wanted to create this board game and the aesthetic choices of their design. As Latour (2005) has reminded us, the research of ANT can no longer limit our human subjects as mere informers providing data to fit the imposing *á priori* categories by social scientists, but to "grant them back the ability to make up their own theories of what the social is made of" (p.11). This research retrospectively follows the accounts of our interviewees to understand the becoming of their team and their understanding through their team.

A very public connection: Time-space utterances and engaging with others of Taiwan's academic public writing

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Shih-Chien Chang, Department of Communication, National Chung Cheng University,
TAIWAN

Keywords: Public Writing, Dialogism, Site, Situation, Event

From 2009 to 2016, Taiwan's academic disciplines in humanities and social sciences starts several on-line publications for the general public.

This paper tries to explore the dialogic ethics and passions these publications try to convey from the perspective of public writing.

In Ashley Holmes's (2022) analysis and pedagogical practice, such contextual planning aims to create a "public rhetorical situation": selecting timely and relevant issues, and ensuring that circulation and publication connect with publics who can contribute to change—or with counter-publics. Public writing must connect with its readers; it is not a one-way persuasion or a mere "explanation of professional knowledge to the masses," but rather a relationship-building process.

In dialogue studies, this act of speaking and establishing relations with others is an ethical concern of communication. Martin Buber (1958), in *I and Thou*, emphasized that the primary words of human speech—"I-Thou" or "I-It"—mirror human relationships. Scholars of dialogue such as Bakhtin (1981), who discussed heteroglossia, and Paulo Freire (1972, 1974), who explored dialogic dialectics in transformative education, both considered the relationship between self and other as essential to dialogic action.

Such communicative ethics require the premise of spatiotemporal contextual limits to meaning. Both Bakhtin and Freire argued that the meaning of words is a product of time and space. In Bakhtin's dialogism (1981), this is the "event"; in Freire's theory, it is the "situation." Holmes (2022), in her pedagogy of public writing, operationalizes this through "writing on location," choosing public spaces for writing so that issues and meanings emerge from those spaces. A similar idea appears in Alain Badiou's concepts of site, evental site, and mortal site (Badiou, 2005), where the place of an event becomes the locus of critical consciousness and dialectical force. Writing and reporting activities converge there, producing dialectical critique.

The "Marketplace Political Science" that emerged from the Sunflower Movement is precisely such an example. Likewise, embedded in their times, projects such as Guava Anthropology, Street-Corner Sociology, and History Grocery Store—though varying in strength—share similar contexts and connections with the presence of others.

Improving care for autistic patients: Centring healthcare providers' awareness of environmental and non-verbal aspects of clinical interactions

Maria Cherba, University of Ottawa, Canada; Mathieu Giroux, Autistic co-researcher, no formal affiliation; Arielle Levy, Sainte-Justine Children's Hospital, Montréal, Canada; Baudouin Forgeot d'Arc, Sainte-Justine Children's Hospital, Montréal, Canada; Stéphanie Fox, University of Montréal

Keywords: Autism, patient-provider communication, medical simulations

Introduction: Autistic people frequently experience challenges in accessing healthcare and report unmet care needs. Studies have documented negative and stigmatizing healthcare experiences, limited recognition of patient expertise, and exclusion from care decisions. Healthcare providers, patients, and families report the need to enhance healthcare providers' training on inclusive communication strategies. In particular, guidance focused on patient-provider interactions is needed (Mason et al., 2021; Nicholas, 2020; Walsh et al., 2021). Our project aims to document clinical interactions in autism and their implications for accessing care, in order to develop a communication training program for healthcare providers.

Methods: The project is conducted at a tertiary paediatric hospital in Canada. Our interdisciplinary team includes autistic individuals, parents, and healthcare providers. We video-recorded 16 simulated consultations with an autistic adolescent (played by an autistic young adult) and his father. A simulation-based approach was used to observe and compare communication practices among healthcare providers from various fields (emergency medicine, psychiatry, social work, psychology, nursing). Immediately following each simulation, participants engaged in a debriefing interview to describe and reflect on their communication strategies. We then conducted a multimodal interaction analysis – paying attention to language, gestures, body postures, and movements (Mondada, 2019) – of the simulations, and a thematic analysis of the debriefing interviews. All team members participated in the analysis, integrating the experiential knowledge of autistic individuals, parents, and clinicians. Preliminary findings were discussed and validated with 7 simulation participants and 10 additional healthcare providers.

Results: This presentation will focus on healthcare providers' awareness of environmental and non-verbal aspects of clinical interactions, a key theme identified during the analysis. In particular, we will discuss specific communication practices that helped healthcare providers to 1) adapt the physical environment to the patients' sensory needs, 2) use gestures, body postures, and movements to involve both the adolescent and the parent in the consultation, and 3) identify and interpret non-verbal cues to understand the patient's emotions and evaluate his comfort during history-taking and physical examination.

Discussion: We will discuss how our findings are being used to develop an online training module for healthcare providers, using examples of video-recorded consultations and elements of multimodal analysis of interactions to illustrate concrete strategies. We will also discuss the

benefits of integrating patient partners (Pomey et al., 2015) in simulations and analysis, and describe the protocols we developed to support the well-being of all participants throughout the research process.

Dialoguing with materiality: Ventriloquism, incarnation, and the communicative constitution of organizational well-being

Luis Edgardo Gonzalez Alarcon, Université de Montréal; François Cooren, Université de Montréal

Keywords: Dialogue, ventriloquism, posthumanism

The material turn has made visible how organizational and societal phenomena are not simply represented by discourse but are dialogically enacted through bodies, artifacts, procedures, platforms, infrastructures, and atmospheres (Barad, 2003; Orlikowski, 2007). In this paper, we mobilize a ventriloquial approach to materiality that treats these elements not as passive background conditions but as interactants that speak, respond, and orient action (Cooren, 2010). Following Bakhtin's (1986) insight when he says, "I hear voices in everything" (p. 169), we contend that dialogue cannot be reduced to human interlocutors; it is distributed across material-discursive assemblages that shape affect, power, responsibility, and identity.

Drawing on the constitutive view of communication (Ashcraft, Kuhn & Cooren, 2009), we conceptualize materiality as a graded and dynamic modality of presence: certain figures become more or less agentive as they progressively materialize in organizational life. We illustrate this argument through a participatory action research project conducted by the second author in a large public institution in Colombia that sought to improve employee well-being. Although well-being first appeared as a discursive initiative presented by a researcher to senior management, it gradually took body through a series of dialogic encounters: the creation of a committee, the circulation of meeting agendas and minutes, the design of forms and surveys, the implementation of workshops, the production of guidelines, and the transformation of physical and digital spaces.

These materializations redistributed accountability and authority, shifting ownership of the initiative from a researcher to managers, from managers to employees, and from employees to infrastructural elements such as digital traces, embodied routines, and ritualized spaces. They also produced atmospheres of care and legitimacy that enabled new actions to be taken seriously.

This ventriloquial perspective complements multimodal conversation analysis, digital discourse studies, and posthumanist theory by showing how matter participates in dialogue performatively. By decentering human intentionality, it invites analysts to study how objects, technologies, and spaces co-author organizational realities. Ultimately, the paper advances a process-oriented conception of materiality that foregrounds relationality, affect, and graded existence while offering a methodological way to trace how societal and organizational phenomena are dialogically materialized in practice.

The linguistic landscape of a Peruvian hospital: Dialogic practices and gaps with indigenous groups

Susana de los Heros, University of Rhode Island

Keywords: Indigenous groups, dialogical practices, linguistic landscape

The study of Linguistic Landscape offers critical insights into social inequalities and processes of social change (Gubitosi & Ramos Pellicia, 2021). Signage in public spaces is a semiotic display from which meaning, negotiation, and dialogue occur (Seargeant & Giaxoglou, 2020). In multilingual contexts, bilingual signs or their absence can either reinforce or challenge “traditional perceptions of language” that promote exclusion (Córdova-Hernández & Yataco, 2023, p. 397).

Here, I analyze the Linguistic Landscape of Cayetano Heredia Hospital, a public hospital located in Lima, Peru, a country where Spanish coexists with indigenous languages. The Hospital Cayetano Heredia is situated in an area where many Quechua speakers reside. Furthermore, since the Peruvian Government issued a manual in 2021 that regulates signage in Indigenous languages in public institutions in multilingual areas, I look at how this hospital aligns with this Manual.

The data consisted of approximately 150 pictures, along with my participant observation notes. I consider elements such as color, placement, size, and visual hierarchy, focusing on signage visibility, accessibility, and effectiveness for different populations. I also examine whether these elements facilitate dialogic practices with them and whether the signs align with the institution's discourse on “interculturalism.”

The findings reveal minimal bilingual and Indigenous-language signage, limited to the book of complaints and the neologism “Lactawawita” for breastfeeding, which reflects a superficial understanding of interculturalism. Overall, the hospital's signage suggests that its efforts toward intercultural integration, linguistic accessibility, and genuine dialogue with minority and Indigenous groups are more symbolic than substantive, highlighting its gaps and flaws.

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NOTE: I wish for this presentation to be part of a panel on "Dialogue in the Public Space: Linguistic Landscape and Minoritized Communities"

Talking a market into being: The discursive construction of the AI consulting market

Matias Eilola, University of Jyväskylä

Keywords: Artificial intelligence, Consulting, framing

A claim such as 'The age of AI is now, and you're falling behind' can be a worrying thought for companies. A seemingly simple solution might be to bring in a consultant who promises to guide you into this new era. This study explores how AI consulting organizations discursively construct the market for their services as part of contemporary techno-economic developments.

Consulting organizations wield significant influence over policy changes (Schlögl, Weiss, & Prainsack, 2021) while also exhibiting blind spots in their practices (Monod et al., 2024) when engaging in discussions on technological advancements in the workplace. With LLMs emerging as a new business opportunity for consulting organizations (see Mohan, 2024), the question arises: how is this influential industry discursively constructing the need or want for AI consulting?

In this presentation I'll explore how AI consulting organizations create and shape the market itself. This study analyzes marketing texts from 14 Finnish consulting organizations specializing in AI and 10 on digitalization. Using frame analysis as a methodological framework, I focus on how agency is attributed in the framing work of storytelling.

The results illuminate how consultants frame the rising AI-consulting market and assert expertise in a technology still in its infancy compared to similar practices in established consulting markets.

These results are explored within broader market landscape where a technological breakthrough has created a new Wild West for value-seeking opportunities.

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Manifest ideology: Examining the materialization of contradictory ideologies in interprofessional education curriculum

Stephanie Fox, Université de Montréal (Department of communication); Leena Mikkola, Tampere University

Keywords: interprofessional collaboration; communication as constitutive; contradictions

Training in the health and social care professions involves learning to collaborate with other professionals, which can have a significant impact on patient care. This training is shaped by interprofessional practice guidelines that establish norms for collaborative practice (e.g., CIHC, 2024). We argue that these texts act as material/discursive “hubs” that translate—in the Latourian sense (2005)—contradictory ideologies in health care policy (professional hierarchy, managerialism, and patient-centeredness) into concrete practice recommendations taught in interprofessional education (IPE) curricula.

We build on previous research (Fox & Mikkola, in press) using frame analysis to identify (a) prevalent discourses in the guidelines, (b) the guidelines’ framing of interprofessional communication (e.g., as information transmission, joint meaning making, relational maintenance, etc.) and (c) how both align with the competing ideologies. We expand here on the third identified discourse, institutionalization, to propose that the IPE guidelines’ translation role can be understood as a text-conversation dynamic (e.g., Dawson, 2022). These guidelines (texts) instantiate previous negotiations (conversations) among stakeholders, including various professional orders and interprofessional coalitions (e.g., CIHC), thereby stabilizing an assemblage of contradictory ideologies, discourses, and communication frames, to be transported to pedagogical and clinical contexts. There, the guidelines provide a common reference point through which educators, students, practitioners, and organizational decision makers collectively make sense (in their conversations) of what “good” interprofessional practice means. However, the assemblage glosses over the contradictions, rather than acknowledging or resolving them.

This process has several material consequences. While the assemblage institutionalizes a particular vision of interprofessional practice as ideal, its ambiguity offers flexibility to navigate ideological contradictions. Relatedly, it influences how communication is understood and prioritized, focusing largely on efficient information transmission from a managerial lens. Consequently, those allocating resources may underestimate the time needed for the joint sensemaking and relationship-building that are essential to patient-centred collaborative care.

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The linguistic landscape of Portugalia: Constructing an inclusive intercultural space for multilingual dialogue

Patricia Gubitosi, University of Massachusetts Amherst

Keywords: linguistic landscape -Portuguese community - intercultural communication

Dialogue studies is an interdisciplinary field that examines the theory, practice, and dynamics of dialogue as a means of fostering understanding, and relationship-building across cultural and linguistic boundaries. In multicultural contexts, the conditions for meaningful dialogue depend on multiple factors, including the cultural dynamics and communicative practices of the groups involved.

In Bristol County, located in the southern region of Massachusetts, Portuguese is the second most spoken language after English. The linguistic landscape of this community is distinctly multilingual and multicultural—you can listen to Portuguese radio stations or watch The Portuguese Channel, the only locally produced Portuguese-language cable network in the United States. The prevalence of Portuguese in the area has led some researchers to refer to it as L(USA)land (Almeida, 1987). However, despite the longstanding presence of the Portuguese language in the U.S. since the mid-nineteenth century, recent political developments—most notably the executive order signed on March 1, 2025, declaring English the official language of the United States for the first time in history—have begun to reshape perceptions of multilingualism, even within this community.

This presentation examines the linguistic landscape of Portugalia Marketplace as a complex social product that shapes and is shaped by spatial practices, perceptions, and lived experiences (Lefebvre, 1991; Gorter & Cenoz, 2024). Through this analysis, it seeks to reconsider how public spaces such as Portugalia foster multilingual dialogue and contribute to reimagining the relationships between people, language, and their material environments.

As Paddison et al. (2012) point out dialogue fosters meaningful interaction that strengthens community cohesion and counters social and linguistic prejudice. In this regard, Portugalia Marketplace serves as a valuable case study: its Ponto de Encontro café offers a welcoming space for conversation, social interaction, and intercultural exchange.

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*I wish for this presentation to be part of a panel on "Dialogue in the Public Space: Linguistic

Landscape and Minoritized Communities."

Bringing the forest to the table – trust and identity constructions in conversations on concrete and abstract forest issues in collaborative processes

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Keywords: trust, identity, forest management

Questions about the forest landscape are debated and often managed in dialogues between actors with different stakes and beliefs. These actors continuously handle issues of trust and distrust in these conversations. The discussions are part of a dual relationship between the material and the abstract, where the forest is managed through text in various policy documents, which in turn has material effects in the forest landscape. In this study we explore how the forest landscape is made present and concrete in such conversations, and how this makes possible and affects identity constructions and trust. Our data consists of transcribed video recordings of naturally occurring institutional conversations between various stakeholders in collaborative processes about forest management.

The basis for these discussions often consists of reductionist representations of the forest landscape/features, such as tables and diagrams, for example statistical data from species monitoring. Participants of the conversation make this data concrete by co-constructing stories about specific places, events, and animals. Sometimes these concretizations are talked about as something more “real” than the formal statistics and models. For example, participants may discuss what will “actually” be the effect “out in the woods” of a particular policy measure, as opposed to the effects it is calculated to have in models or diagrams. The line is fuzzy between the concrete and the abstract. Certain specific species or events can also refer to more general issues. Species such as the three-toed woodpecker and the creeping lady's-tresses are surrounded by a history of forest management conflicts, and the mentioning of these species may refer to such a historical conflict, often characterized by mistrust between stakeholders.

Making the forest and its inhabitants present in the conversation fills several functions and has effects on social relations within the collaborative process. By collectively constructing an image of the forest landscape, or particular parts of it, the participants may build a common ground from which their discussions can depart, a ground for intersubjectivity. This may serve as a foundation for basic trust between the participants. Departing from this common, co-constructed image, participants can explore agreements and concretize disagreements. Participants may also display relationships with the forest, as a part of identity constructions and -negotiations. The forest may be brought into the conversation as a way of explicitly addressing the frames and legitimacy of the collaborative process, when participants ask how their discussion relates to what is “actually happening in the woods”.

Client-initiated changes to mediation agreement texts in fixed vs. malleable state

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Keywords: mediation, writing, repair

We investigate the collaborative writing and editing of mediation agreements. These are documents written at the of a mediation meeting in the mediation of criminal and civil cases, in case the parties reach agreement. Mediation involves the ideal that the parties should “own” their conflict and its resolution, while studies show that the division of labor between clients and mediators is much more complex and nuanced. In this study, we examine the clients’ and mediators’ division of labor in preparing the mediation agreement. In an earlier study, we analyzed the mediators’ and clients’ collaboration in drafting the content and wordings of the agreement. In this presentation, we focus on how clients repair/suggest changes to an already written (segment of a) text.

In particular, we examine how the material and activity-specific properties of the agreement as text give it a more fixed vs. more malleable status, which seems to affect the way clients suggest changes to it. These properties include commenting on a completed text vs. a segment during ongoing writing, and having the text on a screen visible to all vs. on a paper print, or hearing text read aloud by mediators. Preliminary analyses suggest that clients use more effort (in terms of linguistic design) to point out correctables in a text that is in a more fixed state, and use more straightforward means when a text that is in a more malleable state. While the result is not surprising, there are analytic complexities in evidencing what makes the text more or less malleable or fixed and how it is observable in the participants’ actions. Factors to consider include whether the correcting is invited by the mediator, and what type of issue it concerns, i.e. a major issue in content or a minor misspelling. We attempt to cross-relate these various aspects in order to shed light on the clients’ practices, also having in mind possibilities of application (suggesting “best practices” for stakeholders in the field of mediation). The analyses contribute to understanding how clients exercise their rights in determining the resolution of their case while the drafting of the agreement is to a large degree distributed between them and the mediators, and the role of materiality in it.

The data consist of video recordings of seven authentic mediation sessions in Finnish (one interpreted between Russian and Finnish). The theoretical and methodological approach is multimodal conversation analysis and interactional linguistics.

Constitution of cultural knowledge, materials in the surround, and the intervening space through sequential organization of extended tellings in intercultural guided tours

Yuri Hosoda, Kanagawa University; David Aline, Kanagawa University

Keywords: conversation analysis, cultural artifacts, multimodal interaction

Explicated in this study are the interactional practices employed by tour guides during walking tours to initiate and launch extended tellings for orienting visitors to artifacts in the material surround. Prior research shows that participants in guided tours accomplish intelligible social actions by mobilizing a complex array of material and embodied resources in harmony with spoken language (Broth & Mondada, 2013; Broth & Lindström, 2013; De Stefani & Mondada, 2014; Hosoda & Aline, 2021, 2025; Mondada, 2019). Building on this, we use multimodal conversation analysis to investigate the steps guides take to initiate and launch extended informing sequences.

Drawing on 900 minutes of video-recorded data from tours conducted in Asia and Europe, we uncovered the routinized steps and embodied resources guides employ to introduce extended talk on cultural artifacts. Analysis revealed the recurrent sequential patterns through which guides monitor visitor movement and orientation before launching extended explanations. Orienting to the intervening spaces, guides routinely delay introduction of explanations by producing connectives with prolonged vowel sounds, withholding speech, proffering story prefaces, posing questions, and creating mysteries. Such techniques manifest guide orientation to establishing a shared physical and perceptual space with visitors, thereby achieving mutual alignment toward the material referents that form the basis of the forthcoming multi-unit informing.

The findings underscore how spaces, places, and surrounding environment constitute and are constituted by interaction in tours, offering insights into the dynamic interplay between talk, embodiment, and materiality in mobile settings.

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The materialization of historical dialectics in transitional justice and public education in contemporary Taiwan: Politics as the mortal site of dialogic events

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Keywords: dialogic event, mortal site, materialization, transitional justice

Taiwan's multiculturalism has much to do with the utterances of different languages and the dialogized heteroglossia (Bakhtin, 1981) that is often represented through characters in cultural texts or experienced by Taiwanese people who speak languages more than Mandarin. However, this multiculturalism was suppressed under and beyond KMT's (Kuomintang, the Chinese Nationalist Party) Martial Law rule from the end of the Second World War until 1993 when native languages of Hoklo and Hakka were listed as elective courses in elementary school, and in 2000, when native language courses were included in the formal curriculum. In 2018, the Development of National Languages Act was passed in "recognizing the multicultural nature of the nation, and to spur the transmission, the revival, and development of national languages" (Development of National Language Act, article 1).

For indigenous peoples, who have been in this land for many thousands of years, the modern state of Taiwan only allowed indigenous languages included into formal curriculum since 2000, but only two hours each week at that time. The Indigenous Peoples Basic Law was finally passed in 2005, and according to this Basic Law, Taiwan Indigenous Television was immediately established in the same year. The Indigenous People's Culture Foundation was established in 2009. And after a long hiatus, Indigenous Languages Development Act was passed in 2018. This strange legislative and political pattern between outbursts and implementations of indigenous rights policies inserted with a long hiatus of doing nothing has much to do with the political context of Taiwan for the past 25 years, where for certain political periods, the dialogic aura was established through (inter-)actions within space and time where the materialization of transitional justice was envisioned and engineered, while for other political periods, all possibilities were closed.

This paper examines Taiwan's ongoing pursuit of transitional justice through the lens of public education and ethnic mainstreaming, highlighting the centrality of indigenous rights, self-determination, and collective awareness in building a reconciled and co-governed society. Based on indigenous claims over land, identity, language and governance, this paper, through in-depth interviews, participatory observation, literature review of law, and collaborative reflection between indigenous and non-indigenous scholars, delineates the difficult and challenging

materialization of Transitional Justice through those precious political dialogic events on the sites we realize are mortal.

Phantoms of the office: hybrid workers interacting with absent others

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Keywords: hybrid work, internal dialogue, communication technology

Shifting to hybrid work changes the way organizational members are available to each other. Hybrid work is often conducted asynchronously in physically dispersed locations via communication technologies (Lauring & Jonasson, 2025). While at the office one can easily see whether a colleague is present and available, in distributed settings employees need to make decisions to contact “the absent other” without such knowledge. For making one’s availability visible to others, communication technologies, such as electronic status updates, are useful although they can never fully represent employees’ actual work situation. Hence, when evaluating whether to contact someone, employees must process incomplete, partially imagined knowledge of their colleague’s busyness and whereabouts.

This paper defines such processes as internal dialogue with absent organizational members. Specifically, the dialogue is understood as imagined interaction and the absent others are conceptualized as organizational ghosts. Imagined interactions are cognitive conversations that are used, for instance, to rehearse or reflect on actual interpersonal encounters (Honeycutt et al., 1990). Ghosts, in turn, refer to organizational members that materialize in present processes of organizing despite being absent (e.g., a former leader, Bednar & Brown, 2023; Maclean et al., 2024). The argument developed here is that even presently existing yet physically and temporally absent others (e.g., remote colleagues) can be understood as ghosts.

The upcoming study aims at answering the following research questions: RQ1) How are hybrid workers navigating communication in a context where their colleagues are physically and temporally absent? RQ2) How can imagined interactions with organizational ghosts be studied? The first, empirical RQ aims at understanding hybrid workers’ imagined interactions with ghost-like others. Due to the epistemologically challenging nature of the topic, the second RQ addresses methodological issues in studying the pre-linguistic processes of imagined interaction.

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Voicing multispecies needs in dialogue

Kari Jalonen, Demos Helsinki

Keywords: Bakhtin, biodiversity, multispecies

Global crises such as climate change and biodiversity loss are pushing societies toward a green transition that requires rethinking economic, social, and cultural structures. These transformations are contested and may create conflicts and inequalities due to uneven distributions of harms and benefits and limited representation of affected parties. Specifically, sustainability debates often prioritize human perspectives over those of nonhuman creatures, ecosystems, places, or nature as a whole.

These crises manifest as wicked problems (Ferraro, Etzion, & Gehman, 2015) that require incorporating plural interests and knowledges into coordinated action. Although collective action is widely emphasized, key perspectives — including multispecies needs — remain marginalized (Celermajer et al., 2021). This study applies a multispecies justice framework to examine how biodiversity action is organized in urban policymaking, focusing on how multispecies perspectives (Raymond et al., 2025) are represented and granted agency within predominantly human-centered decision-making processes.

I take dialogue as the analytical lens for studying the meaning-making through which collective action emerges in pluralist biodiversity work, in which divergent voices, and the tensions and silences between them, play a central role (Kornberger, Clegg, & Carter, 2006).

I conceptualize the views made relevant in biodiversity work as ideational voices: applications of ideological perspectives that speakers adapt when contributing to discussions in specific local contexts (Bakhtin, 1984). These idea-voices function alongside the human voices that articulate them, shaping and being shaped by the language speakers use (Sullivan & McCarthy, 2008). Through these discursive practices, participants enact shared societal beliefs about nature and urban development, constructing preferred futures and justifying particular courses of action.

The study follows biodiversity work in three Finnish cities using documents, interviews, and observed dialogues collected within the ongoing MUST research project. It addresses two research questions: (1) How do participants represent and create agency for more-than-human voices in biodiversity work? (2) How does urban biodiversity decision-making balance the needs of nature with human goals for urban development?

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Making use of complexity: Crafting a city strategy in institutional dialogue

Kari Jalonen, Demos Helsinki

Keywords: institutions, ideational dialogue, strategy work

In recent years, scholars have increasingly examined the role of societal institutions in daily organizational life. This work has advanced understanding of how pluralist institutional logics are mobilized in interaction (Jancsary et al., 2017), illuminated the constructive aspects of pluralist pressures (Gümüşay et al., 2019), and linked neoinstitutional theory with practice-based accounts of organizations (Smets et al., 2017). Despite these advances, relatively little is known about how institutional pluralism is negotiated in situated action over time—a theoretical and practical challenge critical to understanding its impact on organizational action.

This paper addresses this gap by conceptualizing the mobilization of institutions in interaction as an institutional dialogue: the use of organizationally meaningful adaptations of broader institutions as voices in discussion, contributing to situational and organizational decision-making (Bakhtin, 1984, 1986). This perspective emphasizes the flexibility of institutional arguments in discussions and the relations between them over time. Building on relational approaches to institutions (Smets & Jarzabkowski, 2013), the dialogical view shows how institutions are adapted to situational needs and linked to resolve pluralist pressures in contextually useful ways.

The analysis draws on a nine-year longitudinal case study of strategy work in Bay City, a Finnish city organization, where consensus on individual decisions was consistently achieved despite persistent institutional complexity. Observations of strategy meetings show how strategists invoked organizationally shared institutions (Fine & Hallett, 2014) as voices in dialogue, coordinating action without resolving underlying complexity. This process preserved the richness of opinion and flexibility necessary for effective action in a pluralist environment.

The study focuses on the discussion of sustainable development in strategic planning. In Bay City, the concept had been present since the 1995 strategic plan, informed by international frameworks and policies, Finnish legislation, and broader cultural meanings. These institutional interpretations framed sustainable development variably as an ethical-ecological value, an economic imperative, and a source of competitive advantage.

This study claims three contributions. First, it elucidates the constructive side of institutional complexity, showing how pluralist logics can be combined situationally to enable coordinated action while preserving flexibility for future interpretations. Second, it demonstrates the central role of language in the use and adaptation of institutions (Gray et al., 2015; Baba et al., 2020). Third, it illustrates the analytic value of ideational dialogue, linking collective institutional meaning-making with interactions over time (Phillips et al., 2004; Zilber, 2017). This approach offers a less muscular view of institutions, as guiding sensemaking tools for organizational actors.

The materialization of strategy in a communication agency and the influence of the agile framework

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Keywords: Strategy as practice, Agile methods, materialization,

For the IADA conference, we propose a paper in progress that examines how communication practices materialize strategy and how agile methods influence these practices.

Context & problem

Companies face growing complexity, both in their external environments and in their projects. In response, many adopt agile methods as new ways of working. However, few empirical studies in communication show how actors make sense of these methods, in reference to Weick's sensemaking model (1995), especially in the context of a communication agency.

Research field

The study is part of a doctoral research conducted at Cossette, a marketing communication agency that has used agile methods since 2014. After several years of testing and learning, the agency created a hybrid work model combining agile methods and traditional project management approaches, called *Modèle Co*.

In this paper, we will explore the initial formulation (Bencherki et al., 2021) of strategy, how it is formed in an organization that has adopted a hybrid agile method (*Modèle Co*), and the agency of this model in the context of a strategic project.

Participant observation took place during the development of a communication strategy and an annual strategic communication plan for one of the agency's clients, from August 1, 2024, to March 6, 2025. Several documents were collected, and 16 meetings capturing strategic interactions were recorded.

Research questions and analysis

The main research question (how do communication practices materialize strategy in the presence of an agile framework?) will be analyzed using the four-step strategic materialization process proposed by Bencherki et al. (2021).

For the second research question (how does agility influence these communication practices?) we draw on two central CCO concepts: presentification (Vásquez and Cooren, 2013) and ventriloquism. More specifically, we will use the four-step Framework for ventriloquial analyses (Nathues, et al., 2021).

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Linguistic and material ways of communicating with cows

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Keywords: human-animal interaction, linguistic animal studies, biosemiotics

In this presentation, I examine some aspects of how farm workers talk to and interact with cows. My study represents linguistic animal studies with biosemiotic orientation as well as multi-species pragmatics, and it is based on fieldwork, interviews, and video recordings from several types of Finnish dairy farms. This presentation concentrates especially on one facet of human-cattle interaction: how humans use dung pushers and other sticks, such as snow stakes, when communicating with cows. Thus, this presentation draws on the materiality of language. As well as differing sticks, other material surrounding of cattle greatly influence how these non-human animals are talked to. Objects, machinery, bodies and spaces, as well as routines, words and linguistic constructions are meaningful in the human-animal interaction. Dung pushers and snow stakes are used in steering cows, making them get up and when pointing at things, and I examine how these objects become meaning-carriers for humans and for cows in these interactions. For example, the dung pusher acquires four different meaning qualities for the human participants in the cattle barns: Floor-cleaner quality, Shepherd's-crook quality, Pointer quality, and Weapon quality. The study examines how the cows' and humans' *Umwelts* (von Uexküll 1982), the subjective meaning universes of these species and their individuals, influence the interaction in the farms and also influence how and why the dung pusher becomes a semiotic resource.

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Object-centered here-and-now sequences in home interactions with adolescents diagnosed with ASD

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Keywords: conversation analysis, autism spectrum disorder, object-centered here-and-now sequences

In this presentation we describe how object-centered here-and-now sequences—that is, treating a co-present object as the conversational topic—organize the initiation, maintenance, and extension of home interactions between adolescents diagnosed with autism spectrum disorder (ASD) with intellectual disability and their caregivers. Prior research underscores the importance of examining ASD communication in institutional settings from an interactional perspective (Dickerson et al., 2007; Korhonen et al., 2013; Yu & Sterponi, 2023). Shifting to the home environment, this study examines how topicalizing a familiar object provides a footing from which conversational sequences are launched, sustained, and expanded (Manzi et al., 2020). Data comprise eleven hours of naturally occurring, audio–video recorded home conversations between adolescents and caregivers. Analysis of question–answer sequences in object-centered here-and-now contexts shows that object topicalization clarifies "what this is about" in the immediate context, thereby accelerating sequence onset, facilitating maintenance and extension, and enhancing the progressivity of interaction. In contrast, in event-centered there-and-then sequences, which treat events not present in the here-and-now, the linguistic demands of recipient design for the caregiver (Sacks et al., 1974) increase, requiring them to construct the focus solely through talk. Consequently, we observe more frequent silences, formulaic utterances, and echolalia produced by the adolescents, while caregivers delay sequence onset and rely more on repair, which together reduce progressivity.

It is suggested that an object-centered sequential organization functions as a condition that facilitates response formulation for adolescents diagnosed with ASD. This insight is applicable beyond the home to intervention programs in educational settings as it contributes to improving the quality of support.

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Negotiating entitlements to communal food in L2 interaction: Multimodal conversation analytic study of dining interaction at international dormitories

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Keywords: Multimodal conversation analysis, Offer and request, second language interaction

This study, employing multimodal conversation analysis (Mondada, 2024), explores how materiality shapes social actions during dining interaction. The data consist of 19 hours of video-recorded mundane conversation during mealtime in international dormitories in Japan and Finland. Participants are visiting university students from various countries, who primarily use English (and Japanese) as a common language in interaction.

Previous CA research has shown that offers (Curl, 2006) and requests (Curl & Drew, 2008) are systematically organized according to sequential context and speakers' orientation to entitlement, with different linguistic formats. Kendrick and Drew (2016) expanded this perspective by conceptualizing "recruitment" as the broader process of eliciting or offering assistance, including both explicit requests and implicit embodied cues. Multimodal CA research further demonstrates that social actions are accomplished through the use of talk, bodily conduct, and material object in both first language interaction (Neville et al., 2014), and second language (L2) interaction (Eilola, 2023). Building on these findings, this study examines how interactants mobilize talk, embodied conduct, and table materials to negotiate entitlements to shared food in L2 interaction.

The analysis reveals that various table materials (e.g., sushi, serving spoons, chopsticks) were mobilized as interactional resources for accomplishing offers, requests, and pre-requests, through which participants negotiated their entitlements to shared food. This study highlights that everyday materials are not merely physical objects but interactionally constitutive resources for the accomplishment of social action in the context of dining conversation. The findings contribute to multimodal research on L2 interaction by illustrating the dynamic interplay among language, embodiment, and materiality.

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Navigating participation and access: Joint solving of the visual asymmetry of ocularcentric information sharing in a hybrid meeting

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Keywords: asymmetric interaction, low vision, multimodal conversation analysis

Presentation materials shared in remote and hybrid meetings present a challenge for colleagues with low vision (Akter et al. 2023). We present an ethnomethodological multimodal analysis of a video filmed dialogue sequence that emerges in relation to a written digital document that is being shared on-screen, and combines face-to-face conversation and technologically mediated conversation. We show how meeting participants solve the challenge of asymmetry between sighted and low vision participants, and describe a participation framework that emphasizes the role of a sighted on-site participant as an assistant for the low vision participant. The role is first invited by the low vision colleague, but later, the sighted participant also self-selects for assistance. The duration of the analysed action sequence is 3 minutes and 23 seconds, and it is part of a dataset from the corpus collected in the Horizon Europe RIA project NewWorkTech. The dataset is comprised of 5,5 hours of video, complemented by field notes and an interview.

In our analysis, we explore the verbal and multimodal resources used to initiate, recruit and perform assistance. The study thereby adds to the knowledge of requesting and offering assistance in interaction (Kendrick & Drew 2016), socially distributed information processing and perception through interaction (e.g. Due 2021) and visually asymmetrical interaction in a predominantly ocularcentric (see Due 2023) setting. We also add to the understanding of interaction related to asymmetry stemming from partial vision, which has hardly received attention in research literature.

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Performing Finnish identity: Student dialogue in a multicultural university setting

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Keywords: cultural identity, social discourse, internationalization of higher education

As international student numbers continue to increase at Aalto University – currently 29% of the student population – the institution encourages guilds and student associations to develop practices that enable the participation of international students. Local student organizers therefore become key gatekeepers whose linguistic and interactional choices can facilitate or constrain inclusion.

Against this backdrop, this paper examines how Finnish students construct cultural identity in dialogic encounters with international peers. Using data from video-recorded group discussions on norms, power, language, and belonging, the study examines how interactional dynamics differ across homogenous Finnish-speaking and mixed Finnish-international groups, and how Finnish students negotiate cultural models in the context of growing internationalization in higher education

Using critical narrative analysis (Souto-Manning 2012) in combination with multimodal conversation analysis (Gumperz 1982; Mondada 2014), the paper traces how discourse, prosody, gesture, and turn-taking contribute to the situated construction of Finnish cultural identity. This approach highlights how identity is not pre-given but dialogically enacted through narrative positioning, stance-taking, and the mobilization of contextualization cues.

The presentation focuses on a key excerpt from a self-moderated discussion involving Finnish and international students. In this moment, participants navigate a controversial opinion concerning culture. A Finnish student articulates and defends a cultural model of “Finnishness,” simultaneously positioning themselves as a cultural insider and shaping how others may understand Finnish identity. The analysis shows how prosodic emphasis, sequential organization, and narrative framing work together to enact and circulate social discourses on Finnishness within the group. The study contributes to research on internationalization of higher education and interactional linguistics by demonstrating how everyday dialogic interaction both reflects and reproduces broader discourses on national identity and inclusion.

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AI paranoia - Dehumanizing ripple effects of GenAI

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Keywords: Generative artificial intelligence (GenAI), Materialization, Communication

In October 2024, large Nordic bank, Nordea, made headlines in Finnish media with an advertising campaign promoting parental-leave friendly home loans. A full-page advertisement featuring a sleeping baby appeared on the front page of Finland's leading newspaper, Helsingin Sanomat. The public quickly noted that the baby had six toes on each foot, leading to widespread assumptions that the image had been generated by artificial intelligence (AI). However, it was soon revealed that the photograph was authentic. It was an image of a real polydactyl baby, taken from Getty Images, portraying the photographer's own child. The photographer was saddened to learn that her child had been mistaken for an AI creation (Helsingin Sanomat, 2024).

This story exemplifies the dehumanizing ripple effects of AI: an individual's humanity may be questioned even in the absence of actual AI involvement. The developments of generative AI have created a situation where AI is assumed to interfere wherever, whenever; a phenomenon we term AI paranoia. AI paranoia reshapes communication, as illustrated in a Bloomberg article (2025) describing customer service workers in call centers who are frequently mistaken for chatbot agents. These workers must prove their humanity in dialogue with the customer, often unsuccessfully, in various ways demanded by the customer.

Through the lens of AI paranoia, we focus on how AI materializes in communication (Cooren, 2020) when it is not an evident participant (e.g., in the form of a chatbot). At the same time, our focus is on how humanness materializes in discourse in such situations. Our approach is conceptual, supported by empirical examples. AI paranoia is the opposite to the well-studied phenomenon of anthropomorphism (e.g., Nass et al., 1995; Salles et al., 2020; Troshani et al., 2021). Instead of attributing human traits to (information) technology (e.g., Airenti, 2018), AI paranoia involves projecting AI characteristics—such as “botness”—onto humans or mentally replacing humans with AI. This tendency often leads to negative interpretations of those individuals (Hohenstein et al., 2023), driven by the online disinhibition effect (Casale et al., 2015) and expectations of humanness in certain situations (Hohenstein et al., 2023), resulting in dehumanization and mental health challenges (Dang & Liu, 2025). As humans increasingly adopt AI-like behaviors (Yakura et al., 2025) the increase in cases of AI paranoia is likely, making it crucial to understand its appearance.

Talking about doctors behind their backs to get things done: Interactional construction of physician authority in health care team meetings

Malgorzata Lahti, University of Jyväskylä; Emma Sallinen, Tampere University; Stephanie Fox, University of Montreal; Leena Mikkola, Tampere University

Keywords: interprofessional teamwork in healthcare; physician authority; membership categorization analysis

This study examines how members of an interprofessional (IP) healthcare team construct physician authority in meetings where physicians are not present. IP teams operate within organizational structures designed to ensure safety and efficiency, with physician authority as a central feature. This authority legitimizes decisions and organizes care but can limit the autonomy of non-physician professionals. Traditional perspectives conceptualize authority as a fixed attribute grounded in legal mandates, institutional hierarchies, and professional expertise. We take an interactional approach and view authority as transactional—collaboratively accomplished through discourse and situated interaction (e.g., Benoit-Barné & Cooren, 2009). Drawing on conversation analysis (e.g., Caronia & Nasi, 2022), we further distinguish between epistemic authority (the right to know) and deontic authority (the right to decide and act), both dynamically negotiated in team communication. The paradox of authority—simultaneously enabling and constraining collaboration—becomes salient when physicians are absent, requiring team members to invoke and navigate physician authority independently.

Using Membership Categorization Analysis (e.g., Stokoe, 2012), we analyzed five audio-recorded IP team meetings to explore how categorial reasoning organizes collaboration. We identified five physician categories invoked by team members—advocate, decision maker, public officer, guest star, and medical expert—each displaying a distinct action orientation. These categorizations mediated authority, responsibility, and agency, highlighting how epistemic and deontic authority are negotiated in real time.

Findings demonstrate how teams exercise agency within hierarchical constraints by strategically invoking physician categories, thereby sustaining organizational order and advancing patient care. This analysis underscores the communicative processes through which authority is enacted and reconfigured, showing that authority is not simply distributed top-down but collaboratively constructed in interaction. Understanding these dynamics is critical for improving interprofessional collaboration and designing communication practices that support shared decision-making in healthcare.

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From a hell to a paradise: Analysing spatial resemiotisation and participation in environmental discourse at the UNESCO World Heritage Site Völklingen Ironworks

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Keywords: Heritage, Environmental Discourse, Resemiotisation

The old coking plant at Völklingen Ironworks, a UNESCO World Heritage Site in Germany, has undergone resemiotisation from a place “once reigned by heat, dust and fire”, burdened with the history of forced labour, to a garden named as Paradise “where flora and fauna have recaptured the terrain back to themselves”. The paper examines this shift as a strategic material-discursive, and affective process reflecting the institutional power to choose what narratives and interpretations are privileged and favoured in the context of environmental discourse.

Cultural heritage sites act in a field of tension, where the duty of preserving material and/or immaterial heritage is tensioned against the economic goals of profitability and attraction, resulting in a focus on entertainment to create demand (Price 2021). This is why the Paradise at Völklingen Ironworks is approached as a product – a material, discursive and affective experience (Roth & Jornet 2014) tailored to highlight specific narratives and interpretations of the human-nature relationship, thus functioning as an instrument of power. The paper adopts a Foucauldian notion of discursive power/knowledge construction and builds on space sensitive discourse research (Bembnista et al. 2021) to analyse the spatial interrelations of materiality and discourse present in the resemiotised space.

The analysis aims to uncover the specific linguistic and material strategies through which agency is produced for industry and nature, and to examine how these strategies reflect the site's environmental ideologies and its role in the contemporary environmental discourse? The research material is focused on a select set of on-site information plaques that narrate the contrast and shift from a “hell” to the “Paradise” complemented by the spatial analysis of the garden's design.

The paper contributes to research concerning the more-than-human world and human-nature relationship in an industrial heritage setting. More broadly, it assesses experience critically as an instrument of power and a way of participating in the contemporary environmental discourse.

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Overcoming borders and reestablishing them: Organizational and political logics in workplace interaction

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Keywords: workplace interaction, modes of existence, teams

Drawing on Latour's (2013) account of "modes of existence", we delve into how the organizational and the political modes are intertwined in talk about roles and collaboration between teams at the workplace. In Latour's inquiry, these two modes correspond to two different ways of assembling a collective: the organizational mode does so by interconnecting different roles and scripts, the political mode by focusing on what can bring people together in spite of their differences. They therefore have starkly different orientations toward the internal boundaries of the collective: the former seeks to make them as clear as possible, while the latter seeks to make them as blurry and porous as possible. We approach how people alternate between these two logics as they collaborate by investigating actual dialogue between colleagues in a workplace team.

The data come from following a team of coaches who were responsible for organizing training with regard to an organizational change in a Finnish retail company. The team worked in cooperation with other teams and the project management. The data consist of video-recordings of workshops, material from a digital platform, and open-ended interviews with key members of the team. We focus primarily on a brief snippet of video-recorded interaction where the team members collectively reflect on an earlier workshop of the whole project, juxtaposing the analysis with knowledge gathered from the whole dataset, as some long-standing tensions within the project re-surface during the interaction.

Our analysis shows how the participants use the collective reflection for political ends and gradually build a case for overcoming borders between groups. This is done in an indirect, "crooked" way, relying on the participants' prior knowledge of the history of the project, and utilizing humor and metaphor. However, after joint understanding on the possibility for overcoming borders has been established, the participants revert to organizational speech, in order to discuss the specifics of implementing changes.

Our analysis sheds a new light on the (organizational) figure of the 'manager' and the (political) figure of the 'leader', which are usually described as different management styles in organizational literature. It shows that both roles are often collectively performed by team members, but also that, rather than management styles, they correspond to different ways of adapting to what situations require from us, each with its own rationality.

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On dialogues with the art museum wall. Empirical case studies of object texts as material-discursive mediators in the exhibition space

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Keywords: Art Museum Communication, Exhibition Texts, Multimodal Methods

Museums function as multimodal spaces of communication, shaped by diverse forms of interaction – most centrally between exhibits and visitors. Following Hausendorf (2010: 13), every interaction represents a process of meaning-making. The exhibition space thus gains high social relevance, operating as a site where discourses are negotiated multimodally.

This is particularly evident in the art museum. Drawing on conversation analysis (Hausendorf 2010) and reception aesthetics (Kemp 1992), we understand interaction with artworks as a process in which meaning is not merely received but collaboratively produced. Considering the discursive dimension of artworks and art museums, these interactions also engage broader conceptions of reality (Hooper-Greenhill 1994: 116). Hence, interactions with artworks negotiate social narratives and identity.

Building on museological discourse analysis (Hooper-Greenhill 1994) and text-linguistic research (Leitner 2024), we argue that this process does not occur solely between viewer and artwork but is shaped by a third component: the object text. As an art-educational text placed next to an artwork and serving to convey information about it, we assume that the object text mediates perception and interpretation. Meaning-making in the art museum thus unfolds as a triangular dialogue with two material components: artwork and object text. It therefore represents a dialogue in which materiality participates in the formation of social narratives and identity.

Our empirical museum study, conducted in spring 2025, by the Laboratory for Cognitive Research in Art History (University of Vienna), builds on this assumption. We collected data in two phases: a baseline week with original object texts and an intervention week with modified ones. To examine how object texts influence and shape social narratives in museum spaces, the modified texts address current identity-political debates.

We employed a mixed-methods approach to examine both verbal and nonverbal aspects of the dialogical interaction. This included eye tracking, video documentation of nonverbal behaviour, and guided interviews that captured visitors' subjective perceptions of artworks accompanied by object texts.

The presentation will discuss case studies to illustrate (1) how visitors engage in dialogue with artworks and object texts, (2) how social narratives are negotiated within this dialogue, and (3) what role object texts play in this process. While full analysis is ongoing, initial case studies show how object texts participate in shaping social narratives in the art museum. Finally, we draw on them to discuss methods for analysing object texts as material participants in the dialogical negotiation of social narratives in the art museum.

(B)othering the bot: Inclusion and exclusion in human-AI group dialogue

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Keywords: Othering, communicative AI, group dialogue

As communicative AIs increasingly emerge in teams and organizations as communicators, they also become contributors to the organization through their interactional performances (Bencherki & Snack, 2016). However, this contributorship is communicatively constructed as humans position a communicative AI bot when it appears as a participant in everyday work conversations (Siemon, 2022; AUTHORS). We argue that as bots enter the workplace, the distinction between 'us' and 'them' or 'other' extends beyond human groups to include interactions between humans and non-human agents.

In this research, we build on the concept of othering as a communicative and relational process through which participants construct boundaries and legitimate membership (Thomas-Olalde & Velho, 2011). Utilizing research on communicative AI as social actors (Guzman & Lewis, 2020; AUTHORS) and the construction of social categories and identities through conversational positioning (Amadasi & Holliday, 2017), we examine how organizational members communicatively constitute bots as "others" or alternatively as part of "we".

Our empirical data originates from workshops where participants were instructed to have a task-oriented group discussion on Slack with an AI-based bot included in the conversation. We identified conversational practices through which people exclude the bot, such as making fun of it, ignoring its presence, or downplaying its outputs. However, we also found instances where participants included the bot into the conversations and even expressed appreciation and unity toward it, thus positioning and even anthropomorphizing it as a contributing member of the group (see also Brandtzaeg et al., 2022).

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Can an argumentative rhetoric be rethought in a dialogical way?

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Keywords: Mediation; Values; Prescriptions

People have gotten used to some conception of rhetoric and argumentation, according to which it has not much to do with dialogue. As expressed by many since Perelman, the usual situation of rhetorical-argumentative speech (two aspects of discourse taken as united in practice) is the following: one person is trying to convince another person, or a group of people (Perelman, 1970). We would then say it is essentially monological. But as an example, even the task of teaching philosophy implies much more than such a monological attitude. Along other elements, some Bakhtinian considerations can be used: a plurality of voices can take place in a single discourse, if only by means of quotation (Bakhtin, 1990), but also in commentaries, opposed perspectives, etc. We might give voice to a position, but we might also critically discuss it, or modify that position, which is more than just expressing it. In any case, a so-called rhetorical speech is indeed completely permeated by previous dialogical interactions of different kinds, and on a plurality of scales, among which we should count a plurality of media in time and space. Since we have different conceptions of dialogue, this will also impact on how we think the communicative act as rhetorical-argumentative. Furthermore, discourse can obtain a valid result as a communicative act only in creating a novel space of dialogue around the “content” to be communicated. That dialogical space could obviously be incremental in quality and can take many different forms. As a practical domain, I choose here to discuss based on my own experience of teaching, to which references will be made by keeping in mind what can be deemed common to any professors’ experience. Three elements by hypothesis are present in any rhetorical-argumentative dialogue: inferences, interactions and figures, whether they be metaphorical or otherwise (Blumenberg, 2021). The novelty of the proposal is to clarify the characteristics of the rhetorical-argumentative discourse, while showing in what senses it can be seen as dialogical. Indeed, we should distinguish descriptive and “normative” perspectives, the second of these angles to be understood not as a set of rigid norms, but as an ethical call.

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Technical drawings as knowledgeable objects in construction work

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Keywords: semiotic object, multimodality, interaction

In construction work, technical drawings are important semiotic objects guiding the work. Construction professionals frequently gather around drawings to consult them and to negotiate what they mean for the next steps of the work. Technical drawings are also a prime example of so called “boundary objects”, which mediate information and knowledge between groups of professionals (Star & Griesemer 1989).

Drawing on 60 hours of video recordings from a medium-sized construction site, this conversation analytical paper examines object-focused sequences around technical drawings in construction work and explores how the drawings are used in negotiations between the workers with different professional backgrounds (plumbers, builders, and electricians). I will first analyse the activity contexts in which drawings are made relevant in interaction and examine how this happens, i.e. how the participants make the drawings the focus of attention by using verbal and visual bodily resources. Second, I will examine meanings ascribed to the drawings during the negotiations around them.

The analysis shows that the drawings are invoked particularly in situations of trouble or disagreement. They are consulted for answers to problems that have arisen in the work or used to support one’s arguments in cases of disagreement. Although the drawings are primarily treated as instructions, they nevertheless give rise to different interpretations regarding how those instructions should be understood. They can also be questioned. Overall, the drawings serve as a resource for negotiating professional knowledge and constructing a shared understanding of the progress of the work project.

By investigating the different ways of making relevant and using the knowledge the drawings incorporate, the analysis adds to the long tradition of research on the role of inanimate objects in the structuring of professional knowledge (e.g. Suchman 1987, Latour 2005, Goodwin 2000) in the under-researched context of manual work.

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E-feedback practices to improve oral communication skills

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Keywords: e-feedback, oral communication, discourse genres

The aim of the study presented is to deepen the knowledge and training of teachers and students in e-feedback practices that contribute to improving the oral communication skills of language learners. The research is situated in the field of the e-feedback literacy studies, in order to contribute to its development in two ways: 1) in its contextualisation, elaborating 'situated' feedback proposals to improve the oral competence of language learners, and 2) in its personalisation, building mediated digital feedback exchanges that cater for the diversity of learners and assessment cultures.

With an interdisciplinary approach, our communication presents linguistic-discursive knowledge about the repertoire of families of oral discourse genres subject to teaching-learning of an additional language (Spanish), and, on the other hand, about educational technology regarding training in digital feedback located in oral discourse competence. A collaborative research has been carried out with the participants involved (teachers and students), so that didactic mediation aimed at the development of oral communication has been designed together with them for implementation in their classrooms so as to improve the quality of education in plurilingual and intercultural contexts. Results show that greater awareness of the sociocultural dimension of discourse genres is necessary about several aspects: about the social function of texts, about its value in the community of practice, about the inscription of individuals (role), about the interdiscursivity

Co-constructing complex participation frameworks among children aged between 12 months and 6 years: the power of the Zone of Proximal Development concerning the linguistic/conversational learning

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Keywords: Participation frameworks, infant/toddler's center and preschools, conversational learning

The study refers to a larger Research-Action oriented to investigate “if” and “how” children aged between 12 months and 6 years can live together within educational contexts explicitly planned for supporting their development/learning processes.

This paper focuses on a specific pilot-experimentation: an infant/toddler’s center (3 months to 3 years) and a preschool (3 to 6 years) worked together to plan and to organize a joint experience. For almost five months, two groups of 12 kids – from 12 months to 6 years – lived together, twice a week, from the morning snack till the end of the lunch time.

Before mixing children belonging to different educational contexts, it has been necessary to plan a training process between educators and teachers in order to co-construct a shared idea of children, learning and education. In light of the big range between the involved ages, the linguistic/conversational dimension is one of the most interesting to study and analyze.

This paper specifically focuses on the construct of participation framework: the conversational analysis showed that children are able to co-construct complex structures, based on different interactional levels and diverse communicative registers (e.g. linguistic-verbal versus gestural-physical), also when some of them already have refined linguistic competences and some others are still acquiring these skills.

That is to say that, besides the process of acquisition and improvement of language, children are also active protagonists of a process of development/learning of some specific conversational abilities that are not so much linked to “how individuals utter and connect the different words”, as rather to the modalities and the interactional strategies they use. It is also interesting to notice that not necessarily kids who appear more linguistically competent show to use in a more competently way the basic rules of a conversation.

In other words, we observed that also the youngest children – living within a rich and stimulating context – are able to find an implicit intersubjective agreement about “how” they co-construct interactional exchanges and organize their participation, showing the competence to accept and promote changes and re-adaptations of the interaction.

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Coding and robotics as instruments to support embodied and discursive feature of dialogue with 3-to-6-year-old children

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Keywords: Coding and robotics, preschool, discursive practices

This paper refers to a specific research project that started in 2020-2021 and involved 26 Italian preschools: 3-to-6-year-old children have been introduced to experiences of coding and robotics to support their social learning processes (e.g. collaboration, participation, narratives co-construction, etc.).

From a theoretical point of view, the study aimed at promoting social and discursive interaction among kids within mixed by age small group situations, in order to improve and increase their knowledge co-construction (Vygotskij, 1934; Bruner, 1990). From a methodological point of view, the research has been always intended as a practice based (Little, 1992) process that is “build” together with the participants and not on the subjects and it has always been embedded into the real educational practices of the involved preschools.

The research deeply interconnected teachers’ training and school educational practices. The main methodological steps were:

- a) teachers’ training based on the adults’ practice with the robotics tools;
- b) experiences at school with children;
- c) collective reflection, within the training context, based on teachers’ documentations (video, field and reflexive notes, etc.).

A crucial methodological choice regarded “how to use” the different tools: both with teachers and with children, we always use the approach “one kit-one small group”.

We are going to show some initial results:

- a) within a specific educational planning, coding and robotics helped teachers to organize learning contexts where children could act and improve several intelligences (Gardner, 1999). This process was always developed within small groups situations, where children could “share and exchange” their individual intelligences.
- b) coding and robotics represented effective tools in order to promote discursive practices where linguistic and non-verbal dimensions complemented each other, allowing children to create increasingly rich and significant forms and levels of participation. Through the possibility to share an instrument such as BeeBot, Lego WeDo 2.0 or i-Code, kids learn to co-construct complex dialogues, made of gestures, gazes, voice tunings, speeches, also thanks to their different levels of age and competences.

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Collaborative communities and/or materiality in dialogic organizations

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Keywords: Collaborative Community Decisional

This paper reflects on and builds from two experienced collaborative communities, the Liberal Arts (General Education) Council at a US university and the P4E (Peaches 4 Ever) Council for a senior women's softball team, on which both the author sits. The context surrounding these Councils are such that there are incentive-like reasons NOT to act in any way like a traditional hierarchy. Yet the positionality of members is real, and the variations in associated responsibilities as well as access to opportunities are material. In both contexts, these two very differing councils have come to embrace, in Luhman's terms, decisional communication. While there are specific decisional events that take place which hold the kinds of contradictions and premises for future decisions inherent in decision processes, for a council to be about decisional communication is to have such as its process orientation. To do that takes having a relational orientation that aligns and allow for such process, and that orientation is dialogic, always being in relation to the other. This relating is consistency generative of the dynamic of possibility, and usually positivity,

Underlying the communication practice of collaborative community are texts, conversations, and their conversion. Within this practice texts are only potentially authoritative to bring about consent but are always a centering source of engagement. Material elements, texts, have a positionality as well – generated through text-conversation leaving open possibility or interpretation, and providing parameters that identify there is a thing that needs to take place- which provides a reason to engage in a communication event that co-constructs the organization

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When objects are not there: Children's engagement with imagined materiality

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Keywords: imagined materiality, children, embodied cognition

Materiality studies traditionally focus on the tangible properties of objects and their role in human interaction (e.g., Dixon, 2015; Tuncer & Haddington, 2020; Wootton, 1994). However, humans – especially children – frequently interact with absent objects through imagination, simulation, and gestures, raising questions about the cognitive, social, and situated significance of abstract objects. The role of abstract objects is only beginning to emerge.

In our presentation, we show how schoolchildren engage with absent objects, such as mimicking drawing in the air, sawing with an imagined saw, smoking a cigarette with a pen, or gesturing with imagined tools. These acts highlight the intertwined connection between cognition, body, and environment, suggesting that understanding, learning and entertaining occur in context through physical experience and social interaction (Shapiro & Stolz, 2019; Merleau-Ponty, 1962). Drawing on video observations from Finnish primary school classrooms, we analyze these interactions as forms of embodied cognition (e.g., Barsalou, 2008), in which sensorimotor engagement with imagined objects evokes perceptual, emotional, and social responses similar to those generated by real objects.

Interactions with imagined or simulated materiality exist along a spectrum: some are enacted for skill rehearsal and learning (e.g., air saw), spatial reasoning (air drawing), or other functional purposes, while others serve playful, social, or entertainment functions (e.g., smoking a pen-cigarette, playing with imagined toys). These findings demonstrate that material experience is not confined to physical presence, expanding the scope of materiality research by showing that the human-object relationship extends into the imagined and performative domain, blurring the boundary between concrete and abstract objects.

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Frameworks for sustainability – a case study on non-human agents in sustainability communication

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Keywords: sustainability communication, non-human agency

In the face of climate crisis and societal issues, various organizations are setting themselves goals for lowering their emissions and improving the conditions of their stakeholders in different ways. In the literature on corporate social responsibility (CSR) communication, such goals and promises can be seen as forms of “aspirational talk” (Christensen et al. 2013). Aspirational talk refers to communication that aims at the betterment of organizations’ practices even when such talk may seem detached from practice, as such communication may have performative effects on the organization when it becomes “raw-material” for organizing, and organizations can be held accountable for their aspirations. Drawing from research on communicative constitution of organizations (Ashcraft, Kuhn & Cooren 2009; Basque, Bencherki & Kuhn 2022), this research has pointed out the necessity of communication for organizing the responsibilities of different actors towards their stakeholders and environment.

However, to date there has been relatively little research on how organizations’ aspirations can be enabled from the outside through external frameworks or tools. Aspirations are often considered as results or explications of internal processes (e.g. CEO decisions, strategy work), or in some cases spurred by stakeholders, who pressure or entice organizations to improve their policies and practices. Yet, aspirations can be a result of more formal external organizing when organizations are provided with a framework for constituting their sustainability-related goals. Such frameworks are visible globally, for example, in sustainable development goals (SDGs) that organizations are using in formulating their intended contributions to sustainable development.

This brings to the fore questions regarding the communicative constitution of organizations and their responsibilities, boundaries of organizations in matters of sustainability, non-human agency of communicative practices, and how “external” tools can be used in constituting organizations in new ways. This study investigates through a qualitative case study on Finnish Commitment2050 service how organizational aspirations can be established in interaction with an external framework and what are its implications for communicative constitution of organizations and their responsibilities.

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Gendered and sexualized violence in the German migration discourse: A multimodal critical discourse analysis of Instagram posts

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Keywords: Migration discourse; Gendered and sexualized violence; Political communication

Migration is often framed as a central political crisis in contemporary German discourse. On digital platforms like Instagram, political actors deploy gendered and sexualized narratives linked to fear of violence and the need for protection, featuring tropes such as the 'violent migrant man' and the 'vulnerable German woman walking home at night'. Against this backdrop, this paper examines how gendered and sexualized violence is constructed and circulated in the migration discourse of the 2025 German federal election campaign.

The paper compares Instagram posts from two German parties critical of immigration policies: the right-wing Alternative für Deutschland (AfD) and the left-wing Bündnis Sahra Wagenknecht – Vernunft und Gerechtigkeit (BSW). The main aim of this paper is to uncover the multimodal discursive strategies used to produce and perpetuate notions of security, morality, and belonging, as well as gender and sexuality. The theoretical emphasis lies in examining how borders shift from being geographical to becoming embodied in immigrants and mediated through digital communication. In this sense, the digital is approached as material: Instagram functions as a spatial mediator where meanings are negotiated through multimodal political dialogue.

The material comprises three posts per party that engage with the discourse of violence, including both still images and videos from official accounts and party leaders. Drawing on multimodal critical discourse analysis (Machin & Mayr, 2023), the discourse-historical approach (Reisigl & Wodak, 2009), and Wodak's (2021) concept of the politics of fear, the paper examines linguistic, visual, and auditory strategies, such as affective word choice, human representation, and spatial composition.

The paper contributes to research on the intersections of gender and migration and the evolving role of digital platforms in political communication. More broadly, it demonstrates how multimodal discursive strategies normalize fear and reconfigure boundaries of belonging in contemporary European societies.

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Facilitating engagement through multimodal scaffolding strategies for a child with autism

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Keywords: autism, participation, support

Autistic children often have difficulties in sustaining attention and engagement. Conversation analysis offers a way of examining the fine detail of multimodal interaction (.e.g Goodwin, 2000; Mondana, 2019). The present study aims to extend previous research into how objects are used in supporting interaction with autistic children (Stribling & Rae, 2010) (Korkiakangas & Rae, 2013).

This study examines one-to-one interactions between a teaching assistant and a six-year-old child with autism, recorded during routine sessions in a quiet room of a British primary school. Approximately three hours of video data were analysed using conversation analysis, allowing for close attention to how talk, gaze, gesture, spatial alignment, and objects were mobilised in the co-construction of participation.

We show how engagement emerged as a joint, interactional achievement, shaped by the child's moment-by-moment displays of interest, resistance, or difficulty and the adult's responsive scaffolding. These included object-mediated strategies that reframed the child's interests. Contingent scaffolding introduced at moments of difficulty, and affective scaffolding that addressed emotional or sensory resistance.

Consequently, participation is better understood as a joint achievement that emerges rather than an individual skill. Multimodal and affective resources were central to sustaining inclusion, with material objects playing a key role in re-orienting and supporting interaction. These insights highlight the pedagogical importance of recognising children's agency, and of training teaching assistants to be sensitive to the child's visible conduct and responsive to the affective and material dimensions of learning.

Although limited to one case, the study advances the understanding of inclusive education in practice.

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Ways of dialoguing and ways of resisting in the swap meet *

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Keywords: linguistic landscape, Spanish, migration

The linguistic landscape refers to the analysis of the use of language/s on texts displayed in a public space. The analysis takes into consideration the linguistic market and its diversity as it pertains to the linguistic situation of a country or a region (Cenoz & Gorter 2008; Landry & Bourhis 1997; Muñoz Carrobles 2010). For the people who create these public signs, the linguistic landscape serves as a space where they can express frustrations, ideas, art, publicity, etc. (Muñoz Carrobles 2010).

In this presentation, I consider the symbolic and informative uses of Spanish in the signs and shop fronts at a swap meet in Southern California as important components of the dialogue that takes place between the linguistic landscape, vendors, and customers; between customers; between vendors in the context of the violent attacks and kidnappings of the Immigration Custom Enforcement (ICE). Currently, the US Presidential administration has empowered ICE to unleash numerous civil rights abuses and intimidation of immigrant community members under the guise of criminal investigations, preserving national security and protecting public safety. Thus, in this presentation, I seek to reflect on the following questions:

1. What is the message conveyed in these conversations?
2. How are these messages received?
3. How do these dialogues take place?
4. How do ICE attacks on the local Spanish-speaking community impact the swap meet community?
5. How a possible elimination of this space will create a gap in the local Spanish-speaking immigrant community?
6. How does dialoguing take place in the absence of the swap meet?

The work discussed in this presentation is the result of numerous ethnographic observations over the course of two and a half years at different times and days when the swap meet is opened. In addition to these observations, I also had insightful conversations with vendors and a number of visitors. During this period of time, I collected a total of 400 photos, and took notes of the music played (e.g. corridos and mariachis) while the swap meetings take place.

The dialogue established in the swap meet is a metaphor of our society. It presents two juxtaposing realities of the immigrant and of immigrant descent who speak Spanish or grew up around Spanish-speakers; Spanish-speaking, display of Latinx identities vis-a-vis the outside forces that criminalize the immigrant community pushing towards assimilation or leaving the country altogether.

Dialogic patterns in digital healthcare interactions with older adults: A comparative exploration of human and chatbot responses

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Keywords: elderspeak, health-care professionals, AI-based chatbot

The main aim of our study is to compare dialogical interactions occurring in digital environments, between, on the one side, elderly patients/users (aged 65 or older) and health-care professionals, and, on the other, elderly patients/users and AI-based chatbot. To this end, a corpus of approximately 12,000 question-answer sequences was collected (using advanced web scraping techniques) from Q&A services of an Italian multi-service medical platform. 39 pairs of interactions with elderly users were manually selected and analyzed. Each pair was labelled to investigate, on the one hand, the types of questions asked by patients, together with their epistemic attitude and pragmatic function, and on the other, the degree of alignment, accommodation, and empathy conveyed by the responses of both healthcare professionals and the chatbot. The results show that elderly patients mainly resort to direct questions, especially wh-questions and polar questions, mainly aimed at requesting information or opinions. Healthcare professionals' responses are generally pragmatically and epistemically aligned and accommodated (i.e., attuned), although some underaccommodation (e.g. use of technical jargon) and overaccommodation (e.g. use of excessive simplification) are observed; empathy, however, is limited. By contrast, chatbot responses, tested on a small sample of users' requests, are highly aligned and empathetic, but also mainly overaccommodated. The use of bullet points, bold text, images, and claims of availability to simplify the content in its' responses suggests the influence of age-related stereotypes, which assume diminished cognitive and digital skills among older users. Despite the limitations of the present study, its implications seem to be significant. The findings may help healthcare professionals engaged in Q&A services become more aware of their dialogical styles and of their alignment with the needs of older adults, while also drawing attention to the risk of ageing-related stereotypes to which chatbots appear particularly vulnerable. More broadly, this knowledge can support practical recommendations for improving patient engagement and guide the development of design guidelines for chatbots.

'Man jobs and woman jobs'. Facilitation of children's gender narratives using the visual in dialogic interactions.

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Keywords: gender, visual, narratives,

Navigating the ways in which dialogues from/with the materiality can transform social narratives, organisational forms and/or personal identities, this contribution shows how in classroom interactions the meaning of gender can be constructed and negotiated using visual tools and dialogic facilitation, in order to foster and produce counter-narratives and new narratives about gender relations, characterised by equality and respect, thus overcoming stereotypes and bias. Combining a constructivist approach of communication (Luhmann, 1984) and gender (Connell, 2009) with visual studies (e.g. Shepherd, 2012), dialogue studies (e.g. Bohm, 1996) and narrative studies (e.g. Somers, 1994), this paper intersects the conceptualisation of gender both as product and process of its visual representations (de Lauretis, 1989) with the construction of gender in interaction (e.g. Stokoe & Smithson, 2001; West & Zimmerman, 1987) and the dialogic facilitation of children's agency and narratives in classroom interactions (e.g. Baraldi, 2022; Rossi, 2019), also using the visual. It presents the main evidence of recent research projects on five workshops, realised within Italian middle schools, video-recorded following EC ethical indications and transcribed according CA simplified conventions. The workshops aimed to prevent gender-based violence by discouraging stereotypical representations of gender and enhancing narratives of gender based on equality and respect. Here the analysis focuses on how the materiality of images/videos with/without gender stereotypes - used as prompts during the workshops - helped facilitators to promote children's agency, negotiation, dialogue and their co-construction also of innovative gender narratives, challenging the materiality of "man jobs and woman jobs". Baraldi, C. (2022), *Facilitating Children's Agency in the Interaction: Challenges for the Education System*, London, Palgrave Macmillan.

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Identity construction through stance-taking practices in a collaborative online international learning program

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Keywords: Virtual exchange, identity, collaborative online international learning

Collaborative Online International Learning (COIL) has become a prominent approach within Internationalization at Home (IaH), aiming to foster global competencies and intercultural understanding among students who may lack access to physical mobility programs. However, extant literature suggests that participants sometimes avoid engagement with difference by over-emphasizing similarities. This investigation addresses this tension by conducting a micro-analytic examination of identity construction in COIL through the lens of stance-taking. Employing a social constructionist framework, which conceptualizes identity as a dynamic and emergent phenomenon enacted through interactional practices, this study utilizes multimodal conversation analysis to explore a video-recorded Skype discussion among students of languages from a Finnish and an Iranian university who used English as a lingua franca. Stance-taking is analyzed in terms of alignment (structural coordination and support) and affiliation (affective support). The analysis revealed participants frequently prioritized alignment and affiliation through sequential coordination and collaborative category work, fostering group cohesion and relational solidarity. While rare, instances of disaffiliation created a space for extended personal narratives and individual identity expression, constrained by an overarching preference for agreement. The findings demonstrate that while participants possess sophisticated interactional competencies for developing intersubjectivities and solidarity, the preference for alignment limits the critical exploration of diverse worldviews. These results underscore the critical need for pedagogical innovations that explicitly train COIL participants in productive engagement with disagreement and difference to resist the pull toward superficial consensus.

Tag questions as a confrontational strategy on social media

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Keywords: Tag questions; Social media; Irony

The paper focuses on the pragmatic functions of tag questions – questions that contain a statement ("anchor") and a short question ("tag") that seeks its confirmation ("is/isn't it?", "yeah?", "right?", "no?"). Such a question may challenge the recipient, since it reflects an expectation that they agree with the speaker's claim (González et al., 2022; Hudson, 1975; Ilie, 2021).

Previous research has found that the context in which tag questions are used, including genre constraints and users' roles, can motivate the choice of a particular tag type and function over another (González et al., 2022). We are interested in the genre of comments to politicians' Facebook posts, assuming this is a confrontational context that serves as a battleground between commenters from opposing political camps.

In a corpus of 46,940 comments to Israeli politicians' Facebook posts, we found 155 Hebrew tag questions. Ninety of these are in the positive (mostly nachon? "right?" and ken? "Yes?") and 65 in the negative (mostly lo? "no?"). Here are a few examples:

1. You don't really believe what you're writing, nachon? ("right, true?")
2. By the way, you do know that South Sudan and Sudan are separate countries, ken? ("yes, yeah?")
3. You're the country's human rights party, lo? ("no?")

Such questions may refer to facts, past or future events, assumed stances and beliefs of the addressee, among other things. In our talk, we will demonstrate how a careful analysis of these tag questions in their context, including the post itself, previous comments, linguistic structure, punctuation, emojis, etc., reveals their specific dialogic function in each case.

We argue that in this corpus, tag questions serve to challenge the knowledge, abilities or behavior of politicians and other commenters. Furthermore, in many cases, the statement preceding the question (the anchor) is ironic, so the question does not express any expectation of approval from the recipient. Thus, they actually serve to position political rivals as irrational and lacking basic cognitive skills or to attack politicians and their followers for not following their own declared ideology.

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Dialogical actions securing the emergence of the third kind of animal in interaction

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Keywords: conversation analysis, post-humanist human-animal studies, young people

This presentation explores the intricate ways in which young people (14-15-year-olds) organize their talk, bodies, and technologies to produce animality in interaction. Upper secondary school students were assigned to small groups to explore the areas surrounding their school and record videos of animals and their locations, resulting in approximately 18 hours of data for this study. We found that during their assignment, some students interacted with their peers to create what we term "the third kind of animal" by performing animalness through their material resources, including their bodies and technologies. Their empirical practices are examined through detailed conversation analysis (e.g., Sidnell & Stivers, 2012) and discussed in the context of post-humanist human-animal studies (e.g., Deleuze & Guattari, 1987/2005; Derrida, 2005; Haraway, 2008). The concept of the third kind of animal pertains to the possibility of transformation into something else (Deleuze & Guattari, 1987/2005), which is central to our discussion.

Our analysis reveals that the young participants' speech, bodies, cell phones, and GoPro cameras were organized in ways that facilitated encounters with the third kind of animal on the surface of interaction. This third kind of animal emerged through the participants' own transformations or the intersubjective transformation of the GoPro camera. We demonstrate that transformation results from an adjacent pair: (1) a proposal followed by acceptance from the student undergoing transformation from human to bird; (2) an embodied action (lifting a GoPro camera high above) recognized by the recipient through both verbal ('look, it is a bird') and physical means (pointing). In other words, transformation on the surface of interaction cannot occur without paired elements.

Additionally, we found that the participants engaged in a project during their walk, which involved three phases: finding a hole, identifying the hole, and encountering the third kind of animal. Evidence of yet another transformation emerged when a speaker's voice adapted to deliver an other-than-human vocalization. This vocalization, which mimicked a rat's voice, was produced precisely when the student recording the rat hole moved their hand near the entrance (for example, removing obstacles to create a better view for recording the hole). Together, their dialogical actions (3) created "the third kind of animal" on the surface of interaction. In summary, the third kind of animal identified in this study is an assemblage of human practices and technological affordances.

References will be shared in the presentation.

Image-talk: non-human actants in shift work team leadership problem-solving

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Keywords: shift work, leadership, image-talk

In recent years, much research has focused on leadership work in different industries. However, there is little research that focuses on shift work team leadership in the food industry. To address this gap, our study explores the interaction between team leaders in the digital space in the fast-paced, high-volume restaurant set-up. We gathered a one-year WhatsApp conversation of team leaders in one branch unit of a Finnish food group. We analyzed the data using multimodal conversation analysis (CA).

Team leaders are usually held responsible for the smooth business operations, facilitating teamwork, and linking employers and employees (Matthieu et al., 2017). The team leader's multiple roles provide a justifiable explanation for our research exploration. Additionally, technological advancement such as the use of smartphones allows workers to connect. Technology serves as an affordance for work communication (Deschênes, 2024).

The findings show that team leaders, in most cases, resort to the use of WhatsApp whenever there is a problem and if the problem must be solved. Interestingly, we found from their conversation that image-talk serves as a communicative affordance in solving shift work-related issues. Thus, this study reveals the communicative role of non-human actants in the organization of tasks in shift work and provides implications for understanding problem-solving beyond human face-to-face verbal practices at work.

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Gig workers' discourses on Upwork's algorithms

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Keywords: algorithm, online labour platform, gig work

Online labour platforms' algorithms hold significant social power; they evaluate, rate, rank and match workers with clients. This article examines how freelancers on Upwork, the world's largest platform for virtual knowledge work, make sense of these algorithms and their role in shaping opportunities. Using critical discourse analysis, we analyse 23 interviews with writing and translation freelancers to explore the discourses they construct about Upwork's algorithm. We identify five discourses: 1) the opaque algorithm, 2) the unfair algorithm, 3) the unproblematic algorithm, 4) the business algorithm and 5) the algorithm as a game. Each frames the worker-algorithm relationship from a distinct perspective, revealing how freelancers interpret and negotiate algorithmic control. These perspectives show that the power of algorithms is not simply negative or positive; rather, it is dynamic and relational, shifting across times and contexts. The findings suggest that increased transparency in algorithmic decision-making would benefit workers by motivating them and by helping them navigate the platform more effectively. We argue that future research should examine how platforms themselves justify and design their algorithmic systems and how the sociotechnical dimension of algorithmic control matters in various contexts.

Touch and speech in interspecies interaction during grooming sessions

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Keywords: Interspecies interaction, embodied communication, sociolinguistics

The daily coexistence of humans and domesticated nonhuman animals frequently involves various grooming practices, such as cleaning, brushing and trimming. These practices require that humans attune to the behavior and communication strategies of another species and, conversely, adapt their verbal and embodied communication to make themselves understood. Because of this, studying animal grooming practices provides valuable insight into interspecies communication.

This presentation is based on an ongoing study which examines touch and speech in interspecies interaction during grooming sessions. The objective of the study is to explore how linguistic variation intertwines with embodied communication (by both human and non-human participants) to shape the course of interspecies interaction. The study is part of a PhD dissertation which delves into social indexicality, language ideologies and metapragmatic discourse regarding interspecies interaction and animal-related language use.

The study draws on theories of interactional sociolinguistics (e.g. Gumperz 1982) and embodied sociolinguistics (Bucholtz & Hall 2016) as well as previous research on embodied interspecies communication (e.g. Mondémé 2020, Cornips 2025) and employs methods of linguistic ethnography (see Johnstone 2000) and multimodal conversation analysis (Mondada 2014).

The data of the study were collected in the spring of 2025 at a farmed animal sanctuary located in Finland and consist of approximately 3 hours of video recordings, which are supplemented by field notes collected during a 2-month period of ethnographically oriented participant observation. The video recordings were taken during grooming sessions with the animals who live at the sanctuary.

The study aims to contribute to developing the emerging field of sociolinguistic human-animal studies and to produce novel knowledge about the interplay between verbal and embodied communication in interspecies interaction.

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Is soy milk really milk? Cognitive and material perspectives on food naming

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Keywords: food naming, lexicology, prototypes

This study examines public discussions, regulatory frameworks, and consumer perception research to understand how people accept or resist alternative names for dairy or meat products, such as soy milk or cabbage steak. Although some regulations restrict certain product names (e.g., reserving “milk” for dairy), these terms continue to circulate in everyday discourse, showing that social and cognitive practices often outpace formal rules. Products such as oat milk, vegan cheese, and broccoli steak diverge biologically from traditional “milk,” “cheese,” or “steak,” yet they gain legitimacy through functional, material, and embodied practices, i.e., how foods are prepared, consumed, and positioned within culturally recognisable scripts of eating. From a cognitive-linguistic perspective, these terms draw on prototypes (Rosch 1975, 1978), metaphors (Lakoff & Johnson 1980), and mental frames (Fillmore 1982): “milk” evokes fluidity, whiteness, and pouring, while “steak” evokes thickness, texture, and cooking practices. These mental models are grounded in material affordances (cf. Gibson 1977), such as how foods pour, slice, cook, or appear on a plate, which help people map new products onto familiar categories. The analysis shows that the acceptance or contestation of new food terms depends on the interplay of cognition, material experience, and social negotiation, highlighting how meaning emerges through both thought and embodied practice.

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Analysing multi-participant conversations on Catalan social media

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Keywords: digital discourse, conversation, Catalan language

This study investigates dialogic practices in the digital environment of social media, focusing on multi-participant video content created by Catalan language and culture influencers. By examining conversations on these platforms, we address how emerging technologies (e.g., video format, affordances for interaction) comply with and challenge traditional understandings of dialogue. To do so, we draw on an existing corpus, which gathers Catalan content creators who publish videos about Catalan language and culture. The corpus includes 64 content creators and 320 videos from TikTok, Instagram and YouTube. For this analysis, we specifically select videos featuring two or more participants in order to, through quantitative and qualitative analysis, a) quantify the prevalence of multi-participant dialogues within the overall corpus, and b) analyse dialogue characteristics that emerge in digitally mediated multi-actor interactions. The findings will contribute to the field of dialogue analysis by illustrating how emerging technologies constitute a context that both mediates and transforms conversational practices. Furthermore, we will discuss how these authentic conversational models could be used for Catalan language teaching to enhance learners' interactional competence in a contemporary, digital context.

Talking irony with humans and LLMs

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Keywords: irony, commenting, LLMs

This talk addresses the dialogic negotiations of ironic speaker's meanings in interactions between columnists (via op-eds) and readers (through readers' comments), comparing comments generated by Large Language Models (LLMs) with those produced by human readers.

The discussion rests on two premises: (a) in Hebrew, ironic criticism in an op-ed is often reciprocated by ironic criticism in readers' comments (Weizman, 2015). Accordingly, Atkin (2016) found that ironic op-eds elicited significantly more ironic comments than non-ironic ones ($p < .000$), and that cues for ironic interpretation in the op-ed were mirrored in the comments, and Weizman & Kohn (2022) pointed to the resemblance between comments and posts; and (b) LLMs can produce irony. Balestrucci et al. (2024) showed that the Mistral LLM could be trained to generate ironic comments to posts in social media, and these were perceived by informants as more ironic than human comments.

Against this background, I examine ironic comments generated by two LLMs - Claude and ChatGPT - in response on ironic op-eds in the online Hebrew edition of the liberal daily Ha'aretz. LLM comments were elicited using the prompt: "Please comment on this op-ed as if you were an ordinary commenter," following preliminary prompts to check whether the LLM had understood the irony and criticism. The prompts did not refer to irony in any way. The op-eds contain at least one ironic statement.

The presentation briefly outlines the research method and compares responses generated by Claude and ChatGPT with human responses on the same op-eds. The analysis focuses on cues for ironic interpretation (e.g., echoic mentions, flouting Gricean maxims) and their discursive realizations (e.g., quotation marks, euphemisms, oxymorons, and more). The overall aim of the project is to better understand human-machine interactions and refine our understanding of reciprocal dialogicity.

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Context in dialogue: Speaking with the law

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Keywords: legal communication, social change, social context, speech act

The paper focuses on a 'dialogue' with the law and contexts in which there may be a modification of the message sent by a document due to changes in the social context. The discussion starts with an overview of the specificity of legal communication, how law 'speaks' and how meaning is likely to be construed in the legal domain. Next, a brief overview of various conceptualisations of context is presented. Following relevance theory (Sperber and Wilson 1987/1995; Wilson & Sperber 2012) it is accepted that context is dynamic and always plays a role in interpretation of messages. In the present discussion the role of social context is emphasised, especially in the sense of changes in the social system of attitudes and values. It is particularly interesting how the dialogue between legal documents and their users are (re)shaped in the face of changes in the social world and social perception of phenomena. For instance, the evolution of the perception of trisomy 21, or Down syndrome, has influenced reading of legal provisions related to the disorder and the people with it. Using this and a number of other examples the paper attempts to show how sometimes superficially 'invisible' social changes influence understanding and interpretation of legal messages. As such messages may often have a significant performative value and function as speech acts (Austin 1962/1975) or actions, their "silent" changing can produce effects significant for both legal practice and linguistics theorising.