

USAL International Conference on English Phonetics and Language Development

Rethinking English Phonetics, Phonology and Language in Contemporary Contexts

Conference Presentation

The **USAL International Conference on English Phonetics and Language Development** aims to bring together scholars, researchers, educators, translators, interpreters, and students engaged in the study and teaching of English across a wide range of academic and professional contexts.

The conference is organized around two equally central and complementary pillars:

- **English Phonetics and Phonology**, focusing on the sound dimension of language, including pronunciation, prosody, intonation, and spoken interaction;
- **English Language Development**, understood in a broad sense as encompassing the development of advanced language competence in areas such as writing, grammar, discourse, and textual analysis.

These two domains reflect the structure of many higher education programmes in English studies, where phonetics, phonology and language courses develop distinct but interrelated competences. While both phonetics and phonology explore how language is produced and perceived as sound, language development addresses how it is structured, interpreted, and used in complex communicative contexts.

At the same time, the conference seeks to open a space for the critical re-examination of long-standing assumptions in English studies. In the domain of language development, this includes emerging paradigms such as Informal Digital Learning of English (IDLE) and other forms of extramural language acquisition that challenge traditional classroom-centred models. In the fields of phonetics and phonology, it invites reflection on pronunciation norms and



models, including the pedagogical and ideological implications of varieties such as General American, Mid-Atlantic English, and other post-native or hybrid models, particularly in contexts historically shaped by “Received Pronunciation” traditions.

Rather than prescribing a single norm or model, the conference encourages dialogue on plurality, legitimacy, and pedagogical relevance in contemporary English. In doing so, it aims to contribute to a broader shift toward more inclusive, context-sensitive, and critically aware approaches to both phonetics and language development.

Presentación del Congreso

*El **Congreso Internacional USAL sobre Fonética del Inglés y Desarrollo del Lenguaje** tiene como objetivo reunir a investigadores, docentes, traductores, intérpretes y estudiantes dedicados al estudio y la enseñanza del inglés en una amplia variedad de contextos académicos y profesionales.*

El congreso se organiza en torno a dos pilares igualmente centrales y complementarios:

- **La fonética y la fonología del inglés**, centrada en la dimensión sonora del lenguaje, incluyendo la pronunciación, la prosodia, la entonación y la interacción oral;
- **El desarrollo del lenguaje en inglés**, entendido en un sentido amplio como el desarrollo de competencias avanzadas en áreas como la escritura, la gramática, el discurso y el análisis textual.

Estos dos dominios reflejan la estructura de numerosos programas de formación superior en estudios ingleses, en los que las asignaturas de fonética y de lengua desarrollan competencias diferenciadas pero interrelacionadas. Mientras que tanto la fonética como la fonología exploran cómo el lenguaje se produce y se percibe como sonido, el desarrollo del lenguaje aborda cómo se estructura, se interpreta y se utiliza en contextos comunicativos complejos.

Al mismo tiempo, el congreso se propone abrir un espacio para la revisión crítica de supuestos arraigados en los estudios del inglés. En el ámbito del desarrollo del lenguaje, esto incluye paradigmas emergentes como el Informal Digital Learning of English (IDLE) y otras formas de adquisición extramuros que cuestionan los modelos tradicionales centrados en el aula. En los campos de la fonética y la fonología, se invita a reflexionar sobre las normas y modelos de pronunciación, incluyendo las implicancias pedagógicas e ideológicas de variedades como el



General American, el Mid-Atlantic English y otros modelos posnativos o híbridos, particularmente en contextos históricamente configurados por la tradición de la “Received Pronunciation”.

Lejos de prescribir una única norma o modelo, el congreso promueve el diálogo en torno a la pluralidad, la legitimidad y la pertinencia pedagógica del inglés contemporáneo. De este modo, busca contribuir a un giro más amplio hacia enfoques más inclusivos, sensibles al contexto y críticamente informados tanto en la fonética como en el desarrollo del lenguaje.

Thematic Strands

Pillar 1: Phonetics and Phonology

- 1.- English Phonetics and Phonology
- 2.- Intonation, Prosody, and Discourse
- 3.- Global Englishes and Pronunciation Norms
- 4.- Speech Perception and Production
- 5.- Teaching Pronunciation in Contemporary Contexts
- 6.- Language Variation, Identity, and Sociophonetics
- 7.- AI-assisted Pronunciation Learning and Digital Feedback Systems
- 8.- Speech Technologies, Artificial Intelligence, and Human–Machine Interaction
- 9.- Accent, Intelligibility, and Interpreter Performance
- 10.- Multimodal Communication in Digital and Hybrid Environments
- 11.- Corpus Phonology and Data-Driven Approaches to Speech Analysis
- 12.- Ethics, Bias, and Equity in Speech Technologies
- 13.- Pronunciation Models and Norms (RP, General British, General American, Mid-Atlantic, and emerging post-native models)



- 14.- English as a Lingua Franca (ELF) and Phonetic Accommodation
- 15.- Post-Native Models and Hybrid Pronunciation Systems
- 16.- Phonetics and Phonology in Performing Arts and Voice Training
- 17.- Forensic Phonetics and Speaker Identification
- 18.- Phonostylistics and Expressive Speech
- 19.- Intonation in Academic and Professional Discourse
- 20.- Phonetics of Digital Speech (podcasts, streaming, AI voices)

Pillar 2: Language Development

- 1.- Advanced Composition and Academic Writing
- 2.- Creative Writing in the Language Classroom
- 3.- Grammar, Syntax, and Language Awareness
- 4.- Discourse Analysis and Textual Interpretation
- 5.- Intensive Reading of Complex and Cultural Texts
- 6.- Contrastive Linguistics (English–Spanish and beyond)
- 7.- Translation and Interpreting Studies
- 8.- Language Pedagogy and Curriculum Design
- 9.- English for Academic and Professional Purposes (EAP/ESP)
- 10.- Critical Language Awareness and Ideology in Contemporary Contexts
- 11.- Language, Identity, and Sociolinguistics
- 12.- The Language–Culture Interface



- 13.- Digital, Multimodal, and AI-Mediated Language Learning
 - 14.- English as a Global Language
 - 15.- Language, Power, and Sociolinguistics
 - 16.- Artificial Intelligence in Language Teaching, Learning, and Assessment
 - 17.- Human–AI Collaboration in Writing and Language Development
 - 18.- Translanguaging and Multilingual Practices in Global Contexts
 - 19.- Assessment and Evaluation in Digital and AI-Supported Environments
 - 20.- Informal Digital Learning of English (IDLE) and Extramural English
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Call for Proposals

The organizing committee of the **USAL International Conference on English Phonetics and Language Development** warmly invites submissions from scholars, researchers, educators, translators, interpreters, and advanced students from around the world.

This conference seeks to provide a dynamic forum for the exploration of English as both a system of sound and a system of meaning, use, and expression in an increasingly complex and globalized linguistic landscape.

We particularly welcome contributions that not only address established areas of research, but also challenge traditional assumptions, reconsider pedagogical models, and engage with emerging paradigms in the study and teaching of English.

The conference is structured around two major and complementary pillars:

- **English Phonetics and Phonology**



● **English Language Development**

Submissions may engage with either pillar independently or explore the intersections between them.

We especially encourage contributions that:

- Re-examine pronunciation norms and models in light of global Englishes, including General American, Mid-Atlantic English, and other post-native or hybrid varieties
- Explore Informal Digital Learning of English (IDLE) and other forms of extramural language development beyond the traditional classroom
- Address the role of technology and artificial intelligence in reshaping phonetic training, language learning, and communication practices
- Investigate language, ideology, and power, particularly in educational materials, discourse practices, and sociolinguistic environments
- Engage with multimodality, digital discourse, and new forms of textuality and orality
- Reflect on pedagogical innovation, especially in higher education and professional training contexts

Positioning Statement

Rather than promoting a single normative model of English, this conference encourages critical reflection on plurality, legitimacy, and context-sensitive practices in phonetics, phonology and language development. We aim to foster dialogue that acknowledges the diversity of English as it is used, taught, and experienced across different regions, disciplines, and communities.



Types of Contributions

We welcome:

- Empirical research studies
 - Theoretical and conceptual papers
 - Pedagogical and practice-oriented contributions
 - Interdisciplinary and cross-domain approaches
 - Exploratory or innovative work-in-progress
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Audience

The conference is open to participants from a wide range of fields, including:

- English language teaching and teacher education
 - Linguistics and applied linguistics
 - Phonetics and phonology
 - Translation and interpreting studies
 - Literary and cultural studies
 - Discourse analysis and sociolinguistics
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Submission Guidelines

- **Abstract length:** 250–300 words
- **Language:** English (mandatory)



- **Include:**
 - Title
 - Author(s)
 - Affiliation(s)
 - Contact email
 - Abstract
 - 3–5 keywords
 - Preferred presentation format (Paper, Workshop, or Multimodal Poster Session)

Submission deadline: 15th July 2026

Notification of acceptance: 27th July 2026

Submission platform: extensionlenguas@usal.edu.ar

Important Note

The working language of the conference is English. All submissions and presentations must be delivered in English.

Presentation Formats

a.- Papers (20 minutes)

- Research-based presentations or theoretical discussions
- Followed by Q&A

b.- Workshops (60 minutes)

- Interactive sessions focused on teaching, training, or professional practice



- Particularly encouraged for teacher education and translator/interpreter training

c.- Multimodal Posters (90 minutes)

- Visual or digital presentations
- Especially suitable for early-career researchers and students
- The 90-minute session is shared among all poster presenters, allowing time for interaction, discussion, and feedback with attendees

