

13th MELTA International Research Conference In English Language Education (MIRCELE 2026)

5 December 2026

ONLINE

Programme

Academics / Teacher Educators

University lecturers, professors, researchers, and staff involved in training pre-service or in-service teachers — including adjunct lecturers, tutors, and clinical supervisors. They provide theoretical grounding, research rigour, and evidence-based frameworks; mentor early-career researchers and student-teachers; and bridge academia and practice by translating research into teacher-friendly insights.

Teachers

Practicing classroom teachers in primary or secondary schools (K-12), including subject teachers, heads of department, and school-based coordinators. They bring authentic classroom data, practical challenges, and tested strategies; ground discussions in real learner needs; offer peer-to-peer insights that resonate with other teachers; and highlight gaps between policy and practice.

Student-Teachers

Trainees currently enrolled in a teacher education or teaching practicum programme (undergraduate or postgraduate), including those on school placements. They bring fresh perspectives and emerging pedagogical ideas; represent the next generation of ELT practitioners; and offer insights into how teacher education programmes are preparing (or not preparing) them for real classrooms.

Ph.D. Candidates

Doctoral students currently pursuing a PhD in ELT or a related field (Applied Linguistics, TESOL, Language Education), including those at proposal, data collection, or writing-up stages. They bring deep, focused research on specialised topics; introduce emerging methodologies and theoretical frameworks; and contribute to the pipeline of future ELT researchers and teacher educators.

Master Candidates

Master's students currently pursuing an MA/MEd in ELT or a related field, including coursework and dissertation-stage candidates, as well as those balancing study with teaching duties. They bring small-scale, context-specific studies that address local classroom issues; often bridge theory and practice due to dual roles (student + teacher); and represent a growing pool of practitioner-researchers.