

## Call for proposals for the Hornby Trust – Journal Mentoring Scheme

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### Aims

The main aim of the scheme is:

- to provide mentoring in order to support former Hornby scholars to submit articles for publication in *ELT Journal*, *System* or an established local/regional journal of their choice, thus helping them to contribute to the published knowledge base of English language teaching.

### Eligibility

The scheme is open to Hornby alumni who have material or ideas they would like to turn into a full journal article and who have not previously published in the chosen journal. Applications must be submitted via the application form (see below) before **2 December 2024**.

### How will the scheme work?

The first round of publications under this scheme have taken at least two years to appear, so please do not apply if you are unable to make a commitment for this length of time. Also please bear in mind that serious journals take reviewing seriously. It is quite normal to need to revise the draft paper that you have submitted once or more before it is finally accepted for publication. While reviewers can be very helpful, not all comments always 'make sense' to the writer, and the request for further changes can be frustrating. Your mentor, and everyone who has submitted a paper to a journal, will have had the same experiences. For this cycle we have agreed with *ELT Journal* and *System* to send papers from this initiative to reviewers who we believe understand the complexity of and differences between contexts.

Up to five proposals will be selected for mentoring. The mentor will work with successful applicants online over a period of up to two years as they develop their submissions, to ensure that their submissions are maximally appropriate for the journal and its readership. The mentor for this round of the project is Dr Dario Banegas, a Hornby alumnus from Argentina, who is now a Senior Lecturer in Language Education at the University of Edinburgh, UK.

### Background

The editor and Editorial Advisory Board of both the *ELT Journal* and *System* are keen to increase the diversity of study contexts and author perspectives of published articles, and to include more articles from contexts in Africa, Central, South and Southeast Asia and Latin America, which are currently under-represented in the journal. The Hornby Trustees see this as an opportunity to support alumni who wish to contribute to the wider ELT community by increasing awareness of the varied contexts in which English learning and teaching occur.

## Examples of possible focus for articles

Any proposal for which the author can demonstrate a clear relevance to the above aims of the scheme is eligible for consideration. The following suggestions are simply examples. Feel free to send an email to the scheme mentor **Dario Banegas (Dario.Banegas@ed.ac.uk)** to discuss article types that you feel may be relevant to the scheme's aims, but which are not mentioned here:

- report of a principled and successful teaching/learning response to a common classroom issue in your context
- an approach to adapting (features of) a national curriculum for implementation in local classrooms
- a strategy promoting wider sharing (and recognition of) teacher capacity and expertise
- a sustainable initiative (however small scale) that is helping learners learn or teachers teach more effectively, such as a teacher discussion group, a local publication, etc.
- a strategy for building connections between teacher associations and educational administration at local/regional/national levels
- a successful use of appropriate technology in teacher sharing and support
- formal/informal teacher education initiatives that genuinely 'empower' participants

If you are unfamiliar with ELTJ or System, and to help you think through the work which might be involved in the scheme, it would be a good idea to look at examples of the kind of articles the journals aim to publish, and the ways in which they are written and presented.

[Link to ELTJ](#)

[Link to System](#)

## How to apply

Complete the application form and send it in by 2 December 2024.

Applicants can either complete the online form, here: <https://forms.gle/4wdSsD5fSJR3foH26>

Or download and complete the word document version, which can be emailed to Dario.Banegas@ed.ac.uk, here:

[https://drive.google.com/file/d/1tPm3YHVkdRt47t2prGIymbC1XZhW\\_18h/view?usp=sharing](https://drive.google.com/file/d/1tPm3YHVkdRt47t2prGIymbC1XZhW_18h/view?usp=sharing)

## Frequently asked questions

1. **I have published a shorter piece in a journal before but not a full article. Can my proposal still be considered?**

Yes. The proposal is primarily for main articles, rather than shorter pieces.

2. **If I intend to co-author the article with someone else, can I still receive mentoring?**

Yes. If you would like to co-author with another alumnus, see below. You can also co-author with someone who isn't a Hornby alumnus/alumna, providing you are the lead author and researcher and the co-author has not previously published an article in *ELT Journal*.

3. **Can I team up with an alumnus/alumna (in another country) to write an article?**

Yes, but two-author proposals are likely to be easier to organise and manage than multi-author proposals (please contact Dario if you have an idea involving more than two authors). Here are some examples of pieces that could be co-authored:

- a report of how teachers approach a shared challenge in different contexts (e.g. large classes, the influence of exams, CPD initiatives)
- a report on an international 'forum' or 'space' for teacher interaction, and how this facilitates collaboration across contexts (e.g., a Facebook or WhatsApp group)
- the benefits of collaboration between contexts (e.g., a transnational teacher mentoring project with teacher and mentor in different countries)
- description and evaluation of a framework or theory that the author has found useful in their work (e.g. an approach to teaching, or teacher education), with examples from other contexts where the framework has been found useful.

**4. Do I need to present research findings in the article?**

Yes, this would usually be expected. Note that 'research' can take many forms. As well as research involving data collection and analysis, research could also involve literature or document analysis, a focus on specific features of context (e.g. an educational system, exam or curriculum), or even involve reflection and analysis (through entries in a diary for example) on the part of the author(s).

**5. Do I have to acknowledge the scheme if my article is accepted for publication?**

Yes, if an article mentored under this scheme is accepted for publication, we expect that you will include an acknowledgment of the support of the *Hornby Trust – Journal Mentoring Scheme* at the end of the article.

**6. Will my article definitely be published?**

Not necessarily – the scheme will provide support to you up to the point of submission to the journal – and in responding to any suggestions for improvement made by reviewers. However, whether the article is published or not depends on favourable reviews and acceptance by the editor – acceptance is not guaranteed.