



St Andrews Journal of International and Language Education (SAJILE):

Academic Blog Submission Template

1. [Style guide](#)
 2. [Sample](#)
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General

- **Format:** Main document with author details on a cover page as one Word document.
- **Word limit:** 600–800 words (main document), including the title, abstract, main text, other required or optional elements, references, and appendices.
- **Page size:** A4.
- **Margins:** 2.54cm all sides
- **Tabs:** 1.25cm
- **Font type:** Calibri.
- **Font size:** 12-point (main text).
- **Line spacing:** Single (except headings, which are double spaced).
- **Page numbers:** Footer, right aligned.

Cover Page

- **Alignment:** Left.
- **Title:** Bold, 16-point, left aligned, title case.
- **Author name list:** Level 2 heading, followed by author details on a new line in sentence case: author 1 given name, family name, affiliated institution, city, country, ORCID (optional), author 2, etc.
- **Corresponding author:** Level 2 heading, followed by author's full name (given, family) and email address on a new line in sentence case.
- **Unstructured abstract:** Level 2 heading. Text follows on new line in sentence case. Block (left and right justification), both left and right margins indented 1.25cm. Limit to 100 words or less.
- **Keywords:** Level 2 heading. Numbered list, up to five, each on a new line. Sentence case.
- **CRedit Statement:** Level 2 heading, sentence case statements on a new line. [Guidelines here](#).
- **AI (Artificial Intelligence) declaration:** Level 2 heading, statements on a new line in sentence case. Please follow the instructions listed on the [SAJILE homepage](#).
- **Conflict of interest:** Level 2 heading, statements on a new line are in sentence case. Please follow the instructions listed on the [SAJILE homepage](#).
- **Acknowledgements (optional):** If given, left aligned title should be capitalised and in **bold** as for sub-headings. Acknowledgements on a new line are in sentence case, should be factual, and do not give honorifics, job titles, etc.



Acknowledgements

The authors thank Riley Brown for advice on methodology and statistical analysis.

For more details, refer to the [APA7 style guide](#).

Main Document

- **Alignment:** Left.
- **Title**
- **Level 1 headings (e.g. Methods, Analysis, Results):** Centre aligned, have the first letter of every word capitalised except articles (a, an, the), conjunctions (and, but, or), and prepositions (e.g., in, on, at, with), and in bold.
- **Level 2 headings (e.g. Materials, Procedures):** Flush left, have the first letter of every word capitalised except articles (a, an, the), conjunctions (and, but, or), and prepositions (e.g., in, on, at, with), and be in bold.
- **Lower level headings:** See the [APA7 style guide](#).
- **Line spacing:** A single-spaced empty line should precede headings.
- **Indenting:** Indent the first line of all paragraphs other than the first one immediately following a heading. No extra space is needed between paragraphs.

Level 1 Heading

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Level 2 Heading

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Tables and Figures

- **Numbers:** Numbers for figures and tables should be left aligned, single-space, have only the first letter of the first word capitalised, be in bold, and be preceded by a single spaced empty line as with headings.
- **Titles:** Titles should be on a new, double-spaced line, have only the first letter of the first word capitalised, and be italicised.

Table 1

Responses to the survey

Figure 1

Comparison of mean scores before and after intervention

- **General:** Include any tables and figures in the main text. Following that, mention tables and figures by name (e.g. 'as shown in Table 1' not 'as shown in the table below'). Tables should follow the [APA 7 style guide](#) (e.g., non-bordered on left and right). Figure resolution should be 600 dpi for line art and 300 dpi for images. Table and figures should be followed by a single empty line before main text resumes.

References

- **Heading:** New page, Level 1 heading **References**.
- **Indent:** References should use a 1.27cm hanging indent.
- **General:** For other details, follow the [APA7 style guide](#).

References

Author, A. A. (Year). *Title of work*. Publisher.

Author, B. B., & Author, C. C. (Year). Title of article. *Title of periodical*, volume number(issue number), page–page. <https://doi.org/xx.xxx/yyyy>

See pages 4–6 of this document for a sample.

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Sample Document

Enhancing Vocabulary Through Cultural Immersion: What International Exchange Students Can Teach Us

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Abstract

Cultural immersion offers a dynamic approach to language learning by fostering real-world interactions that enhance vocabulary acquisition. This blog explores insights from international exchange programs, comparing their effectiveness against traditional classroom methods. Drawing on research, it demonstrates how immersion accelerates language retention through contextual and meaningful experiences. The blog also highlights the significance of authentic cultural engagement, presenting practical applications for educators and learners to enrich language programs. Readers are invited to share perspectives and ideas for integrating cultural immersion into accessible and effective learning opportunities.

Keywords

1. Immersive language learning
2. Vocabulary acquisition
3. Cultural integration
4. International exchange programs
5. Mixed-methods research

AI Declaration

No artificial intelligence elements were used in the preparation of this blog post.

Conflict of Interest

Emily Johnson has received research grants from ABC Company, which could be perceived as constituting a potential conflict of interest.



Enhancing Vocabulary Through Cultural Immersion: What International

Exchange Students Can Teach Us

When it comes to learning a language, vocabulary is key. But how do we acquire it most effectively? For years, educators have debated the merits of traditional classroom learning versus immersive cultural experiences. International exchange students provide a fascinating lens through which to explore this question. This blog takes a closer look at how cultural immersion impacts vocabulary acquisition and highlights why integrating cultural experiences into language learning programs can make a world of difference.

Why Cultural Immersion Matters

Picture this: a high school student in Spain navigates local markets, chats with host families, and attends Spanish-speaking schools. Every interaction becomes an opportunity to learn—not just new words, but their context, usage, and cultural significance. Compare this to a classroom setting, where students often memorize vocabulary lists with limited real-world application. Research supports the power of immersion. Wellington's (1998) work on social learning systems emphasizes how environments rich in social interaction accelerate learning. Similarly, Bartlett's (1977) social cognitive theory underscores the importance of real-life engagement in developing new skills.

What the Numbers Tell Us

To understand the impact of immersion, let's look at some findings. A recent study compared vocabulary gains among international exchange students participating in immersive programs versus those in traditional classroom environments. The results were striking:

Table 1

Vocabulary gains by country

Program	Country	Duration	Vocabulary Improvement
A	Spain	6 months	70% increase
B	France	12 months	80% increase
C	China	12 months	79% increase
D	Brazil	6 months	66% increase
E	Oman	18 months	86% increase
F	United States	18 months	90% increase

These findings suggest that longer immersion periods generally yield greater language gains. Authentic interactions seem to enhance retention and comprehension, supporting Frome's (1995) argument that context-rich learning environments are unmatched for language acquisition.

Bridging Research and Practice



As educators, what can we take away from these insights? For one, cultural immersion does not have to mean sending every student abroad. Local opportunities, such as hosting cultural events, arranging virtual exchanges, or inviting guest speakers, can simulate immersive experiences.

Incorporating literature into these experiences can also deepen learning. As Cartwright (1997) and Kantor (2009) suggest, exposure to culturally relevant materials enriches both linguistic and cultural understanding. Imagine students reading a French novel and then discussing its themes with native speakers through an online platform. The synergy between culture and language is where the magic happens.

A Call for Feedback

This blog is just the start of a broader conversation about the role of cultural immersion in language education. Whether you are a researcher, educator, or language learner, why not make your thoughts heard? Have you seen the benefits of cultural immersion in your own practice? Are there ways we can make these experiences more accessible? Let's collaborate to design language programs that not only teach vocabulary but also open doors to the world.

References

- Bartlett, O. (1977). *Socially Learning*. Prentice Hall.
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<https://doi.org/xx.xxx/yyyy>
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- Wellington, E. (1998). *Learning Communities: Learning, meaning, and identity*. Cambridge University Press.

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