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

Innovative Practice Submission Template

1. **Style guide**
2. **Sample**

General

- **Format:** Main document with author details on a cover page as one Word document.
- **Word limit:** 2000–4000 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.

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

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

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

Author(s) Name(s) and Affiliation(s)

Emily Johnson, Department of Linguistics, University of Language Studies, New York, USA (ORCID)

Corresponding Author's Email

Emily Johnson emily.johnson@universityoflanguagestudies.edu

Abstract

This article reflects on a culturally immersive approach to enhancing vocabulary acquisition in language learning programs. Motivated by the challenges students face in retaining vocabulary in traditional classroom settings, we developed a model integrating cultural immersion into international exchange programs. Activities include participation in cultural events, interactions with native speakers, and context-specific exercises. Early observations suggest that immersive experiences significantly improve vocabulary retention and usage confidence. Drawing on existing research, this innovation underscores the importance of contextual learning while inspiring curriculum adaptations for non-exchange contexts. This reflective piece aims to encourage educators to explore the transformative potential of cultural immersion.

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 article.

Conflict of Interest

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

Innovative Practice

Enhancing Vocabulary Acquisition through Cultural Immersion: An Innovative Approach in Language Learning Programs

As educators in the field of language learning, we observed a gap between classroom instruction and real-world language application. Students often struggled with retaining vocabulary when learning in isolated, decontextualized settings. This led us to explore whether cultural immersion could bridge this gap, offering students a more dynamic and engaging environment to acquire and retain new vocabulary.

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Methodology

Our approach integrates cultural immersion into international exchange programs, creating opportunities for students to experience language learning within authentic contexts. Activities include participating in local cultural events, practicing language with native speakers, and engaging in context-specific vocabulary exercises. Unlike traditional classroom settings, this model prioritizes experiential learning, allowing students to connect words with real-life experiences.

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Reflection on Effectiveness

Initial observations suggest that students in immersive environments demonstrate significantly higher vocabulary retention and usage confidence. This aligns with findings by Cartwright (1997) on study abroad programs, which informed the design of our immersive language learning activities. Anecdotal feedback from participants highlights the value of cultural integration in making vocabulary more memorable and meaningful. While formal evaluation is ongoing, the innovation has already inspired curriculum adaptations to include immersion-based activities in non-exchange contexts.

…

References

Cartwright, B. D. (1997). Study abroad and language study. *Language Teaching*, *30*(1), 1–20. https://doi.org/xx.xxx/yyyy

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