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

Key Concepts and Theories Submission Template

1. Style guide
2. Sample

General

- **Format:** Main document with author details on a cover page as one Word document.
- **Word limit:** No more than 2,000 (main document), including the title, abstract, main text, other required or optional elements, references, and appendices.
- **Reference limit:** No more than 15 references may be used.
- **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

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Sample Document

Cultural Immersion in Language Education

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Abstract

This article explores the concept of cultural immersion as a critical component of language education. Synthesizing definitions from foundational scholars such as Wellington (1998) and Bartlett (1977), the discussion examines how cultural immersion fosters vocabulary acquisition and cultural competency. Drawing from the authors' teaching experiences in diverse socio-cultural contexts, the article reflects on how this concept informs their practices and research. By integrating immersion-based activities into curriculum design, the authors aim to bridge the gap between classroom instruction and authentic language use, promoting deeper learning and engagement. The article highlights the transformative potential of cultural immersion for language learners.

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.

Cultural Immersion in Language Education

Cultural immersion, a key concept in language education, has been defined by scholars as the process of learning a language through direct engagement with the cultural and social practices of native speakers. Wellington (1998) describes it as a "learning community" that fosters meaning and identity through participation. Similarly, Bartlett (1977) emphasizes its role in creating a socio-cognitive environment where language learning transcends traditional classroom boundaries. These definitions underline the interconnectedness of linguistic and cultural competencies, suggesting that language acquisition is most effective when learners are fully embedded in the cultural context of the target language.

Understanding Cultural Immersion in Practice

In the author's teaching contexts, cultural immersion takes on a dynamic role. As educators working in international exchange and study-abroad programs, I have seen firsthand how immersion encourages students to connect linguistic structures with cultural nuances. For example, students in exchange programs often learn idiomatic expressions more effectively by experiencing their use in authentic conversations rather than through rote memorization. Immersion also fosters resilience and adaptability, qualities that are essential for language mastery in real-world settings.

Informing Research and Practice

The concept of cultural immersion directly informs the author's curriculum design and pedagogical strategies. Informed by Cartwright's (1997) work on study-abroad programs and Frome's (1995) insights on motivation and resilience, I incorporate immersive elements such as local excursions, collaborative projects with native speakers, and reflective journals. These practices not only enhance vocabulary acquisition but also empower students to navigate cultural contexts with confidence.
By anchoring approach in the theory of cultural immersion, this author aims to bridge the gap between academic research and practical application, creating transformative learning experiences that benefit both educators and students.
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References

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Cartwright, B. D. (1997). Study abroad and language study. *Language Teaching*, *30*(1), 1–20. https://doi.org/xx.xxx/yyyy
Frome, M. J. (1995). Study abroad and fluency development. In B. F. Freed (Ed.), *Second language acquisition in a study abroad context* (pp. 123–148). John Benjamins.
Wellington, E. (1998). *Learning Communities: Learning, meaning, and identity*. Cambridge University Press.

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