



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

### Full-Length Article Submission Template

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

#### General

- **Format:** Please supply a Cover Page and an Anonymised Main Document as two separate Word files
- **Word limit:** No more than 8,000 words (Anonymised 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.
- **Structured Abstract:** Level 2 heading. Text follows on new line. Block (left and right justification), both left and right margins should be indented 1.25cm. Limit to 200 words or less. Includes aim, design, results, originality.
- **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](#).

## Anonymised Main Document

- **Alignment:** Left.
- **Title**
- **Structured Abstract:** Level 2 heading. Text follows on new line. Block (left and right justification), both left and right margins should be indented 1.25cm. Limit to 200 words or less. Includes aim, design, results, originality.
- **Keywords:** Level 2 heading. Numbered list, up to five, each on a new line.
- **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

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque consequat rhoncus leo non semper. Suspendisse eget tortor pharetra, faucibus diam ut, sagittis tellus. Aenean sem risus, molestie non magna viverra, eleifend lobortis enim. Sed eu sapien auctor, luctus est vel, malesuada eros. Phasellus porttitor gravida mauris non porta. In congue enim commodo ex imperdiet iaculis.

### Level 2 Heading

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque consequat rhoncus leo non semper. Suspendisse eget tortor pharetra, faucibus diam ut, sagittis tellus. Aenean sem risus, molestie non magna viverra, eleifend lobortis enim. Sed eu sapien auctor, luctus est vel, malesuada eros. Phasellus porttitor gravida mauris non porta. In congue enim commodo ex imperdiet iaculis.

Curabitur sodales ligula in libero. Sed dignissim lacinia nunc. Curabitur tortor. Pellentesque nibh. Aenean quam. In scelerisque sem at dolor. Maecenas mattis. Sed convallis tristique sem. Proin ut ligula vel nunc egestas porttitor.



## 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>

## Appendices

- Appendices should start on a new page and be titled with the Level 1 heading Appendix followed by a colon, space, and the title of the appendix. If more than one, label Appendix A,B,C...

See pages 4–8 of this document for a sample.

---

[Return to top](#)



## Sample Cover Page

# Enhancing Vocabulary Acquisition through Cultural Immersion: A Comparative Study of Immersive and Traditional Language Learning Environments among International Exchange Students

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

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

Aarav Singh, School of Education, Global Education Institute, New Delhi, India (ORCID)

Wei Zhang, Faculty of International Studies, Beijing Language and Culture University, Beijing, China (ORCID)

### Corresponding Author

Emily Johnson [emily.johnson@universityoflanguagestudies.edu](mailto:emily.johnson@universityoflanguagestudies.edu)

### Abstract

**Aim:** This study investigates the impact of immersive language learning environments on vocabulary acquisition among high school students participating in international exchange programs. It aims to identify key factors that enhance language retention and cultural integration.

**Design:** Employing a mixed-methods approach, the research involved a quasi-experimental design with pre- and posttest assessments to measure vocabulary knowledge. The study also incorporated qualitative interviews to gather in-depth insights into students' experiences. Participants included 100 high school students from five different countries, each spending a semester abroad.

**Results:** The findings suggest a significant improvement in vocabulary acquisition among students in immersive language environments compared to traditional classroom settings. Factors contributing to this enhancement include increased daily interaction in the target language, cultural immersion, and the use of language in authentic contexts. Qualitative data highlighted the role of cultural empathy and adaptability in language learning.

**Originality:** This study contributes to the field by providing empirical evidence on the effectiveness of immersive environments in language education. It extends existing research by elucidating the interplay between cultural immersion and language acquisition, offering valuable insights for educators and policymakers in international education contexts.

### Keywords

1. Immersive Language Learning



2. Vocabulary Acquisition
3. Cultural Integration
4. International Exchange Programs
5. Mixed-Methods Research

### **CRedit statement**

Emily Johnson: Conceptualisation (lead); Writing – original draft (lead); Formal analysis (lead); Writing – review and editing (lead); Review and editing (supporting). Aarav Singh: Software (lead); Methodology (lead); Writing – review and editing (supporting); Review and editing (supporting). Wei Zhang: Writing – review and editing (supporting); Review and editing (equal).

### **AI Declaration**

We, the authors, declare that we used AI tools in the production of this manuscript. The specific tools we used were [ChatGPT 5](#). We used it in our planning of the study to help us select an appropriate research design for our aim. The impact of this can be seen in the Methods sections pages 7-8 where we describe the details of the quasi-experimental, pre- and posttest design we adopted, including the selection of the vocabulary instrument. However, we affirm that the manuscript itself was authored by us and not by AI, meeting all the submission criteria of SAJILE.

### **Conflict of Interest**

Emily Johnson has received research grants from ABC Company, which could be perceived as constituting a potential conflict of interest. The grant is related to The Internationalisation Project that is also the subject of the submitted work. Aarav Singh and Wei Zhang have no financial or personal relationships with other people or organisations that could inappropriately influence (bias) their work.

### **Acknowledgements**

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



## Sample Anonymised Main Document

# Enhancing Vocabulary Acquisition through Cultural Immersion: A Comparative Study of Immersive and Traditional Language Learning Environments among International Exchange Students

## Abstract

**Aim:** This study investigates the impact of immersive language learning environments on vocabulary acquisition among high school students participating in international exchange programs. It aims to identify key factors that enhance language retention and cultural integration.

**Design:** Employing a mixed-methods approach, the research involved a quasi-experimental design with pre- and posttest assessments to measure vocabulary knowledge. The study also incorporated qualitative interviews to gather in-depth insights into students' experiences. Participants included 100 high school students from five different countries, each spending a semester abroad.

**Results:** The findings suggest a significant improvement in vocabulary acquisition among students in immersive language environments compared to traditional classroom settings. Factors contributing to this enhancement include increased daily interaction in the target language, cultural immersion, and the use of language in authentic contexts. Qualitative data highlighted the role of cultural empathy and adaptability in language learning.

**Originality:** This study contributes to the field by providing empirical evidence on the effectiveness of immersive environments in language education. It extends existing research by elucidating the interplay between cultural immersion and language acquisition, offering valuable insights for educators and policymakers in international education contexts.

## Keywords

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

The burgeoning field of language education increasingly recognises the value of immersive learning environments. As students seek proficiency in new languages, international exchange programs have emerged as dynamic arenas for accelerated language acquisition and cultural competency. This study, grounded in the work of Wellington (1998) on social learning systems and Bartlett (1977) on social



cognitive theory, explores how these programs facilitate vocabulary retention and foster cultural integration.

Through the lens of immersive experiences, it aims to contribute to the ongoing conversation about the role of cultural immersion in language education, a dialogue enriched by the findings of Cartwright (1997) and Kantor (2009) on the benefits of study abroad programs...

### **Impact of Immersive Environments on Language Learning**

This mixed-method study examines the qualitative improvement in language skills as influenced by cultural immersion. It considers previous research by Frome (1995), who documented the advantages of learning in context, and Paulie (2013), who found that motivation and resilience significantly predict student learning outcomes.

By focusing on high school students engaged in semester-long programs the study contributes to a body of evidence that suggests immersive language environments are superior to traditional classroom settings, resonating with the conclusions drawn by Davey et al. (2012) on the impact of authentic linguistic and cultural encounters, whose results are summarised in [Table 1 near here].

**Table 1**

*Comparative vocabulary acquisition in high school exchange programs*

Program Name	Country	Duration	Language Score 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

...



## References

- Bartlett, O. (1977). *Socially Learning*. Prentice Hall.
- Cartwright, B. D. (1997). Study abroad and language study. *Language Teaching*, 30(1), 1–20.  
<https://doi.org/xx.xxx/yyyy>
- Davey, D. P., Babe, K., Bazer, W., Mend, R. A., Graham, M., & Ember, L. (2012). Language use and study abroad programs: An exploratory factor analysis. *Language Learning*, 62(4), 1243–1266
- 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.
- Kantor, J. (2009). *Language learning and internationalisation: A critical reading of research*. Palgrave Macmillan.
- Paulie, A. (2013). Sustained learning: Grit and academic performance. *Journal of Educational Psychology*, 105(3), 800-814. <https://doi.org/xx.xxx/yyyy>
- Wellington, E. (1998). *Learning Communities: Learning, meaning, and identity*. Cambridge University Press.
- 

[Return to top](#)