



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

Scholarship in Focus Submission Template

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

- **Format:** Please supply a Cover Page and an Anonymised Main Document as two separate Word files
- **Word limit:** 1,000–2,000 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

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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>

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 4–7 of this document for a sample.

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Sample Cover Page(s)

Enhancing Language Learning Through Cultural Immersion: Insights from a Pilot Study

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Abstract

Aim: To explore the initial findings of a pilot study investigating the impact of integrating cultural immersion activities into a high school language curriculum. The study examines how such activities influence vocabulary acquisition and student engagement in language learning.

Design: A classroom-based study was conducted with two groups of high school students (n=20). Group A participated in cultural immersion activities, including virtual exchanges and simulated real-world tasks, while Group B followed traditional vocabulary instruction. Pre- and post-tests assessed vocabulary acquisition, and qualitative data were collected through student reflections and teacher observations.

Results: Preliminary findings indicate that students in the immersion group demonstrated a 25% greater improvement in vocabulary test scores compared to the control group. Reflections highlighted increased engagement and a stronger connection between vocabulary and cultural context.

Originality: This pilot study contributes to teaching and learning by demonstrating the potential of cultural immersion activities to enhance language acquisition and engagement. While small in scale, it provides valuable insights for educators seeking to innovate language instruction in resource-limited classroom settings.

Keywords

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

CRedit statement



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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 Language Learning Through Cultural Immersion: Insights from a Pilot Study

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

Cultural immersion has long been recognized as a powerful tool in language education, yet its implementation within classroom settings remains underexplored. This pilot study investigates how integrating cultural immersion activities into a high school language curriculum can impact vocabulary acquisition and student engagement. By focusing on classroom-based practices, this study aims to provide practical insights for educators working in resource-limited contexts.

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Methodology

Two groups of high school students (n=20) participated in this study. Group A engaged in cultural immersion activities, including virtual exchanges with native speakers and role-playing real-world scenarios



such as navigating a local market or planning a cultural event. Group B followed a traditional curriculum focused on vocabulary lists and textbook exercises. Vocabulary acquisition was assessed through pre- and post-tests, while qualitative data were collected from student reflections and teacher observations to capture engagement and contextual learning.

Demographics

Participant demographics are shown in Table 1.

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References

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

Paulie, A. (2013). Sustained learning: Grit and academic performance. *Journal of Educational Psychology*, 105(3), 800-814. <https://doi.org/xx.xxx/yyyy>

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