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

Study Plan or Protocol 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 4,000 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.

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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Study Plan or Protocol

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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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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Study Plan or Protocol

Study Protocol: Enhancing Vocabulary Acquisition through Cultural Immersion

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Abstract

Aim: To outline the research protocol for a mixed-methods study investigating the role of cultural immersion activities in enhancing vocabulary acquisition and engagement among high school language learners. The protocol adheres to open scholarship practices and aims to contribute to evidence-based teaching strategies in language education.
Design: This study employs a quasi-experimental design with two groups: one exposed to cultural immersion activities (e.g., virtual exchanges, role-playing) and the other receiving traditional instruction. Quantitative data will be collected through pre- and post-tests to measure vocabulary acquisition, while qualitative data (e.g., student reflections, teacher observations) will capture engagement and contextual learning. The protocol follows PRISMA standards for the systematic review of supporting literature and includes a detailed timeline, sampling plan, and data analysis framework.
Anticipated Results: The study anticipates that cultural immersion activities will lead to improved vocabulary retention and higher student engagement compared to traditional methods. Additionally, it seeks to uncover themes related to learner motivation and contextual language use through qualitative analysis.
Originality: By publishing this protocol, the study exemplifies open scholarship practices and offers a transparent blueprint for replicating or adapting the research in other educational settings. It aims to address the gap between theory and practice in language education and provides actionable insights for integrating cultural immersion into curricula.

Keywords

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

CRediT statement

Study Plan or Protocol

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

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Cultural immersion has been identified as a promising approach to enhancing language learning outcomes (Cartwright, 1997; Paulie, 2013). However, the implementation of immersion activities within classroom-based settings remains underexplored. This study aims to investigate how cultural immersion activities influence vocabulary acquisition and student engagement, addressing the challenges of resource-limited classrooms and non-traditional learning environments.

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Study Objectives

Study Plan or Protocol

1. To evaluate the impact of cultural immersion activities on vocabulary acquisition compared to traditional instruction.
2. To analyse qualitative data on student engagement and motivation during immersion activities.
3. To provide evidence-based recommendations for integrating cultural immersion into language curricula.

Methodology

Study Design

A quasi-experimental design will be used, involving two groups of high school students.

- **Group A (Experimental):** Students will participate in cultural immersion activities, including virtual exchanges with first language speakers, role-playing scenarios, and cultural simulations.
- **Group B (Control):** Students will follow traditional vocabulary instruction using textbook exercises and rote memorization.

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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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