



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

### Material and Event Review Submission Template

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

- **Format:** Main document with author details on a cover page as one Word document.
- **Word limit:** 1000–2000 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.



## 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>

See pages 4–5 of this document for a sample.

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## Sample Document

### Kantor (2009) and the Case for Cultural Immersion

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

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#### Abstract

This review critically examines the book *"Language Learning and Internationalization: A Critical Reading of Research"* by Kantor (2009), which explores the role of cultural immersion in language education. The article provides valuable insights into how immersive experiences enhance vocabulary acquisition and cultural integration. Reflecting on its impact, the review discusses how the resource has shaped the authors' approaches to curriculum design and motivated a deeper integration of cultural immersion in language programs. By connecting Kantor's findings to personal teaching experiences, the review highlights the practical and theoretical contributions of this resource to contemporary language education.

#### 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.



## Kantor (2009) and the Case for Cultural Immersion

Kantor's (2009) *"Language Learning and Internationalization: A Critical Reading of Research"* critically examines the intersection of language acquisition and cultural immersion, providing a comprehensive analysis of how study-abroad programs contribute to linguistic and cultural competency. The book synthesizes empirical studies and theoretical frameworks, emphasizing the importance of authentic cultural engagement in facilitating language learning. Key chapters explore the psychological resilience required for immersive experiences and the socio-cultural dynamics that influence language retention.

### Evaluation of the Resource

Kantor's work is a cornerstone for understanding the pedagogical potential of cultural immersion. The book's strength lies in its integration of diverse perspectives, from cognitive theories to qualitative analyses of student experiences. Particularly impactful is the chapter on "Resilience and Adaptation," which aligns with Paulie's (2013) research on grit in academic settings. However, the book occasionally overlooks the challenges of implementing immersive programs in resource-limited contexts, a limitation for educators seeking practical solutions in less affluent environments.

### Reflection on Impact

This resource has profoundly influenced our teaching and research. Its emphasis on embedding language acquisition within cultural contexts has inspired us to redesign our curriculum to prioritize experiential learning. For example, we incorporated reflective journaling during study-abroad programs to help students connect language practice with cultural understanding, an approach supported by Kantor's findings. Moreover, the book prompted us to explore resilience-building strategies to better prepare students for the challenges of immersion.

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### References

- 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/yyy>

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