St Andrews Journal of International and Language Education (SAJILE)

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Aims and Scope

Aims

St Andrews Journal of International and Language Education (SAJILE) is the online journal hosted by the International Education and Lifelong Learning Institute, University of St Andrews, co-run by students and academic staff at IELLI. Articles are published open access with no charges to authors or readers. The journal hopes to encourage teachers and teacher educators working in the areas of languages education and international education to consider the impact of research on their professional practices and how their everyday practices shape and inform their own research agenda. In other words, the journal is interested in publishing **research of teaching** (research that is topically related to teaching), **research for teaching** (research designed and implemented to improve teaching), and **research as teaching** (research as an integral part of teaching). Although this journal publishes both original research and reflective pieces, our primary focus is on practical issues related to education such as teaching practice. Therefore, any discussion of theories and concepts need to demonstrate relevance to the practicality of teaching and learning.

Our target readers are primarily practitioners such as teachers and teacher educators, whose voices are sometimes under-represented and marginalised in educational research. We also welcome submissions from early career researchers who are looking for a supportive, constructive, and development journal peer review experience. *SAJILE* is a scholarly platform where practitioners and researchers can experiment with innovative and emergent ideas and share what works, what works less well, and what does not work in teaching, and the lessons learned. In line with the above, in addition to full-length research articles, we encourage submissions of shorter pieces or work-in-progress (see submission criteria of individual sections). Although the primary audience of the journal is for practitioners and researchers, we welcome collaborative research and reflective pieces by teachers and learners, so that learners' voices and perspectives can be represented.

Scope

SAJILE is a generalist journal interested in publishing research, commentaries, reflections, forums, and book reviews in all areas under international education and languages education. While there are other generalist academic journals on language education and international education, their target audience is primarily researchers. *SAJILE* plays a unique role in facilitating research-practice partnership by providing a platform for the voices of practitioners and professionals and promoting practice-oriented and practitioner-minded scholarship. Below are some examples of topics that fall within the remit of the journal:

Languages Education

- Language for academic and specific purposes
- Language teaching and learning
- Language, education, identity, and the psychology of language learning
- Language assessment and testing
- Computer-assisted language learning
- Individual language learner difference
- Social justice and language education
- Market trends in language education

International Education

- Globalisation and education
- Intercultural communication and education
- Language teaching and learning identities
- Equality, diversity, and inclusion in international education
- Curriculum internationalisation
- Education and sustainability
- Teaching and learning in international schools
- Market trends in international education
- Immigration requirements and access to international education opportunities

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Submission Guidelines

Submissions are welcome throughout the year. The journal operates on a continuous publication model, meaning that manuscripts that are accepted for publication will appear immediately online in a volume with full citation details. At the moment, the journal publishes one volume per year.

AI policy statement

Here at SAJILE, we recognise that generative AI tools are evolving and can be used responsibly to support academic research and writing. AI means "computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages" (Oxford Reference, 2023). Some (non-exhaustive) examples of AI are commonly used tools are ChatGPT or Bard. While these tools may be useful, it is important to use them correctly. Here are some rules we have made – with reference to current norms from major academic publishers and the University of St Andrews Good Academic Practice guidance - to ensure work we publish is produced honestly and fairly.

1. Authorship

Authors are responsible for ensuring their work is original and correct. Computer programmes can help, but they cannot be authors of academic work. Being an author means taking responsibility for the work. AI programmes cannot be listed as authors.

2. Declaration

If you use AI in academic work and submit it for consideration for publication, you must inform us. You need to explain how you used it, and which sections of the work it helped with. It is also your responsibility to ensure any information provided by AI tools is accurate. You must include a declaration statement that tells us how you used AI tools and what they helped you write. This allows us, and our readers, to understand your work properly.

Examples of permissible AI usage in support of the research process include:

- Research idea, theory, question, design, methodology, methods, or instrument development
- Background information gathering, literature analysis, or summarisation
- Production of research documentation (for example, consent forms or information sheets)
- Quantitative or qualitative data analysis or synthesis

Examples of unacceptable AI usage which violates our Authorship policy include submission of:

- AI-generated summaries or texts, either wholly or in part
- Texts where AI was used for word count reduction
- Texts that were translated into English with AI

Example AI Declaration:

We, the authors, declare that we used AI tools in the production of this manuscript. The specific tools we used were (list and links to tools). We used them to (briefly describe research function(s) performed). The reason was that (give rationale for each use case). The impact of this can be seen in (list sections of the

manuscript impacted by AI, including section heading+ page numbers, and briefly describe the impact on each). However, we affirm that the manuscript itself was authored by us and not by AI, meeting all the submission criteria of SAJILE.

3. Audio, Images, and Videos

Using AI tools to generate audio, images, and videos raises potential copyright issues. We do not permit the use of audio-visual elements generated in any part by these programmes. However, if you have legal agreements in place, or if you're writing specifically about audio-visual elements generated by AI, please contact the SAJILE editorial team to discuss it on a case-by-case basis.

We at SAJILE want to be supportive of forward-thinking academic work that responsibly incorporates or addresses topics related to AI within the scope of the journal. However, please abide by the rules. This helps us ensure that any work we publish is produced honestly and upholds the high academic standards of the University of St Andrews.

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Before Submission (Types of Submission)

Authors considering submitting a manuscript to the journal are encouraged to read this section carefully, which provides important information about the different sections of the journal, including aims, peer-review models, and word limits. All manuscripts need to be formatted using the journal's templates, which you can download in the table below. The journal welcomes submissions to the following strands. Authors can submit to the various sections under each strand.

- Practice-Focused Strand
  - Academic Blog
  - Innovative Practice
- Research-Focused Strand
  - Key Concepts and Theories
  - Scholarship in Focus
  - Study Plan/Protocol
  - Full-length Article
- Review Strand
  - Material and Event Review
  - Research Synthesis

Practice-Focused Strand

Section	Aim	Peer-review model	Word limit*	Template	Creative Commons License
Academic Blog	The journal has a dedicated space for publishing blog posts, which should first be submitted to our OJS portal. These are for discussions and disseminations of views or experiences related to languages and international education. Authors are welcome to make use of this space to elicit feedback from researchers and practitioners regarding an emergent research or teaching idea. There is no expectation that primary data need to be reported in blog posts. However, since the journal's aim is to promote scholarship in languages and international education, authors are strongly encouraged to include literature that informs their ideas.	Post-publication, open peer review	600-800 words	Download here	
Innovative Practice	This section allows authors to critically reflect on any practical issues related to teaching and learning. Topics relevant to the section can be an innovative teaching strategy/activity, educational technology, lesson plan, curriculum design, assessment, professional development for teachers. The practice needs to be developed by the authors or adapted from existing resources, and in the case of the latter, a proper written acknowledgement of the original source and permission from the original copyright holder. Authors need to be able to document the impetus for such innovation, provide a transparent description of the innovation and its context and, ideally, reflect on the effectiveness or usefulness of the innovation. This section aims to encourage practitioners to reflect on their own teaching practice so **there is no expectation that submissions include any primary data**.	Pre-publication, open peer review	2,000 – 4,000 words	Download here	

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Research-Focused Strand

Section	Aim	Peer-review model	Word limit*	Template	Creative Commons License
Key Concepts and Theories	This section is for authors to share their understanding of concepts/theories in languages and international education. In addition to a short synthesis of how scholars have defined these concepts/theories, authors must also contextualise their understanding within their own teaching and socio-cultural environment – which must be clearly defined. Of particular importance is how the ideas inform the authors' research and/or practice. **A maximum of 15 references may be used**.	Pre-publication, open peer review	No more than 2,000 words	Download here	
Scholarship in Focus	This section focuses on scholarship work that is either in progress or smaller in scale. Authors may have completed the pilot phase of a study while others may have conducted a classroom-based study on a lesson, one or a handful learners, or a new teaching activity. Manuscripts submitted to this section **need to include primary data**. While authors do not necessarily need to argue how their work contributes to new knowledge, submissions need to highlight how the scholarship work contributes to teaching and learning in the authors' or similar contexts.	Pre-publication, double-blind peer review	1,000 – 2,000 words	Download here	
Study plan/Protocol	*SAJILE* supports open scholarship practices. We encourage authors to submit a research plan (for primary studies) or a protocol (for research syntheses) to be reviewed. The research plan/protocol will be peer reviewed. A study plan/protocol that is peer reviewed will be published as a citation document with its own digital object identifier (DOI). Authors whose study plans/protocols are accepted and published will receive a conditional acceptance to their completed studies, should they decide to submit to *SAJILE*. Registered Reports will go through an expedited peer review process.	Pre-publication, double-blind peer review	No more than 4,000 words	Download here	
Full-length Article	This section is for primary research that has a strong relevance to practice and policy. Authors need to demonstrate how their research contribute to new knowledge and how their findings can be relevant to practitioners in similar contexts. For studies that are smaller in scale or in progress, authors are advised to submit to the "Scholarship in Focus" section.	Pre-publication, double-blind peer review	No more than 8,000 words	Download here	

Review Strand

Section	Aim	Peer-review model	Word limit*	Template	Creative Commons License
Material and Event Review	This is a space for authors to critically review a book, a book chapter, an article, a blog, a conference, or a presentation. The focus is not only on the recount of the content but more importantly on the evaluation of and reflection on the resource/event. Of particular interest is how the resource/event has had an impact on the authors' work as teachers and/or researchers.	Pre-publication, open peer review	1,000 – 2,000 words	Download here	
Research Synthesis	This section is dedicated to the publication of different types of research syntheses such as scoping review, qualitative research synthesis, meta-analysis, bibliometric review. Only syntheses conducted systematically (i.e., with a dedicated methodology section) and their protocols published (e.g., on IDESR) will be considered. Authors should refer to the PRISMA checklist for reporting standards and use the flow chart to document the search and screening process. Research synthesis submitted to this journal needs to make clear how the synthesised findings contribute to a better understanding of teaching and learning issues.	Pre-publication, double-blind peer review	No more than 10,000 words	Download here	

*All word limits include the title, abstract, main text, references, and appendices.

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After Submission

Manuscripts, after formatting according to the template provided, should be submitted to the SAJILE submission site, and authors will receive an automatic confirmation of receipt. The manuscript will be assigned to one of the editors for initial screening to assess the suitability of the manuscript. At this stage, the editor may ask for changes before the manuscript can be considered further. If revisions are not made accordingly, the handling editor reserves the right to desk reject the manuscript. Only manuscripts that have passed the in-house screening will be sent out for peer review.

The journal operates on different peer-review models based on sections. Manuscripts will be reviewed based on the corresponding peer-review model. For details regarding the peer-review process, refer to the table above and the "peer-review process" section. Depending on the availability of peer reviewers, authors can usually expect to receive an editorial decision on their manuscripts four weeks after submission.

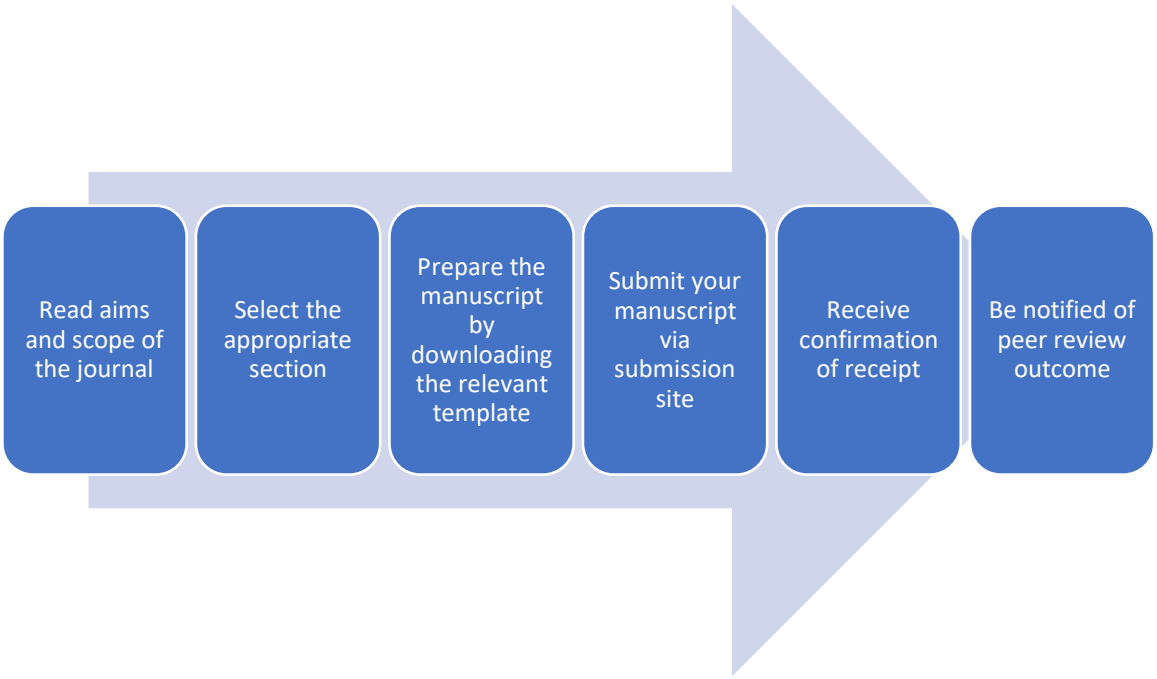
Editorial Decisions Table

Table showing four possible editorial decisions

Editorial Decision	Meaning
Accept	The peer reviewers are happy with the quality of the manuscript and have recommended the manuscript be published without any changes. It is extremely rare for authors to receive an "accept" outcome in the first round of peer review.
Minor Revision	The peer reviewers are very positive about the manuscript but have provided some minor comments and suggestions for the authors to address. These changes are likely to be quite small and easy to address. Authors are asked to revise their manuscripts based on the comments. The revised manuscripts will either be reviewed again by the peer reviewers or by the handling editor.
Major Revision	The peer reviewers are generally positive about the manuscript but have provided some comments and suggestions for the authors to address. These changes are likely to be quite major. Authors are asked to revise their manuscripts based on the comments. The revised manuscripts will be reviewed by peer reviewers again.
Reject	The peer reviewers have raised a lot of concerns about the manuscripts and do not think the manuscripts are publishable even after rounds of revision. Authors are provided with comments from peer reviewers, and they are encouraged to revise their work accordingly. Authors whose manuscripts are rejected can submit their substantially revised work as a new submission. Alternatively, authors can seek other publication outlets.

If your submission is accepted, you will be asked to complete a declaration form concerning copyright and license.

Submission Diagram
Diagram summarising the submission process



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Peer Review Process

This journal employs three peer-review models: 1) pre-publication, double-blind peer review, 2) post-publication, open peer review, and 3) pre-publication, open peer review, for different sections.

Pre-Publication, Double-Blind Peer Review

Pre-publication, double-blind peer review is used for sections that publish research or scholarly outputs that include primary and/or secondary data. All submissions will be peer-reviewed by at least two reviewers before they can be considered for publication. The identities of the authors and peer reviewers will only be known by the handling editor to ensure anonymity and objectivity. Peer reviewers provide written comments and their recommendations to the handling editor, who collate the comments into a decision email to be sent to the authors. In situations where reviewers have different views about a manuscript, additional reviews may be sought.

When authors receive the decision letter from the editor, they will be asked to 1) read the reviewers' comments carefully, 2) make any necessary changes and highlight the changes in yellow, 3) produce a response document detailing the authors' responses to each comment. It must be stressed that authors are not asked to incorporate all comments supplied by the peer reviewers. If there are comments that authors disagree with or are deemed inappropriate, authors can choose not to accept the comments. In such case, authors need to provide an explanation or justification regarding their decision in the response document. A template of the response document can be downloaded here.

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Post-Publication, Open Peer Review

Post-publication, open peer review is used for the Academic Blog section. "Post-publication" means that peer review will take place after the submission is published. In other words, all submissions, after a preliminary check on format and originality, will be published immediately. Once the submission is published, at least two peer reviewers will be invited to provide comments on the submission. "Open" refers to the fact that the identities of the authors and the peer reviewers will be known, and the peer-review comments will be posted alongside the blog post, viewable by the public. Other members of the public can also serve as "peer reviewers" by providing additional feedback on the blog post. Only comments approved by the editors will be posted to ensure professional etiquette is observed.

Upon receiving the comments from the peer reviewers, authors will be notified by the editor. They will be asked to revise their blog posts based on the comments and submit a revised and post-review version to be published alongside the original version and the peer-review comments. While the original submission of the blog post will be published under

the blog section of the journal, the revised blog post will be published in a volume of the journal.

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Pre-publication, open peer review

Pre-publication, open peer review is used for sections that focus on practitioners' reflections on their own practice and those that do not involve the collection, analysis, and reporting of primary data. "Open" refers to the fact that the identities of the authors and the peer reviewers will be known to each other. This is seen as an appropriate type of review for reflection-focused sections because both authors and peer reviewers can benefit from a more transparent dialogue regarding their teaching experiences. Moreover, since submissions to these sections focus on teaching and learning, peer reviewers may want to share their own backgrounds and experiences in their comments. Peer reviewers provide written comments and their recommendations to the handling editor, who collate the comments into a decision email to be sent to the authors. In situations where reviewers have different views about a manuscript, additional reviews may be sought.

When authors receive the decision letter from the editor, they will be asked to 1) read the reviewers' comments carefully, 2) make any necessary changes and highlight the changes in yellow, 3) produce a response document detailing the authors' responses to each comment. It must be stressed that authors are not asked to incorporate all comments supplied by the peer reviewers. If there are comments that authors disagree with or are deemed inappropriate, authors can choose not to accept the comments. In such case, authors need to provide an explanation or justification regarding their decision in the response document. A template of the response document can be downloaded here.

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