

## **Publication Outline**

### **What is the topic of your article?**

The topic of my future journal article will be designing classroom activities that give students opportunities to practice what they are learning in authentic conversations. It will focus on strategies for moving from written and grammar based practice to interactive speaking tasks that promote meaningful communication. The article will include scaffolds such as sentence stems, dialogue prompts, and question cards to help lower anxiety and build student confidence. These activities will reinforce vocabulary, grammar structures, and cultural knowledge while engaging students in real-time interactions. Ultimately, the article will show how conversation based learning supports both fluency and cultural competence in the world language classroom. Research shows that meaningful interaction is essential for language acquisition, as it allows learners to negotiate meaning, apply grammar in context, and reinforce vocabulary in real-time (Swain, 2000).

### **Where do you plan to submit (consider 2–3 options)?**

I am considering several peer-reviewed, open-access academic journals as possible outlets for my work. One option is the Electronic Journal of Foreign Language Teaching (e-FLT), which focuses specifically on classroom methodologies and provides a strong connection to my work in conversation-based activities for Spanish learners. Another choice is E-JournALL (EuroAmerican Journal of Applied Linguistics and Languages), a multilingual platform where I could publish in either English or Spanish, making it ideal for highlighting both pedagogy and language practice in broader contexts. A third possibility is Education Policy Analysis Archives/Archivos Analíticos de Políticas Educativas (EPAA/AAPE), which would allow me to publish in Spanish within an influential education policy journal and reach a wider audience of academics and policymakers interested in world language education. Each of these choices

offers a different pathway such as classroom practice, applied linguistics, or educational policy, that will ensure my work can have both practical and scholarly impact while remaining freely accessible through open access.

### **What is the connection to your innovation plan or initiative?**

This article directly connects to my innovation plan, which emphasizes the need for authentic conversational practice in Spanish classrooms. While students are often comfortable reading and writing, many struggle to apply what they know in real conversations. By creating activities that blend classroom learning with dialogue, I am addressing this missing piece in language acquisition, which research identifies as critical to building communicative competence (Lightbown & Spada, 2013).

### **How can this information help others?**

This article will help world language teachers by providing ready to use, classroom tested activities that promote speaking and engagement. It will show how conversations reinforce grammar, vocabulary, listening, and cultural understanding, while also lowering student anxiety through scaffolds like prompts and sentence stems. Teachers in other subjects could adapt these strategies to make learning more interactive, encouraging students to discuss content rather than rely only on written work.

### **Lessons learned or hoped to learn?**

Lessons learned include that students are more engaged and retain vocabulary better when they practice it in conversations tied to class content. Pair and group activities build confidence, and structured supports such as sentence stems, prompts, and question cards help lower anxiety (Gibbons, 2015). Lessons I hope to learn involve seeing how ongoing conversational practice impacts long-term fluency and confidence, as well as exploring how these activities can be scaffolded for different proficiency levels.

**What digital resources will be included in your article? Briefly describe.**

I plan to use a variety of digital tools to support conversation-based activities in my classroom. Blooket and Kahoot will help reinforce vocabulary in an engaging way before moving into conversation practice (Wand & Tahir, 2020). Google Docs and Slides will be used to create dialogue prompts, reflection logs, and collaborative speaking tasks that encourage interaction among students. AI conversation tools such as ChatGPT and Claude will simulate real-life interactions, giving students opportunities to practice language skills beyond the classroom setting (Kasneji et al., 2023). Finally, Kami will provide a platform for students to annotate dialogue practice and role-play scripts, making the learning process interactive and reflective.

## References

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