



## Implementation of Five Pushed Output Activities in an EFL Speaking Class

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**Abstract:** This study describes the implementation of five activities (individual oral presentation, impromptu speech, graduation speech, puppetry, and voice-over roleplay) in an English as a Foreign Language (EFL) speaking class at a Turkish university. In order to make students produce English output and change their resistance towards in-class participation, a ten-week programme has been implemented. Providing L2-speaking experience under different task conditions, the aim was to investigate student narratives on advantages and disadvantages of each activity and to illustrate how spoken production activities could be useful in getting EFL learners to talk. Qualitative data collected through journal entries, focus group discussions, and classroom observations have been analysed using thematic narrative analysis. Findings indicate that students favour the diversity in speaking activities they do in the classroom and highlight unique advantages of each activity type based on their learning experiences. Implications applicable to EFL teachers practising in similar contexts are also discussed.

**Keywords:** *pushed output, speaking skills, speaking anxiety, EFL learners, L2 English*

### INTRODUCTION

Although a comprehension-based approach to English language teaching (ELT) favours the mastery of receptive language skills before production, Swain (2005) suggests that second or foreign language (henceforth L2) users, at any stage of their development, should be pushed to produce output. In this production-based approach, it is assumed that L2 users notice and acquire language features that are necessary for speaking, including those they might not fully internalise through L2 input. Considering the challenges involved in getting L2 users to speak in English as a foreign language (EFL) classes (Talandis & Stout, 2015; Zhang & Head, 2010), it is likely that a comprehension-based approach leads to a self-fulfilling prophecy, which results in learner reticence and underdeveloped speaking skills. Pushing L2 users to produce oral output, however, could allow them to test their speaking skills, making them notice gaps in their rapidly evolving L2 competence and capitalise on the time-on-task principle (Newton & Nation 2021).

As Harmer (2015) exemplifies, EFL speaking practice done in the classroom has many advantages, including rehearsing for situations and topics that might happen in real-life, receiving feedback from peers and the teacher, and having experiential opportunities to turn declarative knowledge into procedural knowledge by carrying out functional tasks. However, its importance in second language acquisition and interpersonal communication notwithstanding, speaking is often regarded as an overlooked skill in most EFL contexts (Newton & Nation 2021). An important reason underlying this phenomenon is the anxiety-inducing nature of speaking, especially in an L2

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(MacIntyre & Gardner, 1991). Another factor prevalent in EFL contexts is communication reticence, which refers to the hesitation or reluctance of students to participate in speaking activities due to factors like fear of making mistakes, low confidence in their language abilities (Tsui, 1996), or not wanting to take risks by using English in unfamiliar tasks (Liu & Jackson, 2008). In this regard, various spoken interaction and production tasks are suggested to encourage oral output in L2 (DeKeyser, 2007), as active language production is a desired feature of language education and known to increase learners' language awareness (Philp & Iwashita, 2013).

As for the Turkish context, previous research shows that speaking anxiety is a common problem in English classes, including concerns over limited language proficiency, fear of making mistakes in front of classmates, and other issues related to speaking performance (Hol & Kasimi, 2022). Lecturers and teachers usually acknowledge Turkish students' lack of accuracy in speaking (Gerede-Hoyland & Camlibel-Acar, 2024), as well as linguistic and affective problems influencing their L2 English performance (Gokce & Kecik, 2021). It is reasonable to assume that EFL teachers may hold differing beliefs and cognitions about teaching speaking skills (Baleghizadeh & Shahri, 2014). However, nationwide surveys in Turkiye commonly suggest that both teachers and students perceive the place of spoken English as far from the ideal, despite attaching great significance to the development of speaking skills (Dagtan & Cabaroglu, 2021). In this respect, various recommendations are discussed for the rectification of speaking-related problems in English classes, ranging from making changes to the education and testing system (Dagtan & Cabaroglu, 2021) to increasing in-class speaking opportunities (Farrell & Yang, 2019) by preparing speaking-enhanced syllabi and finding ways to motivate students through various types of engaging activities (Gokce & Kecik, 2021), such as role plays and drama-based techniques (Arslan, 2013; Hismanoglu & Colak, 2019).

Even though the above-mentioned studies report reticence and speaking problems in EFL contexts, their focus is mostly on the effectiveness of oral language teaching materials and general strategies or vague policy-based suggestions in solving these issues. In addition, Turkiye remains an under-studied context in which anxiety of English class performance and confidence with English language are known factors affecting learners' reluctance to speak in the classroom (Thompson & Khawaja, 2016). Despite such descriptive accounts, there is limited research with a practical lens that explores and suggests specific speaking activities. The current study aims to fill this gap by exploring how English language learners can be encouraged to produce L2 output through several activity types. This paper describes the qualitative findings from the implementation of five speaking activities over a ten-week period in an EFL speaking class at a Turkish state university. These activities include (a) individual oral presentations, (b) impromptu speech, (c) graduation speech, (d) puppetry, and (e) voice-over roleplay. Through a qualitative approach, students' learning experiences were tracked and analysed via reflective journal entries, focus group discussions (FGD), and in-class observations to seek an answer to the following research question: *How do Turkish learners of English perceive the advantages and disadvantages of the five pushed output activities implemented in an EFL speaking class, based on their learning experiences?*

## METHODOLOGY

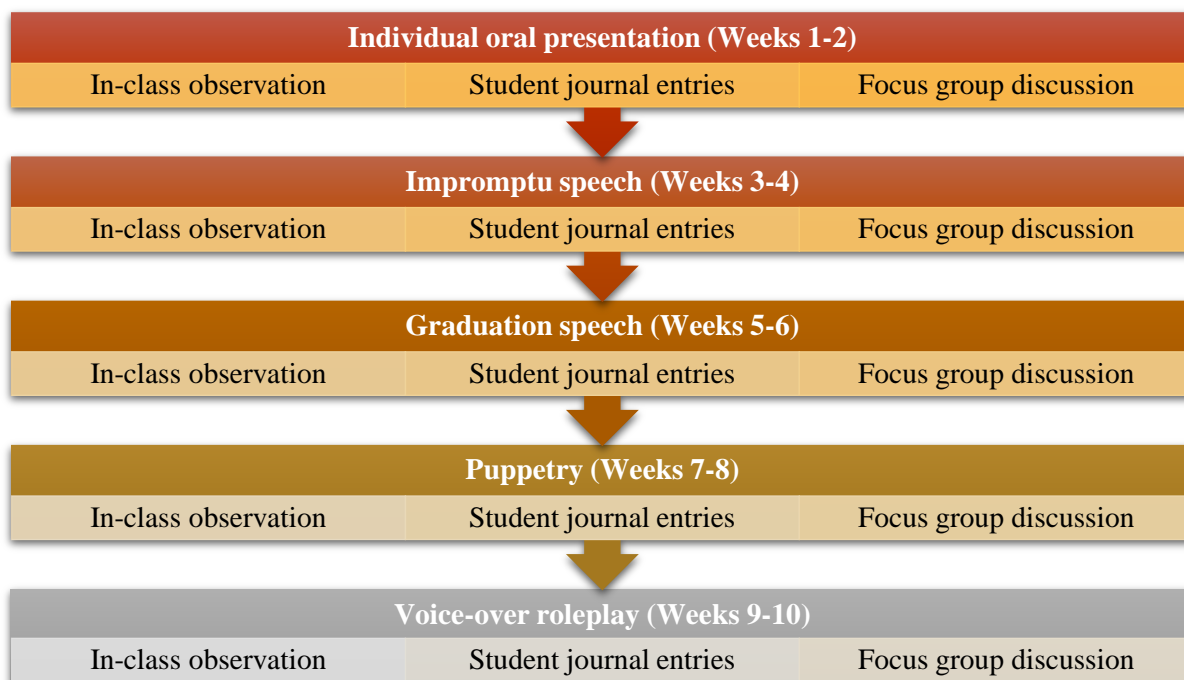
It has been shown in Swain's (1985, 2005) works that foreign language learning could happen much more effectively when learners are pushed to produce language output, which aligns well with the advent of the communicative methodology concurrently adopted in various settings (Savignon, 2002). Under this theoretical framework, this research adopts a qualitative design that thoroughly examines student experiences and reactions (Cohen et al., 2017) to the activities selected. The practical and participatory nature aligns with the principles of educational action research with a view to exploring how certain activities impact students' speaking abilities, utilising reflections, learning experiences, and observations. This exploratory and reflective process combining research with action (Cohen et al., 2017) contributed to the planning and evaluation of the activities. In this context, problems of learner reticence and foreign language anxiety were encountered in a relatively crowded class of 55 Turkish adult learners of English (34 females and 21 males, aged between 19 and 24) enrolled in an EFL speaking class at a Turkish state university. The participants were chosen using a



convenience sampling method, which includes easily accessible and willing individuals (MacNealy, 1999). In terms of the Common European Framework of Reference (CEFR), although all the students were deemed B1 level learners according to institutional regulations, they were hardly able to carry out tasks denoted in the corresponding level's speaking descriptors (cf. Council of Europe, 2001), which led to the emergence of this study.

Upon a four-week tentative observation of the mentioned problems in this EFL speaking class, the following ten-week period was allocated to improve the students' speaking skills through pushed output activities. For this, widely used resources for teaching speaking skills (e.g. Bygate, 1987; Goh & Burns, 2012; Newton & Nation, 2021) were reviewed, and five different tasks that could push students to produce oral output in English were implemented. Previous research suggests that learners may respond to familiar and unfamiliar tasks differently, exhibiting varying levels of desire to speak and emotional states (Aubrey et al., 2022). To avoid discouragement and taking into account the participants' proficiency levels (B1), tasks that would primarily facilitate spoken production rather than spoken interaction (see Council of Europe, 2001) were focused on, although some activities were partly interactive. Each of these tasks (i.e. individual oral presentations, impromptu speech, graduation speech, puppetry, and voice-over roleplay) was completed in two weeks, resulting in a ten-week period of intensive speaking practice. The visual representation of the research process is shown in Figure 1.

**Figure 1. Data collection process**



To keep a track of the qualitative features of narratives about the selected tasks, the participants' written journal entries were collected every other week (each being approximately one-page long per participant); FGDs were conducted at the end of each activity type with a subsample of the participants (the same group of four participants taking part in five discussion sessions in total); and in-class observation notes were taken by the researchers during classes. The participants were asked to reflect on any positive or negative learning experiences they deemed important in their journals. In FGDs, the issues mentioned in journal entries were directed to a subsample of the participants with the aim of elaborating on the usefulness of each activity type (e.g. How do you evaluate your performance in the individual presentation? What advantages do you think the impromptu speech task can bring to an EFL classroom?). As for in-class observations, the researchers took unstructured field notes that were related to speaking performance, task accomplishment, and other factors such as participation. Subsequently, a thematic narrative analysis was used to examine



learning experiences and implications that originated from the implemented activities. To investigate the perceived effectiveness of each speaking task, the three data sources were analysed and cross-referenced according to highlighted advantages and benefits as well as disadvantages and challenges. Findings and implications related to each activity type are presented with related extracts in the following section.

**Table 1. Properties of the selected speaking activities**

	Pre-task planning	Roleplay or dramatisation	Topic	Interaction patterns
Individual oral presentation	Planned	No	Selective	Mostly monologic
Impromptu speech	Not planned	No	Random	Mostly monologic
Graduation speech	Planned	Yes	Partly fixed	Monologic
Puppetry	Not planned	Yes	Partly fixed	Class interaction
Voice-over roleplay	Planned	Yes	Fixed	Pair interaction

## FINDINGS AND DISCUSSION

### Individual Oral Presentation

Within the realm of teaching speaking skills, individual oral presentations hold a unique and time-tested position. They serve as a testing ground for spoken production, as well as requiring effective presentation skills. As Goh and Burns (2012) contend, one of the advantages of monologic tasks like individual oral presentations is that they give learners an opportunity to talk about something extensively without interventions or interruptions. In this task, the students were asked to choose a topic of their interest and prepare a short presentation that should not exceed a five-minute time limit. After selecting a topic and being allocated time for pre-task planning, the students delivered their presentations in the classroom environment, after which they received feedback from the instructor and their peers.

A combined analysis of the qualitative data regarding the individual oral presentations indicates a shift away from concerns about linguistic engagement to effective presentation skills and extralinguistic features of interpersonal communication such as eye gaze, stage use, and pacing. That is to say, the students seem to have prioritised the delivery aspects of their oral presentations, recognising the importance of communication beyond language structures. As the following extracts illustrate, the narratives mostly touched upon nuanced details concerning their presentation performance in a way distancing themselves from foreign language anxiety of speaking English.

Sibel<sup>3</sup> in FGD 1: ‘I was first annoyed with myself while during my presentation. I had really uncomfortable movements, such as my body language, what I said during the talk. After a while, I realised that I digested them, and I observed my mistakes and acted in a more neutral way.’

Okan in his journal entry: ‘During the presentation, we make eye contact and seeing the heads of the audience looking at their desk [instead of us] demotivates me a bit. I would have liked them to make more eye contact with me.’

Levent in his journal entry: ‘In my speech, I was completely lost in terms of posture. I still realised mistakes such as staying still, less use of hands, walking too much.’

<sup>3</sup> All the names are pseudonyms.



The field notes from in-class observations confirm that throughout the weeks in which individual oral presentations were delivered, the participants' attention was largely channelled into their presence on the stage in front of an audience. These observations also indicated a perceived discrepancy between plans for presentations and students' actual in-class performance, such as instances of exceeding time limitation or perceived lack of fluency. Nonetheless, because the participants were mostly concerned about presentational aspects of their speech, they produced oral English output without excessive hesitations or pauses. It was noted that oral presentations were regarded as a comfort zone for the students, in which they did not have to take many risks but deliver the speech they had prepared on a topic of their own choice. This facilitated a relatively anxiety-free speaking practice in L2 English, which might be useful at lower proficiency levels as well. Overall, this task was reported as a fruitful practice for topic organisation and stage management, but it was noticed that a small number of students only memorised their lines and spoke in a relatively monotonous tone, not paying enough attention to phonological properties of English, including stress, rhythm, and intonation.

The student narratives suggest that this monologic speaking activity appears to be useful in fostering a diverse range of speaking abilities. Speaking English in front of their classmates, the participants adopted various affective and communicative strategies to overcome foreign language anxiety, which could contribute to their L2 competence and presentation skills. Additionally, they took responsibility for topic selection and found ways to identify key points to articulate their thoughts and ideas in a coherent way, which made them focus more on the content than linguistic structures. Some of the students, on the other hand, found this activity relatively boring when the speaker on the stage was not enthusiastic or did not prepare well enough. It was noticed that a few students either memorised prefabricated English sentences or read directly from a speech card; however, this was not a general case. All in all, the remarks made by the participants highlight that oral presentations bring about an opportunity to talk about diverse topics, which is a desired feature of pushed output activities (Newton & Nation, 2021), and allow them to practise speaking English in front of an audience. It might, however, be sometimes over-repetitive and time-consuming, as learners have to select a topic, organise the information in an appropriate manner, and prepare presentation materials to be used in the classroom.

### **Impromptu Speech**

Characterised by flexibility, immediate responses, and a lack of preparation time, impromptu speech presents a formidable challenge even for experienced L2 users. Activities requiring improvisation and impromptu speech often serve as a testing ground for EFL learners to utilise their whole speaking repertoires. In this case, a simple design of an impromptu speech task was followed. First, certain open-ended questions (e.g. Will artificial intelligence replace human translators in the future? How does language shape our perception of reality and influence our interactions with others?) were written down and shuffled in a box. Second, a student was selected and asked to pick a random prompt card from the box. Third, the student was given about 30 seconds to think about an idea or opinion about the randomly chosen topic and then proceeded to produce L2 English output for at least one minute. This procedure was repeated with all the participants. The highlight of this activity is that it necessitates the production of English output on a randomly chosen topic both quickly and spontaneously, often forcing learners beyond their comfort zones.

The student narratives, somewhat surprisingly, showed that most of the participants approached the impromptu speech fairly positively. It was noticed that they attempted to use a range of communication strategies to fill gaps in their linguistic repertoire and tackle the challenges arising from delivering an unprepared speech in L2 English. This kind of enthusiastic engagement and purposeful participation in the classroom environment, despite the lack of pre-task planning and being forced to improvise using English, highlights that EFL learners could be willing to embrace dynamic challenges when presented with the appropriate opportunity. The following quotes indicate that this activity increased the participants' awareness of the spontaneous nature of spoken English whilst encouraging them to produce oral L2 output even in unprepared circumstances.



Kerem in his journal entry: 'Impromptu speech gives us the ability to think fast, make quick decisions and speak on that topic without much preparation.'

Ebru in FGD 2: 'I had a chance to really test myself, which made me think on my feet... Yes, it was intimidating but was also, you know, exhilarating at the same.'

Levent in FGD 2: 'Impromptu speech was a kind of an activity that emphasised not what we did but how we did it, [that is] how we captured the audience.'

It was highlighted in the observation notes that several students felt a bit nervous carrying out this speaking task but nevertheless completed it successfully. However, there were also students who could not speak English (without transitioning to Turkish) for the allocated one-minute period of time, perhaps due to perceived pressure and speaking anxiety. This might prove the importance of addressing the affective domain in handling EFL learners' speaking problems (Gokce & Kecik, 2021). Mentioning these affective problems in their journal entries and discussing their speaking anxiety during the focus group session, the participants confirmed that they were unaccustomed to speaking spontaneously in English, since it is rare to encounter impromptu speech or improvisation tasks in most Turkish EFL classes.

Sibel in FGD 2: 'This was the event that I was most nervous about because it is very troublesome for me to explain something unprepared. Actually, it does not matter whether it is in Turkish or English.'

Mehmet in his journal entry: 'I think self-confidence is very important in this [impromptu speech]. But I think I can overcome this with practice... I did not do such an activity in my high school English lessons.'

In general, the impromptu speech task was deemed useful for creating a productive communicative space in which the students had chances to experiment with the unknown and explore ways to increase their communicative adaptability in spoken English. Besides encouraging the utilisation of one's entire linguistic resources, the observation notes denoted that completing an impromptu speech task is likely to foster a sense of achievement in many students. It is possible to discuss that speaking activities with surprise elements could make language learners focus on the meaning they wish to convey, thereby creating authentic contexts for communication, the lack of which is considered a profound problem in most Turkish EFL classes (Dagtan & Cabaroglu, 2021). Furthermore, it was observed that the impromptu speech task might also contribute to problem-solving skills and creativity, as it requires language learners to rapidly think about what to say and formulate coherent output in L2. An example regarding this phenomenon was the diversity of ideas and opinions articulated by different participants to the posed questions (e.g. Whilst one student stated that artificial intelligence would make it unnecessary to learn any additional languages in the near future, another student defended the complexity of human language over digital algorithms). Lastly, although it is sometimes necessary to demonstrate a few examples beforehand or begin the task with volunteering students rather than those experiencing higher levels of foreign language anxiety, the findings suggest that impromptu speech could easily be adapted at different levels of proficiency. For instance, the complexity and difficulty of prompt questions or task objectives could be adjusted according to the students' proficiency in English, requiring them to produce more complex output for longer periods at higher levels or comparatively simple output for shorter periods at lower levels.

### **Graduation Speech**

The graduation speech task is an engaging and imaginative speaking practice that invites students to dramatise their graduation day, in which they try to articulate their experiences and thoughts in a formal yet personal manner using English. For this activity, the participants were asked to prepare and deliver an approximately one-page long speech in the classroom as if they were the valedictorian in their graduation ceremony. A lectern was set up for the speaker role, and all the students wore graduation caps and gowns to strengthen the atmosphere. Then, one by one, the participants delivered their graduation speech as the valedictorian and thanked the audience at the end. The key point underlying this speech production task is that the scripts were largely predetermined.



The students needed to read or recite their own script whilst paying attention to prosodic features of English, bridging the gap between written and spoken language. Despite a constrained topic centred around the theme of graduation, the findings indicate that this activity helped the students practise how to display complex emotions when producing formal English output based on a script written by themselves, as exemplified by the following quotes:

Ufuk in FGD 3: ‘It was very fun for me to learn how to be natural while reading a text, to be able to speak without reading when there is a text in front of you.’

Ebru in FGD 3: ‘We wore caps and gowns; it got us in the mood. I do not think it would have been as effective if we did it in a regular class.’

Pelin in her journal entry: ‘Mine was an emotionally complex text... We had to bring all these intricate emotions into the conversation.’

The comments made during in-class observations complemented that even a seemingly simple monologic task could be highly engaging under right conditions. Delivering a graduation speech to their friends in English, the students focused on the balance between authenticity and individualisation, in an attempt to produce natural-sounding L2 output, as well as adjusting their pace and intonation to predict audience reactions at certain places during speaking. It is known that improving L2 users’ syntactic processing is a principal objective of pushed output activities (Newton & Nation, 2021). In this task of delivering a graduation speech or similar activities involving dramatised monologues, it is also possible for students to find a place to work on their phonologic processing by analysing individual sounds and prosodic features of English, as they try to deliver a formal speech as naturally as possible. This finding supports the previous studies reporting the advantages of using roleplays and dramatisation techniques for teaching English pronunciation to Turkish speakers (Arslan, 2013; Hismanoglu & Colak, 2019). Another advantage is that it is a highly adaptable read-aloud activity that can be structured around a wide variety of themes (e.g. presidential speech, award acceptance speech, farewell speech), which might provide pedagogical flexibility in the classroom and enhance the public speaking skills of EFL learners.

## **Puppetry**

Puppetry involves attaching personality and voice to various objects and offers a powerful tool for storytelling in the classroom environment. It is especially common to see the use of puppets and dolls in teaching English to young learners (Bekleyen, 2011). In the context of this speaking activity, the participants were introduced to a character named Norton, a parrot puppet known for its naughty jokes and behaviour. At the beginning of the class, they watched a video that included a short story about the adventures of Norton and his companions. Then, small groups of students (3 or 4 participants per group) were asked to select the characters shown in the video to interact with one another and other class members using one of the puppet characters. With puppets representing several different characters, the students engaged with their peers by producing L2 English output through diverse interaction patterns.

The entries written in student journals and remarks from the discussion session demonstrated that puppetry was found to be one of the less effective speaking activities. One reason for this was a sense of embarrassment in front of classmates and a lack of time to internalise the selected puppet’s characteristics. It was suggested that an EFL teacher might need to establish classroom rituals to make effective use of such puppets, which would necessitate a longer period of time than just one or two lessons. Some narratives about the challenges highlighted by the participants include the following:

Ufuk in FGD 4: ‘I cannot imagine myself in an English classroom full of young learners... It can be very difficult for a student who does not like to deal with such a thing, to portray such a character in front of their friends.’

Ebru in FGD 4: ‘As good as the idea is, unfortunately it becomes difficult in practice... There is certainly a longer time needed to use them in the class.’



Apart from the mentioned difficulties faced during implementation, there were some comments about the positive effects of using puppets as a medium of spoken English as well. It was expressed that puppetry could cultivate emotional intelligence and improve overall hand-eye coordination in learners. Additionally, the participants stated that roleplaying as different puppet characters could be a potential practice for imitating desired pronunciation models, which might act as a practical tool for familiarising EFL learners with different accents.

Leyla in her journal entry: ‘Puppetry promotes emotional intelligence by creating unique characters with distinct personalities and enables us to empathise and share their feelings with others.’

Hakan in his journal entry: ‘The main idea of this activity is to provide practice in a way to minimise the stress and make us feel comfortable when speaking English there.’

Sibel in FGD 4: ‘I think it's a very developmental activity if you pay attention to features such as emphasis and intonation.’

As a response to limitations of this task, one participant suggested that it would be better to choose puppets that can appeal to the specified audience. All things considered, the findings denote puppetry as a useful speaking activity for enhancing students' socio-emotional abilities and social interaction skills in EFL classes. It could particularly yield productive outcomes with younger learner groups, since the use of diverse teaching materials such as puppets introduces a novel variety of activities that can engage students' curiosity and enrich their learning experiences (Bekleyen, 2011). Nevertheless, it was noted that puppetry requires certain warm-up activities so that class members have enough time to get accustomed to the particular characters and use their dialogues in the activity accordingly. In this regard, puppetry might be seen as an extension of drama-based techniques, letting EFL learners experience roleplaying in English through the use of an imaginary character.

### **Voice-Over Roleplay**

Voice-over roleplay is a speaking task that aims to capitalise on auditory narrative skills through the enactment of certain characters in a selected scene. It allows learners to undertake various roles with different personalities and emotions by means of scripted roleplay in the classroom environment. For this activity, a one-minute scene from the animated film ‘Brave’ was selected. First, the video of the selected scene was shown to the participants so that they could familiarise themselves with the two characters and their dialogues. Second, the script of the scene was distributed to the students, who were asked to practise the specified dialogues to roleplay as one of the characters. Then, pairs of students were invited to act out their roles in synchronous coordination with the muted version of the scene displayed on a smartboard. The main purpose of this activity was to have the students produce English output in a controlled environment by using roleplay elements. Therefore, the focus was on vocalising the characters by paying attention to their L2 output and reflect the emotions conveyed in their dialogues. There were some initial challenges related to the synchronisation of dialogues, but the findings indicated that this activity offered the participants novel ways of speaking English, where the performance of their roleplay overshadowed any small linguistic mistakes they made.

Sibel in FGD 5: ‘Voice acting was the best activity for me because I was not in full focus mode. I just tried to act out my character in the best way possible... The mistakes I made were more acceptable.’

Nuri in his journal entry: ‘The aim is to learn to match the character during the time the character speaks. Here, the point was to learn to vocalise a sentence said by a character at the right time in the right place, and also with the right intonation.’

The field notes signified that the voice-over roleplay task particularly boosted the participants' motivation to use English as an instrument of communication and humour., paralleling the benefits of acting from scripts for building L2 confidence (Harmer, 2015). This was largely due to the fact that the students were able to observe and imitate characters that utilise spoken English for creative interactions and conveying sophisticated meanings. Another advantage was that it helped cultivate a





deeper understanding of different cultures depicted in the selected film and scenes, providing a useful ground for improving EFL learners' intercultural communicative competence. It is likewise possible to choose films and scenes familiar to a student group to reduce their foreign language anxiety, and the complexity or register of extracted scripts could be adjusted according to the proficiency level. Incorporating voice-over roleplay into EFL teaching may not only enhance students' linguistic skills but also foster a supportive and engaging learning environment.

### **Researcher Positionality and Limitations**

This study was conducted by two researchers who also served as the instructors of the EFL speaking class described throughout the paper. As part of the commitment to ethical considerations, informed consent was obtained from every participant at the beginning of the study, ensuring voluntary involvement and confidentiality. Additionally, the participants were informed that their participation in the data collection process would not affect their actual grades for the speaking class they were enrolled in. The design was exploratory, closely aligned with the principles of action research, with the primary aim of navigating through student narratives to investigate advantages and disadvantages of certain pushed output activities. To achieve this, five specific activities that could enhance the participants' oral language skills in English were selected, and multiple qualitative data collection tools were employed (journal entries, focus group discussions, and in-class observations) to gather comprehensive insights into the learning process.

It is acknowledged that the researchers share a similar cultural background with the participants and faced similar challenges and experiences when learning English as a foreign language, which might have influenced the interpretation of the subjective qualitative data. Nevertheless, familiarity with the cultural and educational context provided a more nuanced understanding of the participants' learning needs. Conscious of the potential bias, there were deliberate efforts made to minimise any potential bias that might be imposed upon the students. This included maintaining a reflexive approach throughout the research process, critically examining personal assumptions, and maintaining neutral interactions with the students to ensure credibility of the findings reported. The main goal was to create a learning environment where the participants could freely express themselves, thereby obtaining authentic data that genuinely reflect their experiences and opinions about the activities implemented.

As for the limitations, the design and implementation of the selected tasks were largely determined by the researchers themselves without detailed feedback from other field experts due to time constraints in the initial phase of the study. The sample consisted of only one group of Turkish EFL learners who were assumed to be at the B1 level in terms of their English competence. The particular setting and participant group should be taken into consideration when interpreting the findings presented, as this might limit generalisability to other contexts or different groups of EFL learners. It should be noted that this study concentrated on the qualitative aspects of the pushed output activities as subjectively highlighted in the participant narratives. In this respect, no psychometric instrument was included in the procedure to keep a quantitative track of the participants' attitudes towards the implemented activities.

### **CONCLUSION AND SUGGESTIONS**

This study has presented a qualitative account of the implementation of five speaking activities designed on the basis of Swain's (1985, 2005) pushed output hypothesis, which posits that language learners develop their linguistic abilities through active production whilst attempting to produce output in various situations. Over a ten-week period, the participants produced English output under differing task conditions (see Table 1) and expressed their related experiences and opinions through written and spoken narratives, as reflected in journal entries and focus group discussions. Student narratives combined with in-class observations suggest that creating a task diversity to provide new grounds for spoken English practice was favoured by the participants. Although there were some limitations or criticisms mentioned, most of the student narratives centred around the advantages and benefits of the



implemented activities. Key mentions include using body language and organising self-selected content (individual oral presentations), engaging in critical and rapid thinking together with a sense of achievement from dealing with the unknown (impromptu speech), linking a written text with spoken language using appropriate pronunciation on stage (graduation speech), strengthening socio-emotional abilities by experimenting with new teaching/learning materials (puppetry), and learning to synchronise dialogues with character models by paying attention to pacing and other features of spoken English (voice-over roleplay).

Overall, this study has been useful in demonstrating to the participant group that they possess the ability to produce L2 output in different speaking tasks, regardless of their proficiency or other affective challenges. The selected speaking activities are representative of fairly generic tasks that could be easily incorporated into most EFL classes, requiring minimal technical or technological prerequisites in the preparation phase. Since the current study focused on learning experiences and reflective narratives, similar studies could be conducted to investigate the linguistic features of the actual output produced by English language learners. In this line, the quality of the English output could be examined with respect to different types of speaking tasks, which might reveal differences in complexity under specified task conditions. Additionally, students' English output could be analysed for its communicative and interactional properties through such methods as conversation analysis. Furthermore, quantitative tools might be helpful in tracking levels of willingness to communicate or learning motivation in similar implementations.

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