

Pushed Output Design Sheet

GranTeach EKT — Speaking | MOFU (E11-M2)

Purpose: Plan and assess speaking tasks that naturally push learners to produce richer, clearer, and more accurate language (Pushed Output) without over-correcting.

1) Task Design:

- Lesson Goal / Linguistic Target
- Task Setup (context, roles, materials)
- Prompt Type (open/closed; info-gap; opinion-gap)
- Scaffolding (models, stems, time to think)
- Interaction Pattern (pair, group, whole-class)
- Timing (prep / speak / reflect)
- Expected Output (90 sec / per learner)
- Teacher Role (monitoring, delayed feedback)

2) Output-Push Cues (use selectively):

- Clarify: "Can you be more specific?" → add a detail, number, reason.
- Upgrade: "Try a stronger verb/adjective."
- Extend: "Give one more example or a contrast."
- Connect: "Link it back to your main idea (coherence)."
- Precision: "Name the source/time/place (who/when/where)."

3) 60-Second Mini-Rubric (A2 → C1):

Fluency: A2-B1 Short bursts | B1+-B2 Longer turns | B2+-C1 Extended turns

Coherence: A2-B1 Loose linkers | B1+-B2 Clear topic | B2+-C1 Varied devices

Accuracy: A2-B1 Frequent errors | B1+-B2 Fewer errors | B2+-C1 Mostly accurate

Lexis: A2-B1 Basic words | B1+-B2 Some range | B2+-C1 Precise wording

Support: A2-B1 Few examples | B1+-B2 Some reasons | B2+-C1 Specific evidence

4) Reflection (Teacher & Learner):

- What cue helped most to push output naturally?
- Where did learners struggle (fluency / coherence / accuracy / lexis / support)?
- One quick tweak for next time (task setup, timing, modeling).

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