



Picture-Prompted Speaking Tasks As Open Educational Resources For German As A Foreign Language: A Practitioner Report On Three Reusable Exercises For Cefr Levels A1–A2

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Abstract

This practitioner report documents three reusable picture-prompted speaking tasks for beginner learners of German as a Foreign Language, designed for Common European Framework of Reference levels A1–A2: a single-image description, a structured transactional role-play dialogue set in a bakery, and a picture-series narration. The article pursues three aims: to document open, reusable task designs that respond to the underrepresentation of productive oral tasks in the openly available DaF Open Educational Resources landscape; to ground these designs in validated picture-based L2 speaking methodologies and CEFR descriptor scales; and to release the materials under an open license as a concrete contribution to the emerging Open Methods framework in linguistics. The methodological approach combines a focused review of four intersecting literatures — open science and OER, picture-based L2 speech production, CEFR-oriented speaking-task design, and beginner DaF — with the iterative practitioner development and classroom piloting of three CEFR-mapped task designs in a tertiary-language beginner module in Croatia. The three tasks span the spectrum from a highly scaffolded template-based interaction (the bakery dialogue) to comparatively open production (the single-image description and the picture-series narration), each accompanied by a prompt, a fully annotated model learner response in German, and didactic notes for adaptation. All materials are released under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) license, which permits reuse, adaptation, and redistribution under the same license with attribution. The report argues that the publishable unit of open teaching material is not the syllabus or the textbook but the task itself: small, well-documented, reusable bundles of prompt, response, and rationale constitute a realistic and scalable output for classroom practitioners and a tangible operationalization of the open-linguistics agenda. Limitations include the absence of pre/post empirical classroom-outcome data and the restriction of piloting to a single institutional context; both delimit the claims drawn here and define a clear agenda for subsequent classroom-based and cross-contextual research.

Keywords: open educational resources; German as a foreign language; speaking tasks; picture description; role play; CEFR A1–A2; open linguistics; Task-Based Language Teaching.

1. Introduction

Linguistics is undergoing a gradual but uneven transition toward more open research and teaching practices. Recent introductions to the open-linguistics literature observe that "more and more linguists are embracing open science and open education" and that "an unprecedented amount of code, data, and (learning) resources [is] being developed and made available publicly, collaboratively, and openly". The category of Open Methods extends these concerns to the resources that practitioners actually create, describing the open sharing of resources as a way to enable "people both within and outside the academic community" to "replicate and verify the research being conducted by others" and to ensure "less discrimination towards people and institutions who may not have the resources to conduct similar studies but who nonetheless have the intellect and creative thinking that we as a society would very much all benefit from". Within applied linguistics and language teaching, the open turn has found its clearest

expression in Open Educational Resources: "teaching, learning, and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others" (Busse et al., 2023; Villarreal et al., 2024). In the specific field of German as a Foreign Language, however, mapping work has documented a pronounced gap. Studies of DaF contexts report that OER pages for German "provide structure and vocabulary material" and "very little material related to reading skills," while there is "no material to guide the execution of speaking and writing exercises". Follow-up surveys with 137 DaF lecturers confirmed that OER are perceived as beneficial in terms of variety, format, and cost but identified downsides tied to "suitability to the needs of lecturers and students, in terms of their themes, the technical requirements and levels of difficulty". Speaking — the skill most often practiced in the language classroom — is the area in which openly available, teacher-ready DaF material is most scarce. CEFR-oriented textbooks for beginners often concentrate on template-based speaking activities, while guided and free production tasks remain underrepresented. A recent CEFR- and TBLT-informed analysis of 26 speaking tasks in the textbook *Netzwerk Neu A1.1* (chapters 1–6) found that 69.2% of activities were template-based, that spoken interaction accounted for 76.9% of tasks, and that "the limited use of open-ended and autonomous tasks may restrict the development of fluency, communicative flexibility, and strategic competence". Interviews with seven learners and two instructors revealed that the tasks were perceived as accessible and confidence-building, but also as repetitive and insufficiently authentic. This combination of restricted open production and learner perception of insufficient authenticity mirrors the broader concern voiced in OER research that "widespread use of open resources remains low among language teachers for several reasons, including a lack of awareness of how to develop and use them, overreliance on commercially produced textbooks, scarcity of resources, and guidelines for developing original open resources".

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2. Literature Review

The three tasks documented in this study draw on four intersecting bodies of literature. This section reviews each in turn: (a) the open-science and open-linguistics framework that supplies the article's licensing and methodological rationale; (b) the Open Educational Resources strand that grounds the practical commitment to redistribution and adaptation; (c) the picture-based L2 speaking research tradition that supplies validated task designs for beginner learners; and (d) the CEFR-based and textbook-analytic work that locates the OER gap in beginner DaF instruction. Section 3 then specifies how the present practitioner report builds on this prior literature to formulate its research questions and its location in the field.

2.1. Open Science and Open Methods in Linguistics

Recent foundational work in open linguistics documents a gradual reorientation of the discipline toward more open research and teaching practices. Busse, Dumrukcić, and Kleiber observe that "more and more linguists are embracing open science and open education" and that "an unprecedented amount of code, data, and (learning) resources [is] being developed and made available publicly, collaboratively, and openly". The category of Open Methods extends these concerns to the resources created by practitioners, characterizing openly shared resources as those that "pertain to at least one stage in the linguistics research process and are available free of charge to all who can find them". Villarreal and colleagues further emphasize that open sharing enables "people both within and outside the academic community"

to "replicate and verify the research being conducted by others" and reduces "discrimination towards people and institutions who may not have the resources to conduct similar studies".

The empirical record, however, is more sobering than the rhetoric. Bochyńska and colleagues' large-scale field survey of journal articles in linguistics reported that only 35% of articles were published open access, that sharing of materials, data, and protocols remained below 10%, and that these rates did not change significantly between the 2008/2009 and the 2018/2019 cohorts. The qualitative interview work by Le Foll complements this picture, finding that "the sharing of research materials, data, and code is still the exception rather than the norm" and reporting "a misalignment between the attitude to and the adoption of OS practices". Casillas and colleagues argue that the integration of "specific transparency practices such as open-access publishing, preregistration, data sharing and analysis sharing, study replication, and positionality and conflict-of-interest statements" into the everyday research workflow is required if linguistics is to build a cumulative, verifiable knowledge base. The present article positions itself as one specific operationalization of that integrative agenda.

2.2. Open Educational Resources in Language Teaching

The open turn in language teaching has been most visible in Open Educational Resources, defined as "teaching, learning, and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others" (Busse et al., 2023; Villarreal et al., 2024). In OER research, Berti documents the general infrastructure for OER adoption in higher education and the institutional and pedagogical barriers that remain. In applied linguistics, Scott and Jaramillo Cherez observe that "widespread use of open resources remains low among language teachers for several reasons, including a lack of awareness of how to develop and use them, overreliance on commercially produced textbooks, scarcity of resources, and guidelines for developing original open resources".

Pulker and Kukulska-Hulme's survey work on OER reuse in online language teaching provides the most useful evidence on reuse dynamics in the language classroom. Teachers in that study "select resources they can adapt to suit their teaching styles and students' needs," and "OER reuse promotes self-reflection and can play a significant role in teachers' development as online educators". The same study, however, also documents that teachers are "often reluctant to share their adapted resources publicly" — a reluctance that runs directly counter to the principle of OER reuse. Pérez-Paredes, Ordoñana Guillamón, and Aguado Jiménez add that OER "can be freely combined, altered, extended or adapted to suit the particular interests of teachers and learners" and that "any type of educational materials [textbooks, lecture notes, assignments, tests, etc.] in the public domain or introduced with an open license [...] anyone can legally and freely copy, use, adapt, and re-share them". The article's adoption of CC BY-SA 4.0 responds directly to this body of work: the license is not merely a legal declaration, but an explicit invitation to the reuse-and-share cycle that Pulker, Kukulska-Hulme, and related researchers have shown to be pedagogically productive.

2.3. Picture-Based Tasks in L2 Speaking Research

The empirical design of the three tasks draws on the well-established picture-based L2 speech-production tradition. Saito, Trofimovich, and Isaacs, in a frequently cited study, used seven separate pictures with three keywords printed as hints, designating the first four pictures as practice items and the last three as target items, and limiting speakers to "only 5 s" of pre-planning time. This design has informed several subsequent studies — including Saito's work on experience effects in the oral development of late L2 learners and Bui, Ahmadian, and Hunter's work on spacing effects in repeated task performance — and has become a baseline methodology for eliciting comparably constrained yet semi-spontaneous speech from beginner and intermediate learners. Bui, Ahmadian, and Hunter further propose that a single image can be used to "reduce the interference of irrelevant factors, such as pre-planning time (a picture series would inevitably require much more time for viewing and comprehending) and cognitive skills" — a methodological option that is particularly suited to A1–A2 learners, whose cognitive resources are best devoted to phonology, lexicon, and core grammar rather than to the narrative planning that multi-frame stories require. Pictorial elicitation protocols outside the L2 lab have used the same rationale, prompting learners to "produce at least three sentences per image" covering characters, items, locations, actions and their causes, consequences of actions, and the

characters' feelings. The present study adopts the same principle of adapting the visual stimulus to the proficiency level.

2.4.CEFR Speaking Descriptors at A1–A2

The CEFR scales for spoken interaction and spoken production at A1 and A2 supply the explicit proficiency frames against which the tasks are designed. Tüm and Emre-Parmaksız's comparison of CEFR self-assessment grids was one of the first works to map these descriptors systematically onto textbook tasks across languages. At A1, spoken interaction is characterized by the ability to "interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say," while spoken production is characterized by the ability to "use simple phrases and sentences to describe where I live and people I know". At A2, interaction extends to the ability to "handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself," and production extends to "a series of phrases and sentences to describe in simple terms" family and other familiar topics. These descriptors underpin the design decisions in the present article: each task foregrounds a small, observable set of linguistic features that map onto one or more of the above can-do statements.

2.5.Textbook Speaking Tasks and the OER Gap in DaF

The DaF-specific OER literature foregrounds a pronounced gap between what is openly available and what is needed by beginner learners. Wijayati and colleagues' mapping of DaF OER concluded that openly available material is skewed toward receptive skills: OER pages for German "provide structure and vocabulary material," while there is "no material to guide speaking and writing exercises". The follow-up survey of 137 DaF lecturers confirmed the gap from the practitioner side and identified specific deficiencies in "suitability to the needs of lecturers and students, in terms of their themes, the technical requirements and levels of difficulty". A complementary line of work has examined speaking-task design in published textbooks. Aztiana, Lukman, and Kuswarini analyzed 26 speaking tasks in the textbook *Netzwerk Neu A1.1* (chapters 1–6) using a CEFR- and TBLT-informed rubric, finding that 69.2% of tasks were template-based, that spoken interaction accounted for 76.9% of activities, and that "the limited use of open-ended and autonomous tasks may restrict the development of fluency, communicative flexibility, and strategic competence". Comparable patterns have been observed in textbook comparison work across other languages, suggesting that template-heavy design at beginner level is not specific to one publisher but is a structural tendency of beginner-level speaking materials more broadly.

The narrow OER focus on receptive skills was also a design feature of the Deutsche Welle's flagship open German program. Dixon and Hondo document that the program was "designed for the public domain and primarily for self-study" and focused on "developing the students' listening and reading skills"; its re-purposing for oral practice in live online sessions, blogs, and "voiceboards for oral practice" was a necessary repurposing to overcome that original orientation. Chorna and colleagues catalogue YouTube as a parallel set of open resources that have been used for German instruction at beginner levels. Across these resources, productive oral skills consistently remain secondary.

2.6. Synthesis: Positioning the Present Study

Taken together, the four strands reviewed above converge on a simple empirical and methodological claim. Empirically, the DaF OER landscape offers very few openly licensed, teacher-ready, A1–A2 speaking tasks, and the textbook landscape offers even fewer that combine open licensing with explicit didactic rationale (Aztiana et al., 2026; Wijayati et al., 2020, 2022). Methodologically, the picture-based L2 speaking tradition has produced validated designs for single-frame descriptions and short-sequence prompts that are known to work with beginner learners (Bui et al., 2018; Saito, 2015; Saito et al., 2015), but — until now — have rarely been packaged as open, reusable, beginner-level German materials with documented scaffolding decisions. The present practitioner report sits at the intersection of these two observations. Section 3 formulates the specific research questions and methodological position that emerge from this synthesis.

3. Background and Rationale

3.1. The Case for OER-Released Task Designs in DaF

Section 2 documented three converging gaps: (i) a still-low operationalization of open-science principles in linguistics (Bochyńska et al., 2023; Le Foll, 2025); (ii) a pronounced scarcity of openly available productive oral materials in the German OER landscape; and (iii) a structural template-heavy bias in beginner DaF textbooks. The rationale of the present article is that these three gaps can be addressed simultaneously by releasing small, well-documented, open-licensed task bundles that practitioners can adapt. There is, to our knowledge, no published practitioner report that combines a CEFR-mapped task design with the methodological scaffolding literature from the picture-based L2 tradition and the licensing framework from Open Linguistics for the A1–A2 DaF context.

3.2 .Research Questions

The synthesis in Section 2 motivates three specific research questions, which the present practitioner report addresses:

RQ1. What principled design choices, grounded in the picture-based L2 speech-production tradition and in the CEFR A1–A2 descriptor scales, can guide the development of three complementary, CEFR-mapped speaking tasks (a single-image description, a transactional role-play dialogue, and a picture-series narration) for beginner DaF learners?

RQ2. In what concrete ways do these three task designs respond to, and partially compensate for, the receptive-skill bias documented in the DaF OER landscape and the template-heavy bias documented in current beginner DaF textbooks?

RQ3. How can the documentation and licensing of these tasks be operationalized within the Open Methods framework so that the cycle of adaptation and reuse documented in OER language-teaching research (Pérez-Paredes et al., 2018; Pulker & Kukulska-Hulme, 2020) can extend each task beyond its point of origin?

3.3 Positioning the Present Study

The present practitioner report answers RQ1 with the four design principles stated in Section 4.1, RQ2 with the discussion in Section 6, and RQ3 with the explicit CC BY-SA 4.0 release and the deposit pathway described in Section 4.3. The methodological framing remains that of a practitioner report: the article places the materials and their rationale on the record in a form that allows direct reuse, while explicitly acknowledging the absence of pre/post empirical classroom-outcome data as a limitation and as an explicit agenda for subsequent empirical work.

4. Materials and Methods

The three tasks were designed according to four principles derived from the literature reviewed in Section 2:

1. Visual stimulus adapted to proficiency level (RQs 1 and 2). Each picture is dense in concrete agents and actions but uncomplicated in narrative structure, in line with the principle that a "single image reduces pre-planning time and avoids imposing an 'ability to make logical connections' that is not the focus of the lesson".
2. Progression from controlled to free production (RQs 1 and 2). The three tasks move from a structured dialogue template through a single-image description to a more open picture-series narration. This progression reflects the textbook critique that template dominance "may restrict the development of fluency, communicative flexibility, and strategic competence", but uses the template as a deliberate scaffold that is gradually lowered, not removed.
3. Auditable didactic rationale. Every scaffolding choice is documented in the didactic notes, so that other teachers can verify and challenge it — operationalizing the open-science principle that resources should be subject to "replicate and verify" by peers outside the authoring context.
4. Explicit linguistic targets. Each task foregrounds a small, transferable set of linguistic features (noun phrases and present tense in Task 1; transactional routines and politeness formulae in Task 2; temporal connectives in Task 3) so that assessment and feedback can be anchored in observable language.

4.2 Practitioner Context

The tasks were developed as part of a beginner-level DaF speaking module at a tertiary-language institution in Croatia. The pedagogical context involves students aged 16 and above, classroom sizes of

8–18 learners, weekly face-to-face instruction, and an overall syllabus aligned to CEFR A1–A2. All three tasks have been piloted in classroom instruction by the author and were iteratively revised on the basis of observed learner interaction patterns (e.g., which pre-teaching items were under-prepared, which prompts produced the longest learner turns, and how learners handled the *du/Sie* contrast in Task 2). Specific learner-outcome data are not reported here, in keeping with the practitioner-report remit of this article and the need to keep the focus on design and licensing rather than on outcome measures that would require a more formal study design.

4.3 Licensing and Reuse Statement

All three tasks, together with their didactic notes and prompt images, are intended to be deposited in an open repository under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0) license. This choice aligns with the recommendations of Open Methods in linguistics, which call for the systematic open release of research-related resources, with broader open-science documents in the language sciences (Bochyńska et al., 2023; Le Foll, 2025), and with OER scholarship in language teaching, which has documented the pedagogical benefits and adaptation dynamics of openly licensed resources (Pérez-Paredes et al., 2018; Pulker & Kukulska-Hulme, 2020). CC BY-SA 4.0 permits commercial and non-commercial reuse, requires attribution, and obliges derivative works to use the same license, ensuring that improvements remain in the commons.

5. The hree task

Each task is documented with: a CEFR level, the linguistic focus, a description of the picture stimulus, the prompt as given to learners, a fully annotated model learner response in German, and didactic notes. The wording of prompts and model responses is based on the original practitioner materials developed by the author.

5.1 Task 1: Single-Image Description — *Bildbeschreibung*

- CEFR level: A1
- Communicative activity: spoken production (CEFR "sustained monologue: describing")
- Interaction mode: individual production, sometimes performed in front of a partner or small group
- Time: 5–8 minutes per learner

Picture stimulus. A photograph shows a family at breakfast. The mother is serving food from a bowl, the father is reading a newspaper, and two children are eating bread with jam. Glasses of juice, a bread basket, and a tablecloth complete the scene.

Prompt (as given to learners): Schau dir das Bild an und beschreibe, was du siehst. ("Look at the picture and describe what you see.")

Model learner response: "Auf dem Bild sehe ich eine Familie. Die Mutter bringt das Essen. Der Vater liest die Zeitung. Die Kinder frühstücken. Es gibt Brot, Marmelade und Saft."

Didactic notes.

1. Scaffolding with prompt questions. Beginners benefit from prompt questions supplied either orally by the teacher or printed next to the image (Wer? Was? Wo? Was gibt es?). These questions parallel the keyword-hint technique used in L2 speech-production research to make picture tasks accessible to A1 learners (Saito, 2015; Saito et al., 2015).
2. Lexical pre-teaching. The noun phrases *die Zeitung*, *die Marmelade*, *das Brötchen*, the quantifier *es gibt*, and the verb *frühstücken* should be pre-taught or visually supported on the worksheet.
3. Single-frame advantage. A single image (rather than a series) reduces pre-planning time and avoids imposing "logical connection" demands that are not the focus of an A1 lesson.
4. Elicitation categories. The wording of follow-up prompts can draw on the same categories used in picture-based data collection: characters, items, locations, actions, and feelings.
5. Variation. The same task structure works with virtually any picture that contains recognizable agents, actions, and objects — a kitchen scene, a playground, a train station. Teachers can collect images from current events, learner-supplied photos, or institution-specific OER image collections such as curated YouTube stills.
6. Assessment hint. A minimal rubric for A1 accepts accurate identification of at least three agents and three objects; at A2, the rubric additionally requires a complete sentence for each utterance and at least one use of a connector word (*und*, *aber*).

5.2 Task 2: Structured Role-Play Dialogue — Kurzer Dialog: Einkauf in der Bäckerei

- CEFR level: A1–A2
- Communicative activity: spoken interaction (transactional)
- Interaction mode: pair work, with subsequent role switch
- Time: 6–10 minutes per pair

Prompt: Spielt einen Dialog zwischen einem Kunden und einem Verkäufer in einer Bäckerei. ("Play a dialogue between a customer and a shop assistant in a bakery.")

Table 1. Model dialogue.

Role	Utterance
Verkäufer/in	Guten Tag! Was möchten Sie kaufen?
Kund/in	Guten Tag! Ich möchte ein Brötchen und ein Croissant.
Verkäufer/in	Möchten Sie noch etwas?
Kund/in	Nein, danke. Wie viel kostet das?
Verkäufer/in	Das macht 2 Euro.
Kund/in	Hier bitte.
Verkäufer/in	Danke! Einen schönen Tag noch!
Kund/in	Danke, gleichfalls!

Source: author.

Didactic notes.

1. Scaffolding and freedom. The template mirrors the template-based design observed in beginner textbooks, which is pedagogically appropriate for first encounters with transactional language. To progressively remove scaffolding, instructors can:
 - delete three lines from the dialogue and ask learners to reconstruct them,
 - ask one learner to improvise completely while the other improvises freely in response,
 - change the setting (bakery/kiosk, bakery/market stall) and ask learners to adapt the lexis accordingly.
2. Politeness routines. Learners at A1 need explicit exposure to the closing pair *Einen schönen Tag noch!* / *Danke, gleichfalls!*, which the model dialogue makes audible. These formulae are typical A2 descriptors for "very short social exchanges" and can be drilled separately before the role play.
3. Pronoun contrast. The default at the bakery is the formal pronoun *Sie*. The task can be extended by asking learners to perform the same dialogue at a family breakfast (informal *du*), making the *du/Sie* distinction visible and memorable.
4. Cultural embedding. Teachers can add a brief discussion of bakery culture in German-speaking countries (types of bread, opening hours, regional variations) as a low-stakes cultural warm-up before the role-play phase.
5. Assessment. Pairs can be assessed on three short rubrics: (i) comprehensibility, (ii) lexical appropriateness for the bakery setting, (iii) accurate use of politeness routines at both openings and closings.

5.3 Task 3: Picture-Series Narration — Eine Geschichte erzählen mit Bildern

- CEFR level: A1–A2
- Communicative activity: spoken production (sustained monologue: reporting)
- Interaction mode: individual narration, with optional retelling to a partner
- Time: 6–10 minutes per learner

Picture stimulus. A four-frame picture series. Frame 1 shows a boy waking up in bed. Frame 2 shows him in the bathroom brushing his teeth. Frame 3 shows him at the breakfast table. Frame 4 shows him outside with a backpack, walking toward a school building.

Prompt: Erzähle eine Geschichte anhand einer Bildreihe, die einen Jungen zeigt, der aufsteht, sich die Zähne putzt, frühstückt und zur Schule geht. ("Tell a story based on a series of pictures showing a boy getting up, brushing his teeth, eating breakfast, and going to school.")

Model learner response: "Zuerst wacht der Junge auf. Dann geht er ins Bad und putzt seine Zähne. Danach frühstückt er mit seiner Familie. Schließlich nimmt er seinen Rucksack und geht zur Schule."

Didactic notes.

1. Temporal connectives as the principal linguistic target. The four connectives *zuerst*, *dann*, *danach*, *schließlich* should be drilled on the board before the speaking phase, ideally with a simple hand-gesture pattern that mirrors the order of the pictures.
2. Sequencing and adaptation. Picture sequences work well at A2/B1, but for A1–A2 they should be dense in actions and unambiguous in their chronological order. L2 task research routinely adapts similar designs by shortening the sequence, increasing the spacing between frames, or providing keyword hints along the frames (Bui et al., 2018; Saito et al., 2015).
3. Verb placement in the German main clause. The task creates a useful occasion to make the V2 rule audible: each sentence places the finite verb in second position, regardless of whether the sentence begins with a temporal adverb, a subject noun phrase, or a prepositional phrase. Teachers can ask learners to underline the verb in each model sentence.
4. Variation. The sequence can be extended to five or six frames (e.g., the boy walking to school, arriving in the classroom, greeting the teacher) to elicit more complex discourse and additional lexical fields (means of transport, classroom objects, greeting routines).
5. Cross-linguistic note. The German connective system mirrors several other Germanic and Romance tongues; teachers working in multilingual contexts can highlight cross-linguistic parallels in the classroom and ask learners to compare the connectives used in their L1.
6. Assessment. A minimal rubric for A1–A2 production tasks accepts accurate chronological ordering and at least three temporal connectives; a fuller rubric adds assessment of verb placement and lexical variety (sleeping/waking verbs, eating verbs, motion verbs).

5.4 Cross-Task Comparison

The table below summarizes the principal design features of the three tasks and their complementarity in a teaching unit.

Table 2. Cross-Task Comparison

Feature	Task 1: Bildbeschreibung	Task 2: Dialog in der Bäckerei	Task 3: Bilderzählung
Profile			
CEFR level	A1	A1–A2	A1–A2
Communicative activity	Spoken production: describing	Spoken interaction: transactional	Spoken production: reporting
Interaction mode	Individual production (sometimes before a partner or small group)	Pair work with subsequent role switch	Individual narration, with optional retelling to a partner
Time	5–8 min per learner	6–10 min per pair	6–10 min per learner
Design			
Scaffolding	Prompt questions (Wer? Was? Wo? Was gibt es?)	Sentence template	Temporal connectives (zuerst, dann, danach, schließlich)
Primary linguistic focus	Noun phrases, present tense, es gibt	Politeness formulae, transactional routines, prices and numbers	Temporal connectives, V2 verb placement
Cognitive demand	Medium (open description)	Low–medium (template-supported)	Medium–high (sequencing + narration)
Classroom use			

Assessment focus	A1: accurate identification of ≥ 3 agents and ≥ 3 objects; A2: complete sentence per utterance + ≥ 1 connector (und, aber)	Comprehensibility; lexical appropriateness for the bakery setting; accurate use of politeness routines	Accurate chronological ordering + ≥ 3 temporal connectives; fuller rubric adds verb placement and lexical variety
Reuse potential	Very high (any scene)	Medium (requires setting-specific lexis)	Very high (any daily routine)
Recommended unit position	End of unit, together with Task 3	Beginning of unit, as warm-up	Mid-end of unit, after Task 2

Source: author. (Note. Compiled from the task descriptions and didactic notes in Sections 5.1–5.3)

6. Discussion

Section 5 documented the three picture-prompted speaking tasks individually; the present section interprets them in relation to four reference points — the picture-based L2 speaking tradition, the A1–A2 CEFR progression, the receptive-skill bias of the DaF OER landscape, and the implications of releasing the bundle under a Creative Commons BY-SA 4.0 license. Table 2 condenses the principal design features of the three tasks and their complementarity within a teaching unit; Figure 1 restates the same information in visual form, arranging the tasks from the highest level of scaffolding (Task 2 · Dialog in der Bäckerei) through the medium level (Task 1 · Bildbeschreibung) to the lowest level (Task 3 · Bilderzählung), with arrows showing the recommended teaching sequence (Task 2 - Task 3 - Task 1). The two artefacts are intended to be read together: Table 2 supplies the design vocabulary, and Figure 1 supplies the at-a-glance rationale.

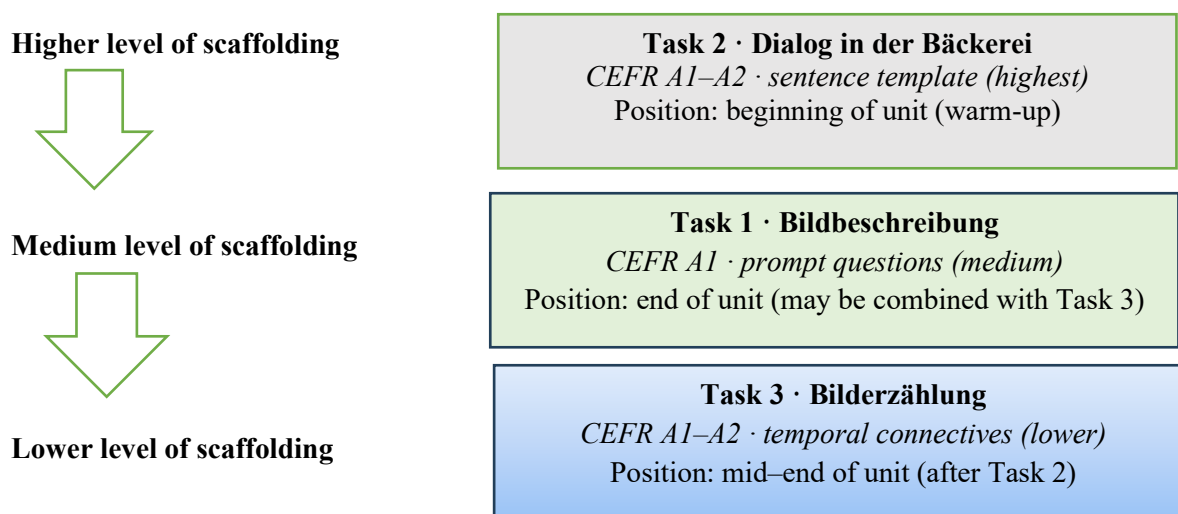


Figure 1. The three picture-prompted speaking tasks grouped by degree of scaffolding (higher to lower) and ordered according to their recommended use within a teaching unit (arrows 1–2). Task 2 opens the unit as a template-supported warm-up, Task 3 is placed in the mid-end phase with temporal-connective scaffolding, and Task 1 consolidates the unit at the end as a more open description (Task 1 and Task 3 may also be combined at the end of the unit).

6.1 The Three Tasks in Light of the Picture-Based L2 Speaking Tradition

The three tasks documented here are not isolated practitioner inventions but are grounded in an established empirical literature on picture-based L2 speech production. The single-image description in Task 1 follows the same logic that Bui, Ahmadian, and Hunter used in their repeated-performance study: a single, non-narrative image is used to "reduce the interference of irrelevant factors, such as pre-planning time (a picture series would inevitably require much more time for viewing and comprehending) and cognitive skills". The keyword-hint technique that Saito, Trofimovich, and Isaacs

operationalized — printing three keywords under each picture and limiting planning time to 5 s — is transposed into the prompt-question scaffold of Task 1 (Wer? Was? Wo? Was gibt es?), which serves the same function for A1 learners as the timed-preparation protocol does for advanced learners in the L2 lab. The picture-series narration in Task 3, in turn, draws on Savary and colleagues' elicitation protocol in which learners are asked to "produce at least three sentences per image," covering actions and their consequences; the temporal-connectives scaffold in Task 3 (zuerst, dann, danach, schließlich) is a beginner-appropriate operationalization of that same multi-sentence-per-frame expectation.

A second, less frequently emphasized methodological point emerges from the comparison: the same picture-based tradition that supplies the validated designs also presupposes that the visual stimulus is matched to the proficiency level. Bui et al. and Saito et al. recruit learners at B1 or higher, where lexical access is relatively automatic; the present tasks, by contrast, target A1–A2, where lexical access, morphosyntactic encoding, and phonological planning all compete for the same limited processing resources. The didactic notes for Tasks 1 and 3 therefore foreground lexical pre-teaching and micro-scaffolding: the noun phrases to be used are pre-taught on the worksheet in Task 1, and the temporal connectives are explicitly drilled on the board in Task 3. This careful matching of cue granularity to proficiency level is itself one of the contributions of the present article and is auditable against the existing picture-based literature.

6.2 Scaffolding Choices and the A1–A2 Progression

Where the existing textbook landscape has been criticized for a structural template-heavy bias at beginner level — 69.2% of the speaking tasks in Netzwerk Neu A1.1, for example, were categorized as template-based — the present design responds to that critique in two complementary ways (Aztiana et al., 2026). First, it offers three tasks that move along a defined progression whose scaffolding is decreasing but whose cognitive demand is increasing: Task 2 opens the unit with a sentence-template interaction (highest scaffolding, lowest cognitive demand), Task 3 follows in the mid–end phase with a temporal-connectives narration that progressively lowers the cue granularity (lower scaffolding, higher cognitive demand), and Task 1 closes the unit with a single-image description whose prompt-question scaffold is the thinnest of the three (medium scaffolding, medium cognitive demand). Second, the didactic notes for Task 2 explicitly describe how the template scaffolding can be progressively removed in three concrete steps — line deletion, full improvisation, and setting change — so that teachers working with the template are not committed to leaving it unchanged.

This scaffolds-toward-freedom progression parallels the CEFR descriptor transition between A1 and A2 (Wijayati et al., 2020, 2022). A1 interaction is most often mediated by an interlocutor who is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say; A2 interaction already begins to approximate the can-do statement of being able to handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself. The recommended unit position documented in Table 2 and visualized in Figure 1 (Task 2 → Task 3 → Task 1) follows that A1-to-A2 trajectory in inverse order across the unit: learners encounter the most controlled format first, are gradually weaned off the template in Task 3, and arrive at the most open but still prompt-supported task at the end of the unit. The same progression also makes space for the V2 verb-placement pattern to become audible across the three tasks and for the politeness formulae drilled in Task 2 to resurface in the more open Task 1 production. The explicit attention to the CEFR A1–A2 transition has methodological value beyond the immediate pedagogy. Existing picture-based L2 studies have predominantly sampled B1–B2 learners and have used ratings of comprehensibility, accentedness, and fluency as their outcome measures (Saito, 2015; Saito et al., 2015). The present tasks offer a CEFR A1–A2 operationalization in which the outcome measures are proficiency-specific: lexical accuracy on a small set of pre-taught items for Task 1, polite-formula accuracy for Task 2, and chronological ordering plus connective use for Task 3. This introduces a level of proficiency-specific methodological transparency that complements, rather than duplicates, the more advanced-level L2 speech-production literature.

6.3 The Tasks in the DaF OER Landscape

The three tasks respond directly to the receptive-skill bias documented by Wijayati and colleagues and, at the same time, to the template-heavy bias documented by Aztiana and colleagues. In contrast to the receptive-skill skew documented for open DaF pages ("provide structure and vocabulary material," "no

material to guide speaking and writing exercises"; Wijayati et al., 2020), all three tasks are designed around productive oral output, with the model learner response serving as both an exemplar and a feedback anchor. In contrast to the 69.2% template-based tasks observed in the textbook analyzed by Aztiana et al., the present design offers a controlled-to-free progression in which two of the three tasks (Task 1 and Task 3) require open production rather than template reproduction.

The Deutsche Welle's Deutsch Interaktiv program, as analysed by Dixon and Hondo, was "designed for the public domain and primarily for self-study" and "focused on developing the students' listening and reading skills"; its re-purposing for oral practice in live online sessions, blogs, and "voiceboards for oral practice" was a necessary repurposing to overcome that original orientation. The present tasks are designed for the opposite default orientation: they are intended for the live classroom from the outset, with reuse, adaptation, and self-study as documented secondary uses. This is, in effect, a complementary addition to the existing DaF OER map: where Deutsch Interaktiv compensates for its receptive orientation by being repurposed, the present tasks compensate for the textbook template bias by being openly released with explicit scaffolding-lowering pathways.

6.4 Implications for Teacher Training and Open-Methods Practice

Pulker and Kukulska-Hulme report that, while teachers "select resources they can adapt to suit their teaching styles and students' needs" and "OER reuse promotes self-reflection and can play a significant role in teachers' development as online educators," they are also "often reluctant to share their adapted resources publicly." Pérez-Paredes and colleagues suggest that mobile-assisted OER can "be freely combined, altered, extended or adapted" and that "anyone can legally and freely copy, use, adapt, and re-share them." The present tasks operationalize this cycle in a beginner DaF context by (a) documenting every scaffolding choice explicitly so that peer review by other teachers is possible, (b) releasing them under CC BY-SA 4.0 so that the adaptation pathway is unambiguous, and (c) inviting re-deposit in named open repositories (e.g., a Zenodo community, an institutional OER platform, or a Wikimedia-hosted task collection), which makes derivative works trackable over time.

For teacher-training programs, the didactic notes can themselves serve as a low-threshold introduction to the picture-based L2 methodology. In the recommended teaching sequence documented in Table 2 and Figure 1, Task 2 illustrates how a transactional template drawn from a textbook-style model dialogue can be lowered across three documented steps; Task 3 illustrates how a picture-series narration can operationalize a well-established multi-frame elicitation protocol for A1–A2 learners; and Task 1 illustrates how a single-image description can use the same prompt-question cue that researchers use as a keyword-hint technique in the L2 lab (Aztiana et al., 2026; Bui et al., 2018; Saito, 2015; Saito et al., 2015). The cross-task comparison in Table 2 can be used in pre-service training to illustrate how to choose and sequence tasks at A1 versus A2, and the CC BY-SA 4.0 declaration can be used as a worked example of how open licensing interacts with classroom materials. The deliberate ordering of the three tasks (Task 2 → Task 3 → Task 1) also models, for trainee teachers, the general principle that open scaffolding should be paired with increasing cognitive demand rather than with a simple removal of cues.

6.5 Pedagogical Affordances of the Open License

Finally, three pedagogical affordances of the open license deserve to be foregrounded. First, attribution is preserved through the CC BY-SA requirement, which means that derivative works — including adapted versions in other languages, at other CEFR levels, or for other instructional contexts (e.g., online or blended learning) — must credit the original authorship. This makes the open distribution of the present task set auditable in the same way that open-access publication makes journal articles auditable (Bochyńska et al., 2023; Casillas et al., 2025). Second, the ShareAlike clause ensures that downstream adaptations remain open: any adapted version must itself be released under CC BY-SA 4.0, which closes the "reluctance to share" loop reported by Pulker and Kukulska-Hulme by making that sharing legally obligatory once a derivative work is distributed. Third, the license permits commercial reuse, which means that publishers and institutions that wish to incorporate these tasks into for-cost products may do so, provided they also share the resulting derivative under the same license. This makes the present design compatible with integration into commercial textbook workflows — a feature that the survey of 137 DaF lecturers reported as desirable but that the open DaF landscape has so far made difficult to realize.

7. Limitations and future research

This report has three explicit limitations that delimit the claims that can be drawn from it and that define an agenda for further work.

1. No classroom-outcome data. The tasks were piloted in classroom instruction but no pre/post measures of learner production (fluency, accuracy, lexical range, interactional competence) are reported here. A natural next step is to integrate the tasks into a small-scale classroom study measuring, for example, fluency gains across repeated administration — an approach that has proven productive in previous L2 task research and that would itself be a candidate for open data and open materials protocols as advocated by recent methodological work in linguistics (Bochyńska et al., 2023; Casillas et al., 2025).
2. Single instructional context. The tasks were developed in one institutional setting (a tertiary-language beginner module at the University of Split). Cross-contextual validation — different age groups, different L1 backgrounds, different lengths of instruction, online versus face-to-face delivery — would establish the boundary conditions of the design choices. The re-purposing of OER such as Deutsch Interaktiv into live online practice shows that such context-shifts are feasible and pedagogically productive.
3. Limited licensing infrastructure. The CC BY-SA 4.0 declaration made in this report does not, by itself, guarantee that derivative works will be returned to the commons or that the open-source reuse pathway will be visible. Future work should aim for an explicit deposit in an open repository (e.g., a Zenodo community, an institutional OER platform, or a Wikimedia-hosted task collection) so that derivative works can be tracked over time.

A further avenue for development is the production of parallel task families at the B1 and B2 levels, which can reuse the same scaffolding grammar (prompt questions, sentence templates, temporal connectives) but increase the linguistic and cognitive demand along the dimensions highlighted by the CEFR descriptor scales. Finally, comparative work with similar task designs in other target languages — Spanish, French, or Italian as a foreign language — would establish whether the gap documented for German OER is specific to DaF or reflects a more general pattern in the open distribution of beginner-level foreign-language productive materials.

8. Conclusion

8.1 Summary of Major Contributions

This practitioner report has documented three reusable picture-prompted speaking tasks at CEFR levels A1–A2 — a single-image description, a transactional dialogue set in a bakery, and a picture-series narration — each accompanied by a CEFR-mapped prompt, a fully annotated model learner response in German, and didactic notes for adaptation. The contribution of the article is twofold: it makes three documented task designs auditable against both the CEFR descriptor scales for spoken interaction and spoken production at A1–A2 and the picture-based L2 speech-production tradition (Bui et al., 2018; Saito, 2015; Saito et al., 2015), and it releases these designs under a CC BY-SA 4.0 license so that the reuse-and-share cycle documented in OER language-teaching research is supported by default.

8.2 Practical Implications

Four practical implications follow directly from the design choices. First, the publishable unit of open teaching material is not the syllabus or the textbook but the task: small, well-documented, reusable bundles of prompt, model response, and didactic notes are a realistic and scalable output for busy teachers. Second, the licensing decision is part of the pedagogical design: declaring a task under CC BY-SA 4.0 is what makes adaptation by other teachers lawful, expected, and visible, and what ensures that downstream improvements remain in the commons. Third, the controlled-to-free progression documented across the three tasks offers a small but methodologically transparent response to the template-heavy bias that textbook analyses have documented in beginner DaF materials. Fourth, the beginner-level operationalization of the picture-based L2 methodology offers a CEFR-A1–A2 entry point for teachers and teacher trainers who wish to engage with the same empirical tradition that has predominantly sampled higher-proficiency learners (Saito, 2015; Saito et al., 2015).

8.3 Limitations

The report is limited by the absence of pre/post classroom-outcome data, by the restriction of piloting to a single institutional setting (a tertiary-language beginner module at the University of Split), and by the fact that the CC BY-SA 4.0 declaration does not by itself guarantee that derivative works will be returned to the commons. These limitations are reported explicitly rather than papered over, so that the claims made here are proportionate to the evidence.

8.4 Future Research Scope

Three concrete research directions follow from the present work: a small-scale classroom study measuring learner-production outcomes across the three tasks; cross-contextual trials in different age groups, L1 backgrounds, and delivery modes (including online and blended learning); and the development of parallel task families at the B1 and B2 levels. A separate comparative strand would extend the OER-and-template-gap analysis to other target languages, to determine whether the documented shortages in beginner DaF productive materials generalize to the broader beginner FLT landscape or remain DaF-specific.

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CONFLICT OF INTEREST STATEMENT

The author declares no conflict of interest.

DATA AVAILABILITY STATEMENT

The three tasks and their didactic notes are released under a Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0). The materials, including the prompt images and the model learner responses in German, can be deposited in an open repository (e.g., Zenodo community deposit, an institutional OER platform, or a Wikimedia-hosted task collection) and reused, remixed, and redistributed under the same license, with attribution to the original author. No personal or identifiable learner data are reported in this article; the practitioner materials are not derived from individual learner data.

AUTHOR CONTRIBUTIONS

Mirela Müller: Conceptualization; Methodology; Task design; Classroom piloting; Writing — original draft; Writing — review and editing.

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RESİM DESTEKLİ KONUŞMA GÖREVLERİ, YABANCI DİL OLARAK ALMANCA İÇİN AÇIK EĞİTİM KAYNAĞI OLARAK: CEFR A1–A2 SEVİYELERİ İÇİN ÜÇ TEKRAR KULLANILABİLİR ALIŞTIRMAYA DAİR BİR UYGULAMA RAPORU

ÖZET:

Bu uygulama raporu, Almanca Yabancı Dil öğretiminde Avrupa Dilleri Ortak Çerçevesi'nin A1–A2 düzeyleri için geliştirilmiş, resim destekli, yeniden kullanılabilir üç konuşma görevini sunmaktadır: tek bir görselin betimlenmesi, bir fıırında yapılandırılmış işlemsel bir diyalog ve bir görsel dizisiyle anlatı. Materyaller, Açık Eğitim Kaynakları olarak serbest bırakılmakta olup, dilbilimde yakın zamanda geliştirilen Açık Yöntemler çerçevesiyle, saha çapında açık bilim uygulamalarına ilişkin tarama çalışmalarıyla ve dil eğitiminde OER araştırmalarıyla uyumludur. Açık-bilim uygulamalarına ilişkin tarama çalışmaları, dilbilimi makalelerinin yalnızca %35'inin açık erişimle yayımlandığını, materyal, veri ve protokol paylaşımının %10'un altında kaldığını ve bu düşük oranların 2008/2009 ile 2018/2019 arasında anlamlı ölçüde değişmediğini ortaya koymuştur. Nitel görüşme çalışmaları ise "açık-bilim uygulamalarına yönelik tutum ile bu uygulamaların benimsenmesi arasında bir uyumsuzluk bulunduğunu" belgelemiştir. Almanca OER literatüründe haritalama çalışmaları, açıkça erişilebilir materyalin alımlama becerileri lehine çarpık olduğunu göstermiş; OER sayfaları "yapı ve sözcük dağarcığı materyali sağlamakta" olup "konuşma ve yazma alıştırmaları için herhangi bir materyal bulunmamaktadır" tespitini yapmıştır; bu bulgu, 137 DaF öğretim elemanı ile yapılan izleme araştırmalarında da doğrulanmıştır. Tamamlayıcı bir CEFR- ve TBLT-odaklı ders kitabı analizi, konuşma görevlerinin %69,2'sinin kalıp-tabanlı olduğunu, sözlü etkileşimin etkinliklerin %76,9'unu

oluşturduğunu ve "açık uçlu ve özerk görevlerin sınırlı kullanımının akıcılık, iletişimsel esneklik ve stratejik yetkinliğin gelişimini kısıtlayabileceğini" ortaya koymuştur. İşbu makalede belgelenen üç görev bu duruma, yüksek düzeyde yapı iskelesi olan tasarımlardan (işlemsel diyalog) daha açık uçlu üretime (tek-görsel betimleme ve görsel-dizisi anlatımı) uzanan bir yelpazede açık, yeniden kullanılabilir ve uyarlanabilir görev tasarımları sunarak yanıt vermektedir. Her görev, yönerge, Almanca örnek öğrenci yanıtı ve uyarlamaya yönelik didaktik notlarla belgelenmiştir. Materyaller, adlandırma ve aynı lisansla paylaşım koşulları altında öğretmenler ve öğrenenler tarafından yeniden kullanım, yeniden düzenleme ve yeniden dağıtımına olanak tanımak amacıyla Creative Commons BY-SA 4.0 lisansı ile serbest bırakılmıştır. Her ne kadar deneysel sınıf verileri raporlanmasa da, makale, görevleri tek-görsel ve kısa-dizi yönergeleri için geçerli tasarımlar üretmiş ve A1–A2 düzeyindeki yapı iskelesi kararlarını doğrudan bilgilendirmiş olan resim-destekli L2 konuşma araştırması geleneği içinde konumlandırmaktadır.

ANAHTAR SÖZCÜKLER:

Açık eğitim kaynakları; Yabancı dil olarak Almanca; konuşma görevleri; görsel betimleme; rol yapma; CEFR A1–A2; açık dilbilim; görev temelli dil öğretimi

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