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New Ideas for Testing and Training Communicative Competence

Abstract

The article presents new ideas for testing and training communicative competence: (1) Alliteration Actions: learners need to create full sentences of a given pattern, with the core words all starting with a given letter. For example, the teacher gives the structure "*Could you please* + {adverb} + {verb} + {object}?" If the given letter is A, a good solution would be *Could you please always ask your aunt?* Mistakes should be discussed. (2) Bridging Blanks: This is a test where gaps having to do with inflection are avoided at the A1 level and scarce at the A2 level; for A1 and A2 spelling variants are allowed. The required words stand for notions that are highly likely to occur in everyone's life. With compounds the beginning of both parts is given. (3) Conversation Coaching: Role-plays are a traditional type of exercise, but the tasks are often given in the language with the words that learners should actually search for in their minds. To avoid this, Conversation Coaching combines model texts scripts with pictures for different variants.

Sommaire

L'article présente de nouvelles idées sur l'examination et l'exercice de compétence communicative: (1) "actions d'allitération": les apprenants doivent créer des phrases complètes selon un modèle fixé dont les mots centraux tous commencent avec la même lettre fixée. Par exemple, le professeur d'anglais donne la structure "*Could you please* + {adverbe} + {verbe} + {objet}?" Si la lettre est A, un bon exemple serait *Could you please always ask your aunt?* Des erreurs doivent être discutées. (2) "Bridging Blanks" 'ponter des blancs': C'est un test dans lequel les lacunes d'inflection sont évitées au niveau A1 et rare au niveau A2; pour A1 et A2, les variants graphiques sont permis. Les mots cherchés représentent des notions qui sont probables dans la vie de tout le monde. Avec des mots composés, les débuts des deux parties sont données. (3) "Coaching conversationnel": Les jeux de rôle sont un exercise traditionnel, mais les tâches sont souvent déjà formulés dans la langue cible avec des mots que les apprenant devrait chercher dans sa mémoire. Pour éviter cela, coaching conversationnel combine des modèles de textes avec des images pour des variants.

Zusammenfassung

Der Artikel präsentiert neue Ideen für das Testen und Trainieren von kommunikativer Kompetenz: (1) Alliteration-Aktionen: Lerner bilden Sätze nach einem gegebenen Muster, bei denen die Kernwörter mit demselben gegebenen Buchstaben beginnen. Der Englischlehrer gibt etwa die Struktur "*Could you please* + {Adverb} + {Verb} + {Objekt}?" Wenn der gegebene Buchstabe A ist, wäre eine gute Lösung *Could you please always ask your aunt?* Fehler müssen diskutiert werden. (2) "Bridging Blanks" 'Lücken überbrücken': Dies ist ein Test, wo Lücken, die mit Flexion zu tun haben, auf dem A1-Niveau absent und auf dem A2-Niveau selten sind. Bei A1 und A2 sind Schreibvarianten erlaubt. Gesuchte Wörter stehen für Begriffe, die in jedermanns Leben vorkommen können. Bei Komposita wird der Anfang beider Elemente geben. (3): "Conversation Coaching": Rollenspiel ist ein traditioneller Übungstyp, aber die Aufgabe wird oft in der Zielsprache gegeben, mit den Wörtern, die der Lerner eigentlich im Gedächtnis suchen sollte. Um dies zu vermeiden, arbeitet das Konversationscoaching mit Musterbasistexten und Bildern für verschiedene Varianten.

1. Introduction

Examiner: "Welcome to today's test. My test question is: What did you do yesterday evening?" Examinee 1: "I eated at a real good Italian restaurant in center of town." Examinee 2: "I ... also ... ate ... a really good ... Italian restaurant ... in the center ... of ... the town." Which of these two candidates shows higher communicative competence? With this little joke, we would like to introduce some new ideas for testing and training communicative competence—ideas that can be used with all European languages in the Latin script. We will divide our paper into three parts: Alliterative Actions, Bridging Blanks, and Conversation Coaching.

2. Alliteration Actions

There is a game that in Germany is called *Stadt-Land-Fluss*, in Spain *Juego Stop*, in Italy *Nomi-cose-città*, in Poland *Państwo-Miasta*, and in Hungary *Ország-város*. This game requires that participants find words for things from a selection of categories, with the words all starting with the same given letter. There seems to be no English name for that game. We would like to suggest an alternative version of that game. Let's call it *Alliteration Actions*. In this variation of the game learners need to create full sentences of a given pattern, with the core words all starting with a given letter. For example, the teacher gives the structure "*Could you please* + {adverb} + {verb} + {object}?" If the given letter is A, participants should produce sentences like *Could you please always ask your aunt*? and *Could you please appropriately ask for an answering machine?* In contrast to the original version of the game the game is not over when the first participant has filled all slots. Then only one sentence would be dealt with. Rather, there is a given amount of time (e.g. three minutes) in which students try to create as many sentences as possible. In foreign language teaching this enables to verify if both constructions as well as the semantics of words have been fully mastered or had been explained clearly enough. For example, a student may have created the sentence, *Could you please always ask to your aunt?*. The construction with ask may then be revised (*ask, ask about, ask for*). Or a student may have created the sentence *Could you please also abolish your aunt?*. Maybe this is because *abolish* was introduced as *get rid of*. The teacher can then refine that not in all instances of *get rid of* is *abolish* a possible synonym, for instance not with people. There are many possible structures than the teacher can choose, also in combination with semantic criteria. Some other examples:

- *Why don't you* + {verb} + {object-adjective} + {object-noun} (*Why don't you ask your angry aunt?*)
- *I promise to* {verb} + {animate object} + {adverbial of manner} (*I promise to ask my aunt without awe.*)
- {subject} + *should be* + {verb} + {adverbial of time} (*Your aunt should be assisted in the afternoon.*)

3. Bridging Blanks

One of the tasks at adult training institutions like the German Volkshochschulen is to assess potential participants' linguistic competences in order to be able to advise them the right course level. All over Europe, the main reference for the linguistic level is the Common European Framework of Reference for Languages, brief: CEFR. It consists of 6 levels: from A1 (the beginner's level), to A2, B1, B2, C1 and C2.

To test these levels, cloze tests and C-tests have become widespread formats. The cloze test was first described by Taylor in 1953 and has been used in foreign language skill testing since the 1970s. Here, words are deleted from a text either mechanically (every n-th word) or selectively, depending on exactly what aspect it is intended to test for. The completion may be objective (i.e. examinees have to chose a word from a given list) or subjective (i.e. examinees have to fill in a gap with words that would make a given sentence grammatically correct). A classical C-test, in turn, consists of at least 4 texts in which the second half, or a little more of twenty to twenty-five words was corrupted. The C-test was developed by Klein-Braley and Raatz (1982). For both types of tests there is an extensive literature, particularly to prove the empirical validity of C-tests (cf., e.g. McGray/Brunfaut 2016, Grotjahn 2017). Nevertheless, we decided to try out a new format, as we thought that these tests do not always test what the CEFR levels were made for. Here is how the CEFR levels are defined:

Level	Description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while travelling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer clauses, and recognize implicit meaning. Can express ideas fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Note that the levels are defined through the mastering of communicative tasks only, not through aspects of the language system. Standard grammar and standard pronunciation are not referred to before Level C1, where the speaker should be able to use language […] effectively for […] academic and professional purposes. Here, one could argue that academic and professional success demands on the command of standard language. But even this is only a vague reference, especially since similar things do not reoccur on Level C2.

In order to take the communicative command more serious, we designed a new type of gap-filling test—a test that focusses less on grammar. The technique, or test design, can be used in all lanuages in Latin script. In this test, we chose only representations of spoken dialogs. In this test, we avoided all gaps having to do with inflection in the A1 test. In the A2 test, we included one regular past tense form. For A1 and A2 we also allow spelling variants as long as they match with the target language system. As for B1 and B2 we only had gaps related to inflectional items relevant on this level and when their disrepect could lead to misunderstanding, namely *will* future (expecially without further time adverbial), present perfect progressive connected to a time adverbial with *for*, several occurrences of a passive and the construction have + object + past participle and the forms of *be*. For each level, there are two or three little texts, with 30 gaps per level. The words that are required stand for notions that are highly likely to occur in everyone's life.

In cases where initial letters do not suffice to exclude similar possible solutions, letters from the end are also given. With compounds the beginning of both parts is given. A level is seen as mastered if the test participant reaches at least 20 points (66%) of that level or at least 15 points (50%) of that level and at least 10 points (33%) of the next level.

Here is the version of the English assessment test, with some comments.

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A1.1.
Jo: Hello, I am Jo. Who are you?
Maria: My n_____$_1$ is Maria Bali. I am fr___$_2$ London.
Jo: Oh! I al____$_3$ li___$_4$ in London. I am a tea_____$_5$ at a high-school there. What do you do?
Maria: I wo___$_6$ for the company XL-Com. We se___$_7$ computers.
A1.2.
Jo: E_____$_8$ me, is there a phar_____$_9$ around here?
Sara: Yes, it's not f___$_{10}$ from here, on__$_{11}$ 100 meters. You can w____k$_{12}$ there.
          Just go s_____$_{13}$ on to the sec___$_{14}$ cross_____$_{15}$ and then turn l___$_{16}$.
          It is the house next to the chu____$_{17}$.
Jo: Sorry, I haven't und_____ oo___$_{18}$. That was too fa___$_{19}$ for me.
          Co____$_{20}$ you rep_____$_{21}$ that sl__ly$_{22}$, please.
A1.3.
Man: How can I he___$_{23}$ you, sir?
Jo: I have a big h___dac___$_{24}$. Do you have Aspirin?
Man: Of course, but perh____$_{25}$ you ne___$_{26}$ something str___er$_{27}$.
          These pills here are only 1 EUR more expe_____$_{28}$ than Aspirin.
          You ta___$_{29}$ one pill after lunch and one at night, just before you go to sl____$_{30}$.

- At the A1 level, perfect orthography should not be expected. Therefore phonetic spelling alternatives according to the target language's graphic system would be allowed, i.e. 1=*fram/frem/frum* (due to "weak form" pronunciation), 3=*alsoe*, 5=*teatcher/teecher/teetcher /tiecher/tietcher*, 6=*worke*, 8=*Excuise*, 9=*pharmasy/pharmecy/pharmesy*, 12=*wolk*, 13=*strait/ strate/streight/streit*, 15=*rodes*, 17=*churche/churtch/churtche*, 20=*Cood*, 21=*repeet/repete*, 22=*sloely*, 24=*hed-/hedd-/-ake*, 26=*nead/nede*, 28=*expencive*, 30=*sleep/sleap/slepe*.
- As already said, in these A1 scenes, notions were chosen that everyone knows: *London* as a city, *teacher* as a profession, *computers* and *Aspirin* as products, *pharmacy* and *church* as places and *headache* as an illness.
- 18, 22 and 27 are examples of uncovered inflectional elements (in contrast to the C-test methodology), even if these elements are in the middle of the word.
- 20 is seen as a fixed politeness element, although it is historically the past of *can*.
- 1, 8 and 13 are such fixed slots that only the first letter is given.
- 12 is *w__k* because *wa__* could be *walk* or *wait* (although the next sentence would exclude *wait*, of course).
- 24 is a compound where the beginning of both parts is given; in addition, the final d of *head* is given to exclude the -solution *heartache*.

A2.1.

Jo: Since when have you been at your company?

Maria: I star____$_1$ there just after I go_$_2$ my unive_____$_3$ dipl___$_4$ in Econ_____$_5$.
        At the company I am respo_____$_{6a}$ _____r$_{6b}$ all finan_____$_7$ things.
        For exa_____$_8$: I ch____$_9$ if a cust____$_{10}$ pays all his invo_____s$_{11}$.
        But when a coll_____$_{12}$ is ill, I also have to do some of his ta____s$_{13}$.
        Somet_____$_{14}$ this can be qui___$_{15}$ stressful. But I oft____$_{16}$ make music in order to relax.
        What is your hobby?

Jo: I like pl____ing$_{17}$ tennis. I do that every Sat_____$_{18}$, toge_____$_{19}$ with my family:
        my wi____$_{20}$, my daug_____$_{21}$ and her hus_____$_{22}$.
        Or I go jogging among between trees. Jogging in the for_____$_{23}$ is nice especially in sp___g$_{24}$
        and su_____r$_{25}$.

A2.2.

Sara: Waiter, I wo____$_{26}$ like a cup of coffee.

Waiter: All right, mam. Look at the lar____$_{27}$ list on the wall. We have diff_____$_{28}$ types of coffee.
        Whi____$_{29}$ one do you prefer?

Sara: The regular Fairtrade coffee, please. All right. And some_____$_{30}$ to eat?

Waiter: A cheese sandwich, please.

- If we want to allow phonetic spelling still at this level, then the following forms must be accepted aside from the standard forms: 6=*responsable*, 7=*finansial/finantial*, 10=*custemer/custumer*, 12=*colleg(ue)/colleeg(ue)*, 17=*pleying*, 18=*Saterday*, 21=*daugter*, 22=*husbend/husbond*, 23=*forast/forist*, 26=*wood*, 28=*differ(a)nt/diff(e)rent*, 29=*Whitch*
- In 6, adjective and the required preposition are treated as one item.
- 26 is seen as a fixed politeness element, although it is historically the past of *can*.
- 24 and 25 use the final letters to avoid the synonyms *springtime* and *summertime.*
- 1 requires to know the regular past pattern, while in 2 the vowel change of the irregular verb is given.
- 17 is a case of uncovered inflectional elements.
- 14 and 30 are historically compounds, but their meanings are so specific that they are not given as *so__tim__* and *so__thi___*.

B1.1.

Jo: Look at the dark cl_____s$_1$ in the sky: I th____$_2$ it is going to r_____$_3$.

Maria: Oh no! And I fo__ot$_4$ to take an umbr_____$_5$ with me.

Jo: Maybe we can buy one in the shop there.

Maria: Oh no, not there?

Jo: W__$_6$ not?

Maria: I have been there before. Customers ____$_{7a}$ not trea_____$_{7b}$ very politely there.

B1.2.
Sara: Two tickets, please.
Man: For children or ad____s$_8$?
Sara: One for me and one for my 8-year old son.
Man: That wo___$_9$ be 12 EUR, but our museum clo___s$_{10}$ in fourty-five minutes.
Sara: That's no problem. I vis_____$_{11}$ your museum wh__$_{12}$ I was young.
    I just wa___$_{12}$ to sh___$_{13}$ my son the most intere_____$_{14}$ spots.
    We'll be gone b__$_{15}$ six o'clock.
Man: We___$_{16}$, the museum has cha_____$_{17}$ a lot over the last five years.
    So maybe you need more time. I adv____$_{18}$ you to come back tomorrow.
Sara: Tomorrow is not poss_____$_{19}$ bec_____$_{20}$ we alr_____$_{21}$ have other pl___s$_{22}$.
    But I hope that you are also open next week.
Man: Yes. Next week we ev____$_{23}$ offer several special e_____ts$_{24}$ for children.
Sara: That's good. Then we wi___$_{25}$ come again then.
B1.3.
Jo: A__$_{26}$ a child, I dreamed of b____ming$_{27}$ a big star, just like Michael Jackson.
    So I went to a singing and dancing class.
    But then I ga__e$_{28}$ it up. I did not have en_____$_{29}$ talent.
    For 10 years, I _____$_{30a}$ _____$_{30b}$ wo_____$_{30c}$ as a cultural manager and I love it.

- 4, 8 and 10 are cases of uncovered inflectional elements. even if these are in the middle of the word.
- 11 requires to know the regular past tense, but also the very frequent irregular form *was*.
- 17 requires the regular present perfect.
- 30 requires the regular present perfect progressive.
- 24 gives the *t* of *events* to avoid *exhibitions*, *expositions* or other possible words here.

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B2.1.
Sara: Hello. Yesterday, I bought this navigation system from you, but I have to comp_____$_1$.
    You said that two batteries would be incl_____$_2$.
    Actu_____$_3$, there was only one battery, and this battery r___$_{4a}$ o___$_{4b}$ of energy after just 1 hour.
Man: I am sorry for the inconv_____$_5$.
    I can repl_____$_6$ the battery and give you a second one as well.
    Are you sati_____$_7$ with the program its____$_8$?
Sara: Yes, the program is user-friendly.

B2.2.

Jo: In my vi____9, people sh_____10 pay more attention to the envir_____11.

Maria: I ag_____12 with you.

Alth____13 it h____14a b_____14b common knowledge for years that natural ressources are lim_____15,

too many people don't change their b_____our16.

They d_____oy17 nature.

Jo: It's due to the progr_____18 in technology.

New devices are inve_____19 all the time, and these req_____20 energy.

Maria: But we should support alternative energies more.

Jo: That's right.

Maria: More_____21, we thr____22a aw____22b too many things that are st_____23 good inst_____24 of ha_____25 them repai_____26.

Jo: Basic_____27, I am on your side.

How_____28, this does not only have adva_____29.

It could be that a new product is more energy-sa_____30.

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- 19 requires knowledge of passive voice, which is much more frequent in English than in German.
- 4 and 22 deal with the multiple-element verbs *run out* and *throw away* as one word.
- In 10 *should* is not treated as a past of *shall*, because the actual meaning is different here.
- In 3 and 27, *actually* and *basically* are not seen as simple adverb forms of the adjectives actual and basic, but as discourse connectors with their own meanings. This is why *-ly* is not given at the end.
- 14a and 14b require a frequent present perfect form
- In 16 the end letters are given to exclude the US version *behavior*.
- In 17 the end letters are given to exclude the synonym *destruct*.

Of course, with this test as with the cloze test and the C-tests, speaking and listening skills are not directly tested either. Listening skills could be added easily though, but the cost-benefit ratio could be doubted then.

As already said, the test is meant to give language teaching organizations an aid to advise customers the right courses. As such we have tried out these English language tests at Volkshochschule Wuppertal with 12 people. The results of the tests showed (with three exceptions) that competence levels achieved were quite clear-cut. People had either almost all answers of a level right or almost all wrong. The result of two candidates showed that they had stuck in the middle of one level (12 of 30 on A1 by one candidate, 29 on A1 plus 17 points on A2 by another candidate). But since most Volkshochschule courses do not cover a level in one semester only, these cases could also be easily categorized. The people were advised to start in the middle of a level. A third candidate's performance was very akward: the candidate received only 14 points on A1, and 11 points on A2. All in all, however, the kind of test proved promising. The candidates were all satisfied with the courses that were suggested to them on the basis of the test.

We have also developed a variant of this test for the German language and tested it at Volkshochschule Donauwörth with a mixed group of 12 people with Arabic (8), Russian (2), Italian (1) and Romanian (1) as mother-tongues and varying second-language skills. All testees had already passed a B1 TELC exam called *Deutsch-Test für Zuwanderer* (*DTZ*) three to twelve months before

this test and had continued to live in Germany since then. While the group at Volkshochschule Wuppertal were foreign-language learners, the group at Volkshochschule Donauwörth was in a second-language learning context then. Here, only three women with Russian, Italian and Romanian as their native languages, reached the B1 level in our test. All others reached A2 or only A1 (always defining the command of a level by a minimal achievement 20 points of a level or 15 points of one level and 10 points of the next level). In general, I would say this reflects the testees' command when I talk to them face-to-face. On the other hand, there are two or three candidates of Arab native language whose command of German in face-to-face conversations would make me expect a higher result. Typical mistakes of the Arab candidates were L1 interferences such as mixing up the sounds /eː/ and /iː/ reflected in the use of the letters <e> and <i> (e.g. *Apothike* instead of *Apotheke* 'pharmacy'); occasionally forms used seem to reflect the local dialect or colloquial speech (e.g. twice *Ich glabe* instead of *Ich glaube* 'I think' may reflect dialectal [ɪ glaːb]). On the other hand, many words were missing, too. What do we deduce from this observation? It is probably too early to draw conclusions. Viewing that it is not the first time that there are learners who have just passed the DTZ test (B1), but can hardly understand and be understood in face-to-face conversations with me at the start of a B2 course, we could argue that the DTZ needs discussion. On the other hand, viewing that some of the failed learners can perfectly understand and be understood in conversations with me, we could argue that our test or the CEFR needs discussion. Some learners have argued that the test format was unfamiliar to them. But this was, of course, also the case with the German participants in Wuppertal.

4. Conversation Coaching

Maybe the most difficult part is to provide learners with so much communicative competence that they can easily lead a dialog with well trained constructions in the sense of Construction Grammar (e.g. Ellis 2013). Role-plays are a traditional type of exercise, but the tasks are often given in text-form in the language to be learned so that solutions are already there instead of having learners first search for the right words in their minds. To avoid this, we have designed the following technique:

(1)   Select a dialog situation that you can easily illustrate with pictures (e.g. dialog between a shop assistant and a customer because a newly bought product is already broken).

(2)   Imagine variants of the situation that you can easily illustrate with pictures (e.g. different objects such as TV set, CD player, phone, fan, heater; different problems such as bad sound, bad picture, malfunction of a button, malfunction of remote control; different solutions such as repairing, price reduction, new item, voucher).

(3)   Imagine a model text scripts with words and phrases for these variants. This could look like this (e.g. for a course preparing for B1):

> *1. Hello, yesterday I bought this {TV set / phone / ...} from you, but it's already broken.*
> *2. I'm sorry to hear that. What exactly is the problem?*
> *3. The {button / remote control / ...} doesn't work properly. / The {sound, picture} is of low quality.*
> *4. Did you {respect / keep to / stick to} the instructions in the manual?*
> *5. I { respected / kept to / stuck to} the instructions in the manual.*
> *6. OK. We can offer you the following:*
>   *{We can} {write you a voucher / give you the money back / bring you a new X / have the X repaired}.*
> *7. {I'd be happy if you} {write you a voucher / give you the money back / bring you a new X / have the X*
>   *repaired}.* (training of *if*-clauses)

(4)   Hand out a sheet with the sentences that you want to practice with variants in brackets or as lists. In heterogeneous groups on the beginner's level, you can simply practice with picture-to-speech translations as done in the *Sprach-Not-Arzt* method (cf. http://www.sprach-not-arzt.de;

Grzega 2016). For example, the sentence *Yesterday I bought this phone here* would look like this in the *Sprach-Not-Arzt* method.
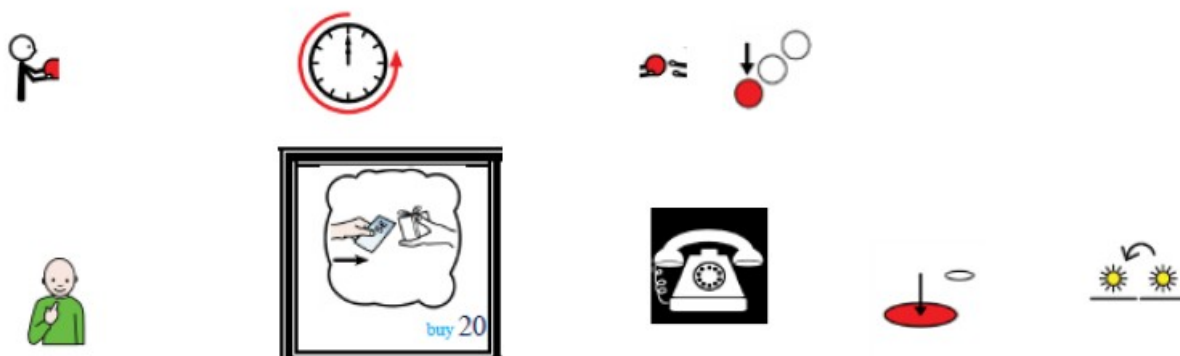
In the main line we have the pictures for the lexemes for "I", "buy", "phone", "here" and "yesterday". In the top line we have the grammatical information for "subject/agent", "past", "object" and "definiteness". We then exchange items of a spot.

(5) With each sentence, present a first variant, with the appropriate intonation. Have the class or single learners repeat the sentence. Point at a picture or word on the board (or combine two items on the board) and have a learner formulate the next variant (or at the beginner's level change one part of the sentence). If the variant is correct, repeat, and have the class or single members repeat the sentence. Continue this way with other variants.

(6) Give a variant of the full situation and have two learners play the scene without interrupting. At the end give feedback. Then pick another variant.

(7) At another day practice the situation again, now going directly the role-plays of the full scene.

We experience this as further progress in the creation of pattern drills (cf. Butzkamm/Caldwell 2009). Here is the slide for introducing the situation given as an example above (*mobile phone, fan, button, CD player, heater, TV set, remote control*, the curly bracket for the category word *device, sound, picture, voucher, money*) (except for the curly bracket and the voucher all pictures are taken from https://www.pictoselector.eu):
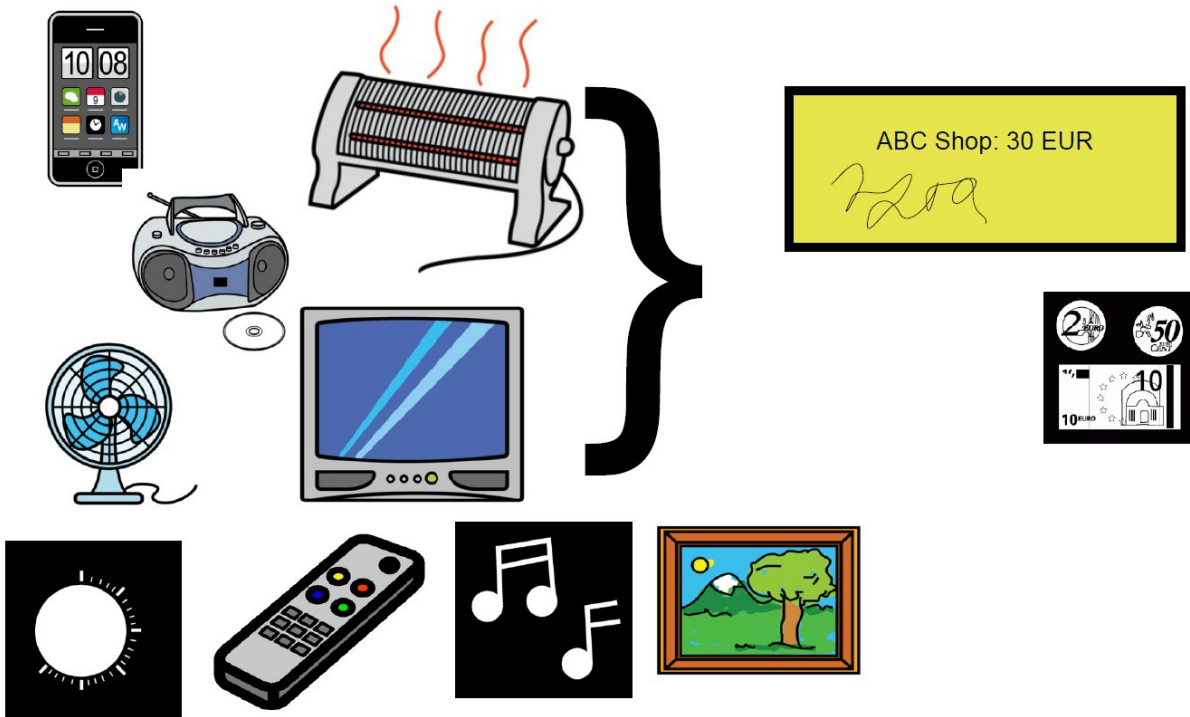
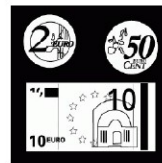These are two examples for the full role-play then:
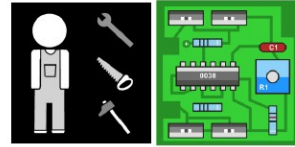
Problem of client:
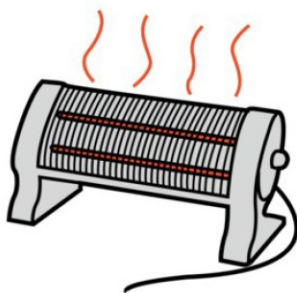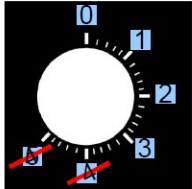
Offer of shop:

or

Problem of client:

Offer of shop:

ready:
Tuesday

or **NEW**

5. Final Remarks

As already noted, these are first results from qualitative research. The next step would be to look for conclusions from quantitative-like experiments. We would also welcome colleagues who would like to test out our ideas—either in the languages included in this report or in other European languages.

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