Task-based teaching competences in individual learning environments
Foreign language learning between standards and discourse

Abstract. This chapter explores the role of teaching competences in individualised learning environments to support foreign language learning. I discuss the role of the teacher in task-based language learning, and then explore what competences a teacher needs to put task-based language teaching into practice by introducing a process that has been developed in the context of a large-scale qualitative study. In this research project, the task-based teaching competence development of in-service student teachers was analysed on the basis of their own reflections on their classroom teaching. I argue that dominating models for individualised learning in Germany contradict basic principles of task-based language learning, and that teachers need the competences to adjust models of individualised learning to their foreign language classrooms. On the basis of the results of this analysis, I point out fields of teaching competences that are particularly relevant in individualised learning and then discuss a model of reflective practice that can help in developing task-based teaching competences in individualised learning environments.

1. The role of the teacher in the task as process

When describing what teachers are able to do when they put task-based language teaching (TBLT) into practice, we first need to look at the teacher role. For successful language learning to occur, teachers should be able to design tasks that engage learners in the language learning process. However, although task design is essential, there is no guarantee that simply using the right tasks will trigger language learning processes. BREEN (1987) distinguishes between designing a task for the classroom (task as work-plan) and the process of working with tasks in the classroom (task as process), suggesting that both aspects need specific consideration when tasks are supposed to result in language learning (cf. ibid.: 25). In this section, we will explore the role of the teacher during the task as process.

VAN DEN BRANDEN (2006) divides the teacher role during the task as process in two central aspects:
"a) motivating the learner to invest intensive mental energy in task completion
b) interactionally supporting task performance in such a way as to trigger processes such as
the negotiation of meaning and content, the comprehension of rich input, the production of
output and focus on form, which are believed to be central to (second) language learning"
(VAN DEN BRANDEN 2006: 175).

Both aspects, one dealing with the teacher playing the role of motivator, and the other
with supporting a task so as to trigger necessary components for language learning, will
be discussed in greater detail.

1.1 Motivating the language learner

During the task as process, one way how the teacher can motivate the language learner
is to function as a facilitator, who helps the learners to interpret task instructions and to
work on the task (cf. WILLIS 1996: 40). Furthermore, this role includes encouraging
learners towards task completion. Real negotiation of meaning, which is necessary for
language acquisition, only takes place if task engagement of the learners is leading to
task completion (cf. AVERMAET [et al.] 2006: 175). Referring to GREEN (1987), AVER-
MAET [et al.] describes two general attitudes of learners: The survival orientation, for
learners who try to avoid being engaged in the task process, and the achievement
orientation, for learners who are actively involved and set goals for themselves. The
students’ attitudes towards the task as process, is central for the success of language
learning in the classroom. As LONG (1996) puts it, ‘‘[...] success or failure to learn can
rarely if ever be attributed to the environment alone. Part of the explanation lies inside
the learner, most important in the areas of attention, awareness, and cognitive pro-
cessing’’ (ibid.: 425). Therefore, the teacher in a role as facilitator needs to motivate
learners to actively engage in the task process, and to develop an achievement orienta-
tion, since this will most likely lead to language development (cf. AVERMAET [et al.]

The duty of the teacher is to awaken an interest in the task, and to give the learner
enough choices to negotiate ways of accomplishing the task, and to set themselves
goals that are relevant for them. To help learners set goals and to develop an achieve-
ment orientation, a motivating pre-task at the beginning of a task sequence is essential.
During the pre-task phase, the teacher introduces the context of a task and motivates
the learners to actively engage in the task process. Only if learners see the relevance of
being engaged in the task from the start, will they be motivated to negotiate meaning
and to produce language output, which will lead to language acquisition (cf. DÖRNYEI 2002: 62; WILLIS 1996: 40). In this phase, the ability of the teacher to interact
with the learners and to negotiate ways of solving the task will increase student moti-
vation. DÖRNYEI (2001: 125) suggests that by including the learners in decision-mak-
ing, goal orientation, and learning the success of the learners will improve.

However, motivating learners to engage actively in working on tasks is not suffi-
cient. Maintaining motivation and helping them to overcome obstacles in the task pro-
cess is another central role a teacher as facilitator has. DÖRNYEI (2001: 127) suggests
that sustaining learner motivation until task completion is one of the most important roles a teacher plays during the task as process. AVERMAET [et al.] emphasise the role of positive teacher feedback for maintaining learner motivation:

"Teachers, then, should try to keep learners going and stimulate them to persist, even when the task appears to be more difficult or demanding than was first believed. Positive feedback is one of the major tools the teacher can use when affectively supporting learners during the task-performance phase" (AVERMAET [et al.] 2006: 181).

1.2 Giving interactive task support

Although a good task as workplan and motivating the language learners for task completion are essential, those ingredients are not sufficient for the success of language learning tasks. As research studies have shown, the learners’ interpretations of a task influence the task as process significantly (cf. KUMARAVADIVELU 1991). Learners construct their own version of a task during the task as process and set their own goals, which might not be identical with the goals set by the teacher. ECKERTH (2008: 26) emphasizes that not the planned task as workplan determines the achievement of language learning goals, but how the learners interpret and put a task into action. During the task process, learners face problems that cannot be foreseen. An important function of the teacher role is to support learners in overcoming such cognitive and linguistic obstacles (cf. CAMERON 2001: 26, WILLIS 1996: 41).

For the language learning process it is essential that the teacher gives interactional task support during the task process. In this way, the teacher can guide the process of task interpretation and give the support needed by the learners. In her task-based framework, CAMERON (2001) underlines the importance of task support on the one hand and task demand on the other hand according to VYGOTSKY’s zone of proximal development (ZPD):

“A task that is going to help the learner learn more language is one that is demanding but not too demanding, that provides support but not too much support. The difference between demands and support creates the space for growth and produces opportunities for learning” (ibid.: 27).

As research has shown, the interactive support during the task process through the teacher improves the language learning outcome (cf. AVERMAET [et al.] 2006: 190).

2. Research study on task-based teaching competences

The standard model of task-based teaching competences in Figure 1 (p. 74) is meant to give a framework of what teachers should be able to do for teaching a task-based way. The model is one outcome of a qualitative research study in the context of pre-service teacher training in Germany. In an initial research cycle, standards were developed based on research findings in the field of TBLT (cf. RAITH 2011: 64–82). Student
<table>
<thead>
<tr>
<th>A Introducing tasks: Motivating the language learner</th>
<th>A1 [...] Can pose task in such a way that students can set goals for themselves and actively participate during the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 [...] Can introduce the task in such a way that task demand and task support are balanced and that students actively participate during the task</td>
<td></td>
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<tr>
<td>A3 [...] Can explain tasks so that the purpose, expected result and the steps towards task completion are clear and understandable for the students</td>
<td></td>
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<tr>
<td>B Interactionally supporting task performance</td>
<td>B1 [...] Can support the task process so that processes of negotiation of meaning and content can be supported</td>
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<tr>
<td>B2 [...] Can support the task process in such a way that processes leading to comprehension of meaningful content is supported</td>
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<tr>
<td>B3 [...] Can support task processes to encourage relevant processes of language production</td>
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<tr>
<td>B4 [...] Can support task processes so that formal aspects are noticed</td>
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<tr>
<td>B5 [...] Can motivate learners through positive feedback during the task in process</td>
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<tr>
<td>B6 [...] Can motivate learners to work intensively at task completion and can provide necessary task support</td>
<td></td>
</tr>
<tr>
<td>C Evaluating task as process</td>
<td>C1 [...] Can judge learners participation at meaningful language interactions</td>
</tr>
<tr>
<td>C2 [...] Can judge using subjective or objective data if the task lead to accomplishment of planned or unplanned language learning goals</td>
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<td>C3 [...] Can judge in how far goals of intercultural learning were reached</td>
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<td>C4 [...] Can judge to which extent the selection of content (including texts and materials) supported interaction (processes)</td>
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<tr>
<td>C5 [...] Can judge to which extent a methodology of social interaction was appropriate</td>
<td></td>
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<tr>
<td>C6 [...] Can judge if the time allotment was appropriate</td>
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Figure 1: Standards model of task-based teaching competences (RAITH 2011)

Teachers' reflections on working with tasks were analysed on the basis of the standards model. The purpose of the study was to find out in how far student teachers developed competences of TBLT on the classroom level during their teaching practice. A
competence here is understood as “the ability to successfully meet complex demands in a particular context.” which includes practical and social skills and behavioural dimensions (RYCHEN 2003: 41). The development of competences is seen in the context of a reflective training model in which the teacher’s reflection of their own classroom practice is central for professional development (cf. BARTLETT 1990; RICHARDS/FARRELL 2005; GILPIN 1999). Therefore, the student teachers’ reflections on their own lessons through video-stimulated recall were the main focus of the analysis. The competence model is based on three sources of validation: theory of TBLT, evaluation of experts and the findings of the research process.

3. Findings of the research study

3.1 Findings of data analysis

The results of the data analysis consist of two central data sets, the content of the student teachers reflections and the level of reflection they achieved. The first set refers to the standards of task-based teaching competences as they are described in the competence model above. The second set refers to the four competence levels that could be identified in the student teachers’ reflections. The combination of those two sets can indicate which aspects of task-based teaching competences occur to which extent in the student teachers’ reflections.

3.2 Frequent competence categories

The most frequently occurring competence category in the student teachers’ reflections was introducing the task in the classroom so that the learners understand the purpose and procedure of the task (A3). Most of the student teachers’ reflections in this competence category could be classified as level II, meaning the students could identify critical incidents in the field of task clarity and that they were able to point out relevant alternatives. As beginners in teaching, they still lack experience in giving clear task instruction, but they show in their reflections the potential of development. The second most reflected category is the ability to support language production (B3) through interaction. The level of reflection shows that most of the student teachers see language production, in terms of communicative language teaching, as a central category of language learning. They try to follow a communicative approach and are able to analyze their teaching according to these principles. In general, they show the ability of changing their practices towards a more communicative oriented language teaching.

Category B6, motivating learners for task completion, and C4, selection of input, follow with some distance, but in these categories the students’ reflections were still on level II. The findings in category B4 (focus on form) show that many student teachers paid attention to the reflection of focus on form, but were not able to analyze it critically according to task-based language learning criteria and therefore did not reach even level one. This makes a positive development in this field improbable.
3.3 Infrequent competence categories

Students’ reflections showed the competence *Balancing task demand and task support* (A2) infrequently. The findings indicate that either other aspects seemed to be more important to the student teachers, or that during the task process the primary critical incident was task clarity. If task clarity was a problem for the learners, the student teachers could not reflect task demand and task support.

Supporting processes of interaction and negotiation of meaning (B1) is an essential task-based teaching competence. To evaluate whether a lesson has been successful or not, the occurrence of interaction has to be analysed, because interaction is conducive to language acquisition. Most student teachers did not show reflection of interaction in their teaching. The lack of reflecting interaction indicates that this competence is not as pronounced as necessary for developing TBLT competences. However, on the rare occasions when student teachers reflected this category, they mostly reached level two.

The least reflected category was positive feedback (B5). Noticeably, the student teacher that reflected positive feedback most did so when he/she was able to give positive feedback, and therefore could be classified in level three. This shows that awareness for positive feedback has to be encouraged externally, because the student teachers tend not to realize an absence of positive feedback.

3.4 Conclusion from the study

The study participants placed a high value on communicating in the target language. They are able to reflect on this aspect so that further development in this area can be expected. Unfortunately, fewer participants reflect on whether interaction in which meaning generation occurred took place in the classroom. Clearly, it is important to create an awareness of the importance of processes of interaction for the learning of a second language during the student teachers’ pre-service and in-service training. Furthermore, it is this occurrence of interaction that serves as an important criterion for the evaluation and development of one’s teaching in a task-based way. The self-perception of a teacher is therefore marked by the ability to communicate tasks clearly so that students know what to do. The active role of the teacher as a task facilitator plays only a subordinate role in the reflection of the study participants. Participants more frequently mentioned the ability to explain tasks, the use of appropriate materials, and task completion rates. What is largely missing in the reflections is the process that occurs between the explanation of the task and the completion of the task, such as interaction between learners and meaningful communication.

Those findings lead to the conclusion that professional development in important areas of TBLT only occurs if the task as process is reflected systematically. Hence, further development of TBLT competences for the task as process requires targeted reflections that cover all areas of competences.
4. Individualised learning and foreign language teaching

4.1 The model of individualised learning with Kompetenzraster

The shift to output-oriented standards in the German educational system has changed state curricula, as well as classroom teaching and assessment. Whereas the change of curricula can be easily identified, the actual influence of competence-oriented standards on classroom and assessment practice is a more complex matter. Recent developments indicate that a new dimension of standard-oriented curriculum policies has the potential to change classroom practice profoundly. A key theme in this process of transformation is the question of how school education can and should address dimensions of heterogeneity in classrooms.

One increasingly relevant approach is individualised teaching, which puts a strong focus on the individual learner and on tasks that target isolated sub-skills in the learning process. An influential model of individualised learning has been developed by the Beatenberg Institut (MÜLLER 2010) in Switzerland and, subsequently, introduced in schools in Germany and has been officially supported by school authorities in some states (MINISTERIUM FÜR KULTUS, JUGEND UND SPORT BADEN-WÜRTTEMBERG 2013). The central tool of this individualised learning approach are competence descriptors (German: Kompetenzraster), which describe each standard as can-do statements from a learners' perspective (cf. INSTITUT BEATEMBERG 2012). The individual learner starts the learning process with a competence test to assess competence levels for each standard. Together with the teacher, the learner identifies competences that need to be developed next. Students then choose learning tasks (in the Beatenberg Model so-called Lernjobs), which have a reference to one competence each. A learner works on tasks individually in order to improve a particular competence. In the process, students run through several task cycles individually and document their achievements in a chart that reflects the standards underlying the Kompetenzraster standards.

The advantage of the Beatenberg Model lies in the clearly structured, standard-oriented concept that allows learner autonomy and self-directed learning, but still enables teachers to meet the curricula standards. The teacher role is one of a facilitator and counsellor in the individual learning process of the student.

In the Beatenberg Model, single standards not only define the output of learning, but also determine the learning process through task design. As described above, a learner who has identified a standard on the Kompetenzraster that needs to be developed can choose a Lernjob that has been designed specifically to improve that particular competence (cf. HOFFMANN/HARTMANN-KURZ 2012: 27). In other words, a standard not only defines the output of competence development for assessment, but also determines the content of the learning task itself.

The idea that a single competence could be developed individually by means of a single, isolated learning task sounds attractive because it could make task sequencing in a complex, heterogeneous learning environment highly flexible. However, this approach contradicts with foreign language learning tasks research.
4.2 Heterogeneity and individualised learning

One of the main reasons for introducing an individualised learning model in the context of school reform in Baden-Württemberg is the challenge of increasingly heterogeneous classrooms. However, the underlying perception of heterogeneity in the *Beatenberg Model* raises some essential questions of whether heterogeneity is addressed sufficiently there. Heterogeneous learning groups in the *Beatenberg Model* are simply broken down into individual learners, each learner organising his or her learning process independently, undisturbed by other learners with different learning needs. The model avoids issues of heterogeneity such as different capabilities, opinions, likes and dislikes, cultural perspectives or languages by separating learners from one other.

Surely, this approach is highly effective in terms of classroom management for individualised learning processes. However, the definition of heterogeneity here is limited to the sum of learners with heterogeneous abilities. The cultural implications of heterogeneous classrooms in the *Beatenberg Model* are not considered as a learning opportunity at all. Foreign language learning in a multilingual and intercultural Europe, however, sees the competence of interaction in culturally heterogeneous environments as a main goal of language education (cf. COUNCIL OF EUROPE 2001: 3). Foreign language education should not only prepare learners for such intercultural communication, but it has the obligation to leverage the potential that cultural heterogeneity in classrooms provides as a learning opportunity. Language learning cannot be separated from cultural discourse:

"Culture in language learning is not an expendable fifth skill, tacked on, so to speak, to the teaching of speaking, listening, reading, and writing. It is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them" (KRAMSCH 1993: 1).

Comprehending language inevitably always means reading connotations of cultural representation (cf. KRAMSCH 1998: 15). Sharing knowledge, critical reflection, and the interaction with others in the foreign language can support such complex cultural learning in a natural way. Reducing language learning to the mastery of language skills means losing the cultural dimension of foreign language learning as a main goal of language education in Europe. Individualised learning with approaches such as the *Beatenberg Model* are rather an economic approach of classroom management that dissolves heterogeneity than an approach that views heterogeneity from an educational and cultural perspective. On the contrary, foreign language learning tasks have to provide opportunities for meaningful communication and discourse.

4.3 The dichotomy between individualised standards and classroom discourse

Individualised learning models such as the *Beatenberg Model* do not only fail to recognize cultural heterogeneity as learning potential, but they also contradict task features of foreign language learning tasks. Tasks in foreign language learning need to follow
some basic principles in order to support competence development. Such criteria have been the focus of foreign language research in the fields of second language acquisition (cf. ELLIS 2003; ECKERTH 2008) and in the field of language learning pedagogy alike (cf. NUNAN 2004; WILLIS/WILLIS 2007). In recent years, task research focused on bridging the gap between the two disciplines by looking at the complexity of real classrooms in order to develop empirical-based criteria for language learning tasks in action (cf. VAN DEN BRANDEN 2006, 2007; SAMUDA/BYGATE 2009).

Features that most task definitions have in common include a primary focus on meaning, real-world related language use, the involvement of more than one language skill, cognitive learning processes, and a clearly defined communicative outcome (cf. ELLIS 2003: 10; NUNAN 2004: 4; VAN DEN BRANDEN 2006: 9). On the basis of a research meta analysis, MÜLLER-HARTMANN/SCHOCKER-VON DITFURTH (2011: 63–68) developed task features that support language learning which can be used for task design and task reflection.

Comparing task formats of individualised learning with task features of foreign language learning tasks, the dichotomy between standard-oriented individualised tasks on the one hand and discourse-oriented complex tasks on the other becomes obvious. The Beatenberg Model stands for an approach that has single standards as task targets. Although the complexity of competence tasks can be a challenge for task design in individualised learning, this complexity on the other hand provides opportunities for alternative individualised learning processes. The role of the teacher is central for adapting individualised learning with Kompetenzraster to complex learning tasks.

5. Foreign language teaching competences in individualised learning environments

5.1 Foreign language teacher competences in individualised learning

The task-based teaching competence model described above is based on task features of foreign language learning tasks. Therefore, the ability to create opportunities for interaction and meaningful communication between learners is central for the role of the teacher in the task as process. The competences of facilitating and monitoring such classroom discourses is no less relevant in individualised learning. Moreover, the danger of dissolving the dichotomy between standard-oriented individualised tasks and complex language learning tasks has to be addressed in teacher education. Individualised learning with Kompetenzraster is increasingly used in new school types in the context of school reforms as an interdisciplinary teaching approach (MINISTERIUM FÜR KULTUS, JUGEND UND SPORT BADEN-WÜRTTEMBERG 2013). As a consequence, teachers need to adapt models of individualised learning to their classrooms, and to the needs of foreign language learning. Teachers who are capable to reflect on the task as process on the basis of complex learning task features will be more likely to adjust individualised learning models to their learners need for competence development in the foreign language.
As the study cited above concludes, teachers might not automatically reflect the learning potential of the task in process in terms of learners' interaction and meaningful communication. Therefore, two basic teaching competences are needed in the reflective process. First, teachers need to have a clear understanding of task-based foreign language competence development in the classroom. Second, they need to be able to reflect on the task as process on the basis of standard-based task criteria. A model for competence development needs to combine both teaching competence dimensions. Such a model has been developed for conventional classroom teaching already (cf. RAITH 2011: 132), but it needs to be adapted to individualised teaching environments.

The main focus in individualised learning, in terms of task design and the task as process, is the individual learner and his or her learning process. Tasks have to consider competence levels of individual learners, and during the task as process teachers should provide opportunities of self-directed learning (cf. HARTMANN-KURZ/VON SCHOLZ/STEGER 2012: 11). At the same time, language learning tasks in individualised learning need to include interactive communication between learners (cf. BRÜNING/SAUM 2008; KUTY 2012). Consequently, teachers need competences to target the individual learner during task design and task in process, within learning arrangements that include cooperative and interactive elements.

5.2 Reflective practice model for task-based individualised teaching

A teacher who wants to assess the outcome of the task process in order to improve teaching faces a specific challenge in individualised classrooms. Learners are planning their weekly task schedules individually, and they might arrange cooperative tasks as they need them in the learning process. Teachers therefore need to link assessment of the task process to the individual learning process of each learner, rather than to the learning process of the class as a group. Hence, reflective practice in individualised learning needs to evaluate to what extent the engagement of the learner during the task process had the potential of supporting competence development. Sources for data collection can be teacher observation of the individual learner when working on tasks, learner self-assessment, or interviews with the learner after a task cycle.

The task-based teaching competence model in RAITH (2011) includes the competence dimension “Evaluating the task as process” as a central category of reflective practice (see figure 1, p. 74). This competence dimension can help teachers in the process of reflecting individualised task processes and to develop teaching skills in this field. In the following, I adapt this dimension of reflective practice to the context of individualised learning environments. I introduce the competence standards from the competence model and suggest reflective questions for each standard. The reflective questions consider in particular a perspective of individual learning environments.
Reflective Practice Model for task-based individualised teaching

C1 [...] Can judge learner’s participation at meaningful language interactions
Task for reflective practice:
Evaluate in how far the learner had the opportunity to get engaged in meaningful communication.
Did the learner work on tasks that included interaction in the foreign language?

C2 [...] Can judge, using subjective or objective data, if the task leads to accomplishment of planned or unplanned language learning goals
Task for reflective practice:
Evaluate in how far the language learning goals were achieved by the learner. Which data supports your view?

C3 [...] Can judge in how far goals of intercultural learning were reached
Task for reflective practice:
Evaluate in how far the tasks have supported the learner in developing intercultural competences. Include the learners’ self-assessment (e.g. interview, portfolio).

C4 [...] Can judge to which extent the selection of content (including texts and materials) supported interaction (processes)
Task for reflective practice:
Evaluate in how far the chosen input helped to engage the learner in interactive dialogues with other learners. Which of the material and texts were in particular helpful? Include the learner’s own perspective in your analysis.

C5 [...] Can judge to which extent a methodology of social interaction was appropriate
Task for reflective practice:
Evaluate in how far the learner was able to organise methods of social interaction (pair work, group work etc.) successfully. Did the methods help for task completion?

C6 [...] Can judge if the time allotment was appropriate
Task for reflective practice:
Evaluate in how far the learner could keep the weekly time schedule and include interactive and cooperative tasks at the same time. How could this process be improved?
5.3 The reflective practice model in teacher education

There are three features of the reflective practice model that make it highly valuable for developing task-based teaching competences for individualised learning environments in teacher education:

The first feature is effectiveness. The model is output-oriented and helps evaluate features of the task process that are typically neglected in individualised learning, but which are at the same time essential for foreign language learning. The teacher's reflection is based on task-based standards that have been grounded in research, and the reflection happens systematically, without losing sight of categories that the teacher would naturally not consider. When used in a continuous process of reflecting and drawing conclusions for classroom practice, teachers will not only develop competences of assessing the task process, but they will improve task design competences as well. Regular and standard-based evaluation at the end of the task process will likely be followed by a positive backwash effect on teaching competences of selecting and sequencing tasks. In other words, a few reflective questions can effectively influence teaching practice as a whole.

The second feature is flexibility. Individualised learning environments might follow well-structured models, like the Beatenberg Model, but such models are mostly adapted to the individual school context and they differ in many ways when put into practice. It is up to the teachers to organise TBLT according to their specific context of individualised learning. The reflective practice teaching competence model does not depend on a specific teaching method, nor does it attempt to prepare teachers for a certain model of individualised teaching. Instead, the model helps to make explicit in how far the process of individualised teaching meets standards of language learning tasks. It can be used in almost any learning environment, but is still clearly focused on output standards. Its flexibility is valuable for teacher education because teachers can be trained to reflect their teaching on task-based standards regardless of a specific model of individualised teaching.

The third feature is adaptability. The reflective competence model is easy to adapt to existing procedures of assessment and evaluation in individualised learning. In individualised learning environments, an important role of the teacher is to assess the individual learning process together with the learner. The reflective questions of the model can easily be integrated in this assessment process. In that way, teacher and students alike receive feedback to what extent the task process included complex and communicative learning tasks, and they can discuss how to integrate these aspects into the individual learning process. In teacher education, future teachers can learn how to integrate the reflective model in assessment procedures of a given individualised learning model.
6. Conclusion

Teaching competences in foreign language teacher education do not develop spontaneously. As the above cited research study has shown, task complexity and classroom discourse are fields in language teaching that pre-service teachers are less likely to focus on when reflecting on their teaching practice. Competence development therefore is happening less likely in those fields. Routines of standard-based reflective practice that keep track of central features of the task process can help to support teaching competences, which in turn improve classroom teaching. In individualised learning, learning models itself create a dichotomy between standard-based tasks and meaningful communication that includes interactional classroom discourse. In such contexts, standard-based reflective practice of the task process can be an effective tool for task-based teaching competence development.

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