

**LEARNING THROUGH SHARING :  
OPEN RESOURCES, OPEN PRACTICES, OPEN COMMUNICATION**

**DEVELOPING A DATABANK OF TELECOLLABORATIVE TASKS**

**– CHALLENGES AND OUTCOMES**

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Telecollaboration has already been well recognized in CALL literature as a way of providing students with access to the target language and target culture. More recent accounts expand the value of online encounters beyond mere language practice and see them as a multifaceted means for immersing students in truly authentic, multilingual and multicultural contexts in which technology serves as a daily tool for work and study. In particular the issue of task designing and sequencing has attracted considerable research attention (Mueller-Hartmann 2007; O’Dowd & Ware 2009; Hauck 2010; Guth & Helm 2011; O’Dowd, 2011). Well designed tasks are vital to any telecollaborative exchange as they give both a purpose and a structure to a complex multimodal, multilingual and multicultural situation. They also help integrate an exchange with a school curriculum (O’Dowd, 2010) as well as can reduce misunderstandings resulting from cultural differences (Mueller-Hartmann, 2000) or from varying levels of participants’ multimodal communicative competence (Hauck, 2007).

The aim of the following article is to report on the process of creating a freely-accessible databank of academic-level telecollaborative tasks, which is one of the outcomes of the EU-funded project INTENT. The paper starts with the challenges that online exchanges pose to teachers and participants, followed with a description of various types of online tasks and their suitability to academic settings. It then discusses the main principles for selecting, describing and structuring online activities for the INTENT project. Selected examples will illustrate the main challenges that the project team have dealt with.