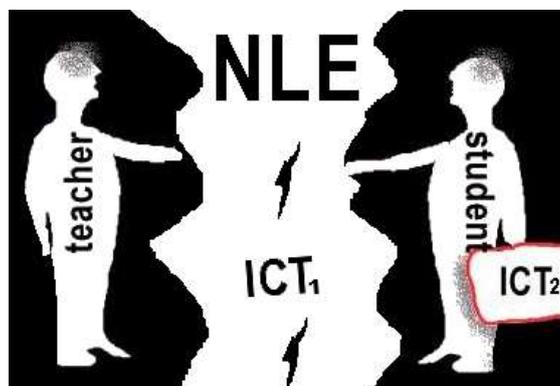# FESSI

Find Enhance Store Share Information

Abstract

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Introduction

New Learning Environments (**NLE**) and ICT-based language learning (**ICT$_1$**) are on the agenda of the Copenhagen workshop.

My contribution focuses on the use by students of ICT as a tool to improve the quality of their work as students as well as lifelong learners and professional practicians (**ICT$_2$**). Competences in multilingual information retrieval and related areas are crucial to but reach far beyond pure language learning. In this perspective, **ICT$_2$** could help promote language studies as an integral part of academic and professional qualifications in all fields.

The methodology presented here under the heading of **FESSI** are recent developments made for a new introductory course for BA-students at the Copenhagen Business School of all programmes in modern languages for international business communication and LSP. The approach is illustrated by a few samples of practice taught in the course.

Finding information

While learning and using foreign languages students very often need to search for relevant information in one ore more languages: knowledge building blocks, facts, encyclopaedic knowledge, in short raw material for their comparative studies of language and culture which are

not available in a ready-made form. Traditional hunting fields are the library, the library's information resources, dictionaries, web catalogues etc. The FESSI approach includes touching books and getting instructions on how to make a bibliography, getting acquainted with electronic resources such as the European Union's on-line terminology bank Eurodicautom, the British National Corpus, Newspapers and magazines on the web etc. Information and Documentation has its own section of the course. An important part is dedicated to Smart Search Strategies on the wild web, i.e. how to use the advanced searches of Google, how to plan for efficient parallel text search. Finally, a methodology called "Dictionary on Demand" method (**DoD**) is introduced: how to find a foreign language term without a bilingual dictionary and make equivalence verifications just by using Google.

Enhancing information
Once knowledge building blocks have been located, the next step is to search for definitions, illustrations and collocation patterns - and permanently employ appropriate quality assessment procedures. If more than one language is involved, the procedure must include equivalence check, all according to well-known methods for terminology field work.

Storing and sharing information
MuliTerm (a Trados product) is used for storing information. Although MultiTerm is specially designed for terminology work, it is flexible enough for being used at the same time as a beginner's knowledge base. Groups of students access and maintain a small multilingual knowledge base simultaneously. Methods and techniques to share knowledge are key elements in the course, students must experience to which extent discipline is needed for managing and updating a shared database.

Conclusion
The course was launched in 2001 on a face-to-face basis with ICT_1 support, but was not an immediate success because the students tended to focus on content and communicative skills more than on ICT tools. Only while making their final project they got carried away and started becoming enthusiastic realising that they were actually able to improve the quality of their preparation for their other courses - and collaborate thanks to ICT_2. The course is obviously transferable to an ICT_1 based New Learning Environment.

The **DoD** approach in particular would be relevant for LWULT languages in need of compensation for insufficient / outdated bilingual dictionary resources.