CMC_E

**Communicating in Multilingual Contexts
meets the Enterprises:
Awareness and development of academic and
professional language skills for mobility students**

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Project information

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Executive Summary

The CMC_E Project has been designed with the aim to create meaningful language materials to three sets of potential users who so far have been nearly neglected by online language material developers: *Erasmus Placement mobility students* involved in international job experiences, *university leavers* who are preparing to enter the labour market, *in-service workers*. Moreover, this report is specifically addressed to language researchers and teachers in higher education institutions and personnel working in the Lifelong Learning programme who may be interested in materials which strongly promote the development of academic and professional skills among young people. This report highlights the in-progress results so far achieved by the CMC_E Partnership with the aim to communicate the project achievements to other institutions involved in LLP. This will hopefully stimulate transnational sharing of experiences and best practices.

CMC_E general objectives are: a) the updating and improvement of academic language materials offered in Module 1 [*Meeting on campus, Study-skills, Academic courses online, Curriculum vitae*] and Module 2 [*Oral presentations, Academic seminars, Off campus, Jobs online*] so far developed in the framework of the CMC Project (Socrates Programme, Action Lingua II - already available on www.cmcproject.it), and b) the creation of a CMC_E Professional Module 3 (soon available on www.cmceproject.it) addressed to students and in-service workers who need to master essential language skills to face the professional world.

In particular, the **Survey** carried out within enterprises, social enterprises and local institutions in the six partners countries (302 companies involved) has highlighted specific language competences needed and fields of interest (www.cmcproject.it/greybox/survey/pdf). This wants to provide small but meaningful support to effects on the European economy due to shortage of foreign language skills in enterprise (see ELAN report, EC 2006) Based on the Survey results, CMC_E Module 3 offers five Units on *Training in the workplace, Administration, Business and Finance, Marketing, Technology and Environment*. Each Unit offers the users 5 activities -with 3 sub-activities per each activity- which, while integrating the four language skills, focus on communicative competence linked to the workplace. In particular, it encourages the development of those skills which, as highlighted by the Survey outcomes, tend to be more difficult to master such as: communicating by telephone, writing e-mails, using technical lexicon appropriately, participating at exhibitions, describing products. Online techniques offer enjoyable activities which encourage users to almost "*play with the language*" by, for example, dragging and dropping language items, matching sentences, re-ordering jumbled conversations 'watched' on videos, selecting the appropriate word. Moreover, online feedback is provided in a pop-up window whenever the user needs it. This is a peculiarity of the project materials which is rarely found in online materials and which, above all, offers meaningful support to the learners.

Globally speaking, CMC_E promotes *linguistic and cultural diversity* by offering authentic language materials in six languages (IT, PL, PT, SK, ES, EN), developed according to common outlines and aimed at fostering learners' awareness of how linguistic diversity stems from the contact between less used and widely used languages and at encouraging the knowledge of the culture of other countries among university leavers and in-service workers.

As for pedagogical approaches, CMC_E offers Content and Language Integrated Learning (CLIL) input, through blended learning experiences (the presence of a tutor at the Language Centre or an online e-tutor) and learner-centred materials.

Beside tangible results, CMC_E has so far achieved numerous intermediate outcomes which are functional to a full achievement of CMC_E main objectives and to intangible results such as transnational partners' *sharing of experience* (e.g.: increased experience in project management and development of language materials, ideas sharing, increased knowledge of dissemination and exploitation techniques). In the specific, evaluation of project activities and strategies for dissemination and exploitation of results have been clearly planned to guarantee the achievement of project goals and the valorization of project results also within other contexts. Both actions involve all partners and will be carried out during the whole project lifetime…and beyond. Join us and Enjoy CMC_E!

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1. Project Objectives

CMC_E focuses on Erasmus Placement students and in-service workers professional language skills in the multilingual context of Europe. Indeed, if we consider that multilingualism is a key feature of Europe we can assume that the benefits of knowing foreign languages are unquestionable. Starting from the *CMC Project* Modules 1 and 2 www.cmcproject.it so far developed for mobility students who need to improve academic language needs (Module 1: Meeting on campus, Study-skills, Academic courses online, Curriculum vitae; Module 2: Oral presentations, Academic seminars, Off campus, Jobs online*) the* **CMC_E** general objective can be described as a dual objective:

- the **updating and, consequently improvement of CMC Modules 1 and 2;**
- the production of **language materials** (**CMC_E Professional Module, Module 3:** Training in the work place; Coping with administrative issue; Business and Finance; Marketing; Technology and environment) **for Erasmus Placement students who wish to carry out a university experience on the job abroad, students entering the labour market** and **in-service workers** who need to master essential professional language competences required by the labour market.

Considering the different project target groups, CMC_E specific objectives are:
- to enable university students to improve the quality of their linguistic knowledge as required in trans-national higher education and labour market contexts, through the Content and Language Integrated Learning (CLIL) approach;
- to help university students and in-service workers to develop 'key' professional language skills;
- to identify, through a survey carried out in the six different partners' countries, the key language competences commonly required by different sectors of the labour market. Such survey aims to shed lights on workers' areas of weakness in language skills, fields of interest and areas of language competences needed within the economic sector (see also ELAN Report "Effects on the European economy of shortages of foreign language skills in Enterprise", European Commission 2006);
- to create appropriate language materials that will give opportunities for better trained, and therefore more competitive, future and in-service employees among the young generations;
- to support in-service workers who need to improve their professional language competence;
- to contribute to the development of academic and professional language skills in six different languages, four of which are less used and less taught languages such as Italian, Polish, Portuguese, and Slovak.

The project impact targeted to four main groups, that have been involved following different approaches:

- **mobility students**, involved in the piloting of CMC Modules 1 and 2 (the Partners will provide an accurate updating of these materials on the basis of students' feedback);

- **students who are preparing to enter the labour market** upon completion of their studies. They will be reached through events, informative activities (promotional video, articles, newsletters);

- **in-service workers** who have been involved in the survey phase carried out to identify their needs in the improvement of professional language competences and to fulfil their job activities and tasks in a more competent manner;

- **language researchers and professors of higher education institutions**, reached through the presentation of CMC and CMC_E aims and outcomes during academic conferences and scientific articles.

Furthermore, CMC_E Project aims:
- to create the opportunity of a multilingual network and a culturally-diverse environment;
- to highlight the need for a broader multilingual community where the knowledge of such less used languages may begin to be spread in European countries;
- to promote linguistic and cultural diversity in accordance with EU policies, as a means for developing solidarity and encouraging knowledge of the culture of other countries among university leavers and in-service workers;
- to promote, through its activities, an intercultural dialogue with the hope of helping to develop the concept of EU citizenship and spread a feeling of belonging to Europe among the younger generations.

CMC_E addresses to Lifelong Learning Objectives and Priorities. In particular, it aims:
- to promote language learning and linguistic diversity;
- to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
- to contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field;
- to encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training;
- to promote language learning and support linguistic diversity in Member States.

2.   Project Approach

The needs that the project seeks to address are related to the lack of training materials, both from the academic and professional perspective. Therefore, a*ccording to the CMC-E project general objectives,* two major actions are in process of being implemented:

- the updating and improvement of CMC Modules 1 and 2 and the creation and uploading of End-of-Module Tests which had not been included in the previous CMC project;
- the production of the CMC_E Professional Module (Module 3) that will be designed for Erasmus Placement students who wish to carry out a *job training period* abroad and for in-service workers who need to improve their professional language competence.

As a consequence, an **investigation** was carried out through two main techniques:

- **the piloting** of the CMC Module 1 and 2 carried out in the Language Centres of the Partners involved in the Project with the aim to gather feedback on the materials by learner and which would offer necessary information and comments for the actual updating of the Modules;

- **a survey** addressed to enterprises, social enterprises and local institutions in the territorial area in which each partner is located in order to identify the key professional language skills required by employers. In order to make the delivery of the questionnaire developed more accessible, this was translated in the six languages of the partners (IT,EN, ES, PL, PT, SK) and published on-line on the project website. Enterprises, social enterprises and local institutions were invited to participate in the survey through a formal letter sent by e-mail, through association of categories such as the Chamber of Commerce and through further contacts by phone. The creation of a new CMC_E Module (Module 3) is based on the results of the survey.

Furthermore, piloting of the materials will be carried out both in-progress and in the final stage of the project, and the End-of-Module Test results will be evaluated in order to verify the efficiency of the materials. The piloting of CMC_E Module 3 will be implemented among university students as well as in-service workers from 'enterprises' based in all countries involved in the project.

The **methodological/didactic approaches** on which the products are based include Content Language Integrated Learning (CLIL), Blended Learning, Learner-centred materials.

From the **pedagogical point of view** the use of the Content Language Integrated Learning is a point of strength of the project. As matter of fact, it is currently considered as the optimal and innovative "European solution to a European problem" (Marsh, 2002). Indeed, by integrating content knowledge and language learning, students are provided with opportunities to develop specific academic skills, and more importantly, to utilise a foreign language as a meaningful means of communication, thus moving beyond traditional forms of language learning. Moreover the CLIL techniques implemented in the project will hopefully facilitate university students' integration into transnational European academic contexts on one hand, and enrich their educational and professional experience on the other as they extend the knowledge-acquisition process and encourage multicultural awareness.
Just as it was for the CMC, the contents of the CMC_E Module which the six partners are currently implementing will be developed according to Units outlines created by the

consortium that is the same for all the languages. Yet, contents are original and reflect the national context and its cultural aspects. This is done to respect and confirm one of major points of strength of both projects CMC and CMC_E which is to promote European culture and the expression of the diversity of each single country.

This didactic material will also be reviewed by academic consultants in order to verify their quality, validity and feasibility and, above all, meaningfulness for the target groups who will be using it.

Furthermore the **added value of the approach used may be considered by other two perspectives:**

- **Social and cultural aspect**
  Higher education, in European academic contexts, plays a central role in the development of both human beings and modern societies as it enhances social, cultural and economic development, active participation in the community and ethical values. Language learning, in academic contexts, can become the means by which these objectives are achieved. In this light, the project aims at raising learners' awareness of the need to be involved and actively participate into a wider linguistic and cultural European environment. The on-line learning materials which the *CMC_E* project promotes in different languages and especially in European *less-used* and *less-"powerful" languages* (e.g. Italian, Polish, Portuguese, Slovak) want to enhance the value of *multiculturalism* and *multilingualism* in younger generations and, therefore, promote in the users a feeling of belonging to a larger and livelier European community, where linguistic diversity is not seen any longer as a barrier to communication rather as an opportunity to come across richer linguistic repertoires.
  In other words, the language activities which the project offers provide learners with an opportunity for learning and growth that goes beyond mere language competence. Therefore, education can have a powerful impact. The development of a dynamic, open-minded, new and *competitive generation of European students* and prospective workers is the challenging objective of the project. Aiming for a multicultural, larger, free society, starting from the new generations, which the present project means to address, should be the ultimate goal in higher education.

- **Professional aspect**
  With the advent of new information technologies and globalisation it has become imperative for 'enterprises' to communicate effectively and efficiently in multilingual contexts if they are to be competitive. It is, therefore, important for employers to have qualified personnel who are able to deal with these needs and offer better services. However, very often both students entering the labour market as well as in-service workers (see the ELAN report, EC 2006) do not possess the necessary professional language skills to properly fulfil all of the job responsibilities required. Thus the importance of a project which offers innovative learning materials based on the results of a survey carried out among enterprises, social enterprises, local institutions in order to better evaluate the needs of the labour market and as a consequence offer materials aimed specifically at meeting these needs.

A strong emphasis has being given and will be given, during the project lifetime, to the evaluation plan and dissemination and exploitation of project results. As regard the **evaluation plan,** it focuses on project Goals, Resources and Timing and it is based on the Project Cycle Management. It includes the review of the three types of evaluations: Goals-Based Evaluation, Process-Based Evaluation and Outcomes-Based Evaluation. Furthermore the evaluation process includes the use of specific tools, such as CMC_E Modules 3 Outlines; Check-list which consider the consistency of "Communication" requirements and the Evaluation matrix. As regard the **dissemination and the exploitation of project**

results, the used methodology foresees a clear strategy which will guarantee that project results are concretely exploited by target groups and valorized also in other contexts. This will obviously involve all partners and will be carried out during all project lifetime. The main features that characterize the dissemination and exploitation strategy are: an increase of types of dissemination and exploitation activities (Figure 1); the request to the partners to provide the Project Coordinator (P1) with a specific report on dissemination activities, that is the basic tool to prepare a Dissemination report.

Figure 1: Types of Dissemination and Expolitation activities realised by CMC_E Project Partners

DIRECT COMMUNICATION TO TARGET GROUPS

PUBLICATION OF INFORMATIVE ARTICLES, NEWSLETTERS AND VIDEOS

BROCHURE

PUBLICATION OF SCIENTIFIC ARTICLES

PRESENTATION OF PAPERS DURING SEMINARS AND CONFERENCES

WEBSITES AND LINKS

SPECIFIC SEMINARS AND EVENTS

CONTACTS WITH LLP NATIONAL AGENCIES

3.   Project Outcomes & Results

The **CMC_E project** has been designed to cater for the needs of **mobility students** who wish to carry out a university experience abroad or wish to carry out a *job training period* abroad and for the needs of **in-service workers** who need to improve their professional language competence, and, thus, need to master *essential academic and professional language skills*.

The core product that the partnership has developed is a multilingual e-learning environment available on the internet (www.cmcproject.it; www.cmceproject.it) produced in all Partners' languages (IT, EN, ES, PL, PT, SK) and based on a *Content and Language Integrated Learning* (*CLIL*) approach which offers learners the opportunity to master the skills as in the *Common European Framework of Reference* (Council of Europe 1998).

The core results of the CMC_E are made up of:

- Updating of the CMC language materials, that is made up of two Modules (Table 1) which focus on both *content and language* and are aimed at enabling students to acquire the necessary abilities to cope with the academic environments, as well as the linguistic and cultural diversity of the countries where they will undertake a mobility experience. The *Modules*, which offer challenging and enjoyable tasks and activities, should be completed in a 70-hour time span of self-study. End-of-module Self-Evaluation Tests have also been provided. The Modules and, consequently, the Tests have been created taking into account different levels the students are expected to reach in each language;

- A new CMC_E Professional Module (Module 3) which focuses on both *content and language* and are aimed at enabling students interested in a job experience period abroad and in-service workers who need to acquire necessary abilities and key professional language skills (Table 1). The activities designed for this Module will be offered online with the support of **online feedback** on errors that students may make.

Each Unit offers an approach guide to the students through specific professional topics, thus offering them the opportunity to practice the language in a meaningful and purposeful way. In pedagogical terms, this input aims at teaching students the language, skills and academic (CMC)/professional (CMC_E) conventions associated with their field of study/work.

The materials also include Guidelines for students and Language Focus. All Modules have been developed by the Partners following a common academic template, but each partner has created original contents contextualised in the environment where the institution is located.

Table 1: Details of the thematic oriented Units foreseen in each module

MODULE	DETAILS OF THE THEMATIC ORIENTED UNITS
CMC Module 1	UNIT 1: MEETING ON CAMPUS UNIT 2: STUDY-SKILLS UNIT 3: ACADEMIC COURSES ONLINE UNIT 4: CURRICULUM VITAE End-of-module Self-Evaluation Tests
CMC Module 2	UNIT 5: ORAL PRESENTATIONS UNIT 6: ACADEMIC SEMINARS UNIT 7: OFF CAMPUS UNIT 8: JOBS ONLINE End-of-module Self-Evaluation Tests

CMC_E Module 3 CMC meets the professional world	UNIT 1: TRAINING IN THE WORKPLACE
	End-of-unit Self-Evaluation Tests
	UNIT 2: COPING WITH ADMINISTRATIVE ISSUE
	End-of-unit Self-Evaluation Tests
	UNIIT 3: BUSINESS AND FINANCE
	End-of-unit Self-Evaluation Tests
	UNIIT 4: MARKETING
	End-of-unit Self-Evaluation Tests
	UNIIT 5: TECHNOLOGY AND ENVIRONMENT
	End-of-unit Self-Evaluation Tests

The updated CMC Module 1 and Module 2, the End-of-Module Self-Evaluation Test as well as Unit 1 of CMC_E Module 3 developed during the first year of activity of CMC_E project are available on the project website www.cmcproject.it, that has been updated in the framework of the CMC_E project (Figure 2).

Figure 2: www.cmcproject.it

The project website www.cmceproject.it offers information about the project, in terms of contents, mission and partners (Figure 3)

Figure 3: www.cmceproject.it

From the technical point of view a Content Management System (CMS) is used to manage the content of the website and in its development a Cascading Style Sheets (CSS) is the style sheet language used to describe the presentation of a document written in a mark up language.

In order to achieve the main project aims, the partnership has developed various products (Tables 2a and 2b), that have to be considered functional to meet the project objectives and the realisation of the core project outcomes described above. Almost all the intermediate outcomes described in the following table 2 are restricted to partners.

Table 2a: CMC_E Products

TYPE OF PRODUCTS	LINK BETWEEN RESULTS AND OBJECTIVES	WP OF REFERENCE	RESULTS
Products necessary for an efficient and clear management of the project	These results favour team and management rules harmonization, necessary to achieve project aims.	**WP1** Coordination and management	Reports about Partners' Meetings
			Partner agreement, timesheet, guide on Financial and administrative
			Report about Coordination Activities
Activities preliminary to the CMC Module 1 and 2 updating	This activity/result favour the involvement of learners in piloting CMC Modules	**WP4** Involvement of e-mentors	Support to learners provided by e-mentor during the CMC Modules 1 and 2 piloting
Products preliminary to the development of the CMC_E Module 3	These results support CMC_E Partners in developing learners-oriented training materials	**WP5** Survey of the language needs in the territory in which the partner are located (enterprises, social enterprises, local institutions)	Paper format of the questionnaire in all partners language
			System on-line for the delivery of the questionnaire
			General report about the survey results
			Mailing list of enterprises contacted during the survey.
		WP6 Development of specific-oriented language materials	Unit Outlines CMC_E Module 3: CMC meets the professional world
			Paper format of units developed
Products necessary for an adequate evaluation of the project	This result favour the high quality of project activities	**WP8** Quality of evaluation plan	Evaluation Plan

		WP9 Dissemination of project results	- Direct communication to target groups - Publication of informative articles, Newsletters and videos - Brochure - Publication of scientific articles - Presentation of papers during seminars and conferences - Websites and links - Specific seminars and events
Products necessary for the dissemination and exploitation of the project results	These results ensure an adequate use of CMC and CMC_E Modules from direct and potential target groups	**WP10** Exploitation of project results	Dissemination and Exploitation Strategy
			Dissemination and Exploitation Report

Furthermore the CMC_E project results achieved are not only the products indicated in the table 2a, but also in terms of methods, experiences and European Cooperation (in Table 2b).

Table 2b: CMC_E methods, experiences and European cooperation.

Results Category	Results obtained	Type of results
Methods	Increased knowledge of the CMC_E partners in developing language materials Exchange of ideas within a trans-national group work Increased knowledge of the CMC_E partners in Dissemination and Exploitation strategy	Direct project results
Experience	Experience gained by the partners in management and undertaking of trans-national partners. As matter of fact the project foresees a project coordinator and a local team coordinator for each partner that manage relations with the coordinator and ensure the team harmonization and coherent carrying out of the project activities at partner level.	Direct project results
European Cooperation	Transnational sharing of experience. The project foresees that all project outcomes are proposed to the entire partnership and shared for a full agreement among them.	Indirect project results

4. Partnerships

The rationale behind the set up Consortium is:
- expertises and competence of all partners involved;
- harmony and collaborative attitude of all partners involved;
- results of a positive experience of trans-national cooperation carried out together.

As a matter of fact, CMC_E Project Consortium has been set up considering that all partners have a consistent experience in developing quality education through cooperation and exchange of diversified languages, promoting learners' multilingual comprehension. Furthermore CMC_E Project Consortium has been set up considering the expertise and competence of all partners involved and partners' intent to further valorise the results achieved in the lifetime of the CMC Project, a project funded by the EC Commission in the Framework of the Socrates Programme, Action Lingua II and the opportunity to include a new target language less-used such as Polish. This peculiarity of the partners ensure easier management of the consortium and of the trans-national team harmonisation and therefore an adequate achievement of project aims and results.

The Consortium is made up of seven partners, that in terms of geographical coverage it covers six different countries (IT, PL, PT,SK, ES, UK). According to the project aims to increase the use of less used languages, 4 of the six CMC_E target languages belong to this category.
As regard the rationale behind the distribution of activities among the partners, Partners experience, expertises and competence for an effective and efficient achievement of project objectives have been taken into account. Furthermorem, it has to be considered that all the partners of the Consortium had previous positive experience in working in a European partnership.

The University of Calabria – Partner 1 (www.unical.it) is an Italian medium size university with a consistent experience in participation and coordinating EU projects. In the CMC_E project different university branches according the project aims are involved. In particular, the Language Centre of the University of Calabria (www.cla.unical.it) that applies, even experimentally, advanced technologies produced by the research in the field of linguistic sciences, is involved in the projects in order to innovate the didactic of teaching foreign languages. In addition, this stimulates the process of scientific and technical knowledge achievement of teachers, researchers, linguistic experts and co-operators, and of the technical staff assigned to the Centre. The administrative coordination is supported by the Liaison Office of the University, the Technology Transfer Office, that is equipped of a branch that supports the EC programmes and initiatives.

Besides the University of Calabria, the academic partnership is made up of other five modern and solid higher education institutions where quality of research and teaching is paramount. They manage and maintain many well-established scientific and pedagogical contacts with a number of universities abroad and they all have a consolidate experience in the trans-national cooperation at EU level. Furthermore Warsaw Academy of Computer Science, Management and Administration (www.wsizia.edu.pl); Instituto Politécnico de Castelo Branco (www.ipcb.pt); Technical University of Kosice (www.tuke.sk); University of Santiago de Compostela (www.usc.es) London School of Economics and Political Science (www.lse.ac.uk/languages) as well as the Project Coordinator are all equipped with advanced language centres, that provide foreign language courses for incoming Erasmus students and intensive courses for Erasmus outgoing students in several languages, where CMC and CMC_E Modules will be delivered also through the support of an e-mentor.

The partnership includes also a SME [GIAS - Partner 2] that is directly involved with the aim to support the actions throughout the survey on the professional language needs in the territory (enterprises, social enterprises, local institutions) in which the partners are located. The presence of this type of partner in the consortium is an important added value of the project because it allows a direct involvement of representatives of one of the project target groups (SME in-service workers).

The partnership team members indirectly benefit from the project experience of reviewing and upgrading their professional practice which, in turn, will positively create impact on language learners at local, regional, national and transnational levels.

The working language within the Consortium is English, but the CMC and CMC_E Modules are developed in all six partners languages. The contents are original in each language, i.e. they were not translated from a language into another, but the team developed original and innovative learning materials according to the units proposed by the Coordinating Institution (University of Calabria) and shared with the entire partnership. This offers the relevant possibility to preserve the peculiarity of each language and, through it, the culture that it represents.

Communication within the Consortium is often carried out through e-mails. Yet, important coordination moments are the Project Meetings where face-to face among partners and group work offer opportunity for relevant exchange of ideas and opinions..
Members of the Consortium share all the intermediate and final outcomes in order to develop a full awareness and a common knowledge base necessary for the coherent and cohesive development of the project.

5. Plans for the Future

The core activities of the remaining work of the CMC_E project to fully achieve its objectives are related to:

- the development of the five units of *Module 3: CMC_E meets the professional world* in the six languages of the partners;
- the piloting of the training materials of the CMC_E Module 3;
- the uploading of the implemented materials on the project website;
- a second round of implementation of the evaluation plan;
- further implementation of the dissemination and exploitation strategy.

As foreseen in the original workplan, all Partners will be involved in the implementation of these activities and the Project Coordinator will supervise al in order to ensure their consistency to project aims, in the respect of project goals, resources and timing.

In particular, in order to create the adequate conditions for a future substainability of the project beyond the EU funding, a particular attention will be further dedicated to the implementation of the CMC_E dissemination and exploitation strategy.
The partnership will work to facilitate the process of disseminating project outcomes with a view to optimising their value, enhancing their impact, taking constantly into account the key elements considered in the development of CMC_E dissemination and exploitation strategy (Figure 4).

Figure 4: Key elements of the *CMC_E dissemination and exploitation strategy*
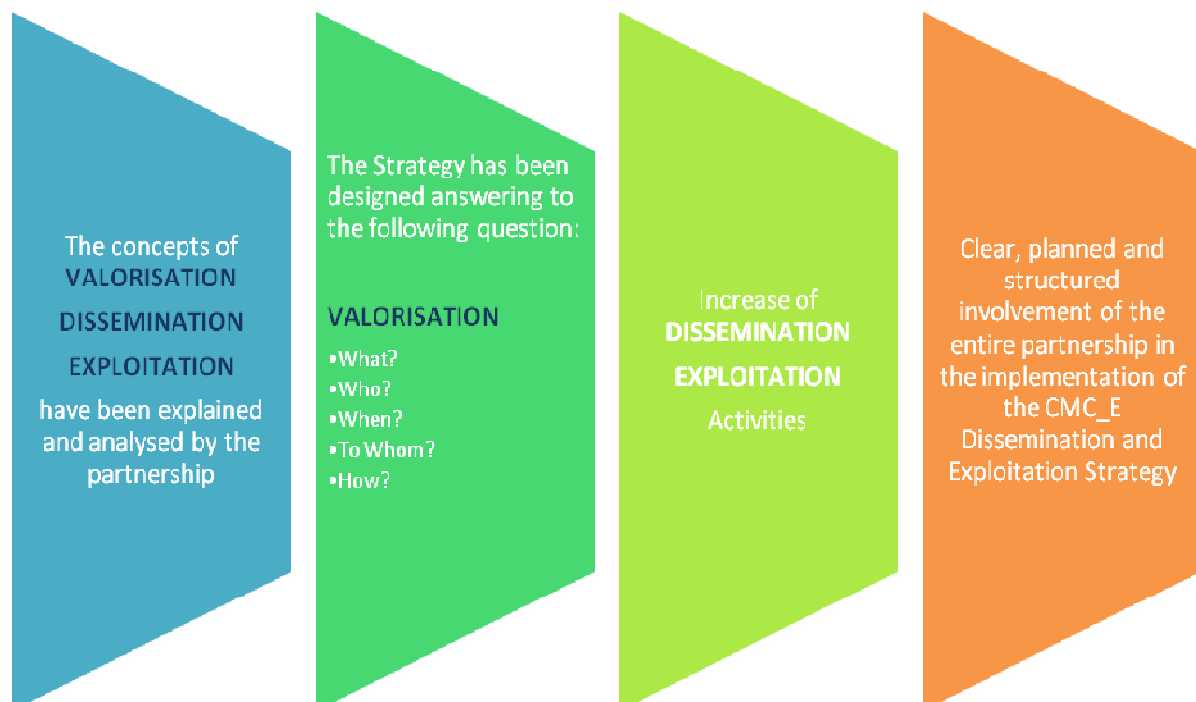
6.   Contribution to EU policies

Since mobility provides a response to one of the key challenges facing education and training systems, the project rationale which intends to target *mobility students'* immediate needs, while attempting to cover major pedagogical issues related to academic language constraints before their mobility stay, represents one of the key European added value. This contributes significantly to consolidate the main aims of the **Bologna Process**. Furthermore CMC_E contributes significantly to consolidate the main aims of the Bologna Process thanks to anguage materials developed using the Content Learning Integrated Approach that *valorise the rich and diverse European culture* and *facilitates mobility and employability*, while reducing the lack of language skills of students and in-service workers. As a matter of fact, CMC_E intends to contribute to the process of creating the European Higher Education Area, that recognises Lifelong Learning as one of its essential elements. CMC_E *creates a flexible student-centred mode of language learning* (www.cmcproject.it) and promotes *informal learning* in higher education institutions and in the professional world. In the specific,CMC and CMC__E Modules can be used by Erasmus Placement Students, students who are preparing to enter the labour market and in-service workers.

Furthermore, the synergy which emerges from the European cooperation of academic institutions which constitutes a distinctive European dimension represents the main added value of the project, that focuses on satisfying mobility students' and *in-service workers* academic and professional language needs in the multilingual context of Europe. The benefits of the implementation of the project by a trans-national partnership are due to reasons of scale and effects that are better undertaken at a European level and that cannot be sufficiently undertaken at a regional or Member State level.
Moreover, the online learning environment offered by the Project improves innovation both in technological and pedagogical terms. Technologically, CMC_E provides the development and expansion of a new learning environment with news types of learning materials and methods (blended learning, synchronous and asynchronous learning modalities). Thus, there is a European added value through the improvement of language learners' ICT skills, reducing the digital divide. Pedagogically, the project adds value to conventional learning through the use of ICT in authentic situations. In particular, the materials that will be developed and further exploited will present an added value of digital audio and video materials flexibly introduced for modular language learning.

In terms of **contribution of the project to the Lisbon Key Competences** the CMC_E aims at giving learners the opportunity to improve their competence in '***communicating in foreign languages'***. Indeed, the language material developed in the context of the CMC_E project (CMC updated materials and new CMC_E Module 3) that is going to be created will pave the way to the learners towards the ability to understand, express and interpret concepts, facts, opinions and feelings in both the oral and written form of the target languages. This language materials facilitate the acquisition of specific vocabulary and functional grammar in both the academic and professional fields and encourage awareness of registers, societal conventions and cultural aspects of the given language. Furthermore, the CMC_E project facilitates the acquisition of ***Interpersonal, intercultural and social competences and civic competence*** since the language activities are contextualized in real life situations of high education/professional institutions. This type of approach allows students to understand the social environment in which the high education institution is located and, as a consequence, it makes learners aware of the lifestyle and of the multi-cultural and socio-economic dimensions of the community where the mobility or work experience will be carried out.

The CMC_E activities are **complementary with other two EU policies:** *LLO Transversal Activity – Key Activity 3: ICT* and *Key Activity 1*: **Policy cooperation and innovation**. As a matter of fact, the project aims to improve the use of information and communication technologies (ICT) in the field of education ensuring that multimedia-based educational products and services are developed giving proper weight to pedagogical considerations and tools. The project will strongly rely on information and communication technologies with the specific aim to carry out language experiences. The students will indeed be asked to engage with on-line teaching materials by means of self-study hours in order to develop *autonomous learning abilities* (Holec 1989). Furthermore, CMC_E carried out a survey of language competences required in the labour market. This relevant action aims to create the often missing link between vocational education training, higher education and working life.