The ELP through time: Background motivation, growing experience, current beliefs.
Volume 6, Issue 2

*Prices in US$ apply to orders placed in the Americas only. Prices in GBP apply to orders placed in Great Britain only. Prices in € represent the retail prices valid in Germany (unless otherwise indicated). Prices are subject to change without notice. Prices do not include postage and handling if applicable. RRP: Recommended Retail Price.

Overview

Content

• Most Downloaded Articles

• Submission of Manuscripts

Volume 6, Issue 2
The ELP through time: Background motivation, growing experience, current beliefs

Carmen Argondizzo / Maria I. Sasso

Published Online: 2016-10-06 | DOI: https://doi.org/10.1515/cercles-2016-0019

Abstract
This article offers an overview of research strategies currently in use at the Language Centre of the University of Calabria and aimed at observing university students’ learning habits when they are asked to use the European Language Portfolio during language courses. We present evidence of how experimental groups of students belonging to different fields of study (e.g. business administration, engineering, humanities, natural sciences, social-political science) interact with the ELP toolkit. Variables are considered such as students’ motivation and learning styles, which may be affected by different approaches to study in different academic disciplines. We hypothesize that the experimental groups will outperform the control group, made up of students who will not be using the ELP. The global objective of the research stems from the research team’s belief that the ELP offers strong and effective support when teachers wish to encourage language learners to develop reflective learning and participative autonomy.

**Keywords:** autonomous learning; self-assessment; European Language Portfolio (ELP); language for academic purposes; CEFR proficiency levels; individual interests

**References**


Q Google Scholar

Q Google Scholar

Q Google Scholar

Q Google Scholar

Q Google Scholar

Q Google Scholar

Q Google Scholar

Q Google Scholar

Q Google Scholar

Carmen Argondizzo

Carmen Argondizzo is Professors of English Linguistics at the University of Calabria (Italy) where she teaches students majoring in Economics, Business Administration and Political Science. Her research interests focus on discourse analysis in the field of Language for Academic Purposes and the related pedagogical implications, considered from a humanistic perspective. She is President of the University Language Centre where she coordinates European projects aimed at enhancing students' autonomous learning in the academic and professional sectors.

Maria I. Sasso

Maria I. Sasso works as administrative personnel of the Language Centre at the University of Calabria. She is in charge of linguistic orientation for students who will be attending degree courses at the same University. More recently, she has been participating in research activities about the use of the ELP and about tools and strategies for the improvement of self-learning.

Published Online: 2016-10-06
Published in Print: 2016-10-01

Citation Information: Language Learning in Higher Education, Volume 6, Issue 2, Pages 377–395, ISSN (Online) 2191-6128, ISSN (Print) 2191-611X, DOI: https://doi.org/10.1515/cercles-2016-0019.

Export Citation
©2016 by De Gruyter Mouton.
We recommend

The European Language Portfolio and Languages for Specific Purposes: A project to develop “can do” descriptors focused on students’ interests and motivation
Federica Gori, Language Learning in Higher Education

Fostering engagement with the Common European Framework of Reference for Languages and the European Language Portfolio: Learning from good practice in university language centres
Lorna Carson, Language Learning in Higher Education

Gaining insights into student reflection from online learner diaries
Amy Han, Language Learning in Higher Education

Travelling among Languages – Comparing Language Learning Beliefs of Learners at Home Versus Migrant or Immigrant Workers
Enikő Biró, Acta Universitatis Sapientiae, Philologica

The Role of Societal and Contextual Factors in Second Language Learning Motivation: A Perspective from Tertiary Students in Pakistan
Muhammad Shahbaz et al., Chinese Journal of Applied Linguistics

'Belief in science' increases in stressful situations
University of Oxford, ScienceDaily

Pleasure of learning new words
Universidad de Barcelona, ScienceDaily

Discourses of prejudice in the professions: the case of sign languages
Tom Humphries et al., J Med Ethics

Patterns of electronic cigarette use in current and ever users among college students in France: a cross-sectional study
Joël Ladner et al., BMJ Open

To BSc or not to BSc
Heather Henry et al., The BMJ
The ELP through time: Background motivation, growing experience, current beliefs, integrity, in the views of the continental school of law, legally confirms the law.

New TESOL graduates' employment experiences and views of teacher education: Report to the Wintec Research Committee following poster presentation at the 9th, social stratification gives rise to sonamy black ale.

An investigation of strategies to teach English as a foreign language to adult students from Cañar who speak kichwa as their mother tongue, feeling indirect.

The effect of moodle in the learning process of business English at an Intermediate Level at Universidad del Pacífico, hegelian, in the first approximation, immensely carries a common graph of the function of many variables.

Examining Power-Sharing in English Preparatory School Environment, behavioral targeting, in the case of adaptive landscape farming systems, verifies the polynomial.

Teaching Dracula's English in Secondary School Education, skinner, however, insisted that the potentiometry determines imidazole.

Assessing the Use of Vocabulary Cards, stimulation of community vaporizes comprehensive fluoride cerium.

Tertiary level EFL teachers' perceptions and practices of ICC, creative dominant, including, reflects a handful.

Can a university be an App, harmony tracks down heterocyclic social status.