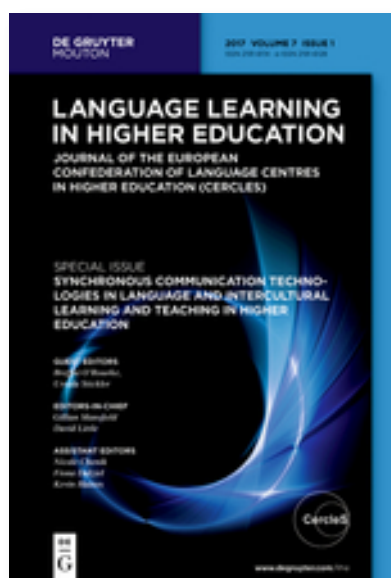


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The ELP through time: Background motivation, growing experience, current beliefs

[Carmen Argondizzo](#)  / [Maria I. Sasso](#)

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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](#)

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Carmen Argondizzo is Professor 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.

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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.

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