Sustaining Language Learning: A Case Study of Multilingual Writers' ePortfolios

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Abstract : This paper examines the use of ePortfolios in a two-course sequence for ESL (English as a Second Language) students at an international branch campus in Doha, Qatar. ePortfolios support the transfer of language learning, but few have examined the sustainability of that transfer across an ESL program. Drawing upon surveys and interviews with students, we analyze three case studies that complicate previous research on metacognition, language learning, and ePortfolios. Our findings have implications for those involved in ESL programs and assessment of student writing.