



9th Annual Linguistic Roundtable

“High School to College Transition: Bridging Opportunity Gaps”

Dr. Betsy Gilliland, University of Hawai'i Mānoa

Department of Second Language Studies

Friday, April 28, 2023

2:00 p.m. – 2:45 p.m. Via ZOOM

<https://us02web.zoom.us/j/84620386342?pwd=OFFvUElJRlU1kMVYvTjNmWFB2dlpLQT09>



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“Bridging Opportunity Gaps”

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Adolescent multilingual writers in the United States face numerous challenges as they navigate academic trajectories. Quite often, learners who place into high school ESL (English as a second language) classes miss out on opportunities to learn academic literacy skills necessary for success in mainstream high school classes. Similarly, many high school English language arts programs fail to teach multilingual students the additional academic literacy practices they need to succeed in high education. In this talk, I review recent research (my own and that of other scholars) on academic literacy learning in US high school and community college contexts and recommend research-based best practices for supporting multilingual learners to bridge these opportunity gaps they may have experienced during secondary school or between high school and college. I look forward to hearing participants’ experiences with this topic and discussing further directions for research and pedagogy.

Betsy Gilliland (PhD, University of California Davis) is an associate professor in the Department of Second Language Studies at the University of Hawai‘i Mānoa. She teaches undergraduate and graduate courses in second language writing pedagogy, language teacher education, and teacher research. In alternate years, she leads a graduate-level teaching practicum in northeastern Thailand. She was a Fulbright Scholar at Universidad de Atacama in Copiapó, Chile, in 2018 and a Peace Corps Volunteer at Buxoro Davlat Universiteti in Bukhara, Uzbekistan, 1998-2000. She currently co-edits the open access [*Journal of Response to Writing*](#).

List of relevant publications

- Siegal, M., & Gilliland, B. (Eds.) (2021). [*Empowering the community college first year composition teacher: Pedagogies and policies*](#). University of Michigan Press.
- Gilliland, B. (2019). Teacher preparation for writing in kindergarten to 12th grade. In J. I. Liontas & M. Delli-Carpini (Eds.), *The TESOL encyclopedia of English language teaching*. TESOL International and Wiley. <https://doi.org/10.1002/9781118784235.eelt0556>
- Gilliland, B. (2018). Against the odds: The importance of personal connections in one migrant student’s literacy trajectory to college. *L2 Journal*, 10(2), 183-197. <https://doi.org/10.5070/L210235249>
- Gilliland, B., & Pella, S. M. (2017). [*Beyond “teaching to the test”: Rethinking accountability and assessment for English language learners*](#). National Council of Teachers of English.
- Gilliland, B. (2017). Opportunity gaps: Curricular discontinuities across ESL, mainstream, and college English. In C. Ortmeier-Hooper & T. Ruecker (Eds.) *Linguistically diverse immigrant and resident writers: Transitions from high schools to college* (pp. 21-35). Routledge.
- Gilliland, B. (2015). Reading, writing, and learning English in an American high school classroom. *Reading in a Foreign Language* 27(2), 272-293. <https://doi.org/10125/66888>
- Gilliland, B. (2015) High school teacher perspectives and practices: Second language writing and language development. *Language and Education* 29(4), 287-301. <https://doi.org/10.1080/09500782.2014.1001398>
- Gilliland, B. (2014). Academic language socialisation in high school writing conferences. *Canadian Modern Language Review* 70(3), 303-330. <https://doi.org/10.3138/cmlr.1753>
- Enright, K. A., & Gilliland, B. (2011). Multilingual writing in an age of accountability: From policy to practice in U.S. high school classrooms. *Journal of Second Language Writing*, 20, 182–195. <https://doi.org/10.1016/j.jslw.2011.05.006>

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