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A Retrospective Analysis: A View of *JCLL* in Literacy Research

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The authors surveyed 222 articles that were published in the *Forum for Reading* and *The Journal of College Literacy and Learning (JCLL)* from 1972 to 2009 to gather information on the context of the journal in regards to content and chronology. Discussed in this article are the topics and themes that recurred throughout *Forum for Reading* and *JCLL*. These topics include reading, technology use in education, developmental programs, multicultural concerns, and English as a Second Language (ESL) instruction. In addition, how these topics and themes were explored and compared to an additional 272 articles in other literacy journals is addressed. The authors found that over the last three and a half decades, *JCLL* has published articles that reflect the growing concerns and trends in postsecondary literacy instruction.

In 1972, the first issue of *Forum for Reading* was published primarily as a newsletter of the International Reading Association's Special Interest Group (SIG) for Two-Year Colleges. In that same year, this pamphlet began publishing scholarly articles and papers presented at the annual SIG meeting. Thereafter, the journal began delving into a wide range of topics and presented articles from studies to theoretical pieces. *Forum for Reading* changed its name to *The Journal of College Literacy and Learning (JCLL)* with the 1998-1999 issue. The journal covered topics that ranged from explorations of reading in the classroom, technology use in developmental instruction, professional development concepts, descriptions of developmental programs, articles on study skills and assessment, and even student per-

ceptions of developmental programs. Types of articles ranged from theoretical perspectives through research reports and instructional practices and descriptions. As will be seen, *Forum for Reading/JCLL* occasionally lagged slightly behind the general trends of research and topic exploration when compared to similar journals; however, the journal was occasionally ahead of the field on the presentation of theory and practice. This journal, much like other journals in the field of postsecondary literacy, covered an expanse of topics that were reflective of contemporary instructional practice and theory, as well as important topics to colleges and universities that maintain developmental programs.

Our intent was to explore the articles published in *Forum for Reading/JCLL* in order to determine

what topics and themes were of primary interest to the postsecondary educator as presented by this journal. This article presents a review of all available articles that appeared in *Forum for Reading/JCLL* from the initial issue through 2009. We sought to identify the key themes that appeared in the journal, and then to compare these themes to other related journals within the field of postsecondary literacy. Although a wide variety of topics and themes surfaced in our survey of the combined journals, we focused our attention for this article on the following themes: 1) reading, to include the sub-topics of content-area reading, reading comprehension, and reading strategies; 2) technology use in education; 3) descriptions and implementation of postsecondary developmental programs; 4) multicul-

tural concerns; and, 5) pedagogical concerns within English as a Second Language (ESL) instruction. These themes were selected for various reasons, from our perceived importance in the field of literacy education to the representation of these topics within *JCLL*. While conducting our review, we categorized articles by the following types: literature reviews; meta-analyses (studies analyzing multiple studies); theoretical articles and commentaries; practical articles describing program, classroom, and pedagogical practices; and, studies. In the end, we reviewed 222 articles over the span of *Forum for Reading/JCLL*, and an additional 272 articles in other literacy and post-secondary journals.

The other journals surveyed as a comparison for *Forum for Reading/JCLL* included the *Journal of Adolescent & Adult Literacy* (1995-2009), the *Journal of College Reading and Learning* (1997-2009), the *Journal of Developmental Education* (1996-2009), the *Journal of Literacy Research* (1996-2009), *Reading Research Quarterly* (1965-2009), *Research and Teaching in Developmental Education* (2002-2009), and *Teaching English in the Two-Year College* (1997-2009). These were selected based on their focus on literacy research and/or on postsecondary education (see the Appendix for a complete list of surveyed journals as well as the number of articles in which the themes were addressed). The years spanned by these journals do not necessarily coincide with *Forum for Reading/JCLL*, but they still provided a framework for a comparison of the types of articles being published in the field. In researching the additional journals, we limited our search by using digital library search engines. *Forum for Reading* was typically published two volumes each year, whereas currently *JCLL* is published annually. *Forum for*

Reading/JCLL was not typically digitized in university libraries; thus, this required a review of the physical copies of the journal as available. Not all issues were available, however, leaving a few gaps in our survey. In this article, we will refer to the complete journal as *JCLL*, but maintain the integrity of specific references by using *Forum for Reading* when an article was published under that name. Our survey excluded book reviews and other reviews of educational resources and materials that appeared throughout the life of the journal as we chose to focus on peer-reviewed aspects of the journal.

Review of Articles

Reading

The broad topic of reading was addressed in 84 articles that we reviewed in both the *Forum for Reading* and *JCLL*. Because many different aspects of reading were addressed, we organized them into three sub-topics based on the purpose and intent of each article. The three sub-topics are as follows: (a) content-area reading, (b) reading comprehension, and (c) reading strategies.

Content-area reading. For the purpose of this article we define content-area reading as the reading demands of particular subject areas (Moore, Readence, & Rickelman, 1983). Although content-area reading could be thought of as a broad theme, the articles focused mostly on similar ideas: reading instruction, textbook reading strategies, and textbook structure. Content-area reading received a considerable amount of attention in *JCLL*, although articles on this topic fell off dramatically in the later issues (and interestingly, after the journal's name change). Because all the articles that focused on content-area reading were written between 1974 and 1994, it appears that this topic lost its importance in the field of reading, particularly at the postsecondary level.

Throughout these two decades, nine articles published in *JCLL* emphasized the importance of providing reading instruction for the purpose of content-area courses. Manzo's (1974) article discussed the Group Reading Activity, which demonstrated to students how to read content-specific texts. In addition, Swafford's (1990) meta-analysis examined 14 studies that focused on the inclusion of content-area reading strategies with college students. The skills and strategies discussed included structured overviews, advance organizers, graphic organizers and mapping, and use of text structure. In addition to these strategies, Mealey (1990) and Dillard (1994-1995) investigated pre-teaching of content-area vocabulary and its effect on comprehension and text understanding. Further, Karloff and Morgan (1982) discussed different in-service workshops that focused on the teaching of reading skills in different content areas. Lake (1974) noted that reading instruction must be implemented into other courses, not just those labeled "reading." Similarly, Walker (1983) called for reading programs to be adjusted to emphasize helping students in transferring knowledge to different subject areas. Although these articles had different purposes, they all focused on the need to help students situate reading skills into other content-area courses and emphasized that reading skills and strategies are unique to particular types of texts.

Within the 1974-1994 time span five articles discussed how students' success is often determined by their ability to successfully read college-level textbooks. O'Hear (1987) and Ashton (1989) published articles that dealt with the main ideas located in sociology and English textbooks, emphasizing the importance of students understanding the relationship between textbook structure and

locating authors' main ideas. Reader-generated elaborations were thought to promote text engagement in college students in Spire's (1991-1992) work, "Promoting Text Engagement Through Reader-Generated Elaborations." It is clear that an emphasis on textbook reading strategies was deemed important during these few years. Other studies went beyond the strategies and focused on making the instructor more aware of the need for students to be able to successfully read their textbooks (Barrow, 1980) as well as the development of material for content-related reading (Walter, 1979).

Content-area reading received much less attention in our search of other journals pertaining to postsecondary education. Interestingly, most articles that had a focus on or dealt with some aspect of content-area reading were published between 1993 and 2000, much later than *JCLL*. The disparity in publishing dates suggests that content-area reading was a more prevalent topic throughout the history of *JCLL*. Three studies looked at ways in which students could improve their content-area reading abilities, specifically by examining prior knowledge (Symons & Pressley, 1993), think-alouds (Wade, Buxton, & Kelly, 1999), and factual study questions (Brothen & Wambach, 2000), to determine if there was a connection between the strategy and improvement in content-area reading ability. In addition, Behrman (2000) offered a practical piece that argued for the inclusion of content-specific texts to be used for college placement testing.

Although content-area reading has not been addressed recently in articles focused on the postsecondary level, what is clear is that this area of reading instruction is vital for student success. Strategies and skills need to be taught to ensure that students can

successfully move between different text types. As Barrow (1980) stressed, content-area instructors need to be aware that their students may require additional assistance in reading specific content texts.

Reading comprehension. Reading comprehension has been a focal topic in all areas of education, and therefore we believed it would also be a recurring theme in *JCLL*. This was not necessarily the case. Only seven articles specifically dealt with comprehension strategies and/or the topic of comprehension. Because *JCLL* primarily focuses on reading, writing, and study strategies at the postsecondary level, we find it interesting that comprehension did not have a larger presence over the last three and a half decades despite its close link to these areas.

It is not surprising that a few of the articles that dealt with content-area reading also focused on reading comprehension. Increasing students' abilities to successfully read textbooks should increase reading comprehension. Barrow (1980) specifically dealt with providing additional comprehension strategies for students in science courses, whereas Mealey (1990) pre-taught vocabulary to aid college students' comprehension. These authors sought to highlight the connection between content-area reading and comprehension, asserting that if students are directed to focus on text structure, their comprehension should then increase.

In the 1980s, only two articles were published in *JCLL* that explicitly dealt with comprehension. De Santi's (1983) commentary highlighted the research needs on comprehension instruction and explained how teachers can help students improve comprehension and study skills. Reading rate measurement techniques were examined in Cronan's (1987) research piece to

determine the rate and comprehension of college students. The 1990s did not produce much more information on comprehension. Most of the articles we analyzed included specific reading strategies that perhaps aided in comprehension; however, these will be addressed in the next section. Biggs (2004-2005) perhaps offered the most inclusive discussion on reading comprehension in her meta-analysis of lessons learned with reading comprehension. Throughout her article titled "Reading Comprehension Instruction: Building on What We Have Learned," she discussed how reading comprehension has evolved and provided recommendations for future instruction.

Throughout the comparative journals analyzed, reading comprehension continued to make a spotty appearance. *Reading Research Quarterly (RRQ)* published the most articles that focused on comprehension with postsecondary students. The 16 articles we found were spread out between 1971 and 2004. This showed how comprehension has remained a hot topic throughout the years but the wide range of themes discussed in the articles indicates an inconsistent approach to this topic. For example, of the 16 articles, a number of different aspects of comprehension were addressed: evaluation of measuring comprehension based on multiple-choice text questions (Pyrzack, 1972), text structure (Marshall & Glock, 1978-1979), clause order and explicitness (Irwin, 1980), text lookbacks (Garner & Reis, 1981), prose reading (Carver, 1982; Eamon, 1978-1979), reading rate (Carver, 1985), oral reading (Bristow & Leslie, 1988), listening and reading (Sinatra, 1990), and attitude toward literacy (Bray, Pascarella, & Pierson, 2004). The few articles published in other journals resulted in similar findings.

The diverse meanings associated

with the term "comprehension" could play a part in the inconsistencies we found throughout these journals. However, our next section discusses the reading strategies and best practices that received considerable attention in *JCLL* and the different journals. Aspects of comprehension are likely to be tied to many of these strategies and, therefore, it would have had a larger presence in *JCLL* and other journals had we counted them in both categories.

Reading strategies. Of the 84 articles that addressed some form of reading instruction, 73 had a focus other than content-area reading and/or comprehension (some articles overlapped and were counted in multiple categories). For the purpose of this article, we wanted to discover what educators thought of as the best practices in reading strategy instruction and if certain strategies were only discussed during certain years or through a particular time span. What we found, however, was that the articles published in *JCLL* offered a large number of strategies but were spread out over many topics and many years. In other words, from our work, what could have been considered a "best practice" at any given time was difficult to establish.

Vocabulary instruction was mentioned in three of the content-area articles discussed above. Again, these articles focused on vocabulary found in science courses (Barrow, 1980), and recreational vocabulary (Dillard, 1994-1995), and highlighted the relationship between vocabulary pre-teaching and comprehension (Mealey, 1990). Given the large time span between these studies one could question why vocabulary instruction was not more pronounced within *JCLL*. A fourth study focused on the differences in reading skills and vocabulary of students who were identified through their score on the Work Preference Schedule as

"individualistic" and "conformists" (Drummond, Pinette, & Smith, 1972), although this did not provide useful information on the use of vocabulary instruction as a reading strategy.

Readability was specifically mentioned in two articles, but the authors took different approaches on this particular strategy. Klosek (1974) looked at readability formulas and took the position of abandoning their use but also proposed that when related to reading they are the key to teaching reading and comprehension. Ramsey, O'Hear, and Baden (1993-1994) focused more on the features of a text and how they promote readability in the eyes of a student. Their focus on student perception of reading was also highlighted in a number of other studies in *JCLL* (Ashmore, 1987; De Santi, 1983; Drummond, McIntire, & Smith, 1975; Flippo, 1982; Laine, 1997-1998; Orlando, Caverly, Swetnam, & Flippo, 1989; Paulson, 2002-2003; Valeri-Gold & Commander, 2003-2004).

Metacognition was discussed in three studies between 1984 and 1999. Reinhart and Platt (1984) reviewed metacognitive studies of older readers that provided information on necessary strategy instruction. Metacognitive instruction was shown to have effects on comprehension in Grubaugh and Speaker's practical article, "Metacognitive Self-assessment for College Reading and Writing," from 1991-1992. Soldner (1998-1999) focused on the relationship between the use of learning logs and metacognition. These articles showcase the wide range in how this particular type of reading instruction was viewed and disseminated to others. The variety and range of discussion in the articles did not clearly provide a consistent definition of metacognition or highlight specific metacognitive reading strategies.

Other reading strategies that received some recognition in articles published in *JCLL* focused on the use of critical analysis (Kowal, 1982), cloze procedure (Burley, 1983), SQ3R (Pauk, 1986), reading rate (Cronan, 1987; Dwyer & West, 1989), annotating (Strode, 1991-1992), reader response (Chamblee, 1993-1994; Paulson, 2002-2003), previewing (O'Dell & Craig, 2000-2001), and main ideas (Aikman & O'Hear, 1994-1995). Similar reading strategies were discussed in other journals during similar time periods. For example, the cloze procedure was discussed in *RRQ* in 1982 (Shanahan, Kamil, & Tobin), and reader response was mentioned by Sadoski and Quast (1990). Determining main ideas as a reading strategy was the focus of three articles: two in the early 1990s (Afflerbach, 1990; Pressley, Ghatala, Woloshyn, & Pirie, 1990) and one in 2009 (Wang). One interesting discovery is that many of the reading strategies discussed in *JCLL* came after similar themed articles that appeared in other literacy-related journals.

Critical thinking was discussed at various times in *The Journal of Developmental Education* and the *Journal of College Reading and Learning* between 1997 and 2009. As there was a limited number of articles on critical thinking in *JCLL*, one could conclude that the differences in articles and topics are based on the intended audience and readers rather than how the particular strategy is being presented in the greater field of literacy education. Similarly, Retrospective Miscue Analysis (RMA) made an appearance in both the *Journal of College Reading and Learning* (Paulson, 2001) and the *Journal of Developmental Education* (Paulson & Mason-Egan, 2007) but was absent from *JCLL*. Again, it is difficult to get a good sense of the best practices of reading at any given

time given the wide variety of reading strategies, the differences in the terminology, and the purposes of the reviewed journals.

Technology

JCLL began addressing the use of technology resources in some of its early issues. What is worth noting is that the earliest article regarding technology that appeared was in 1972 (Wares, 1972), an interesting detail when considering that the personal computer did not appear on the market until several years later. Wares' article dealt with how computers were being used in the field of reading, no doubt with significant differences than would be found following the advent of a readily available PC. Following Wares' piece, technology-related articles did not resurface in the journal until 1988, with four articles represented between 1988 and 1995. Subsequently, technology-related articles did not reappear again until 2003-2004, well into the digital age.

Six additional articles presented in *JCLL* discussed technology within education and covered a dispersed range of topics. One of these topics focused on computerized testing, and more specifically how students felt about computerized testing rather than the effectiveness of this testing method (Henney, 1988). Other topics included the use of computerized reading instruction in the classroom (Feeley & Wepner, 1988), the use of computers for study skills development (Scales, 1993-1994; 2006-2007), a general survey of what level of technology support students felt they had available to them (Scales, 1994-1995), and online reading strategies used by students (Poole, 2008-2009). There was no central focus for the articles that did appear, and although four articles reported on studies conducted, only one of these was presented in the journal as an empirical study (Poole)

though another was a meta-analysis of surveys regarding student perceptions of computerized testing in 1988 (Henney).

During the same span of time (1970s through present day), other journals published a wide range of articles concerning technology use in literacy education. Like *JCLL*, the first article appeared in the early 1970s, with an article published in *Reading Research Quarterly* discussing how computers could be used to tailor instruction focusing on specific guidance for individual student needs and pacing (Carver, 1971). However, following this first article, a span of nearly two decades passed before technology-related articles began to appear in any significant number, a longer period of time than with *JCLL*. Although four articles appeared in other related journals between 1989 and 1991, three decades would pass before the technology articles consistently appeared. As with *JCLL*, a number of these articles focused on using computers and technology in reading instruction. Most articles were practical suggestions on using the internet in the reading classroom. Again, as with *JCLL*, few articles were reports on research, although one was a meta-analysis of computer-based instruction (Kuehner, 1999b), and another focused on research comparing computer-based instruction to text-based instruction (Kuehner, 1999a).

As with *JCLL*, a number of articles appeared in other literacy journals that approached computers as a learning tool in the classroom, most of which are practical applications or commentaries, focused on how computers and technology can be used in a supportive role in the classroom. The topics ranged from using CD-ROMs and software in lesson delivery (Hilgendorf, 1998; MacDonald & Caverly, 1998) to more specific uses of computers such

as in information retrieval from wikis (Caverly & Ward, 2008) and other hypertext venues (Le Bigot & Rouet, 2007; McEneaney, Ledong, Allen, & Guzniczak, 2009). Some authors focused attention away from the concern of whether computers *should* be used, but rather *how* they should be used in the classroom (Simms & Knowlton, 2008; Yaworski, 2000). This falls in line with Coiro's (2003) concern that teachers must adopt new approaches and strategies in instruction to incorporate new technologies as they become available.

There were few articles in other journals that addressed using technology as a study skill tool, although two articles discussed developing general student computer literacy in college (Jones, 2003; Young, 1998). And where Henney's (1988) article in *JCLL* discussed how students felt about computerized testing rather than the effectiveness of this method, other journals discussed actual assessment aspects using computers, from determining student reading level (Laverpool, 2008; Napoli & Raymond, 1998; Taraban & Rynearson, 1998) to assessing the strength of student writing (Drechsel, 1999).

Overall, there were few research articles in all of the journals surveyed, totaling only 14. Instead, a large number of the articles were commentaries and practical application pieces. When considering the average number of articles published over the span of years reviewed, *JCLL* was above average in giving attention to the implications of technology in the educational setting than most publications surveyed.

Programs

A significant number of articles (52) in *JCLL* described various developmental programs or their implementation. Within this topic, articles primarily examined how various developmental programs

were implemented in particular colleges, attention that should be given to developmental programs, or the description of programs that were being tested or used in schools to include successes as well as issues to consider or address. These articles comprised nearly one-quarter of all articles that appeared in *JCLL*. Most articles appeared in the two decades of the 1970s and 1980s (a total of 48), although this topic continued to appear sporadically through the early 2000s.

A general survey of these articles reveals that the most represented sub-topic was program development. This sub-topic included 22 articles that discussed concepts such as advice on how to initiate a developmental program to considerations in course design, curricula construction, and instructor training. Other developmental topics included funding issues and student support programs to enhance their chances at academic success. Twelve articles described developmental programs that were in place at various colleges across the United States. Other represented topics included two articles dealing with assessing program effectiveness (Casazza, 1995-1996; Fuhr & Curran, 1977), which is important when considering budget cuts and justifications for program usefulness and success. One article addressed transfer credit for developmental courses (Kalterbach, 1972), thereby providing legitimacy to such courses as well as providing motivation for students to succeed, particularly, as Kalterbach notes, since the lack of credit for courses taken is often a reason for low student motivation and success in these courses. Another article examined the various factors that relate to high attrition rates of developmental students in academia (Yard & Gaughan, 1974). Two additional articles covered instructional methods and instructor training

in developmental programs (Beasley, 1985; Shenkman, 1977).

Three of the represented articles were literature reviews: one of program aspects across the United States (Manzo, 1974), one reviewing research attempting to establish a "best method" of instruction (Simpson, 1983), and the final one reviewing the history of college reading programs, 1920s to 1990 (Kingston, 1990). Three articles presented empirical studies: one conducted to help instructors address the needs of students (Covington & Mountain, 1978), one on preparation levels for reading specialists (Eanet, 1983), and the final study focusing on program needs for reading instruction of graduate students (Collins & Onwuegbuzie, 2002-2003). Two more articles published in 1975 were reports on studies conducted, both questionnaires on establishing profiles for successful developmental programs (Curran; Judd). Twenty-one articles were simply descriptions of programs in place or essays on issues facing developmental programs.

In the other literacy journals we surveyed, 21 articles were identified that dealt with the topic of program development. The topics that are discussed in the comparative journals regarding program development and descriptions are as wide-ranging as those that appeared in *JCLL*. Some articles presented a program's development and evolution over time (Johnson, 1997; Maloney, 2003), whereas others focused on specific aspects of a program, such as aiding the reading disabled (Schiff, 2004). Five articles focused specifically on student-retention aspects of their programs (Congos & Schoeps, 1997; Keels, 2005; Maggio, White, Molstad, & Kher, 2005; Simmons, 1994; Trenholm, 2006).

Although an initial comparison of the number of articles regarding program descriptions in *JCLL* as

compared to the other supplemental journals might suggest that *JCLL* has a greater focus on this theme than do other journals in our survey, our results may be imbalanced. An important note here is that the survey of additional journals for articles on this topic was far from exhaustive. This topic is often described in many articles, and without a review of all articles in those journals as was done with *JCLL*, we were limited to those publications that were attainable through keyword searches. Therefore, we surmise that the actual number of program descriptions available in our supplemental journals may exceed our findings. However, due to the large number of program-related articles in *JCLL*, our initial assessment is that this topic remains far more of a concern to *JCLL* than the other journals we surveyed.

Multicultural Education

In the words of Young (1991-1992), multicultural education is "a hot topic in education today" (p. 15). For our purposes, "multicultural" education and ESL will be separated. We acknowledge that there is a definite cross-over between the topics, but there seems to be enough distinction between these two fields to warrant individual attention. Multicultural education reflects a more global perspective of culture for use in curricula that seek to integrate multiethnic and global perspectives (Young). ESL will be confined to specific aspects of curricula for instruction of English language learners.

Despite Young (1991-1992) regarding multicultural education as a "hot topic," there is a general lack of articles on the topic in *JCLL* or other related literacy journals. Only one article regarding multicultural education appeared in *JCLL* across the entire span of the journal. This single article by Young notes the

importance of multicultural education, and yet the importance of this topic is not reflected in *JCLL* in terms of the number of articles appearing in the journal. Worth noting, however, is a second article in *JCLL* focused on ESL students titled "Predicting Learning Strategies from Learning Styles of ESL Students: An Exploratory Study," that delves into cultural aspects of learning and background (Sheorey & Choi, 2002-2003). Within this article, the authors contend that instructors must have an understanding of student cultural factors that contribute to learning, specifically in strategies that could be used in conjunction with student learning styles.

As noted, multicultural education fared little better across the other journals surveyed, with only eight articles identified in the additional sources. Also of interest is that all these additional articles were contributed by only two other surveyed journals, *Teaching English in the Two-Year College* and *Journal of Developmental Education*. The multicultural education topics that did appear in these other journals ranged from the study of specific issues such as gender (Petit, 2003) and Native Americans (Thurston, 1998) through approaches to education by incorporating diversity issues in the classroom (Bruch, Jehangir, Jacobs, & Ghare, 2004; Fallon, 2006). The use of multicultural media is the focus of two articles that contend multimedia can be used to help students theorize differences and perspectives in society, with one article focusing on literature (Grobman, 2004) while the other reviews the use of Black film (Pruitt, 2007). However, as with Young (1991-1992), the articles identified from other literacy journals also stressed the need for developing a culturally diverse perspective among all students. The direct focus on multicultural education is gener-

ally considered an important topic in developmental education, so more representation within these journals was expected.

English as a Second Language

English as a Second Language (ESL) instruction has become a critical aspect of instruction at the college level due to the growing population of non-native English-speaking students who are appearing in college developmental classes (Goldschmidt & Ousey, 2006). These students are "often unable to compete at the college level in reading, writing, and mathematics" (p. 16); because of this, one might expect ESL to be a critical focus of instruction and research. Yet, *JCLL* only published two articles relating to ESL instruction, and both were studies in the 2002-2003 issue. The first article concerns cultural aspects of instruction, and how these affect learning and learning styles (Sheorey & Choi, 2002-2003). The other researched relationships between strategy use and success amongst ESL students (Tercanlioglu, 2002-2003).

Comparatively, other literacy journals produced a number of articles concerning ESL education, from the use of film in instruction (Kasper, 1999, 2000; Pally, 1998) through technology implications for the ESL classroom (Kasper, 2002). Two articles explored the ESL student experience in the transition to college (Goldschmidt, Miller, & Ziemba, 2003; Goldschmidt & Ousey, 2006), touching on Sheorey's and Choi's (2002-2003) concerns regarding cultural aspects of learning. Other articles, like the Tercanlioglu (2002-2003) article on strategy use, concerned interdisciplinary approaches to ESL instruction, particularly in immersing ESL students in multiple disciplines and literature with the goal to improve both language skills and student

understanding of American culture to ensure success (Burkhalter & Pisciotta, 1999; Kasper, 2000; Kasper & Weiss, 2005).

The coverage of ESL in all surveyed literacy journals suggests this topic is of great concern to the wider community of educational instructors. And even though *JCLL* only published two articles on aspects of ESL instruction, the articles published seemed to be in line with the emphases of the greater literacy community. The wide range of topics presented on ESL education in all these journals denotes a variety of interests and research foci within English language instruction, from student preparation to program and curricular construction, indicating the topic is being studied and theorized from a variety of perspectives.

Limitations

This survey of *JCLL* and supplemental journals has a number of limitations. First, we limited our scope of surveying additional journals to electronic searches within each individual journal. Second, these searches were completed based on the key themes/topics discussed above. Although we used search terms that we deemed most appropriate for identifying related articles, we may have overlooked articles that discussed similar themes and topics but that did not match our search criteria. Therefore, time constraints as well as more practical matters limited the overall findings of this review and whether all articles of the topics presented in the other journals were actually identified. Last, we were limited to reviewing physical copies of *JCLL*, of which we were missing the following years: 1978—7(2) and 8(1), 1979—9(2) and 10(1), 1980—11(2), 1986—18(1), 1988—19(2). We believe, however, that our findings and conclusions were useful even though all articles were not surveyed.

Conclusions

After our survey of the available articles in *JCLL* and the additional journals, we concluded that reading, technology, programs, multiculturalism, and ESL were all themes that consistently received attention both within *JCLL* and the other journals reviewed. Content-area reading was a concern for many in the field of education, as seen from the attention given the topic in the numbers of articles and the wide span of years in which they occurred. Reading comprehension, however, was given little attention despite the growing and continuous concern among educators.

Further, we note that technology instruction has not had a significant role in *JCLL* despite the overwhelming presence in the supplemental journals. Educators are continually meeting students who are native users and fluent in digital technology; therefore, the inclusion of technology needs to be addressed in all educational journals with students of all ages.

Program descriptions, as noted above, received an inordinate level of attention in *JCLL*, which was unmatched elsewhere in other journals; again, this could be due to the article location and search procedures used.

The inclusion of articles in the supplemental journals dealing with multiculturalism highlights the importance of including cultural aspects of learning and of students' backgrounds in the classroom. Although this was identified as a "hot topic" (Young, 1991-1992) in *JCLL* in 1991, the topic continued to receive sparse attention in the journal. Does this suggest a need for more articles that pertain to multicultural studies? Our survey of the *JCLL* and supplemental journals resulted in limited coverage of ESL instruction, suggesting that the audiences for these journals were not ESL instructors or researchers.

Within this context, we argue that *JCLL* publishes articles that reflect the growing concern and trends of education, with a frequent focus on the description and implementation of developmental programs at the postsecondary level as well as reading instruction in the developmental classroom. However, due to the limited number of articles published each year, we might surmise that other hot topics that appear in related professional journals may often simply be overshadowed in favor of the primary foci of the journal. In any case, *JCLL* provides a wide range of articles within postsecondary literacy and pedagogy, and although perhaps not consistently in line with other journals in the field, this provides for a strong base of scholarship and contribution to the field of postsecondary literacy, particularly in the topics of reading and providing details on postsecondary programs.

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APPENDIX

Number of articles by themes in surveyed journals

Topic	Reading			Technology	Developmental Programs	Multicultural	ESL	
	Content Area	Reading Comprehension	Reading Strategies					
Journal and Years	Forum for Reading/JCLL (1972-2009)	16	7	26	7	52	1	2
	Journal of Adolescent & Adult Literacy (1995-2009)	3	11	2	5	0	0	6
	Journal of College Reading and Learning (1997-2009)	1	1	8	5	1	0	7
	Journal of Developmental Education (1996-2009)	3	5	16	13	10	3	4
	Journal of Literacy Research (1996-2009)	1	7	0	4	0	1	1
	Reading Research Quarterly (1965-2009)	2	16	8	2	1	0	0
	Research and Teaching in Developmental Education (2002-2009)	0	1	0	5	0	0	2
	Teaching English in the Two-Year College (1997-2009)	2	2	2	20	0	5	22
Total	28	50	62	61	64	10	44	