

# Curriculum Amendment in a University English Language Program: An Action Research Study

大学における英語教育カリキュラム改革：  
アクションリサーチに基づいて

Yuka YAMAMOTO, Yukie SAITO, Katsuya YOKOMOTO

## Key words

curriculum development, reading and writing, EAP (English for Academic Purposes)

**Abstract:** Curriculum development is a never-ending process to meet and modify the practical as well as theoretical needs of learners, instructors, institutions, and society. Continuous curriculum modifications are made with the changing needs and role of English language education at different levels. This paper reports on an action research study of a four-year private university in Japan that underwent major English curriculum amendment in 2016. Further improvement into the curriculum was made through repeated and systematic cycles of problem identification, active planning, implementation, evaluation, and reflection. Due to the strong need of a curriculum to incorporate an integrated reading and writing course, careful planning was made, and a small-scale pilot study was conducted followed by teachers' evaluation. After a careful reflection of the program, the curriculum was redesigned. The study showed the importance of action research in amending a curriculum to actively seek, address, and solve the concerns of classrooms, institutions, and communities.

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## 1. Introduction

Curriculum development, which involves a variety of systematic planning and implementation processes, is crucial for successful language learning. The ideology of the curriculum is based on the understanding of the short-term and long-term needs of learners, teachers, institutions, as well as society (Richards, 2001). In response to the

changing needs of stakeholders, language programs should be constantly monitored, evaluated, and renewed to increase the quality of language learning. This paper reports on the amendment of mandatory English curriculum for first-year students at a university in Japan within the model of action research.

Action research is defined as “a form of self-reflective problem solving which enables practitioners to better understand and solve pressing problems in social settings” (McKernan, 1987, p. 6). The origin of action research arguably dates back to Kurt Lewin’s (1946) work on the group dynamics. Since then, it has been used in many areas including industrial and community work (Riding, Fowell, & Levy, 1995). Action research models started to be widely adapted to educational settings in the 1970s in alignment with the emergence of teacher-as-researcher movement in Europe, Australia, and USA (McKernan, 1987). In this movement, teachers were considered to be most suitable to identify and solve problems and were encouraged to bridge the gap between theories and classroom practices by conducting action research. Action research has been also employed as a framework for curriculum development, as in the recent study published by Oksitycz and Azionya (2017) in a South African context.

To date, a variety of action research models have been developed (e.g., Altrichter, Kemmis, McTaggart, & Zuber-Skerritt, 2002; Costello, 2003), yet one common characteristic of them is the iterative nature. Action research process consists of a series of cycles, and each cycle is composed of a number of steps including planning, acting, observing, and reflecting. Following previous studies (Oksitycz & Azionya, 2017; Riding et al., 1995), we discuss the development of a new curriculum undertaken in tertiary education in Japan, in terms of the following phases: problem identification, active planning, implementation, evaluation, and reflection.

## 2. Problem Identification

From 2012 to 2015, the emphasis of English mandatory courses for first-year students was placed on productive skills including presentation, writing, and discussion classes (Figure 1). However, even after taking the English classes for one year, there was a strong voice from the faculty members that students were lacking in reading as well as writing skills to be capable of dealing with academic studies in their disciplinary area.

In fact, there was no particular class assigned to focus on developing academic reading skills such as skimming and scanning. In the discussion class, for example, students were assigned a reading text for homework related to the discussion topic. This was intended to help students prepare for discussion by providing background information and ideas about each topic but not for improving reading skills. All the passages were controlled for vocabulary. About 90% of the reading text (excluding proper nouns) came from the most frequent 2,000 words and 95% from the most frequent 3,000 words.

As for writing, one semester was not enough for students to master academic writing skills. Moreover, as Grabe and Zhang (2013) pointed out, it is crucial for learners to be

able to integrate both the reading and writing skills for academic success. For instance, in order to write an academic research paper in their own field, students need to be able to cope with a vast amount of reading texts within a limited amount of time. Both fluency and accuracy are needed to comprehend the text. Even though the focus of each skill may be different, it was unnatural to teach writing totally separately from reading.

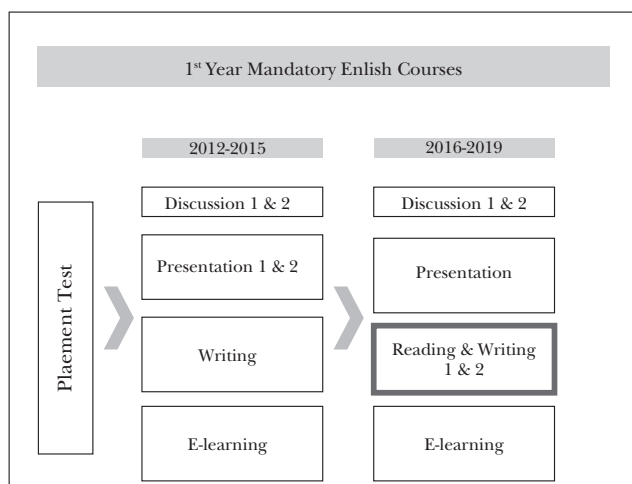


Figure 1. 1st year mandatory English courses

### 3. Active Planning

Based on the strong needs from the faculty members, a committee was formed to plan and design the new one-year mandatory English reading and writing course to start from 2016. The unified syllabus for the reading and writing course was created including 1) the course goal and objectives (Tables 1 and 2), 2) required assignments, 3) evaluation, and 4) assigned textbooks. The instructors all adhered to the unified course syllabus, but within this general framework, they were free to conduct classes as they wished based on students' levels, needs, and interests.

The purpose of the course was to provide students with writing and reading skills essential for success in academic contexts. Strategies were taught to improve reading and writing skills to promote fluency and accuracy. During class hours and outside of class, students were expected to complete a variety of activities to improve performance including extensive and intensive reading, and writing compositions.

To develop students' reading speed and fluency, extensive as well as intensive reading was introduced in class. While intensive reading was employed during the class hours to develop students' general reading skills, and to build their reading speed, extensive reading was mostly done outside of class.

According to the definition given by the Longman Dictionary of Language Teaching

and Applied Linguistics, the main purpose of doing extensive reading (also called pleasure reading) is “to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richards, Platt, & Platt, 1992, p. 133). Thus, students were recommended to read Graded Readers, books written for language learners by simplifying the vocabulary and grammar so the learner can easily understand the story. They are divided into different levels, graded by headwords, grammatical structure (e.g., simple present to clauses of concession and condition), syntax, and plot (e.g., simple sequential to flashbacks).

Table 1. Unified goals

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By the end of the term, ALL students should...

- a) have mastered the academic reading skills such as skimming, scanning, identifying patterns of organization, and summarizing through intensive and extensive reading.
- b) have mastered the academic writing skills through essays, reports, and research papers.
- c) have practiced writing a paragraph with grammatical accuracy and fluency.
- d) have learned the mechanics of typing and formatting a composition as outlined in the style guide.
- e) have developed their receptive as well as productive vocabulary knowledge essential for reading and writing academic texts.

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Table 2. Specific learning goals

Spring Semester		Fall Semester	
Reading	Writing	Reading	Writing
Improve reading rate and comprehension skills.	Write a paragraph with grammatical accuracy and fluency.	Master strategic reading skills.	Write multiple-draft essays with thesis and logical arguments.
Develop strategic reading skills, such as skimming, scanning, and recognizing topics.	Write summaries and short responses of reading texts.	Develop critical reading skills to analyze, synthesize and evaluate articles.	Write short responses on the topic discussed in class.
Develop reading fluency and vocabulary knowledge through reading graded readers.			Write a research paper using correct documentation.

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#### 4. 2015 Pilot Study

After a careful planning of the curriculum design, a pilot study for 2016 was conducted in 2015 within a one-semester writing course to test our curriculum and improve upon it prior to a full-scale operation. At the end of the pilot study, a survey was distributed to

the teachers to get overall responses mainly regarding the curriculum and supplementary textbooks.

#### **4.1 Implementation of Pilot Study**

The main purpose of the pilot study was to evaluate especially the feasibility of implementing reading skills and extensive reading program using Graded Readers into our unified curriculum. Due to the nature of the pilot study program, required assignments had to be designed within the framework of a writing class. In order to cope with the possible hardship to integrate a reading lesson into the existing writing course, a book of supplementary materials, *Reading the Future* (Yamamoto, Shrosbree, & Satake, 2015) was made available for those instructors who participated in the pilot study. As a number of researchers, including Richards (2010) and Nation and Macalister (2009) have pointed out, materials play a crucial role in teaching, learning, and curriculum design. For this reason, these supplementary materials were developed in addition to required textbooks to help the students to learn reading strategies, including grasping the main idea, scanning, skimming, and summarizing. Also, in order to provide opportunities for practice, which is necessary for learning (Ahmadian, 2011; de Jong & Perfetti, 2011), an exercise section for each skill was included in each unit to help the students practice the relevant skill. *Reading the Future* was used in addition to the exiting supplementary material, the style guide (Kiernan, 2010), which was developed to help the students to learn academic writing conventions, including formatting, paraphrasing, and referencing.

By the end of the term, students were required to compose at least three typed compositions to be formally handed in and checked by the instructor. At least one of their compositions had to be a book report of a Graded Reader they read. As several studies showed, summarizing performance is influenced by reading texts difficulty including their reading comprehension skills and their vocabulary knowledge (e.g., Baba, 2009; Yu, 2008). This was done as a take-home assignment or in-class examination depending on the class level. In addition to the three compositions, as a final task, students were required to write one composition at the end of the term.

#### **4.2 Evaluation and Reflection of Pilot Study**

At the end of the fall semester in 2015, a survey was conducted to elicit teachers' ( $N=22$ ) reactions to the newly added component of the curriculum—intensive and extensive reading. Overall, the instructors were in favor of the new curriculum, reporting that the combination of reading and writing skills to be a major strength. Greater emphasis on reading appeared to add substance and provide topics for writing assignments. Some teachers commented that students also perceived the benefits of learning academic reading skills, which were not always taught explicitly in their previous English education.

The biggest concern for the teachers was to cover both reading and writing skills in the limited time of the class. This was largely due to the nature of the pilot study where reading components were squeezed into a one-semester writing course. For those who were

used to teaching productive skills, teaching reading itself was a challenge. Many research studies have shown that reading involves a number of processing subskills (i.e., decoding and word recognition) and knowledge (i.e., morphology, syntax, discourse, and strategic knowledge) (Grabe, 2011). Information processing during reading takes place inside the brain, which makes it difficult for teachers to observe the learning process. In addition, the instructors expressed concern that less motivated students tended to be lazier in a reading class than in performance-based classes such as writing and presentation. In response to these voices, the committee decided to have a faculty development workshop to provide the instructors with an opportunity to exchange pedagogical ideas to teach reading skills effectively.

Regarding extensive reading, most of the instructors viewed it favorably because it was fun, motivating, and useful in promoting reading fluency. Students enjoyed sharing their books in small groups or making presentations to the whole class. However, some problems were identified in the survey. A logistic issue was the biggest one. Students were encouraged to borrow Graded Readers from the library or get access to e-books through intra-network. However, it was reported that there were not enough hard copies with different titles, and thus, students ended up reading the same title of books. Moreover, some students had a difficulty in downloading e-books, which called for user-friendly manuals. In preparation for the full-scale implementation of the curriculum, more hard copies with different levels from different publishers were stored in the library, and manuals explaining how to access and download e-books were developed so that they would be distributed to all first-year students at the beginning of the next academic year. The committee informed librarians and media staff members of the introduction of an extensive reading program to build technical support for students as well as teachers.

With respect to supplementary textbooks, the survey revealed that a majority of the participants did not use them often because they did not find them helpful to improve the students' reading and writing skills. As for *Reading the Future* (Yamamoto, Shrosbree, & Satake, 2015), 45 percent of the participants used 20 percent or less of the books, and 20 percent of the participants did not use it at all. More importantly, only 26.3 percent of the participants agreed that this book was helpful to improve the students' reading skills. Regarding the style guide, 47.6 percent used only 20 percent or less the book, and 9.5 percent of the participants used none of the units in this book. The main reason for this low frequency in using these supplementary textbooks was considered to be the matter of time as the reading component was crammed into the one-semester-long writing course. The survey did not find many suggestions in relation to the improvement of *Reading the Future*; therefore, the committee discussed what improvement should be made. However, several instructors made suggestions for the inclusion of exercise and further editing of some pages of the style guide: "Include exercises on [the style guide] especially on paraphrasing," and "[the] style guide should be edited. There are a couple of bad examples."

## 5. 2016 Curriculum

Based upon the evaluation and reflection of the results of the pilot program, further revision was made to the curriculum. In 2016 curriculum, the emphasis was placed on reading skills in the spring semester and writing skills in the fall semester. Even though the focus of each semester was different, both skills were introduced during each semester. For instance, the students were assigned extensive reading tasks throughout the whole year. As many research studies showed, extensive reading was considered as an important aspect of improving reading comprehension, writing styles, vocabulary, spelling, and grammar (e.g., Krashen, 2004; Yamamoto, 2011; Waring & Nation, 2004).

The required assignments (see Table 3) for the spring semester included reading Graded Readers, and students were asked to demonstrate that they have read the book by writing a short book report or summary, participating in class discussions of their reading, and/or giving a short presentation on the book they have read. In addition to extensive reading assignments, intensive reading tasks, conducted either in-class or outside the class, were included to enhance the students' reading subskills, for example, predicting from the title and subheads, understanding the gist, scanning, and skimming. At the end of the semester, students were required to write one summary on the reading topic covered in class as a final take-home assignment or in-class exam.

For the fall semester, advanced level students were required to write two compositions (multiple-draft essays with thesis and logical arguments) as midterm and final assignments. While basic level students were required to write compositions which consisted of a summary and reaction towards the reading topic covered in class in the middle and at the end of the term, intermediate level students were required to write one summary and reaction paper as a midterm, and one multiple-draft essay with thesis and logical arguments as a final assignment.

Table 3. Required assignments

Spring Semester	Fall Semester
<p><u>Basic/Intermediate/Advanced:</u></p> <p>1) Graded Readers: In class, students are asked to demonstrate that they have read the book by writing a short book report or summary, participating in class discussions of their reading, and/or giving a short presentation on the book they have read.</p> <p>2) Final Summary Assignment: Students are required to write one summary on the reading topic covered in class at the end of the term as a final take-home assignment or in-class exam.</p>	<p><u>Basic:</u> Compositions which consisted of a summary and reaction towards the reading topic covered in class in the middle and at the end of the term.</p> <p><u>Intermediate:</u> One composition which includes summary and reaction towards the reading topic covered in class as a midterm, and one composition which is a multiple-draft essay with thesis and logical arguments as a final assignment.</p> <p><u>Advanced:</u> Two compositions (multiple-draft essays with thesis and logical arguments) as midterm and final assignments.</p>

### 5.1 2016 Full-Scale Implementation of Revised Curriculum

Prior to the launch of the new curriculum, the committee members convened and discussed how the new curriculum could be successfully implemented. In the regular meetings, they decided to offer a university-wide faculty development to help the teachers to learn about the new curriculum and equip with both theoretical and practical knowledge related to the curriculum reform.

In the faculty development held in December 2015, the new curriculum, rationale for the curriculum reform, and new curriculum goals were introduced explicitly. In the other faculty development held in April 2016, in addition to a brief explanation about the new curriculum, a workshop session was conducted to provide the instructors with an opportunity to exchange pedagogical ideas about teaching reading skills, teaching reading through extensive reading, and integrating reading and writing. The participants' active engagement at the workshop facilitated the understanding of the practical issues in teaching intensive and extensive readings and the preparation process of the full implementation of the new curriculum.

Another important issue in implementing the new curriculum was a revision of supplementary materials to accommodate the need of the instructors and students. As noted earlier, the first edition of *Reading the Future* was used in the pilot study. The results of the semester-end survey showed that 65 percent of the teachers used only 20 percent or less of *Reading the Future*. In order to encourage teachers to use it more often, major revisions, including adding more exercises to help students to practice reading skills and changing sample passages, were made, and the second edition (hereinafter referred to as *Reading the Future 2*) was published for use in the full-scale implementation of the new curriculum (Durand, Hadingham, et al., 2016). Also in the survey, a few teachers suggested that the style guide be revised. In response to these suggestions, sections to introduce students to basic academic paragraph and essay structures were added. Another revision made to the style guide was to add exercises. Although Ahmadian (2011) and de Jong & Perfetti (2011) encouraged materials developers to include sufficient exercises for learners to practice, exercise sections were not included in the style guide. In fact, several instructors requested that exercises be added to help the students learn the skills. Therefore, exercises designed to help the students practice library search, citation, paraphrasing as well as formatting were added to the previous version, and finally *Becoming a Better Writer* (Durand, Kato, et al., 2016), a revised version of the style guide, was published.

Finally, in order to provide additional support for the instructors to adjust to the curriculum reform, sample syllabi and syllabus templates for all levels were provided. All the sample syllabi and templates were uploaded onto the online network where all instructors at this university could access. These sample syllabi and templates were developed to reduce the instructors' burden recurred due to the curriculum amendment as well as ensure the unified nature of the university-wide course goals and objectives, attendance policy, and the number of major assignments.



## 5.2 Evaluation and Reflection of Full Implementation in 2016

At the end of both spring and fall semesters in 2016, a survey was conducted to elicit instructors' feedback and suggestions for further improvement of the revised curriculum and the supplementary materials. The survey was conducted online, and the 63 and 48 instructors responded to the questionnaire in the spring and fall semesters respectively.

The results of the survey conducted at the end of the spring semester showed that the goals of the new curriculum were quite clearly stated. Of 63 respondents, 23.8 and 60.3 percent strongly agreed and agreed respectively that the curriculum goals of the course were clear. Several instructors provided positive feedback on the curriculum goals. For instance, one instructor commented that “[the new curriculum goals] were very worthwhile goals that benefited the students,” and another stated that “The reading skills taught are appropriate for our students and should benefit them when they study writing next semester. The mix of intensive and extensive reading elements added variety and interest to the course.”

Regarding the extensive reading component, which is the major change to the curriculum, a majority of the instructors successfully met the curriculum requirement. For instance, 90.5 percent of the instructors achieved the required assignments on Graded Readers, and many students seemed to learn to read for pleasure through the extensive reading assignments. A few instructors noted positive feedback on the extensive reading component. For example, one responded that “[the extensive reading] is a nice supplementary reading assignment which gives students a chance for reading for pleasure.” Another instructor shared an idea of conducting an extended reading activity in class to have a positive influence on class atmosphere: “Having 10 minutes of silent reading occasionally was useful—it made me feel confident that the students were actually reading the books.” There was also a positive response related to the cultural benefit of implementing extensive reading. “I thought this was very beneficial culturally. Most students chose books that would be well-known to English speakers around the world. Often, they had not realized that they had read a classic.” Many of the questionnaire responses from instructors showed positive reactions towards reading for pleasure and benefit of extensive reading.

The supplementary material, *Reading the Future 2*, was also used by more instructors more often compared with the previous year when the pilot study was conducted: 65.1 percent of the instructors responded that they used 5 or more units this semester. More importantly, 85.7 percent of the respondents found it useful. Several instructors responded positively in the questionnaire. For example, “*Reading the Future [2]* worked very well in conjunction with the selected text,” and “it is very useful because students can learn various reading skills with simple exercises.” Additionally, an instructor was, in fact, glad that the supplementary materials were provided as a book: “[...] it is also good that students have this as a book because the content would usually come in the form of handouts. [The form of book] is much easier to use, and students understood they were going to use it every lesson.”

Although many of the instructors provided positive responses to the new curriculum for the spring semester and *Reading the Future 2*, several instructors provided constructive feedback and suggestions for the further improvement of the revised curriculum and the supplementary textbook.

Some of the representative suggestions for the revised curriculum were regarding how to integrate teaching writing in the semester whose primary emphasis is on reading skills and how to achieve all the stated goals. For instance, one instructor showed his concern related to the students' inability to write a paragraph to complete their writing assignment: "Perhaps we can add writing paragraphs as one of the goals." Also, several instructors seemed to find it difficult to spend enough time to satisfy all the course goals: "There are a lot of goals for a single semester course, which sometimes makes it difficult to spend enough time on each."

The results of the survey conducted at the end of the fall semester showed similar trends among instructors. Fifty percent of 48 respondents strongly agreed that the goals of the course were clear, and 39.5 percent of them agreed. Most of the positive responses from instructors were about the appropriateness of integrating both reading, especially extensive reading, and writing this semester. One instructor wrote that "The goals are clear, and considering the challenges we face in raising English standards, I think the content and streaming is correct." Another similar comment on the curriculum goals was that "as reading skills were integrated into the course requirements, students had to be engaged in a variety of activities, which I think was good for them." It seems that the continuous integration of reading and writing throughout the year is a pedagogically sound curriculum design.

Similarly, the survey results showed an overall positive reaction towards the extensive reading component during the fall semester. 91.7 percent of the respondents reported that the students achieved the required assignments on Graded Readers. Several instructors responded positively regarding using Graded Readers to offer an opportunity to read more for students. One of them noted that "Graded Reader seems to be enjoyable for the students and adds to the depth and variety of the class." Moreover, another instructor further commented on the improvement made to the collection of Graded Readers: "The Graded Reader assignments have added interest and depth to the course, and students respond well to the opportunity to do outside reading with a book of their choice, and to discuss these books in class. Availability of Graded Readers also seems to have gotten much better."

Finally, the supplementary material for the fall semester, *Becoming a Better Writer*, seemed to have proven to be useful. Although 43.7 percent of the instructors used only one or two units of this book, 43.7 percent used three or four units, and 12.5 percent used all five units of the book. More importantly, 86 percent of the instructors found it useful to teach students writing academic papers, formatting, and referencing. For example, one instructor commented that "explanations of the format of typing and of making references seem to be quite useful for the students." Also, by using this book, the teachers were

able to guide the students to refer to relevant pages of the book when the students have some problems in their writing: “*Becoming a Better Writer* is an excellent reference for the students. When the teachers need to point out problems with something like formatting in a student’s work, they can simply point to the page of [*Becoming a Better Writer*] for examples and explanation.”

Although the survey results showed that many of the instructors taught the whole semester with the revised curriculum successfully, several of them revealed some concerns about implementing it and provided suggestions for further improvement. The first concern was related to an administrative issue. The teachers do not teach the same class for both semesters, so the smooth transition from the spring to the fall semester could be ideal. In fact, some instructors were willing to learn what their students’ previous instructor had taught: “It would be very helpful to know what skills the spring semester [Reading and Writing 1] teacher taught.” Also, several instructors suggested that a paragraph writing should be taught in the spring semester in preparation to learn an essay writing in the following semester. One respondent wrote, “Academic paragraph writing can begin in the spring semester,” and another implied the students’ inability to write a paragraph at the beginning of the fall semester: “Most students cannot write paragraphs well (or at all) at the beginning of the course.”

There were also several feedback and suggestions for the extensive reading component in the fall semester where the primary emphasis is on writing. A few teachers showed some concerns related to the required number of Graded Readers to be read. One instructor was concerned that the book report assignment might discourage the students to read for pleasure, and she further made a practical suggestion: “having [the students] write down only the name of the book, the number of words, and simple comments would be preferable.” Another instructor commented on the number of book reports as well: “It might be better to require fewer thus enabling students to spend more time on each report and allowing more time for ‘in-class’ feedback and peer group review.” Fundamentally, most of the concerns and suggestions were about how to integrate writing assignments in relation to the extensive reading component of the curriculum.

Regarding *Becoming a Better Writer*, several instructors provided suggestions for revision of the book as well as the use of this book. One instructor, for example, suggested that one of the units be separated to meet the level of the students: “The chapter of ‘how to write an essay (or thesis)’ and ‘how to write a paragraph’ should be divided because at the level of freshman, we cannot cover an essay.” Another respondent made a suggestion about the use of the book rather than the content of the book: “This should be used in both spring and fall semesters. One semester is not enough to repeatedly use the [...] format and learn to write paragraphs and essays. One semester should be used to introduce the [...] format and paragraph structure, while the second semester should focus on repeatedly using them to polish their writing skills.”

## 6. Conclusion

As the demands of society and communities constantly change, the educational institutions must update their curriculums to keep up with the trends. The present study showed that from the planning through to implementation phase of the curriculum amendment, action research can be an effective way to find out what the students need, to take the current issues into consideration, and to come up with possible solutions.

The action research approach was taken for this curriculum amendment as it has proven to be successful. In the problem identification phase, a problem was identified successfully mainly through the faculty members who had called for students' improvement in both academic writing and reading skills. A careful evaluation of the curriculum at the time of this phase indicated that the integration of the reading and writing course would be an ideal solution for the curriculum amendment. During the active planning, a committee was established to make suggestions for possible solutions to the problem, namely lack of integration of writing and reading. The committee was regularly convened to discuss and design the new curriculum and the details related to the curriculum, including the overall curriculum structure, the course goal and objectives, required assignments, evaluation, and textbooks (including supplementary textbooks). The partial trial implementation occurred in 2015, and the committee identified a few issues with the new curriculum, including the limited number of graded books available, an excessive number of required assignments, and insufficient exercises in supplementary textbooks. Consequently, revisions were made based on the evaluation through the survey conducted among the instructors who participated in the partial implementation. This evaluation and reflection phase resulted in the improved curriculum, including the revised course goal and objectives, required assignments, evaluation, and textbooks.

The full-scale implementation of the revised curriculum was considered to be successful based on the evaluation and reflection through the end of the term survey. A number of instructors found that the new curriculum goal and objectives were clear and that the integration of the reading and writing, with the help of extensive reading component, overall helped the students to form a habit of reading as the students showed positive responses to reading in English. The action research approach, which involves the problem identification, active and careful planning, small-scale implementation, evaluation and reflection, and full-scale implementation, should be responsible for the successful implementation of the curriculum amendment.

A few issues still remained to be addressed, for example, whether a paragraph writing should be one of the major emphasis in the spring semester and whether a book report should be a major assignment. However, the action research approach will allow a constant evaluation of the current curriculum in response to the needs of the faculty as well as the students. With that cycle, it can be said that the further revision will be made to meet the needs of the society, community, and most importantly students.

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