



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Reading Skills Development	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> assoc. prof. dr. Ieva Bilbokaitė-Skiauterienė <b>Other:</b>	Institute of Education, Vilnius University Šiauliai Academy

Study cycle	Type of the course unit
First	Compulsory

Mode of delivery	Semester or period when it is delivered	Language of instruction
On-site / Online / Blended learning	Spring/Autumn	English

Requisites	
<b>Prerequisites:</b> Basic knowledge of language and literature; general and special pedagogical knowledge; understanding of learning difficulties and disabilities, including their identification.	<b>Co-requisites (if relevant):</b> None specified.

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	133	55	78

Purpose of the course unit		
The aim is to develop an understanding of reading skills, their structure, methods of teaching and assessment, and to build competencies in planning, conducting, and reflectively evaluating reading lessons. Students will learn to individualize content and collaborate with other participants in the educational process.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Knowledge of language teaching methods and individualization for children with special educational needs.	Discussion, Interactive lecture, Literature analysis	Exam
Ability to select and manage relevant scientific/professional information, use modern IT and databases.	Discussion, Literature analysis, Case study	Mind map
Ability to evaluate students' reading, propose support methods, and provide consultations.	Group project, Problem-solving sessions	Project report
Ability to discuss in correct English, interpret language teaching issues, reflect on situations and progress, and use IT in lesson preparation and delivery.	Discussion, Problem-solving sessions	Reflection, Oral illustrated presentation
Ability to assess children's reading skills, identify trends in practice, and apply motivation strategies.	Reflection, Discussion	Individual project, Reflection

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Concept of reading. Relationship between reading/literature goals and individual needs of SEN students.	4	–	2	2	–	–	8	10	Individual work: Mind map
2. Problems of applying reading/literature methods to diverse student needs.	4	2	4	4	3	–	19	28	Group project: Presentation of digital/interactive tools; Group project: Analysis of reading competence methods
3. Reading and analysis of subject texts.	4	2	2	2	–	–	10	10	Group project: Assessment of SEN student reading skills and recommendations
4. Reading and analysis of literary works in lower and upper grades.	4	2	–	2	–	–	8	10	–
5. Independent reading and motivation.	4	2	2	4	–	–	10	20	Individual reflection: “Children’s independent reading trends and motivation.”
<b>Total</b>	<b>20</b>	<b>8</b>	<b>10</b>	<b>14</b>	<b>3</b>	<b>–</b>	<b>55</b>	<b>78</b>	<b>–</b>

Assessment strategy	Weight %	Deadline	Assessment criteria
Exam – group/individual project: Assessment of SEN student reading skills and recommendations	50	Exam session	Introduction (1), Student profile (1), Lesson plan/preparation (2), Recommendations (2), Teaching materials (2), Reflection (1), Language correctness & formatting (1)
Group project: Presentation of digital/interactive tools	15	Mid-semester	Clear presentation, novelty, applicability, task creation, visualization, discussion
Group project: Analysis of reading competence methods	15	Early semester	Method application with tasks/texts, visualization with children’s work
Individual work: Case analysis, Mind map	10	Early semester	Relevance based on sources, visualization, and discussion
Individual work: Reflection on independent reading and motivation	10	End of semester	Relevance based on sources, visualization, and discussion

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Snow, C. E.	2002	<i>Reading for Understanding: Toward an R&amp;D Program in Reading Comprehension</i>	–	RAND Corporation
Pressley, M.	2006	<i>Reading Instruction That Works: The Case for Balanced Teaching</i>	3rd edition	Guilford Press

Allington, R. L.	2011	<i>What Really Matters for Struggling Readers: Designing Research-Based Programs</i>	–	Pearson
Gambrell, L. B., Malloy, J. A., Mazzoni, S. A.	2015	<i>Best Practices in Literacy Instruction</i>	6th edition	Guilford Press
Rasinski, T., Padak, N.	2013	<i>From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School</i>	–	Pearson
Guthrie, J. T., Wigfield, A.	2000	<i>Engagement and Motivation in Reading</i>	Handbook of Reading Research, Vol. III	Lawrence Erlbaum Associates
Ellis, G.	2001	<i>Motivating Pupils to Read</i>	–	British Council TeachingEnglish
<b>Recommended reading</b>				
Tompkins, G. E.	2019	<i>Literacy for the 21st Century: A Balanced Approach</i>	7th edition	Pearson
Temple Grandin	2015	<i>The Autistic Brain: Helping Different Kinds of Minds Succeed</i>	–	Houghton Mifflin Harcourt
Wuntu, C. N., Tatipang, D. P., Ali, M. I.	2024	<i>Literature Pedagogy for English Development: Investigating Preferences and Motivation</i>	Teaching English Language Journal, 18(2), 1–34	TEL Journal PDF