COURSE UNIT DESCRIPTION

Course unit title	Code
Sociolinguistic situation and language policy in Lithuania	**15003**

Lecturer(s)	Department, Faculty
Coordinating: prof. Meilutė Ramonienė **Other:**	Faculty of Philology, Department of Lithuanian Studies

Study cycle	Type of the course unit
BA and MA	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face	Spring semester	English

Requisites	
Prerequisites: None	**Co-requisites (if relevant):**

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	135	32	103

Purpose of the course unit: programme competences to be developed
This course aims at introducing students to the current state of the language and linguistic community situation in Lithuania and other Baltic States, providing an introduction to basic elements of evaluation of the sociolinguistic situation: the relationship between language and society, between the use of languages and the social structures in which the users of language live.   *Generic competences:* - working autonomously, designing strategies and managing time: ability to decide on objectives, priorities, methods, time and resources available to perform a task; - ability to retrieve and handle information from a variety of sources; - analytical and critical thinking. *Subject-specific competences*: - sociolinguistics skills (knowledge and ability to handle the main terms and concepts of sociolinguistics); - knowledge and understanding of the sociolinguistic situation of the language community, language knowledge and language use of different social and ethnic groups in Lithuania; - ability to apply theoretical sociolinguistic knowledge in practice.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Learning outcomes resulting from generic competences: ability to organize one's work autonomously, capability to keep	Interactive lectures, in-class discussion, individual tasks.	Attendance and class participation based on in-class discussion and homework.

track of deadlines and time; thorough knowledge of information technologies in order to acquire, assess and organize information from a variety of sources; ability to clearly identify, separate and evaluate components of a professionally related phenomenon; ability to discern different types of relations between the components.		
Learning outcomes resulting from subject-specific competences: general knowledge of sociolinguistic concepts, ethno-demographic and sociolinguistic processes in Lithuania, present language use and attitudes, linguistic diversity.	Interactive lectures, in-class discussion, individual tasks.	Attendance and class participation based on in-class discussion and homework, final exam.

Course content: breakdown of the topics	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work placement	Contact hours, total	Individual work	Assignments
1. Basic sociolinguistic concepts: varieties of language (languages, standard languages, dialects, social dialects, vernacular), speech communities, language choice, bilingualism, diglossia, code-switching.	2							6	Reading: Holmes 19-45; 74-78.
2. Historical overview of ethno-demographic and sociolinguistic processes in Lithuania. The development of the written language. Standardization of the Lithuanian language.	6							25	Reading: Hogan et al. 3-40; Dini 381-389; 398-401; Zinkevičius 70-84; 227-312.
3. The Lithuanian language during Soviet period, the Russification policy, restricted sociolinguistic functions of Lithuanian, asymmetric bilingualism.	4							12	Reading: Hogan et al. 41-47; Dini 496-505; Zinkevičius 312-332.
4. Present language use and attitudes, linguistic diversity, bilingualism and multilingualism in Lithuania. Regional dialects. Language use and attitudes in urban and rural areas of Lithuania. Language and ethnic identity in Lithuania. Minority languages.	8							30	Reading: Hogan et al. 47-56; Hogan-Brun, Ramonienė, Dini 506-528; 531-533; Ramonienė (2019).
5. Language policy and language planning in Lithuania and other Baltic States. Status planning, corpus planning, language education policy. Language Planning and Personal Naming in Lithuania.	6							20	Reading: Hogan et al. 56-144; Hogan-Brun, Ramonienė, Ramonienė (2007).

6. State language status, implementation of linguistic legislation, language intellectualization and modernization. Law on the state language of the Republic of Lithuania. The State Commission of the Lithuanian Language. The Language Inspectorate. Language ideology.	6								10	Reading: Hogan et al. 145-152; https://e-seimas.lrs.lt/portal/legalActPrint/lt?jfwid=rivwzvpvg&documentId=TAIS.21941&category=TAD
Total	32								103	

Assessment strategy	Weight %	Deadline	Assessment criteria
Class attendance, participation in class activities	20 %	Throughout semester	Relevant participation in class discussion; no more than 1 class missed; completion of homework tasks
Written paper and it's presentation, participation in discussions (30%)	30 %	Second part of semester	Relevant content (explicit reference to readings, demonstration of clear understanding of the topic, relevant examples, etc.), coherent structure and consistency of argumentation, clarity of presentation; quality and relevance of the answers to the given questions.
Written final exam	50%	Examination session	**10** (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly. **9** (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly. **8** (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly. **7** (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly. **6** (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly. **5** (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly. **4, 3, 2, 1**. Minimum requirements are not met.

Author	Publishing year	Title	Issue of a periodical or volume of a publication; pages	Publishing house or internet site
Required reading				
1. Hogan-Brun G., Ozolins U., Ramonienė M., Rannut M.	2009	*Language Policies and Practices in the Baltic States*		Tallinn: Tallinn University Press
2. Holmes, J.	2001	An Introduction to sociolinguistics		Essex: Longman
3. Dini, P. U.	2014	*Foundations of Baltic Languages*		Vilnius: Vilniaus universiteto leidykla.
4. Zinkevičius, Z.	1998	*The History of the Lithuanian Language*		Vilnius: Mokslo ir enciklopedijų leidybos institutas.
Recommended reading				
1. Hogan-Brun, G.,	2005	Perspectives on	*Journal of Multilingual*	

	Ramonienė M.		Language Attitudes and Use in Lithuania's Multilingual Setting, in Language and Social Processes in the Baltic Republics Surrounding EU Accession	*and Multicultural Development*, Vol 26: 5, Sp Issue: Language and Social Processes in the Baltic Republics Surrounding thei Accession, 425-441.	
2.	Hogan-Brun, G., Ramonienė M.	2005	The Language Situation in Lithuania	*Journal of Baltic Studies,* Vol. XXXVI, Nr. 3, Special Issue: The Baltic Sociolinguistic Review, 345-370.	
3.	Ramonienė M.	2007	Language Planning and Personal Naming in Lithuania	*Current Issues in Language Planning*, Vol. 8: 3, 422-436.	Multilingual Matters
4.	Ramonienė M.	2019	Regional dialects in the Lithuanian urban space: skills, practices and attitudes	In Lazdiņa S. and Heiko M. (eds), *Multilingualism in the Baltic States: Societal Discourses and Contact Phenomena*, 123-152.	London: Palgrave Macmillan