COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
The History of the Lithuanian Language	

Academic staff	Core academic unit(s)
Coordinating: Assoc. Prof. Dr Gintarė Judžentytė-Šinkūnienė **Other:**	Department of the Lithuanian Language, Institute of Applied Linguistics, Faculty of Philology, Vilnius University

Study cycle	Type of the course unit
First	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Lectures and seminars	Spring semester	English

Requisites	
Prerequisites: English B1.2–B2	**Co-requisites (if relevant):** none

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	96	32	64

Purpose of the course unit

This course aims to provide some general knowledge about the history of the Lithuanian language and to form foreign student's approach to the Lithuanian language, while developing their skills to:

- analyze the nature of the Lithuanian language, the formation of dialects of the Lithuanian language and the sociolinguistic situation, the relationship between the Lithuanian language and the languages of neighboring countries,
- understand the circumstances of the appearance of the first books in Lithuanian,
- know the first Lithuanian grammars, dictionaries, influence of Sovietization and formation of standard Lithuanian.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will be able to systematically improve in academic work by reading the specified literature on specific topics of the history of the Lithuanian language, preparing for discussions during seminars, preparing presentations on the chosen topic from the history of the Lithuanian language.	– Explanatory, problematic, interactive lecture – Reading/analyzing theoretical resources and discussion – Individual study of literature – Researching assignments – Practical tasks – Written assignment	Presentation, written assignment, participation in discussions

Students be familiar with the origin and development of Lithuanian language; its relations with neighboring languages; formation of Lithuanian dialects, synchronic and sociolinguistic situation, also formation of standard Lithuanian.	– Consultations with the lecturer	
Students will be able to determine similarities and differences between Lithuanian and their own languages.		
Students will be able to apply acquired knowledge in researching work and will be able to analyze the features of the Lithuanian language comparing it with their language events.		
They will be able to participate in the scientific discussion, motivate their opinion, defend it by integrating newly acquired knowledge about the history of the Lithuanian language.		

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. The origin of the Lithuanian language and its development.	2		2				**4**	**8**	***Homework assignment:*** Dini (2014: 35-46) Zinkevičius (1996, 1–29) Practical task: recognizing the distinctive features of phonology and morphology
2. Lithuanian interaction with other languages (linguistic contacts with Slavs and Germans). The place of loanwords in Lithuanian language system. The new loanwords of Lithuanian.	4		2				**4**	**8**	***Homework assignment***: Dini (2014: 200-2016) Dini (2014: 196-200) Practical task: true/false task
3. Lithuanian dialects formation, the isles of Lithuanian language in other countries. Synchronic and	2		2				**4**	**8**	***Homework assignment***:

sociolinguistic position. Most common dialectic structural features, topologic similarities.									Dini (2014: 391-397)
4. The beginning of printed Lithuanian books: the first books in Lithuanian in Prussia and the Grand Duchy of Lithuania. Variants of the Old Lithuanian language, the main authors representing them.	2		2				**4**	**8**	***Homework assignment***: Zinkevičius (1996: 227–230, 241–246, 256–258) Practical task: working with old Lithuanian — identifying language variants of old texts.
5. The first Lithuanian language grammars and dictionaries and Lithuanian language used within.	2		2				**4**	**8**	***Homework assignment***: Dini (2014: 397-402)
6. Lithuanian language in the Soviet period.	2		2				**4**	**8**	***Homework assignment***: Dini (2014: 496-506) Zinkevičius (1996: 312–323)
7. Formation and development trends of standard Lithuanian.	2		2				**4**	**8**	***Homework assignment***: Dini (2014: 473-490) Zinkevičius (1996: 326–332)
8. Preparation for the exam.			2				**2**	**8**	
Total	**16**		**16**				**32**	**64**	

Assessment strategy	Weight %	**Deadline**	**Assessment criteria**
Exam (2 open questions)	40	During exam session	The theoretical knowledge of the Lithuanian language history, relations with neighboring languages, dialects, the old writings, the first grammars and dictionaries, formation of standard Lithuanian, ability to illustrate knowledge, to analyze, to organize, to evaluate. The highest mark of 1 open question is 2: – Student receives 2 points if he/she answers comprehensively, without any mistakes and gives his/her critical approach. – Student receives 1 point if he/she answers not comprehensively enough but doesn't make any factual and fundamental mistakes. – Student receives 0.5 points if he/she makes several factual mistakes, answers not comprehensively enough and doesn't give any approach. – Student receives 0 if he/she makes lots of factual mistakes, answers incomprehensively and doesn't give any approach either.
Presentation	40	During semester	Students are required to make a presentation about some similarities or differences between Lithuanian

			and his/her own language by choosing any topic related to the course. The highest evaluation of presentation is 4 points. 2 points are given for the contents of the presentation, 1 point is given for consistency, 0.5 point is given for the structure of presentation and 0.5 point for preparation and oratorical ability. The content of presentation: – 2 points are given if student reveals his/her topic well from all angles. – 1 point is given if student reveals his/her topic not very comprehensively. – 0 is given if student doesn't reveal his/her topic at all. Consistency of presentation: – 1 point is given if student speaks close on the subject, speaks logically and coherently. – 0.5 point is given if student speaks with inconsistency and sometimes not related to the subject. – 0 is given if student speaks without organizing his/her thoughts and incoherently. The structure of presentation: – 0.5 point is given if the structure of presentation is complete. – 0 is given if the structure of presentation isn't complete, for example, if presentation doesn't – have final marks or presentation parts are not connected, etc. The oratorical delivery: – 0.5 point is given if student speaks expressively, does make correct pauses, and doesn't fill pauses with additional unnecessary sounds. – 0 is given if student speaks inexpressively, starts a dialog with listeners during his/her presentation and fills pauses with additional unnecessary sounds. *Use of AI tools* Students may use AI tools (e.g., Microsoft Copilot) for: • topic exploration and narrowing; • preparation of presentation outlines; • generation of visual materials (timelines, maps, diagrams, infographics); • language editing and proofreading of presentation slides; • rehearsal and preparation for oral delivery. AI-generated information must be verified using academic sources. The linguistic analysis, interpretation, comparison of languages, and conclusions must represent the student's own work.

			At the end of the presentation, students should include a brief AI Use Statement indicating whether AI tools were used in preparing the presentation. If AI tools were used, students should specify which tool(s) were used, for what purpose(s) (e.g., topic exploration, presentation structure, visual materials, language editing, rehearsal), and at which stage(s) of the preparation process. If no AI tools were used, this should also be indicated.
Participation in discussions	20	During semester	The highest mark of participation in discussions is 2 points: – 2 points can be given if student attends all seminars, actively participates in discussions, prepares his/her homework each time. – 1 point can be given if student attend all seminars, but not actively participates in all discussions and sometimes doesn't prepare his/her homework. – Student doesn't get any points if he/she attends all seminars, but almost doesn't take part in discussions and often attends without any preparation.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Zinkevičius Zigmas	1996	The History of the Lithuanian Language		Vilnius: Mokslo ir enciklopedijų leidybos institutas
Dini Pietro Umberto	2014	Foundations of Baltic languages		Vilnius: Vilnius University.
Recommended reading				
Fraenkel Ernst	1950	Die baltischen Sprachen		C. Winter
Price Glanville	2000	Encyclopedia of the Languages of Europe		Blackwell
Red. Ambrazas Vytautas	2006	Lithuanian Grammar		Vilnius: Baltos lankos
Dambriūnas Leonardas, Klimas Antanas, Schmalstieg William R.	1993	Introduction to Modern Lithuanian		Brooklyn: Franciscan Fathers Press
Different articles				
Internet sources				

Course description updated in November 2026