COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
LT: Latvių kalbos mokymasis per vaikų literatūrą **EN: Learning Latvian through children's literature**	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinating: doc. dr. Erika Sausverde	Faculty of Philology, Institute for the Languages and Cultures of the Baltic, Centre for Scandinavian Studies

Study cycle	Type of the course unit (module)
First	Individual study course

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face (if needed also blended)	Spring semester	English, Lithuanian (depending on students)

Requirements for students	
Prerequisites: B1/B2 level of English	**Additional requirements (if any):** N/A

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	150 hours	64	86

Purpose of the course unit (module): programme competences to be developed

General Competencies

- Development of linguistic, sociolinguistic, and pragmatic competences;
- Development of critical thinking, including analysis, interpretation, and evaluation;
- Ability to work independently and as part of a team;
- Encouragement of creativity in the process of learning Latvian.

Subject-Specific Competencies

- Familiarity with the Latvian language through children's literature, including poetry and prose;
- Awareness of key features of Latvian society and culture;
- Understanding of the foundational elements of Latvian grammar;
- Ability to comprehend simple spoken Latvian;
- Ability to understand basic written texts and identify essential information;
- Ability to read short contemporary literary works (e.g., poems) with the help of dictionaries;
- Ability to produce simple personal texts;

- Ability to communicate on familiar, everyday topics.

The course corresponds to **A1/A2 proficiency** according to the **Common European Framework of Reference for Languages (CEFR)**.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Students will be able to • understand and use Latvian in everyday contexts; • demonstrate general knowledge about the Latvian language, and Latvian society and culture; • understand A1/A2-level texts and convey their content; • read simple literary texts with the help of a bilingual dictionary, summarise them, and respond to questions; • demonstrate foundational knowledge of the Latvian language system; • recognise grammatical differences between Latvian and Lithuanian; • communicate constructively and complete tasks creatively.	A variety of language-teaching methods, including learning grammar through children's literature (poetry and prose), role-play activities, group and pair work, short written assignments, and a range of grammar and vocabulary exercises. Work in discussion groups is also included.	Cumulative assessment: 20% for coursework during the semester, 40% written exam, and 40% oral exam.
		Formative assessment: feedback in pairs and groups. Summarising the discussion for the whole audience.

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	**Contact hours**	**Self-study hours**	
1. Latvian culture and society				6			**6**	**4**	Reading of texts and discussions
2. Basic Latvian grammar				24			**24**	**34**	Grammar exercises and written tasks

3. Peculiarities of Latvian pronunciation, including stress and intonation. Development of listening comprehension skills.				4			**4**	**4**	Pronunciation exercises
4. Vocabulary development				12			**12**	**22**	Reading and analysis of fiction and non-fiction texts
5. Development of oral production skills				12			**12**	**10**	Monologues, dialogues, role plays etc.
6. Development of writing skills				6			**6**	**12**	Writing of short essays
Total: 150				**64**			**64**	**86**	

Assessment strategy	**Weight, %**	**Deadline**	**Assessment criteria**
Active participation in training	20%	During the whole course	Active participation in training (mandatory attendance – at least 70%). Timely submission of all assignments. Quality of completed homework (written/oral). Progress in skills. Students who have not attended classes or have not submitted written assignments during the semester are not allowed to take the exam.
Written exam	40%	Exam days	The exam consists of grammar, listening, reading and writing tasks. A score of 10 means that 95–100% of the tasks are done correctly, with lower scores varying every 10%.**A grade of 5 requires though that 50–54% of the tasks were done correctly.** Criteria for assessing the essay: content (whether the task is fulfilled), language (ability to use basic sentence patterns, simple phrases and other simple means of expression), vocabulary (ability to use basic vocabulary correctly).
Oral exam	40%	Exam days	Presentation of one of several (pre-prepared) topics, or discussion of a given text in pairs (preparation time 15 minutes). Assessment criteria: sufficient clarity, fluency, coherence, use of simple grammatical forms and vocabulary, ability to understand and answer questions on the topic.
The grade for the active participation in training (from 1 to 10) is included in the overall grade for the exam. The examination is passed if the written and oral examination have both a grade of at least 5 points and if the overall mark for the examination, before rounding to a whole number, is at least 5.0.			

USE OF AI TOOLS: The use of Artificial Intelligence (AI) and Generative Artificial Intelligence (GenAI) is acceptable for learning purposes (e.g., idea generation, search of information, editing, or tasks that aim to develop students' ability to integrate AI-generated content with their own insights), however, the student assumes full responsibility for the final result. Providing a fully AIgenerated translation as students' own is considered academic misconduct and is therefore strictly prohibited (see the Guidelines on the Use of AI and the Guidelines on the use of Generative Artificial Intelligence at Vilnius University).

Course literature

Author, -s	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Required reading				
Trevor G. Fennell, Henry Gelsen	1980	Grammar of Modern Latvian. Volume 1.		Mouton Publishers. The Hague, Paris, New York
During the semester, students will receive a collection of various literary texts.				
Suplementary literature				
Balkevičius Jonas, Laimutė Balode, Apolonija Bojate, Valters Subatnieks	1995	Lietuvių-latvių kalbų žodynas		Rīga, Zinātne www.letonika.lv
Butkus Alvydas	2003	Latvių-lietuvių kalbų žodynas		Kaunas, Aesti www.letonika.lv
Kabelka Jonas	1987	Latvių kalba.		Vilnius, Mokslas
Supplementary teaching materials, links to electronic resources, etc., at the teacher's discretion.				

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