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**Chapter 1 Introduction**

**1.1 Research Background**

Located on the east coast of the Baltic Sea, bordering Latvia to the north, Belarus to the east, Poland to the south, Latvia, and Estonia to the north, and known as a Baltic State, Republic of Lithuania (Lithuanian: Lietuvos Respublika), is a multi-ethnic country with diverse languages and cultures.

With an area of 65,300 square kilometers and a permanent population of 2,790407 (March 2022),[[1]](#footnote-1) Lithuania is the largest and most populous of the three Baltic states. Located at the crossroads between Western Europe and the Soviet Union, Lithuania's territory has repeatedly been the target of expansion by neighboring countries due to its strategic geopolitical positioning. After the establishment of the Grand Duchy of Lithuania in 1240, the political situation in Lithuania was turbulent, and it was occupied by Poland, Germany, and the Soviet Union in the history. On March 11, 1990, The Republic of Lithuania declared its independence from the Soviet Union and established the Supreme Council of the Republic of Lithuania. On September 6, 1991, the Council of State of the USSR recognized its independence and on September 17, it joined the United Nations. It became a member of the European Union on 1 May 2004.

Lithuania's unique socio-historical environment and complex ethnic situation determine the complexity and diversity of its linguistic situation, and its linguistic situation and language planning have also deeply influenced by historical and political factors. Lithuanians have lived in Europe for thousands of years. At the beginning of the 13th century, the inhabitants of the Grand Duchy of Lithuania spoke Lithuanian, and it was not until the 16th century that the written script was formed. In 1569, the Polish-Lithuanian Commonwealth was formally allied, and Lithuanian was Polishized and became the language spoken by the lower classes. In 1795, the severe Policy of Russianization during the Tsarist period led to the dominance of the Russian language. In 1918, the German Empire occupied Lithuania, and German began to enter the Lithuanian language life and get promoted through political and military means. During Lithuania's first independence in 1918-1940, Lithuanian became the legislative and administrative language of the Republic of Lithuania, and the government regained its status as an official language and standardized the spoken and written languages. In the 1940s, the Lithuanian Soviet Socialist Republic was established, and Russian became the official language. Cultural Sovietization and Linguistic Russification became the main instrument of government language policy planning, the use and development of the Lithuanian language was severely hindered. After Lithuania's independence from the Soviet Union, the State Language Act was adopted in 1995, which restored Lithuanian to the official language. Since the 21st century, Lithuania has joined the European Union, NATO and other international organizations, and its language policy has been turned to multilingual education and multicultural development.

As a multi-ethnic and multilingual country, Lithuania not only attaches the importance to the promotion of the national lingua franca, but also to the protection of the right of ethnic minorities to use their national languages, which has become one of the important guiding principles of the state in formulating language policies. This principle contributes to the construction of harmonious ethnic relations and linguistic life, and strengthens the identity of all ethnic groups, especially ethnic minorities (Tian Peng, 2010). After the end of the Cold War, the three Baltic states gradually formed multiple identities, namely, sovereign national identity based on institutional construction, historical, cultural and linguistic ethnic groups, the Soviet identity that gradually disappeared due to historical problems and sensitive practical issues, the EU identity constructed by accepting aid and constraints and facing risks and challenges, and the NATO identity formed by historical closeness and practical dependence (Huang Zhitao, 2017). Lithuania, which underwent a political, economic, and value transformation after the Cold War, has achieved certain results in using language education policies to consolidate sovereign national identity, protect the collective linguistic and cultural identity of ethnic groups, and achieve certain results in foreign language education in line with the development of globalization. Therefore, the analysis of its language situation and the interpretation of language policy planning can provide inspiration and reference for policy formulation in other multi-ethnic and multilingual countries.

First, the teaching and promotion of the national language is always accompanied by the development of state identity. For countries that have regained their independence, the issue of language is both symbolic and practical. During Soviet rule, the Lithuanian native language was excluded from the official sphere. After the declaration of independence, the restoration of political sovereignty promoted the development of national languages, and the promulgation of the National Language Law completely changed the linguistic life. The promotion and dissemination of the Lithuanian language not only consolidates internal cohesion and strengthens state identity, but also opens new ways for Lithuania to introduce itself to the world and enhance its international influence. The state language is determined by certain political, social, and economic forces.

Second, the protection of minority languages and the construction of ethnic identity. Language, as a symbol of ethnic symbol and ethnic identity (Dai Manchun and Liu Runqing, 2010), embodying its values and cultural traditions. Multi-ethnic countries can use language policies to protect the language and culture of ethnic minorities, safeguard their ethnic identity, enhance ethnic cohesion, balance the contradictions of various ethnic groups, and maintain social stability. As a typical multi-ethnic and multilingual country, how does Lithuania coordinate relations between ethnic groups? How to protect the language and culture of ethnic minorities? How to promote social security and stability? These questions will be the focus of ethnic identity research.

The third is the opportunities and challenges arising from supranational identity. After Lithuania joined the European Union, its membership as a member of the EU triggered a new supranational identity. The recognition of the EU is reflected in the deepening trend of democratization and liberalization of language education policies, and the EU's policy concept of multilingualism and multiculturalism also affects the implementation of Lithuanian language planning and education policies. However, the development of supranational identity is also accompanied by the transformation of state identity and ethnic identity. We cannot ignore the culture shock and brain drain of Lithuania since its accession to the EU too. How to conform to the trend of globalization and balance the relationship between the three identities and ensure the stability and development of sovereign countries requires in-depth exploration.

From the perspective of sociolinguistics, the most meaningful issue in the study of language policy is not the content of language policy but its relationship with the socio-linguistic environment, that is, the effect of language policy on the social linguistic environment and language habits (Dai Manchun, Liu Runqing, 2010). The formulation of language policies by the government should not only be based on the current situation of language life in its own country, but also promote the development of the country's economy and culture, maintain social harmony and stability, and at the same time meet the development needs of different ethnic groups and individuals. Based on Lithuanian language education policy, through literature and data analysis, this study shows the development process of the language policy of the target country, summarizes the merits and demerits, so as to explore the relationship between language and economic, political, ethnic, educational, cultural and other social factors, make up for the gap in the field of Lithuanian language policy, and promote the state language in multi-ethnic and multilingual countries, protect the language and culture of ethnic minorities.

**1.2 Literature Review**

As a typical multi-ethnic and multilingual country, Lithuania's unique historical background and language situation have attracted the attention of scholars, and the study of its language education policy mainly focuses on the evolution of language planning and the summary of the dialectical relationship with identity.

**1.2.1** **Research on Lithuanian Language Education Policy**

Through the analysis of the relevant research, we can find that the development process of Lithuanian language education policy has been relatively comprehensively summarized. Relying on the specific state conditions, the reasons for the adjustment of Lithuanian language education policy and its impact are clarified, and the research mainly involves the following 4 aspects : Lithuanian language education policy and language status overview (Hogan-Brun, 2003；Nikiforova, 2007； Hogan-Brun, 2007；Andrlfk, 2009), Lithuanian Education Policy Development (Grumadiene, 2005; Bailey, 2017), Minority Language Education Policy and Minority Language Rights Protection (Gordon, 1996；Zaleskiene, 1999；Kallonen, 2004；Balockaite, 2014), Foreign Language Education Policy Evolution (Adrey, 2005; Hogan-Brun, 2014; Duina, 2015).

Relying on the unique historical and political background of the Baltic States, scholars like Grumadiene (2005) and Hogan-Brun (2008) provided a comprehensive overview of the socio-linguistic situation in Lithuania since the 20th century and the planning and implementation of its language education policies. They also summarized three characteristics. First, Lithuania has a large ethnic group, the language and culture situation is complex, and the language problem is typical. Secondly, Lithuanian language education policy has undergone many major adjustments, and each stage has its own distinctive characteristics. The period of Soviet time, the restoration of independence and the accession to the European Union were three timepoints of policy changes. Third, Lithuania's language planning in every different period has a clear goal, which is the result of the combined effect of multiple factors of its political, economic, and historical changes.

The study of Lithuanian language education policy is also in line with the above three characteristics, and the relevant documents mostly follow the diachronic dimension and rely on special political and historical events. Early studies of Lithuanian language education policy focused on analyzing the linguistic shocks of colonial rule. Krapauskas (1998) and Spires (2001) studied the impact of political changes in Poland and Lithuania on inter-ethnic relations and the development of the Lithuanian language and found that Poland plays a leading role in the formulation of federal language education policies, Polonization policy restricts the learning and use of the Lithuanian language. Weeks (2001) studied the policy of "Russianization" adopted during the first Russian occupation of 1863-1905, in which the use of the Latvian language was banned in school, and the Lithuanian language and culture were again degraded and suppressed. After a brief period of independence, in the 1940s, the Soviet Union implemented a more centralized policy of "Russification" of Lithuania, and the Russian language became a representative of the great powers and an instrument of opposition to the colonists. During this period Lithuania completely lost its independent sovereignty, Pavlenko (2006), Hogan-Brun. (2008), Weeks (2010). Balockaite (2014) analyzed the Russian invasion of Lithuania from many fields such as language use, language education, language research, and cultural dissemination, and the Soviet Union's language education policy not only completely changed the local language life, but also became a special means of political rule and education of the people.

In 1990, Lithuania became independent from the Soviet Union, and the restoration of political sovereignty contributed to the change of its language education policy and the democratization of the linguistic life of the society, and the primary task of language planning was the promotion and protection of the Lithuanian state language. Kalediene (2010), Hogan-Brun (2013), balockaite (2014) summarize the specific measures taken by Lithuania to promote Lithuania from different perspectives: (1) The Government prescribes the official language in the form of laws and guarantees its political status. (2) Make Lithuanian a compulsory subject in the examination for the selection of public officials. (3) The use of the Lithuania language in official activities and in the public sphere. (4) Promote bilingual education in the Lithuanian language and improve the language level of ethnic minority groups. (5) Promote the standardization of languages. The promulgation of the language education policy is an important manifestation of Lithuania's sovereign independence and has also become an important measure to promote national security and stability, state unity and development.

As a typical multi-ethnic country, the minority language education policy is also one of the hot spots. After regaining independence, Lithuania faced the dual challenges of state language promotion and minority language protection, most studies (Popovski, 2000; Kallonen, 2004; Adrey, 2005; Andrlfk, 2015) affirming that Lithuania gives small ethnic groups more autonomy and flexibility, guarantees their members equal rights to learn, use, protect and develop their own languages, and improves national cohesion and balances the contradictions of ethnics. Certain results have been achieved in promoting the diversified development of languages. Andrlik (2015) summarized two principles for solving the ethnic problem: first, adopt a relatively tolerant and free attitude towards ethnic minority issues, respect for the equal citizenship rights of ethnic minorities and the right to language and cultural development; secondly, impose strict language controls and clarify the political value of Lithuanian. In addition, the implementation of bilingual education (Hogan-Brun & Ramoniene, 2004) also plays an important role in the planning of minority language education in Lithuania.

The new pattern of foreign relations also provides new opportunities for the development and dissemination of language. Adrey (2005) and Duina (2015) focus on the adjustment and transition of Lithuanian language education policy after accession to the European Union. As a member of the European Union, Lithuania must be in harmony with the European Centre and globalization trends, sharing a common vision of multilingual education and multiculturalism. Duina (2015) affirms that since the restoration of Lithuania's independence, the legal framework it has created has met the standards of relevant international treaties. In language and citizen access policies, the principles of democracy and non-discrimination are adopted to accommodate people of different races in an inclusive manner. The government supports and develops the culture and education of ethnic minorities to ensure the strength and stability of the country to a certain extent. In addition, Lithuania after joining the European Union should adapt to the needs of economic globalization and internationalization, Bulajeva, Hogan-Brun (2014) based on Lithuania's ten-year international project population movement data found that under the influence of globalization, international education and the cultivation of multilingual talents have become the main features of Lithuania's foreign language education policy, and through the interaction and exchange of talents, international cooperation has been deepened, and students' abilities and competitiveness have gradually improved. At the same time, globalization has brought opportunities to Lithuania, which has also exerted tremendous pressure and challenges, and how to develop the Lithuanian language and culture in the fierce international competition and consolidate the status and influence of the official language requires the government to further adjust and improve the language education policy.

In addition to the diachronic dimension, some foreign studies have also specifically analyzed the characteristics of language education policies in various sections of the education system, including preschool education that promotes early language learning (Bulajeva & Hogan-Brun, 2010), and popularizes the country Basic stage education in language and culture (Vihalemm & Hogan-Brun, 2013), higher education that trains highly qualified multilingual talents ( Soler & Vihman, 2018), vocational education to enhance core skills, etc. Based on the above research, it is found that the Lithuanian language education policy basically covers all school sections, the scope of popularization is relatively wide, and the systematic and scientific nature of the language education policy after the restoration of independence is continuously improved, which is of great significance for the promotion of language culture.

**1.2.2** **Development of Lithuanian Language Education Policy and Identity**

Lithuanian language education policy is highly historical and phased, and since the restoration of independence and the collapse of the Soviet Union to the accession of the European Union, the change of political environment and the adjustment of language policy have led to significant changes in identity. In addition to combing the policy evolution, scholars have also conducted more detailed research and analysis on the dialectical relationship between language education policy and identity development, and discussed it in combination with specific social factors, and the research results mainly focus on the following aspects:

First, the construction and development of sovereign state identity by the language education policy in the early days of independence. After regaining independence, Lithuania underwent the transformation from a Soviet republic to a sovereign nation-state, and how to establish a new sovereign state identity through comprehensive implementation in many fields became the core of the research, and improving laws and regulations, implementing educational reforms, and strengthening cultural construction became the main direction of government implementation. Solska (2011) has approached the legislative and institutional levels, affirming that the official language legislation and a series of policies on the use and promotion of languages have become a powerful weapon for de-"Russification" and laying the foundation for the construction of collective identity. Barthelemy (1997), Zaleskiene (1999), Saugeniene (2000) emphasized the Government of Lithuania has made efforts in the field of education to strengthen the awareness of an independent State. Since the independence, Lithuania has vigorously promoted educational reforms, with particular emphasis on promoting civic education. Through the research and development of core courses such as language and history, teacher skills training, and mass media promotion, they strive to build and improve a modern, democratic, and pluralistic national teaching system, protect, and develop Lithuanian culture, and safeguard state and ethnic identity. Rindzevieiute (2003) highlights the role of cultural construction in building state identity. Lithuania, once a member of the Polish Commonwealth and a Russian vassal state, lacked a continuous tradition of political sovereignty before its independence, so cultural factors represented by a common language, historical memory, cultural traditions, and values became the basis for state stability and continuity. The cultural policies in the new era are mostly based on state interests, with state identity and security as the core, and at the same time closely linked to sovereignty, state, ethnic and other categories to provide strong support for the construction of national identity.

Second, in the construction of national identity, the conflicts and challenges of multiple identities. With the continuous deepening of the implementation of Lithuanian language education policy, the complex ethnic composition and historical legacy have brought challenges to the construction of Lithuanian national consciousness, and some scholars have found that the language education policy has triggered conflicts between ethnic identity, state identity and supranational identity, and the contradiction of multiple identities has become the focus of discussion in a new stage. Duina, Miani (2015) affirmed that Lithuania has given ethnic minorities equal rights to develop their culture and education, and that an inclusive language education policy is conducive to maintaining national stability and ethnic integration in the early stages of independence. However, ethnic equality is more of a political concept and institutional guarantee, and Zbarauskaite (2015) has found through qualitative research that after Lithuania regained its independence, the rapid social changes have led to problems such as ethnic minority language communication barriers, political inconsistencies, and even ethnic discrimination The dual identity of state and ethnic poses challenges for ethnic minority groups.

Kasatkina (2003) analyzed the integration methods of different ethnic groups and the causes of identity crises through sampling surveys and interviews with the main ethnic groups, and summarizes ethnic synergy into four forms: integration, assimilation, separation and marginalization. The authors recommend that Lithuania continue to optimize ethnic relations, encourage the development of social relations, and avoid of separation and marginalization. Ramanauskas (2000) discussed the difficulties faced by Lithuanian national identity construction in the process of synergistic new European integration. Although the EU has brought economic and institutional assistance and support, it is also mixed with cultural and identity shocks, and the development of integration can even form an assimilation crisis. Lithuania needs to strengthen its own identity and balance the relationship between state identity and EU identity and must pay attention to the construction of identity, especially to strengthen the education of primary and secondary school students' national consciousness and sense of national honor. Bailey (2017) explores the impact and challenges of Lithuania's post-accession English learning boom and the popularity of British and American culture on Lithuanian language promotion and national identity in the context of globalization. The advantages of English skills in career development and living standards, combined with the EU's investment in English courses and language programmes, have prompted more and more young people to learn English, triggering a new crisis of state and ethnic identity.

Third, based on the background of Lithuanian multiple identities, the relationship between the three identities was explored, and a new model of identity construction is proposed. After summarizing the current situation of Lithuanian identity, some scholars have put forward new opinions and references for the construction of Lithuania's identity considering Lithuania’s political and cultural environment. Astra (2010) argues that the development of modern transport, communication and media technologies promotes the intercultural integration of states, the process of globalization also promotes the process of multiculturalism, and European identity is a unique combination of multiple cultures. In this context, the reality of global multiculturalism and multiple identities should be respected. Ziliukaite (2007) also affirmed the centrality of state identity in multiple identities and encouraged the government to continue to optimize the political and social environment so that citizens can participate more in social activities and enhance their national awareness. Lithuanian state identity is based on the common historical destiny of the people, in the national culture, politics and historical consciousness of the construction, with particularity and priority, only under the premise of state identity, European identity and ethnic identity are not contradictory, pluralistic identity can coexist, and jointly promote the harmonious and stable development of the country.

**1.3 Research Methods**

Research methods are based on research questions, tools, and means aimed at research materials, and serve the purposes of research. This study mainly adopts the literature analysis method, historical research method, interdisciplinary research method, and example analysis method. In addition, in order to understand and grasp the overall situation of the object state language policy and language use, this paper not only describes the evolution of Lithuanian language policy and language use from the perspective of diachronic, but also specifically expounds the use and influence of Lithuanian language from the perspective of synchronicity, and explores the importance of language education policy for maintaining national identity, protecting national collective memory, and adapting to the development of globalization.

The literature analysis method refers to the research method of exploring and analyzing various social behaviors, social relations and other social phenomena by quantitatively collecting and analyzing existing literature materials in the form of words, numbers, symbols, pictures, and other information (Feng Tianxiao, 2018). Due to the limitations of the research area and research identity, this study relies on various forms of literature to conduct historical investigation and analysis of the research objects, and the selected literature can be mainly classified into the following two categories:

(1) Existing statistics: mainly including Lithuanian official legal texts and language education policy documents, statistical data compiled and published by the government and education administrations at all levels (Ministry of Culture, Ministry of Education and Science). Officially promulgated and signed documents by international organizations such as the European Union and UNESCO. Statistical Office of Europe, the Council of Europe, the National Statistical Office of Lithuania, and other official organizations on the situation in Lithuanian language and education survey reports and statistical results.

(2) Academic literature: mainly including relevant academic papers and monographs. Through the collation and collection of existing raw data, combined with the new theoretical framework, re-analysis, and interpretation. The research materials mainly use the research data of foreign scholars, involving regional research, Lithuanian historical evolution, ethnic minority studies, language attitudes, etc.

Secondly, according to the special geographical environment and historical background of Lithuania, this paper adopts the historical analysis method. The subject is placed in the context of a specific historical time and cross-cultural change, and the causes of a particular social phenomenon and long-term social change are explored. This study takes Lithuanian language education policy as a clue, traces its evolution, and sorts out and categorizes its own policies in chronological order, so as to grasp the development and changes of Lithuanian language life and language education policy in different periods as a whole, and pay attention to the important role played by identity in it.

Again, the case study is the use of empirical evidence to illustrate or support a theory (Newman, 2007). Researchers apply the theory to a specific historical situation or social context or use different cases to prove the theory. This paper analyzes Lithuanian language education policy based on the perspective of identity, combines specific official policies and legal documents, and covers the use of language in education and social life, and demonstrates the theoretical framework of identity through rich examples.

Finally, interdisciplinary research methods. Language education policy is not a single state decree but is adjusted and formulated according to a specific historical background and social situation and is the result of the joint action of various elements such as a country's politics, economy, culture, science and technology. Therefore, in the process of analyzing its language education policy, it will apply theories and methods in the fields of ethnology, history, anthropology, and other fields to deepen research.

Diverse research methods are conducive to presenting comprehensive and rich research results. This study looks forward to analyzing the language education policy of Lithuania from the perspective of identity, discovering the hidden characteristics and laws by showing the evolution process of the policy of the target country, revealing the multiple influencing factors of the language policy and its important role in maintaining national stability and national unity, so as to achieve the purpose of national and regional research, and provide ideas and references for the formulation of its language policy.

**1.4 Research Framework**

This paper is divided into six chapters, through the study and analysis of Lithuanian language education policy, clarify the complex linkage between sovereign state identity, ethnic identity, and supranational identity, which helps to deepen the understanding of the transformation process of Lithuanian language policy planning and provides a new perspective on language and social development. On the other hand, through the analysis and grasp of the identity problem, it is helpful to improve the study of the countries of the Baltic Sea countries and deepen the understanding of international affairs such as Soviet colonial rule and European integration (Huang Zhitao, 2017)

In accordance with the above research plan, the chapters of this paper are planned to be arranged as follows: The first chapter, which introduces the research background and outlines the national profile of Lithuanian and the basic situation of the government's implementation of language policies in the social and educational systems. This paper reviews the research status of Lithuanian language policy, identifies research gaps, proposes research ideas, and clarifies the purpose and significance of research; at the same time, points out the research methods, data collection channels and basic research ideas used in the paper.

Chapter 2, Language and Identity Construction, defines the research object, clarifies the concept of identity, analyzes the relationship between language policy and multi-level identity from three aspects: language and state identity, language and ethnic identity, language and supranational identity, summarizes the importance of language policy for the construction of identity, and clarifies the connection between the three identities.

Chapter 3, State Language Promotion and State Identity Construction. First, review the changing position of the Lithuanian language in the turbulent history, and point out the influence of Polish and Russian on Lithuanian language and Lithuanian culture. Second, it analyzes the policies and measures of the government to protect and promote the official language after the restoration of Lithuania's independence, summarizes the experience of popularizing the state language, and studies how to use the language education policy in transition countries to maintain sovereign state identity and enhance the sense of state identity.

Chapter 4, Ethnic Minority Language Education Policies and Ethnic Cultural Identity. This chapter provides an overview of the Lithuanian minority and its linguistic situation, covering the profile of the Lithuanian minority, the distribution of Lithuanian linguistic groups and linguistic attitudes, minority language education policies and planning, etc. Based on the analysis of Lithuanian language policy, the importance of protecting the linguistic rights of ethnic minorities in the development of their national cultural identity was explored.

Chapter 5, Foreign Language Education Policy Development and The Transformation of Supranational Identity. This chapter focuses on the impact of "globalization" on Lithuania, that is, how Lithuania adapted its foreign language education policy to the requirements of internationalization and linguistic diversity after becoming a member of the European Union and analyzed the impact and challenges of English on the Lithuanian language after joining the European Union. Finally, we will explore the training methods of foreign language talents and the dissemination and development of national languages in the economic globalization and internationalization market.

Chapter 6 is the conclusion, this chapter will summarize the characteristics of Lithuania's language policy from the perspective of identity, summarize the policies and specific practices adopted by Lithuania in the process of promoting official languages, protecting minority languages and adapting to the trend of globalization, and point out their strengths and weaknesses. Second, the "multicultural" identity model is applied to analyze the relationship between state identity, ethnic identity, and supranational identity, and how to use language policy to balance multiple identities. Finally, the contributions and shortcomings of the research are summarized, and the future research directions of Lithuanian language education policy are pointed out.

**Chapter 2: Language and Identity Construction**

**2.1 The Concept of Identity**

Identity is rich in connotation, and as a research hotspot in the field of social sciences, it exists in the study of philosophy, psychology, and sociology. The earliest identities came from philosophical reflections on unity. Later, identity as a social psychology term, formally proposed by Freud, refers to the process of emotional and psychological convergence between individuals and others, groups, or imitated characters (Che Wenbo, 1988), which is the earliest form of emotional connection between individuals and others. The identity of the field of sociology is based on Freud's psychoanalytic theory, which emphasizes the thinking of "who I am", which refers to both the emotional and psychological convergence process of the individual and others or groups, and the individual and group perception of self-identity (Chen Xinren, 2008).

Social identity includes individual identity and group identity. Identity is first and foremost a subjective self-act, a determination of an individual's identity, emphasizing the particularity of the individual that distinguishes it from other individuals. Self-awareness is the psychological starting point of all identity behaviors, and only the independence and active participation of individuals can produce a variety of identities based on the self. Different individuals maintain unity and unity based on consistent self-identity, form a sense of self-identity of the group, and produce group identity.

The formation of social identity has strong subjectivity, but it is not produced out of thin air, let alone a static classification process, but a dynamic behavior based on a certain time and resources in the process of interaction with others, and at the same time subject to subjective factors such as cultural traditions, historical experience, values, and religious beliefs. Habermas (1989) pointed out that "identity is attributed to mutual understanding, sharing of knowledge, mutual trust, and interdependence between two compatible subjects." [[2]](#footnote-2) Individuals develop self-attitudes and feelings in their interactions with others, generate a conscious awareness of individual identity, and increase recognition and convergence of certain group characteristics in further interactions. Positive interaction fosters a benign identity, where individuals build and develop their relationships through verbal expression and increase emotion and trust in verbal interactions. Within the group, the internal identity of the group is strengthened by constructing common characteristics, common experiences, common goals, etc.

The identity generated in interactive practice is constantly changing and developing, and different historical and social backgrounds will give birth to a variety of social identities, which exist widely in all levels of social culture. (Zhou Xian, 2008). The connotation of identity is therefore mixed with the corresponding subject knowledge, which leads to the emergence of self-identity, identity, social identity, cultural identity, regional identity, ethnic identity, political identity, state identity, etc. (Zhang Baocheng, 2010). This paper will focus on the core concepts of state identity, ethnic identity, and supranational identity, explore the relationship between language and identity based on the analysis of Lithuanian language policy planning, and discuss the important role of language policy in identity construction.

**2.2 Language and Identity**

Language is a tool for human beings to express their thoughts, and the psychology of thinking is the basis of the ontology of language. Language is also the basic link that maintains people's various relationships with the world (Chen Xinren, 2008) and is the main means of social life (Kramsch, 1998). Anderson (1998) argues that identity is the product of language and the interconnected emotions of strangers. Although they don't know each other, being able to communicate in the same language allows each other to know each other's existence and find common ground. By using language, individuals construct a sense of self-awareness associated with others, i.e., identity. Language is the vehicle that reflects our identity to others and transmits culture. The use of language symbolizes a person's identity and becomes an important symbol of discerning the identity of others.

Since the 1980s, "language and identity" has gradually become a hot topic in the field of linguistics and sociology, involving the connotation of linguistic identity (Fishman, 1999; Llamas & Watt, 2010; Preece, 2016), Identification and Assessment of Linguistic Identity (Joseph, 2004; Ager, 2012), Interdisciplinary Extension (Gumperz, 1983; Riley, 2007; Jenkins, 2008), Problems and Challenges (Chriost, 2003), etc., focus more on the relationship between language and identity, that is, how language reflects and affects identity (Joseph , 2004), how to build and develop identity through language (Ricento, 2006; Anchimbe, 2013). In recent years, the research on language and identity has been deepened, the analysis of theoretical frameworks has become more systematic and targeted, the empirical research on education policies based on various state languages has become more and more abundant, and the publication of monographs on language and identity has become a sign of research specialization and the accumulation of research results. Edwards (2009) in Language and Identity comprehensively elaborates on the connection between language and identity from a sociolinguistic perspective and pays attention to the influence of language variants produced by factors such as race, religion, and gender on identity Based on the research results, he makes suggestions on language policy planning and language ecology. The Routledge Handbook of Language and Identity (Preece, 2016), published in 2016, provides a comprehensive and clear interpretation of language and identity from the perspective of applied linguistics, and has become an important reference for the development and research of linguistic identity.

The link between language and identity is so strong and powerful that the use of language alone is enough to identify a person's identity in a certain group. The act of language itself is an act of identity (Page & Keller, 1985), and how language is acquired, existed, developed, and used is influenced by recognition when everyone uses language every day (Joseph, 2004). In the process of dialogue, language users will make characteristic judgments about the value, status, form, role, identity symbol, etc. of language, and these cognitions are played by identity, but also react to the renewal and adjustment of identity.

In addition, language is the foundation for building ethnic identity and is one of the important means of maintaining and promoting identity. Brubaker (2004) elaborated on the role of linguistic diversity in enhancing national consciousness during the decline of the Habsburg Empire. Based on the social construction completed by language, members can understand each other and thus identify with each other as members of the same community, which has become one of the important methods of national identity creation.

Language has two meanings in identity: on the one hand, the use of language is considered to be an external act, and people identify group members according to the characteristics of language use, and on the other hand, language is a tool for self-identification, a means for individuals to express their community (Xu Daming, 2006). Different individuals and groups reflect and influence it through language identity, multi-level and multi-connotation identity also needs to be constructed by corresponding language, and the relationship between language and identity at different levels has become a key topic in sociolinguistic research.

**2.2.1 Language and Ethnic Identity**

Language is the product of the development of human society and is a vehicle for mutual communication that is spontaneously formed between specific ethnic groups. The formation of language not only becomes a medium of communication between members of the community, but also promotes the special identity and emotions within the group that uses the common language and serves as an element to distinguish other language groups.

The definition of ethnic groups has always been inseparable from the important element of language. According to Kuwaiti anthropologist Mohammed Haddad, ethnic groups refer to groups that have unique factors in society and form different consciousnesses due to culture and ancestry (Xu Jieshun, 2002). That is to say, ethnic groups are communities that are different from other groups due to blood and culture, and culture here refers to the language or communication symbols that are most pronounced externally and differently. The functional and political nature of ethnic groups has been constantly escalating, and the concept of ethnicity has emerged. Since the formation of human society as a nation, the role of language in symbolizing identity and communication has become more prominent. Language has become a symbol of national symbol and national identity (Dai Manchun and Liu Runqing, 2010), and this special group marker function makes it a significant identification and effective means for people to seek identity and identity.

Wodak (1999) argues that identity is a dynamic developmental process, constructed primarily through verbal behavior, as the result of constant definition and negotiation within and outside the group. Joseph (2001) also affirmed the positive role of linguistic communication in strengthening ethnic identity, arguing about the symbolism of language, its accumulated historical and cultural connections, and natural semantics of memory remembrance) is the basis of every exchange and interaction, and also becomes a strong support for common connotations. Human social life is inseparable from language, from the greeting of daily meetings, the sharing of information, interpersonal communication, individuals in the social communication through language to complete communication, and then identify our group and other groups. People who speak the same language are born with an invisible and great attraction, and they gather to form an inseparable whole (Fichte, 1968). Members of the group communicate, interact, and socialize in the same language, adopt the same vocabulary and rules, follow the same way of thinking, and individual Physically, the physical ability to clearly and smoothly complete the transmission of information, complete an effective communication, the members will have a sense of intimacy and belonging, and leave a common memory. Therefore, mastering the language of an ethnic group is the primary and fundamental way to understand and integrate into a people.

The sociality of language is also one of the reasons why it has become a symbol of ethnic identity. As the core element of the formation of the nation, language plays an important role in awakening national consciousness internally, condensing the centripetal force of the nation, and distinguishing itself from other ethnic groups externally (Chen Ping, 2008). In the process of inter-ethnic exchanges, language, customs, and values are important symbols of distinguishing "our ethnic group" from "other ethnic groups.", and the sense of belonging and emotional attachment to the ontological nationality that arises after dividing the groups is the soil and root cause of national recognition. In addition to intergenerational identity, intergenerational identity is also maintained by language, and Steiner (1992) believes that language is the guarantee of the continuation of group identity, and the spiritual bond on which future generations can maintain and inherit the same lineage. In the language text "The Last Lesson", the teacher, Mr. Hamel, also encourages the children to learn and cherish the language, because "the people who have become slaves in the dead country, as long as they remember their language, are like holding a key to open the door of the prison." Language is the symbol of the nation, the carrier of national history and culture, and the condensation point of national emotions. The preservation and transmission of language is the continuation of national culture and national spirit, and it is also the direct driving force for enhancing the sense of belonging and cohesion of internal members.

Based on the above analysis, language plays multiple roles in ethnic identity: First, language itself is a figurative ethnic symbol, and its construction process brings together ethnic feelings and characteristics, so the process of creating and using its own language naturally becomes a process of ethnic identity. Secondly, the communication of language is an important part of identifying "others" and belonging to "their own ethnic groups". Using the same language can complete the transmission of information and achieve effective communication, thereby preserving common memory and enhancing internal identity and cohesion. Finally, when a language gradually matures into a ethnic language, it itself bears the function of ethnic identity, and language education becomes an important means of continuing and developing ethnic identity.

**2.2.2 Language and State Identity**

State identity refers to "the identity of citizens of a country with the historical and cultural traditions, moral values, ideals, beliefs, and national sovereignty of their homeland, that is, state identity" (He Jinrui and Yan Jirong, 2008). Smith (1991) points out the essential feature of state identity: a common historical territory or homeland, common myths and historical memories, common popular culture, common legal rights and obligations, common economic systems and their members flowing freely within them. That is to say, national identity is the embodiment of citizens' sense of belonging to the country's economy, politics, history, culture and subject consciousness, and it is the behavior of citizens to affirm their state identity, safeguard state interests, and respect state power on the basis of identifying with the state constitutional system. In addition, state identity also contains the identification of emotional attitudes, starting from state cognition, cultivating national feelings, establishing national attitudes, establishing national values, and forming recognition and loyalty to the psychological level of the country (Cai Wencheng, 2015).

State identity is an important national consciousness and an important link that maintains the existence and development of a country. The formation of state identity has always attracted the attention of scholars, mainly two basic arguments: essentialism believes that language is the original and natural basis of state identity; constructivism believes that state identity is not a natural trait, but a specific group of people created and accepted, and the result of a person's state identity is directly related to the common elements they are exposed to in their daily lives For example: state symbols, language, history, culture, music, clothing, etc. Both essentialism and constructivism emphasize the important role of language in state identity. Weinstein pointed out: "Language itself is the most important distinguishing symbol of groups, and many people around the world are convinced that the choice of their language as a symbol of political identity, as a tool for schools, the media and social services, will improve their material and political lives and improve their hierarchical status (Zhou Qingsheng, 2001)."

The definition of group identity and culture by language is mainly reflected in its language selection and planning. After the rise of the nation-state, the pursuit of state language unity has become an important guiding principle of the language policy of most nation-states and has also become an important means of building state identity. For example, after the restoration of independence, Ukraine revised its language law to make Ukrainian an official language, which not only reflects the sovereign independence of the Ukrainian government, but also consolidates the dominant position of the Ukrainian language, which is of great significance for maintaining its national unity, promoting national language norms, and enhancing national identity. It can be seen that for multi-ethnic countries, the establishment of the national language and the promotion of the lingua franca have a positive effect on declaring national sovereignty and enhancing internal cohesion. Generally speaking, the lingua franca or official language of a multi-ethnic country is chosen as the national language of the main ethnic group, and if there are two or more subject ethnic groups, the official implementation of a bilingual or multilingual policy, such as Swiss and Finland.

It can be seen from the above discussion that in individual identity, language plays a subtle role in citizens clarifying state identity, establishing self-consciousness, and enhancing national feelings; and for group identity, the use of common language has become a key medium for maintaining social stability and promoting ethnic exchanges and integration. For multi-ethnic countries, the official promotion and popularization of unified state language has become the primary direction and fundamental goal of their language policy with the aim of consolidating national unity and promoting state identity.

**2.2.3 Supranational Identity**

Since the 1990s, with the collapse of the Soviet Union and the end of the Cold War, the international economic and political landscape has begun to change. The continuous advancement of economic globalization, the accelerated development of the trend of multipolarization in the world, and the continuous renewal of science and technology have led to increasingly close economic and political interaction between countries, a gradual increase in foreign exchanges, and a continuous acceleration of the pace of regional economic and political integration brought about by geographical ties. The establishment of many regional economic and political organizations such as the European Union, the North American Free Trade Area, and the Economic Cooperation Organization has played an important role in promoting the common and coordinated development of the region, and a new type of collective identity model has also sprouted in these international organizations.

The concept of supranationalism was first proposed by Haas in his theory of "new functionalism". As economic integration deepens, supranational institutions and non-governmental actors gradually assume more functions and effects, and political spillovers continue to emerge, and their impact gradually increases. This shift in political power and authority also led to a change in individual emotions, and members gradually formed allegiance and identification with supranational institutions. As the international organization with the highest degree of economic and political integration, the EU is trying to create and promote a new transcendent nation-state identity – a "European collective identity" – to advance its integration process.

Supranational identity cannot be separated from the essence of nation-state identity, and the homogeneity and relevance of multiple social elements are the sources of identity formation. The similarities of EU member states in the economic, political, historical, cultural, religious, and other fields have become the basis and guarantee of their collective identity. European identity has a long history and cultural backing. From the ancient Greek and Roman civilizations to the common Christian belief tradition, and then to the spread and development of scientific, democratic, and rational ideas in the later Renaissance, the Reformation, and the Enlightenment, the unified historical and cultural foundation has led to the formation of a sense of collective identity. After the end of World War II, economic interests became a decisive factor in advancing the EU's integration process. With economic integration, the degree of interaction among member states in political consultation, policy formulation, and institutional reform has been continuously improved, political power and decision-making have gradually shifted from nation-states to supranational institutions, and the sense of civic identity and collective consciousness has been continuously enhanced. The analysis of supranational identity based on the essence of state identity not only emphasizes the important role of similar national symbols, common national historical and cultural characteristics, and consistent values and customs and traditions in internal integration, but also shows the symbiotic relationship between EU collective identity and nation-state identity and reflects the construction of multiple identities. State identities with ancient ethnic, linguistic, cultural, and historical roots can be combined with regional common consciousness to share European culture, value systems and historical roots to form a developing supranational identity (Smith, 1992).

As a supranational institution independent of governments, the supranational nature of the EU is mainly reflected in the autonomy of legislation and decision-making and the establishment of EU citizenship. The four main legislative decision-making bodies of the European Union, namely the European Commission, the Council of the European Union, the European Parliament, and the Court of Justice of the European Union, are independent of member states and manage community affairs in a pluralistic and interactive manner, representing the overall interests of the EU supranational state. Independent decision-making bodies and autonomous joint decision-making procedures embody the characteristics of the EU's "common integration", the political jurisdiction of member states is gradually transferred to the EU institutions, the supranational characteristics are becoming increasingly prominent, and the degree of European integration has been further strengthened. In addition, in the process of building democracy in the EU, European citizenship has also become a unique symbol of citizenship beyond traditional nation-states. The concept of "EU citizenship" was first introduced in the 1992 Maastricht Treaty, establishing the political, economic, and socio-cultural rights of EU citizens in the form of law. The promulgation of the treaty shows the EU's determination to strengthen citizenship and is the embodiment of EU democracy and human rights. In 2000, the EU Charter of Fundamental Rights further clarified the basic rights of EU citizens, stipulating that they enjoy the same human rights and equal protection among member states, and the identity awareness of EU citizens was continuously strengthened, the ties with the Union were also closer, and the sense of identity and belonging to the community was gradually accumulated.

Common historical and cultural origins and value traditions are the premise of collective identity, and the establishment of EU supranational institutions and EU citizenship has become the fundamental driving force for the construction of supranational identity, but the analysis of supranational identity cannot be separated from the global context of the times. We live in a world defined by cultural diversity, where economic globalization, colonization, waves of immigration, the establishment of multi-ethnic states, multicultural policies have brought about cultural engagement and mixing, and multicultural experiences have become an important part of many people's daily lives, driven by the development of transportation and media (Benet-atinez & Hong, 2014). The exchanges and interactions between countries provide a powerful opportunity for cultural exchanges, the development of new media and information technology promotes the integration and development of multiple cultures, and more and more individuals or groups adhere to multi-cultural concepts and value attitudes. However, cultural exchanges and dissemination between countries are not equal, and due to uneven economic development, the Western developed countries led by the United States have taken advantage of their economic, political, and scientific and technological means to export cultural concepts, ideologies and lifestyles to the outside world, which has brought a huge impact on the identity of national culture. In addition, in the process of cultural export, English, as its important medium, has played an important role in media publicity, education promotion, and cultural exchanges, and its scope of dissemination and frequency of use have long been in a dominant position, affecting the development of other countries and national languages. In the context of globalization, the widespread use of English and the spread of British and American culture have brought about a new cultural identity crisis, so governments need to stabilize and develop the national language and culture through the adjustment of language education policies and build a new recognition model to adapt to the trend and trend of cultural diversity.

**2.3 State Identity, Ethnic Identity, and Supranational Identity**

With the continuous development of economic globalization and scientific and technological informatization, the increasingly close exchanges between countries and the increasingly frequent cross-border movement of citizens, people need to rethink the relationship between state identity, ethnic identity, and supranational identity in the context of the new era.

First of all, in the context of globalization, the population flow has increased, it is difficult for a single nation-state to exist, multi-ethnic states have become the world's universal state development model, and ethnic identity has become the basis of state identity. (Tong Ling, 2017). Therefore, ethnic identity is the premise of state identity. In addition, state identity plays an important role in promoting the unity of all nationalities and maintaining social stability, and its pluralism is also conducive to the development and prosperity of ethnic identity, providing good support for the formation of ethnic identity. However, the construction of state identity will affect some ethnic identities, and the development of ethnics will also be restricted and compromised, and the antagonism between the two will be highlighted, and how to balance the relationship between state identity and ethnic identity, especially the identity of ethnic minority groups, has become an important issue in the governance and development of multi-ethnic countries.

Second, in the wave of economic globalization, there are no longer isolated islands, cooperation between countries is becoming more and more intensive, and the scope and scale of cooperation among regional groups are also expanding. As most countries join regional economic integration organizations at different levels, supranational community identity has become a new identity concern. Supranational identity is both an opportunity and a challenge for multi-ethnic countries. The establishment and development of supranational institutions provide more opportunities and benefits for the citizens of member states, especially the most integrated EU regulates citizenship and rights in the form of law, and the trust and loyalty of members to supranational institutions continue to increase, eroding state identity to a certain extent. However, whether it is the United Nations, the European Union, NATO and other economic and political organizations, the realization of their functions and objectives needs to rely on sovereign states to complete. The basic constituent unit of an international organization is the state, the state is still the community with the most authoritative and organizational ability, the sense of state identity is still the most basic identity of a national citizen (Han Zhen, 2013), and the supranational identity relies on the development and extension of state identity. Secondly, exchanges and interactions with other countries in international organizations will further enhance the sense of national belonging and honor, which is conducive to strengthening state identity, learning from other member states' ways and means of building identity in exchanges, and has positive significance for the development of state identity.

Finally, the development of state identity, ethnic identity, and supranational identity cannot be separated from the background of the era of globalization, and with the increasingly dense exchanges between individuals, nationalities and countries, single and narrow identification methods are bound to intensify contradictions and trigger conflicts, so "pluralistic coexistence" has become a new way to analyze identity relations. In terms of state and ethnic identity, respecting and protecting the differences in ethnic identity and developing and protecting state identity through corresponding policies can not only enrich and prosper national identity, but also be more conducive to safeguarding country unity. In supranational identity, it is necessary to respect the status of the sovereign state, give priority to the development and consolidation of national identity, so as to ensure the exchanges and cooperation between member states and the stability of order within the alliance.

In summary, this paper believes that the "pluralistic coexistence" model should become a new model for analyzing and building identity in the context of globalization, and the state should fully respect the multiple identities of citizens and adopt corresponding language policies to regulate and balance the development of different identities. Ethnic identity is the premise of achieving state identity, state identity is the key and core of pluralistic identity, and supranational identity is an extension of state identity. While promoting state identity, multi-ethnic countries should also pay attention to safeguarding the pluralism of ethnic identity and the international nature of supranational identity, which is conducive to safeguarding national unity and social stability and realizing the comprehensive and all-round development of identity.

**Chapter 3: State Language Promotion and State Identity Construction**

**3.1 Evolution of Lithuanian Language Education Policy**

Lithuania, the largest and southernmost of the three Baltic states, is located at the crossroads between Western Europe and the former Soviet Union, and its territory has repeatedly been the target of colonial expansion. Since the establishment of the Grand Duchy of Lithuania in 1240, Lithuania has struggled for independence through turbulent history, and its language policy has changed accordingly with political, economic, and historical evolution. [[3]](#footnote-3)

(1) Early development of the Lithuanian language

Lithuanian is the official language of the Republic of Lithuania, one of the official languages of the European Union, the oldest Indo-European language, and one of the two surviving Baltic languages (the other one is Latvian). Lithuanian has a long history, and in the mid-7th century, the Southeast Baltic branch was separated from the Baltic languages and is considered to be the prototype of Lithuanian language. Until the 13th century, Lithuanian was used as a spoken language, and it was not until the 16th century that there was a corresponding script, and more than 500,000 surviving folk songs and folklore became evidence of the flourishing tradition of oral literature (Hogan-Brun & Ramoniene, 2010). Lithuanian dialects vary greatly and are mainly divided into two branches: Lowland Lithuanian and Highland Lithuanian.

In 1569, Lithuania and Poland signed the Lublin Agreement, and the Polish-Lithuanian Commonwealth formally allied. As a commonwealth state, the Kingdom of Poland and the Grand Duchy of Lithuania enjoyed the right to self-government, and thus formed an independent state identity, as well as the right to freely use the state language. During the same period, the political situation in Eastern Europe was turbulent and Tsarist Russia rose. In the constant military confrontation with Tsarist Russia, the nobles used the Lithuanian language to persuade and direct the citizens and peasants to participate in the revolution, and the Lithuanian language gradually entered the field of public communication from the private sphere, and the number of people who studied and used it increased. In addition, with the development and spread of Catholicism, the first Lithuanian Bible was published as a missionary book in 1547 for every believer to be able to worship God autonomously and freely. This book introduces the Lithuanian alphabet and some practical rules for reading and pronouncing Lithuanian, which has become an important symbol of the written Lithuanian language. In 1579 the Jesuits established the University of Vilnius, and Lithuanian became the main missionary language, with theoretical and practical knowledge through rhetoric, poetics, and so on Philosophical and theological lectures developed (Hogan-Brun & Ramoniene, 2010).

In the constant military confrontation with Tsarist Russia, Lithuania gradually became a vassal under Polish control, and the Lithuanian language was gradually Polishized as a result. Polish became the language spoken by the elite, churches, and popular culture, favored by the ruling nobility, while Lithuanian was considered the language of the lower classes, with fewer and fewer speakers and a seriously threatened status. [[4]](#footnote-4)In 1697, Polish officially replaced Ruthenian as the administrative language of the Polish-Lithuanian Commonwealth.

Lithuania's long-term foreign wars were continuous, the domestic political situation was turbulent, the kingdom was divided between the three countries under the joint attack of Tsarist Russia, Prussia, and Austria, and Lithuania belonged to Tsarist Russia. The continued movement of the Tsarist regime deprived Lithuania of its status as an independent state for the first time, and the living conditions of the Lithuanian language became more difficult. Russia's opposition adopted a linguistic colonization strategy, pursued a policy of "Russianization", forced the use of Russian to spread, increased its influence, and "tried to use the Russian language as an imperial glue" (Edwards, 1985). At the same time, the use of the Lithuanian language was banned in public administration, school education and the courts, the churches and monasteries in Lithuania were closed, the sociolinguistic function of the Lithuanian language was greatly restricted (Druviete, 2000), and the cultural field showed signs of decline. Staliunas (2007) notes that the failure of the first Lithuanian uprising in 1773 forced the closure of the University of Vilnius, while the suppression of the second uprising led directly to a total ban on all by the government Lithuanian materials using Latin orthography stipulate those texts must be written in Russian alphabets. The development of the Lithuanian language and the spread of Lithuanian culture were hit hard. However, the highly centralized "Russification" colonial policy also inspired and strengthened Lithuanian state identity and determination to restore independence. Political upheavals and great social upheavals necessitated Lithuania's adaptation and change, re-establishing a new social structure and modern identity.

At the end of the 19th century, under the influence of the general atmosphere of European politics, the national movement arose. Lithuanian was developed as a scientific language thanks to the efforts of many scientists and cultural workers. In the fields of history, medicine, biology, agriculture, astronomy, arithmetic, and physics, Lithuanian dictionaries, popular science books, and other articles and works were published to break free from the cultural confinement of Tsarist Russia, and literary scholars also created works in Lithuanian on the subject of state and state history, thus promoting the awakening of national consciousness.[[5]](#footnote-5) The publication of two Lithuanian-language newspapers, The Dawn (1883-1886) and The Bell (1889-1906), further contributed to the normalization of the Lithuanian language and the evolution of different functional language styles.[[6]](#footnote-6) Modern Lithuanian, based on the Ankhelas language of the Western Highlands and the fusion of vocabulary from other dialects, began to revitalize Lithuanian and became an important medium for disseminating national information and values.

In 1904, after the defeat of the Russo-Japanese War, Tsarist Russia was unable to resist the rising national movement, and on 7th May announced the lifting of the ban on Lithuanian-language publications, marking the complete failure of the current policy of Russification. This initiative contributed to the vigorous development of the Lithuanian publishing industry, especially the printing and circulation of textbooks, and made the spread of Lithuanian more widely in the field of education.

On 16 February 1918, the Lithuanian National Assembly signed the Lithuanian Independence Act, declaring that Lithuania had regained its independence and that the new state would govern on democratic principles. During Lithuania's first independence in 1918-1940, Lithuanian was officially recognized as a legislative and executive language, in addition to being introduced into the sphere of command, used in the military and at all levels of the education system (Sibayan, 1989). The status and standardization of the Lithuanian language has never been higher. Lithuanian primary and secondary schools have built a collaborative network to promote Lithuanian language learning, some higher education institutions have also adopted Lithuanian as the language of instruction, and the widespread use of Lithuanian has promoted the standardization of its spoken and written language. In addition, the recovery and development of higher education has increased the number of enrolments, and new ideas and concepts have spread more widely among the population and reached more new audiences. Writers and songwriters began to use Lithuanian languages innovatively, making important contributions to the enrichment and development of Lithuanian languages.

Since the establishment of the Grand Duchy of Lithuania, the development of the Lithuanian language has gone through twists and turns, due to multiple political and cultural attacks, the establishment of the Republic of Lithuania has provided a good political environment and institutional support for the development of the Lithuanian language and the construction of the Lithuanian state identity, and the popularity of the Lithuanian language has shown a peak. The emergence of European national movements at the end of the 19th century led to the revival of Lithuanian nationalities, socio-political and cultures, as well as the revival and development of the language (Bar-Adon, 1988). Lithuanian began to enter the stage of standardization, and different styles of language emerged. However, the political turmoil of the 20th century posed greater threats and challenges to the circulation and use of the Lithuanian language, and "Russianization" once again became a means of colonization and assimilation in Russia.

(2) Soviet Policy of Russianization

In the 1940s, Soviet troops again occupied Lithuania and established the Lithuanian Soviet Socialist Republic, incorporating Lithuania into the Soviet Union. Russian became its official language and was the main medium of communication in the public domain. The Soviet Union again pursued a more intense policy of cultural "Russification" and linguistic "Russification", aimed at depriving Lithuania of its national rights and assimilating its native population (Hogan-Brun & Ramonieni, 2010), the Russian language became the representative of power and an important tool of colonial rule. Through the literacy campaign of the SOVIET Ministry of Education, the Russian language level of the population was raised, the barriers to communication were broken, the number of Lithuanian speakers was greatly reduced, and its social function began to decline, and it continued to be used only in a small part of the public sphere, such as the news media and teaching. The mandatory policy of "Russianization" affected Lithuanians at the pronunciation, lexical and grammatical levels.

The Lithuanian Language Council was established in 1961 to shift the focus of Lithuanian language policy to introduce a new socialist vocabulary, including naming proper nouns in politics, economy, and society, and integrating them into mainstream socialist ideas. Language policy is used as a tool to eliminate the political need for content (Balockaite, 2014), and linguists focus on developing the ability of people to speak Russian authentically. The literacy campaign in Soviet Russia not only changed the way people speak, but also became a tool for Russia's thinking education for the residents in the establishment.

By 1970-1979, national political resistance had largely ended, a new pro-Soviet elite had taken shape, and Lithuania had entered a period of economic and political stability. After establishing the ideal class structure, the Soviet regime adopted a new mode of linguistic management of the opposition, that is, from coercion to propaganda and education. Language management has also shifted from ideological and policy propaganda to the popularization of daily life areas such as consumption, culture, and entertainment. The Russian language gradually spread to the private sphere such as public transportation, leisure and entertainment venues, and language policies began to influence the education of children and adolescents.

Under the rule of the Soviet Union for nearly 50 years, intensive Russification had an impact on the political, social, and cultural life of all minorities in the Baltic States. In Lithuania, many members of ethnic minorities speak Russian as their mother tongue. In addition, there are many ethnic minorities who use Russian as a lingua franca in the public domain or in private life.

In 1988, the ruling power of the Soviet Union began to weaken, all Baltic states re-established cultural and linguistic independence, monuments, streets began to resume naming in Lithuanian (Zinkevicius, 1998). The transformation of language became a symbol of state reconstruction, and language policy became a weapon for political freedom. Lithuanian gradually reverted to being an official language and continued to gain its status in political and social life. In 1988,[[7]](#footnote-7) Lithuania issued a decree on the use of the language, which stipulated the use of the Lithuanian language in the economic, educational, cultural, academic, and other fields of the country, and this document became the legal basis for the restoration of Lithuanian as an official language.

From the above analysis, it can be seen that the use and development of Lithuanian languages has been seriously damaged for a long time by the protracted colonial invasion and the resulting colonization of polish, German and Russian languages (Hogan-Brun & Ramoniene, 2010). However, thanks to the unremitting efforts of experts and scholars and the Lithuanian people, the function of the Lithuanian language in the field of education and publishing has been inherited and retained. The intensive Policy of Russianization in the Soviet Union in the 1940s had a huge impact on the development of Lithuanian language and culture, so de-Russification became the first priority in the promotion and construction of Lithuanian language after the restoration of a sovereign state task. Language education policies play an important role in raising national awareness, preserving the status of the Lithuanian language, raising the sense of national honor and cohesion, and establishing a new sovereign national identity.

**3.2** **Planning and Implementation of the Promotion of the State Language after Independence**

In March 1990, Lithuania issued a declaration of independence, becoming the first republic to declare independence from the Soviet Union. The primary task after independence is to maintain state security and stability, consolidate the status of independence, and establish a sovereign state identity. Lithuania has promoted institutional reform, infrastructure construction, and industrial optimization in the economic, political, military, and diplomatic fields, and has promoted the development of independent countries and enhanced its state status through measures such as market economic transformation, political structural reform, and accession to the European Union and NATO. As an important national symbol and symbol of sovereignty, the government first restored Lithuanian to the official language, and formulated a series of language policies and regulations to enhance the prestige of Lithuanian, and at the same time, through specific practices in the fields of culture, education and media, developed and popularized the Lithuanian language, so that it can assume more important roles and functions in the life of the country and society, thereby enhancing the people's sense of cultural belonging and subjectivity, and promoting the construction of national cohesion and national identity.

(1) The language legislation and language policy of Lithuania

Language policy is the political agreement that society gives a certain value to its language, and language policy is implemented through legislation (Dai Manchun and Liu Runqing, 2010). In order to consolidate the status of Lithuanian as the official language, the Lithuanian Constitution and the State Language Act provide legal guarantees for the priority development and use of the Lithuanian language.

As a symbol of state sovereignty and national independence, Lithuanian was restored to the official language before the collapse of the Soviet Union. Article 77 of the Amendment to the Constitution of Soviet Lithuania, adopted in 1988, stipulates that in the state organs and departments of the Ministry of Public Service, enterprises and related educational, cultural, scientific, and productive organizations must use the Lithuanian language (Hogan-Brun, 2007).

Following the restoration of independence, Lithuania adopted the Constitution of the Republic of Lithuania by referendum on 25 October 1992.[[8]](#footnote-8) Article 14 stipulates that Lithuanian language is the state language of the Republic of Lithuania, article 117 requires that all court proceedings in Lithuanian shall be conducted in Lithuanian, and the Constitution clearly stipulates the status of Lithuanian language, providing fundamental guarantees for its development and promotion.

In order to further promote the revival of the language and the protection of the language, and to promote the standardization of the language and script, in 1995 Lithuania adopted the National Language Law[[9]](#footnote-9) to reaffirm the official language of the country as Lithuanian, and clearly stipulated that the legal bills and government documents must be written in Lithuanian and promulgated and implemented in Lithuanian. All institutions, enterprises and organizations operating in the Republic of Lithuania shall manage archives, accounting, reporting, financial and technical documents in all official languages. Government officials and service personnel of other official agencies such as the police, law enforcement services, communications, transportation, medical care and social security must master the Lithuanian language and provide services to citizens in the workplace using standardized Mandarin. The Government guarantees Lithuanian citizens the right to compulsory, vocational and higher education in state language. All secondary schools must teach the standard Lithuanian language in accordance with government regulations. Movies and TV shows that are released must be translated into Lithuanian or subtitled in Lithuanian.

In order to protect linguistic norms, encourage the correct use of the Lithuanian language and promote the standardization of the Lithuanian language, the National Language Act provides policy support to academic institutions engaged in Lithuanian language research, as well as to institutions that publish books on Lithuanian language sciences. At the same time, it is stipulated that the correct use of the Lithuanian language shall be one of the qualifications of civil servants, teachers, mass media and publishers. The Lithuanian mass media (news, television, radio, etc.) and all publications must use the standard Lithuanian language.

In addition to the Constitution, the Language Law and other legal provisions that clearly stipulate the status and use of the Lithuanian language, after formal independence, the mastery of the Lithuanian language has become a necessary condition for joining Lithuanian citizenship. The Nationality Act stipulates those residents who have passed the Lithuanian language and the Lithuanian Constitution examination and who have resided in Office for more than ten years and have a stable job can acquire nationality. This move not only promoted the enthusiasm and motivation of learning the Lithuanian language among the outsiders, but also promoted the gradual formation and improvement of the Lithuanian language examination system.

The Republic of Lithuania Law on Education, first promulgated after the establishment of the State in 1991,[[10]](#footnote-10) provides policy support for the study and use of the Lithuanian language, and Article 30 of it clearly stipulates the right of citizens to learn the Lithuanian language: every citizen of the Republic of Lithuania, as well as foreigners with permanent or temporary residency in the Republic of Lithuania, is guaranteed the right to receive teaching and learning the Lithuanian language.

In 2003, the State Language Policy Guidelines (2003-2008) issued by the Ministry of Education of Lithuania became a programmatic document for Lithuanian language policy and planning. The Guide clearly stipulates that the Lithuanian language is the basis of Lithuanian national and cultural identity. The Constitution guarantees the status of Lithuanian as state language, and the main purpose of the State Language Policy is to protect the linguistic cultural heritage and promote its use and development. In addition, the Guidelines plan for the promotion and implementation of the Lithuanian language and set the following objectives:

(1) to ensure the role of the Lithuanian language in the field of public life in society.

In addition to specific language legislation and drafts, the Government of Lithuania has approved since independence four language programmes for the development of national languages: the National Plan for the Use and Development of Languages (1996-2005), the Lithuanian Language Plan for the Information Society (2000-2006), the Lithuanian Plan for the Substitution of Foreign Words, Plan for the Preservation of Dialects and Ethnic Geographical Names (2001-2010).

It can be seen from the above policies and acts that the Lithuanian government respects the authoritative position of the Lithuanian language, attaches importance to the construction of the state language, provides absolute institutional and legal guarantees for the development of the Lithuanian language.

(2) state institutions and departments for promoting Lithuanian-speaking

In order to give better play to the role of the Lithuanian language in promoting educational practice and enhancing the sense of state identity, the Lithuanian Government has set up a special agency responsible for the promotion and development of the Lithuanian language. The State Commission of the Lithuanian Language[[11]](#footnote-11) is a state body responsible to the Parliament. The State Language Commission is responsible for implementing and amending the Law on the National Language, establishing the direction of Lithuanian language management, standardizing, and compiling rules, and evaluating and publishing authoritative Lithuanian language standardization works (Dictionaries, reference books, textbooks and guides); promote and fund the Lithuanian language development project. In addition, the State Language Commission publishes from time to time a variety of books and periodicals, publishing standard Lithuanian language usage norms and newly created terminology vocabulary. In 1997, the State Language Commission published the book "Lithuanian Grammar", which for the first time comprehensively described the grammatical structure of Lithuanian, including phonetics, morphology, and grammar. Published in English, the book is conducive to the international promotion and cultural exchange of the Lithuanian language. The State Language Commission plays an important role in promoting the standardization of the Lithuanian language, enriching, and innovating the Lithuanian language, and coordinating the scientific research of the language.

Since the early 1990s, the State Language Inspectorate and the County Language Service Centre have been established, and the Lithuanian language management system has been continuously improved, shifting the focus to stimulating the people's awareness of language and culture. Through the publication of various grammar books and dictionaries, the norms of spoken and written usage of Lithuanian were clarified. The Lithuanian Language Institute and related scientific research institutions also contribute to the standardization of the Lithuanian language.

(3) Lithuanian Language Education Policy

The Constitution and the Law on state languages and related supporting documents provide the legal basis for the protection and development of the Lithuanian language, while education, especially school education, bears the concrete role of language development and promotion. After the restoration of independence, Lithuania implemented a new language education policy based on its national conditions, aimed at maintaining the state language status and authority of the Lithuanian language, and playing its important role in educating the people, improving the culture of the whole people, and strengthening the state identity. Lithuania has adopted a comprehensive top-down reform in the field of education, including the innovation of the education system, the optimization of teaching content, the construction of language education resources, the improvement of the language evaluation system and a series of measures to create a favorable environment for strengthening the status of an independent state, popularizing and strengthening the use of the Lithuanian language, and enhancing the sense of state identity.

(1) Reform of syllabus and teaching content

In 2003, the Ministry of Education and Science of Lithuania promulgated the General Education Plan, which clarified the main objective of Lithuanian language teaching, that is, to encourage more residents to learn Lithuanian and improve the level of Lithuanian. To further promote the learning and use of the Lithuanian language, the syllabus designates Lithuanian as the "language of the school" as a tool for promoting social interaction and integration. In order to achieve this, the plan stipulates that all subjects except foreign languages must be taught in Lithuanian. Lithuanian plays a dual role in public schools, both as a separate subject of study and as a tool and medium for schools to teach other subjects.

As a compulsory subject, the Lithuanian language curriculum covers all sections of compulsory education in Lithuania: Primary (Grades 1-5), Foundation Stage (Grades 6-9), Intermediate Stage (Grades 10-12), of which the primary must be guaranteed every week. The duration of the lesson is the highest of all compulsory subjects. Under the active promotion of the government, students have improved their time in school learning and using Lithuanian.

Language is not only an important tool for promoting community communication and interaction, but also an important carrier for protecting and prospering state culture and enhancing state identity. School education, especially at the basic stage, is an important way to strengthen the link between the state language and state identity, and the Lithuanian Ministry of Education aims to reform the language curriculum as the main way for cultivating students' state identity. "The most important goal in developing mother tongue skills is to enable one to grasp the cultural heritage of the country. And to create for the world values that are essential to the national culture (Lithuanian Language Policy Plan, 1997). Through education, young people's understanding of the country's language, history and culture is enhanced, and a sense of national pride and honor is stimulated and cultivated. Therefore, in addition to specialized language courses, public schools also offer cultural courses such as Lithuanian history and literature, and add many national elements to the textbooks, mainly covering the following four aspects (Zaleskiene, 1999):

A. History of the Nation: Includes three types of texts: novels (such as the famous Lithuanian patriotic novel), popular texts and stories.

B. Customs, traditions, and national origins. These Lithuanian textbooks usually include many folklore introductions (such as folklore, traditional festivals, games, and songs). Students can also read texts that introduce the historical Lithuanian way of life. In addition, some social science research is involved, such as the Baltic myth.

C. National Geography and Natural Scenery: This theme appears in various textbooks and is presented through poetry, narratives, and mythological stories, cultivating students' spiritual connection with the motherland.

D. National dignity and self-respect: Textbooks guide students to respect state language, state identity and literary works representing the country and the people, aiming to raise students' civic awareness and strengthen their attention to the common interests of the state and society.

The adjustment and improvement of the teaching content led to the publication of new Lithuanian textbooks and based on the new teaching objectives and teaching guidelines, as well as the requirements of the Core Curriculum of the Lithuanian Language Country, the number of Lithuanian textbooks published more than doubled within ten years of independence. The increase in the number and variety of textbooks provide effective material support for the promotion of Lithuanian language and culture teaching.

In addition to curriculum reform at the basic education stage, the Lithuanian Higher Education Reform also puts forward new requirements for Lithuanian curriculum. Lithuanian higher education is mainly based on the Soviet curriculum system, and the language course, as a tool of colonial rule and civic education, has a strong political color and is difficult to adapt to the development of the new independent country. Thus, after the restoration of independence, Lithuania adopted new textbooks and teaching materials, all new courses including national values and traditions and containing pictures and texts related to Lithuania. Teachers have more time to improve their students' cultural literacy, making Lithuanian not just a language course, but teaching students how to become a "Lithuanian" (Bethell & Zabulionis, 2000).

(2) Construction of language education resources

In order to promote educational fairness, disseminate advanced cultural knowledge, and cultivate talents needed by society, Lithuania strengthened the construction of school hardware resources, especially the resources of basic education sections after independence. Among them, the total number of preschool educational institutions increased from 78,596 in 1993 to 119336 in 2017, and the overall trend is in an upward trend year by year. In particular, the number of institutions in rural areas has increased significantly, which is of great significance for improving the language and cultural level of citizens in remote areas. The proportion of children enrolled in pre-primary education increased from 93.9% (2010) to 110.1% (2017), and for basic and secondary education segments, the proportion of Lithuanian public schools has increased, and the enrolment rate of public-school students has increased. After joining the European Union, the number of Bilingual English schools in Lithuania increased to 4, reflecting the boom in English learning.

Based on consolidating the educational resources at the basic education stage, in order to meet the needs of globalization and the European Union for talent training, Lithuania has vigorously developed higher education, and the number of schools and enrollment rates have been continuously improved. In 2000, Lithuania opened seven independent colleges for the first time, reaching 22 in 2017, of which 28 were maintained for three consecutive years from 2005 to 2008. The number of universities and research institutions also rose from 15 in 2000 to 21, of which 23 were in 2009-2014 Enrollment rate of more than 55% in the sections of science and postgraduate studies (2010-2017). In order to increase the popularity of Lithuanian language, Lithuania has also opened Lithuanian language learning institutions for adults at universities, and adult education centers are mostly located in Vilnius and other ethnic minority concentration areas. Lithuanian language two courses are available, and adult immigrants can also learn Lithuanian at the center for free.

In addition to the improvement of hardware facilities, the Lithuanian Ministry of Education also pays attention to the construction and development of digital resources and natural language processing technologies (Human Language Technologies). Inspired by the construction of the Swedish Corpus at Stockholm University in Sweden in 1994, the Lithuanian Centre for Computational Linguistics was established with government funding for the compilation of the first Lithuanian corpus. At the same time, the Lithuanian National Science and Research Foundation supports the Lithuanian word frequency dictionary research project, which analyzes the vocabulary of Lithuanian with high frequency use based on a corpus of 1 million words. In addition, Lithuania joined the 1993 "EU Corpus" project, which provides Lithuanian language texts and has been involved in the European language resource infrastructure construction (TELRD), in the preparation of multilingual corpus, translation and dictionary software production, language resource facilities construction, construction It plays an important role in areas such as organizing seminars for language research institutes.

In order to enhance the construction of Lithuanian digital resources, in 2000 the Lithuanian Ministry of Education and Science began to implement the "Lithuanian Language Program for the Information Society", and in 2006 successfully compiled 100 million running word corpora and query systems and collocation extraction tools for the public to use in learning and research.[[12]](#footnote-12) With the support of the State Language Commission and the Lithuanian Scientific Research Project Fund, digital resources in several languages are developed and used: morphologically annotated corpus (115 million running words), an English-Lithuanian corpus (18 million words), a Lithuanian text recognition tool, Lithuanian Phonetic Database et al. (Marcinkevieiene, 2009). From 2010 to 2015, the Ministry of Education and Research of Lithuania was responsible for the implementation of the second phase of the program, which mainly involved the localization of resources and tools, with a focus on promoting the digitization of intangible heritage. In addition to improving and creating new linguistic resources, the project also developed new machine translation software [[13]](#footnote-13)(Lithuanian-English; Lithuanian French), semantic and syntactic analysis and retrieval tools, Lithuanian speech synthesizer, [[14]](#footnote-14)etc. are also of great significance for Lithuanian language protection and digital resource construction.

(3) Reform of the education evaluation system

As an important tool for assessing students' knowledge level and important feedback for evaluating teaching results, the reform of the Lithuanian language assessment system has also become an important part of the promotion of Lithuanian language in the education system. The reform of the evaluation method not only has a negative effect on the implementation of the teaching content, but also promotes teachers to provide more innovative and effective teaching programs in the classroom and can stimulate the enthusiasm and initiative of students to learn Lithuanian through the reform of the examination system.

The Ministry of Education and Science of Lithuania stipulates that from 2000 onwards, all students must take the Lithuanian language completion examination after completing the basic education stage (10th grade). The content of the examination is formulated by the unified proposition of the state, and the test results will be included in the student file. After graduating from secondary school and applying for the entrance examination for university, students can choose their own subjects to take the examination, but Lithuanian is a compulsory subject and has become an important basis for applying for university. Examination reform has brought good feedback on the promotion of Lithuanian language, survey data from ethnic minority clusters in eastern and southeastern Lithuania (Hogan-Brun, 2007), ethnic minorities (mainly Russians, more than half of the parents in the Belarusian and Polish) community are happy to see their children enter the mainstream education system and master Lithuanian. And 33 percent of ethnic Russian parents in the region believe that mastering the Lithuanian language can help their children "better choose their university."

HERIL plans to adopt a new syllabus and history textbook, changing the teaching to political events since 1917. The form of the examination shifts from theoretical and pure knowledge questions and answers to material analysis and thinking training topics, and new contents such as charts, history, maps, and literature excerpts are added to test students' mastery of basic historical knowledge and focus on the assessment of subject literacy and comprehensive ability. The school aims to cultivate students' comprehensive development through Lithuanian language learning, especially the training of communication skills and ways of thinking, and also involves the cultivation of reading ability.

In addition to the academic proficiency test, in April 1992, the Lithuanian government approved the adult language proficiency test, which is divided into 6 levels from A1 to C2. The test is organized by the Lithuanian Language Research Center[[15]](#footnote-15). Propositions and organization of implementation. The adult language proficiency test was approved by the Lithuanian State Language Council and was first applied to the examination for public officials in Lithuanian state organs, which led to a boom in Lithuanian language learning. In accordance with the provisions of the National Language Act on the use of the Lithuanian language in the field of public life in Lithuania, Lithuanian is the language of communication of all public authorities, industry, and services (spoken and written). Proficiency in the Lithuanian language is therefore essential for applying for state civil servants or for positions in the public service sector. Between 1993 and 2002, a total of 81,160 citizens participated and 69,998 passed the National Language Test (Hogan-Brun & .2002).

(4) Implementation of bilingual education

Language is a special symbol of culture and identity, a symbol of state unity and authority. Lithuania's unique historical and political background and its identity as a multi-ethnic and multilingual country make the teaching of Lithuanian languages by ethnic minorities a key focus of the education sector. Based on the need to enhance national integration and cohesion, strengthen inter-ethnic exchanges and positive interaction, and raise the national awareness of ethnic minority members, the Ministry of Education and Science of Lithuania launched the "Bilingual Education" project[[16]](#footnote-16) in 2001 to provide five bilingual teaching modes with different characteristics and teaching directions in primary and secondary schools.

The "Bilingual Education" project is an important measure for Lithuania to meet the needs of multicultural construction and promote coordination and unity within the education system, which can not only achieve the teaching goal of promoting state language and national culture in ethnic minority areas, but also contribute to the protection of minority languages and cultures and promote the coordinated development of multilingual cultures. After the implementation of the project, the situation of Lithuanian language teaching changed: new curricula, supporting teaching materials and other teaching aids, as well as a new development and promotion of language proficiency assessment systems in schools and adult teaching institutions. In order to enable the population to learn and use the official language quickly and effectively, Lithuania currently adopts a systematic and communicative teaching method, and the school curriculum is divided into two forms: teaching the Lithuanian mother tongue and teaching the Lithuanian official language, mainly to meet the needs of ethnic minorities in daily communication and participation in social life.

There are more than 200 minority schools in Lithuania, and the "Bilingual Education" project was implemented in 34 schools as soon as it was launched. The project is of great significance for the popularization of Lithuanian languages and the development of linguistic diversity. According to the results of the 2011 Lithuanian Census[[17]](#footnote-17), the proportion of people who speak at least one language has increased to 78.5% of the total population in a decade (2001, 70.6%）. In addition, the number of people of all ethnic minorities speaking the Lithuanian language exceeded 50%, and the popularity of the Lithuanian language increased.

In addition to curriculum development and compilation of new teaching materials, some bilingual schools continue to explore new teaching models, in view of the fact that Lithuania's ethnic minorities are mostly concentrated in the southeastern region, and the school distribution is relatively scattered, and the development of some ethnic minority areas is relatively backward, in order to strengthen regional ties and further promote bilingual education, the future development will involve the following parties

(Hogan-Brun & Ramoniene, 2004): Establishment of bilingual resource libraries; provision of online learning opportunities; joint projects through social media (forums, communities); establishment of relevant language learning websites. More importantly, it is necessary to improve the bilingual ability of teachers of the new bilingual curriculum and to familiarize themselves with the history and traditions of the country. At the same time, we will continue to strengthen the training and supervision of incumbents to maintain and develop educational achievements. The government will also continue to invest in bilingual education to provide resource support for curriculum research and development and talent development.

**3.3** **Effects and Evaluation of Lithuanian State Language Policies**

**3.3.****1 Effects of Lithuanian State Language Policy Implementation**

Due to its unique geographical location, Lithuanian society was in turmoil and regimes were constantly changing. However, the Lithuanian language and culture have survived multiple oppressions, due to the Lithuanian people's strong sense of nationality and effective language protection measures. After the restoration of independence, Lithuania inherited the tradition of its language and writing planning, shifted the focus of the language education policy to the restoration and promotion of the national language, and achieved remarkable results in popularizing the Lithuanian language and strengthening the identity of sovereign states, which are mainly reflected in the following four aspects:

(1) Complete language legislation, clarify language policy planning, and ensure the authoritative status of Lithuanian from the institutional level. The Lithuanian Government clearly stipulates the state language status of the Lithuanian language in the Constitution, the Law on the State Language, the Law on State Education, and many other laws, giving priority to guaranteeing its use in the administrative, legal and public spheres, and providing policy support for the development and promotion of the Lithuanian language. The Guide to the State Language Policy is a programmatic document of Lithuanian language policy in the new period, reflecting the progress of scientific, systematic, and standardized Lithuanian language education policy. The protection and development of the Lithuanian language is no longer just a carrier of national sentiment but at the same time a symbol of the authority of an independent sovereign state. In addition to improving legislation, the establishment of scientific research institutions has played a key role in policy formulation and project implementation and has become the direct promoter of the popularization of the Lithuanian language, the cultivation of civic cultural awareness and the standardization of the Lithuanian language. It also marks the soundness and perfection of the Lithuanian language and writing management system.

(2) Promote state language education, improve the language skills of citizens, and enhance the influence of Lithuanian languages. Within a decade of regaining independence, Lithuanian citizens, especially ethnic minority groups, had a significant increase in the number and ability to speak the state language. This is due both to a series of language policy planning by the Lithuanian State Language Commission and to the implementation of several educational projects. Lithuanian government agencies, legal departments and other public service areas uniformly adopt Lithuanian as the working (spoken and written) language, which not only reflects the official status of Lithuanian, but also makes Lithuanian language learning a direct need for life in the country, and becomes an effective tool for citizens' political participation, business cooperation, cultural exchanges, and interpersonal exchanges. The naturalization policy based on language proficiency and the examination system for public officials in state organs have also promoted the boom in Lithuanian language learning, which has become a direct driving force for ethnic minorities and immigrant groups to learn Lithuanian. Secondly, as the main place for the promotion of the Lithuanian language, the field of education has played an irreplaceable role in improving the language level of citizens, promoting Lithuanian culture, and building a harmonious multilingual environment. Measures such as the reform of the syllabus and teaching mode, the construction of language education resources, and the optimization of the evaluation feedback system have significantly improved the educational function of the Lithuanian language, effectively promoted the popularization of the Lithuanian language, and further broadened the influence of the Lithuanian language. The implementation of the "Bilingual Education" project to promote the improvement of citizens' multilingual ability and the prosperity of multiculturalism is not only conducive to achieving the goal of promoting state language and national culture in ethnic minority areas, but also takes into account the needs of the equal development of minority languages and cultures and promotes educational equity and social stability.

(3) Construct and strengthen national identities, strengthen internal cohesion and centripetal forces. As an important symbol of national independence and a unique link of national identity, the national language plays a key role in citizens clarifying national identity, establishing the sense of subjectivity, and enhancing national feelings. The Lithuanian government actively promotes the Lithuanian language and culture learning project, innovates the research and development and promotion of civic education courses such as history and culture, and uses the functions of language identification and emotional transmission to broaden the coverage of national elements, enhance citizens' national pride and sense of belonging, and lay a cultural foundation for state unity and social stability. Lithuania's lax naturalization policy and pluralistic language policy have had a positive effect. Comparing the 1999 and 2008 European Value Study,[[18]](#footnote-18) it can be seen that 10 years after the restoration of independence, The sense of citizenship and national belonging has increased significantly, with more than half of respondents proud of their citizenship and showing recognition of the new independent sovereign state. The positive feedback of recognition reflects the effectiveness of the national language promotion policy and strengthens the government's determination to deepen the reform of language education.

(4) Promote the standardization and standardization of the Lithuanian language and develop and protect language resources. The level of standardization of a language (i.e., whether it can be used in all fields, including technical and academic fields) is the basis for promoting the language and enhancing identity. The standard of Lithuanian pronunciation, the norm of grammar, and the richness of vocabulary are the fundamental guarantees for the realization of the social communication function of Lithuanian and are also the prerequisites for the promotion of Lithuanian scientific research. The State Language Commission and local language management agencies at all levels actively promote the standardization of Lithuanian language and the specialization of language research, and at the same time attach importance to the development and utilization of language resources, especially digital resources, which provides good resource support for the protection and promotion of Lithuanian language, and further promotes the formation of citizens' sense of state identity.

**3.3.2** **The Promotion of State Language Policy and State Identity Construction**

State identity is the life of the modern state, and it is the process by which citizens react actively and positively to the state community and generate attributive emotional cognition and the formation of affirmative political attitudes (Cai Wencheng, 2015). In multi-ethnic countries, state identity is the prerequisite for state unity and social stability, the foundation for political democratization and legalization, and an important guarantee for promoting state unity and enhancing internal cohesion. Lithuania's complex historical background and regime changes have made the construction of a post-independence state identity a sensitive and serious topic that requires scientific and powerful measures to promote. As a concrete embodiment of the government's attitude towards language issues, language policy is an important means to cultivate citizens' state consciousness, build state identity, and gather state centripetal forces and cohesion. Through the analysis of the above section, it can be seen that the language education policy adopted by Lithuania after independence has better achieved the goal of promoting the state language and building state identity, reflecting the unique advantages of language policy in identity construction, and providing new perspectives and enlightenment for multi-ethnic and multilingual countries to strengthen their civic identity.

First of all, state independence is the premise for building state identity, and it is the basis and driving force for the protection and development of identity, culture, language, and education. The long period of turmoil and colonial rule in history has had a huge impact on the development and use of the Lithuanian language. After the restoration of independence, Lithuania officially began to implement its language policy planning, and the independence of state sovereignty is the fundamental guarantee for the promotion and popularization of the Lithuanian language. In addition, after independence, Lithuania adopted a "zero choice" naturalization policy, which gave the people equal political rights and citizenship, provided strong support for promoting state unity, and effectively promoted the improvement of citizens' sense of identity.

Second, building state identity through language policies requires legislative and institutional guarantees, and the establishment of specialized agencies to coordinate management. The state establishes the state language in the form of legislation, stipulates the status and relationship of multiple languages, and establishes a language management body, which not only reflects the authority of the sovereign state, but also enhances the strength and efficiency of the promotion of the state language. In language policy planning, the government should give priority to establishing and improving relevant legal systems, highlighting the dominant position of the state language, clarifying citizens' language rights, standardizing the areas of use and protective measures for state language, and providing a basis and guarantee for the implementation of specific projects.

Third, it is necessary to fully ensure the central position of the field of education in the construction of state identity. Imparting language skills and state history and culture has a positive effect on establishing state sovereignty, maintaining state stability, and promoting the development of cultural identity (Wright, 2012). The adoption of legislation to establish the state language as the language of instruction has effectively promoted the learning and use of languages, and also promoted the enrichment and development of languages. The spread of education and literacy not only enhances the possibilities for people to communicate, but also contributes to the cultivation of a strong sense of social group (Guibernau, 2013). In addition, the teaching of language should not only be the guidance and learning of language knowledge itself, but also the purpose of popularizing the history and culture of the country through state language teaching, so as to enhance the sense of state identity and centripetal force. Innovative state language curriculum content, increasing the teaching time of state language, covering state elements, etc. can become an effective way to strengthen state awareness by relying on language and culture. From the perspective of practicality, mastering the opportunities for study and promotion brought by the state language has become a direct driving force for citizens' learning, and the government should reform the qualification examination assessment requirements to continuously stimulate the interest and enthusiasm of learners.

The state language is the "linguistic bond" of ethnic identity and a powerful tool for building and strengthening state identity (Dong Xiaobo, 2018). Language is a special communication medium and cultural symbol, and the state language is the core carrier that condenses national consciousness and gathers national emotions. The construction of state identity requires the government to formulate a scientific language education policy, which is in line with the specific political, economic, cultural, and social environment of the country, and it is necessary to continuously adjust and improve with the development of the times. The government should not only take full use of the unique advantages of state language in promoting ethnic exchanges and mutual trust, enhancing internal cohesion, and maintaining social stability, but also continuously promote the active role of state language in building the spirit of the nation-state, protecting and inheriting excellent culture, and enhancing the country's soft power, so as to realize the important mission of language education policy in consolidating the identity of sovereign states and promoting state unity and reunification.

**Chapter 4:** **Minority Language Education Policy and Ethnic Identity Development**

**4.1 An Overview of Lithuanian National Minorities and Their Language Use**

As a multi-ethnic and multilingual country, Lithuania's population is diverse, and the ethnic issues are important and sensitive after the restoration of independence. How to coordinate the relations between various ethnic groups and promote ethnic equality has become an important reference basis for government policy formulation after the restoration of independence.

(1) Composition of the Lithuanian ethnic minority

According to the 2011 Lithuanian Census data, there are currently 154 ethnic groups living in Lithuania. The predominant ethnic group is the native Lithuanian people, who make up 84.2% (2.561 million people) of the total population. Ethnic Poles are the largest ethnic minority, accounting for 6.6% of the population (200,300 people) and are mainly concentrated in southeastern Lithuania, including the Vilnius region. Ethnic Russians ranked third, reaching 5.8% (176,900 people), mainly in cities. It was followed by Ethnic Belarusians (1.2%), ethnic Ukrainians (0.5%), who, along with other ethnic groups in the former Soviet Union. Other traditional minorities in Lithuania are the Jews, the Germans etc, which date back to the 14th century but today constitute only 0.1% of the Standing Population, or even less.

According to the statistics of the ethnic minorities in Lithuania in the past 40 years, the ethnic minorities in Lithuania are diverse, but the proportion of the total population is decreasing year by year, and the degree of population homogenization is higher than that of other Baltic states. In addition, the ethnic distribution of Lithuania is relatively concentrated, with ethnic minority groups mainly concentrated in the eastern and south-eastern regions, of which the Polish (18.9%), mainly concentrated in the city of Vilnius, and the Russian ethnicity is distributed in the eastern city of Visaginas (52.4%) and the city of Klaipeda to the west (21.3%). The composition and distribution of ethnic minorities is related to Lithuania's unique geographical and historical environment, and ethnic settlements have become the main places for the state to manage ethnic issues and implement ethnic policies. The concentration and relatively small number of ethnic minorities have become a powerful condition for Lithuania to deal with ethnic issues, and it is also a prerequisite for effectively balancing ethnic relations and promoting social harmony and unity.

**4.2** **Lithuanian Minority Language Education Policy**

Minority education is an important part of Lithuania’s education system, and minority language education has become a key issue in the government's language policy planning. Since the restoration of independence, the Government of Lithuania has promoted the implementation of several minority language education policies in terms of both language legislation and educational reform.

(1) Policies and regulations on minority language education

Lithuania has adopted legislation guaranteeing the equal status of ethnic minorities and protecting their right to develop and flourish their language and culture. As the fundamental law of the State, the Constitution guarantees equal human rights and fundamental freedoms for all Lithuanians, and Article 37 of it stipulates that "citizens belonging to ethnic minorities have the right to develop their language, culture and customs". This has also become the fundamental basis of Lithuanian minority language education policy. In a multilingual environment, citizenship and ethnic solidarity are central elements influencing linguistic behavior (Ager, 2001; Haugen, 1972; Ryan & Giles, 1983). In order to promote national unity, after independence, Lithuania implemented a "zero choice" naturalization policy, which gave ethnic minority groups equal civil rights, increased citizens' sense of belonging and recognition of the country, and also provided a strong mass base and institutional guarantee for the implementation of its language policy.

In 1989, the Lithuanian Government adopted the Law on Ethnics and established the Ethnic Committee (renamed the Ministry of Ethnic Affairs in 1999), which provided the most comprehensive and clear provisions on the rights of ethnic minorities. The Government values the interests of ethnic minorities and guarantees their rights in accordance with laws and specific procedures for the development of education and culture and the establishment of their own media (Hogan-Brun & Ramoniene, 2003). Ethnic minority students have the right to receive education in their mother tongue at the pre-school, primary and secondary levels.

The Lithuanian Education Act reaffirms once again the right of ethnic minority students to learn in their mother tongue and makes specific provisions in Article 30 on the implementation of foreign language education for ethnic minorities: 1. General schools should respect the needs of parents (or guardians) and learners, provide instruction in minority languages, or teach certain subjects in minority languages. 2. National and municipal pre-primary and general education schools should provide ethnic minority learners with opportunities for complementary learning and research in their mother tongue. 3. Ethnic minorities may learn their mother tongue in schools or other educational institutions that implement non-formal education programs. 4. In regional centers inhabited by ethnic minorities, at least one school with the mother tongue of the minority as the language of instruction shall be guaranteed, and the Ministry of Education shall guarantee equal policies and rights to such schools.

In 2002, the Ministry of Education and Science and adopted the Principles of Education of Ethnic Minorities resolution. It stipulates the language and financial principles of ethnic minority education. Lithuania has increased its existing project budget in the new fiscal year to protect and develop minority cultures. The Government endeavored to effectively consult with ethnic minorities on issues such as financial allocations and decided to re-establish the Ministry of Minorities by the end of 2014 with responsibility for all strategic programs and projects related to minority issues.

In 2004, Lithuania promulgated the Program of Integration of Ethnic Minorities into Society for the years (2005-2010). Implemented by the Ministry of Culture, the Ministry of Education and Science, the National Radio and Television Station, it aims to accomplish three objectives:1) to integrate ethnic minority groups into social, cultural and economic life; 2) to ratify international agreements on the rights of ethnic minorities, including the Universal Declaration of Human Rights, the Convention for the Protection of Human Rights and Fundamental Freedoms, and the Framework Convention for the Protection of Ethnic Minorities of the Council of Europe. 3) to provide a good legal and linguistic environment for minorities, as well as a good basis for joining the European Union and cooperating with its ethnic minority protection policies. [[19]](#footnote-19)

In 2009, the Lithuanian Parliament passed a draft law on the official spelling of names, allowing names spelled in minority languages to be added to identity documents.

From a sociocultural point of view, an important factor in supporting minority languages and cultures is the need for adequate access to the mass media, including the broadcasting of reports in minority languages in the mainstream media, as well as publications printed and distributed in minority ethnic languages, as well as the need to extend the duration of the broadcast of minority programs (Hogan-Brun & Ramoniene, 2003). Lithuanian state media and periodicals have ethnic minority sections, of which the main newspapers and periodicals in Lithuania, the Lithuanian Morning Post, the Republic Newspaper, the Lithuanian Echo, etc., are published in Lithuanian and Russian. The national radio station, Radio Lithuania (LRT), broadcasts daily programs in Lithuanian, Russian, Polish, English and other languages, providing news for ethnic minorities (Russia, Belarus, Poland, Jews and Ukraine). In addition, Lithuania protects the right of ethnic minorities to organize activities and publish information in their mother language.[[20]](#footnote-20) There are currently 25 Russian-speaking newspapers and 5 monthly magazines, in addition to two major Russian-language radio stations, "Russian Radio" and "Wave of Freedom”. WILII and Wilson, two Polish-language radio stations, became important channels for ethnic minority groups to disseminate information and culture.

(2) Implementation of minority language education policies

Policy implementation in the field of education pays greater attention to the need to protect the cultural identity of ethnic minorities, and the General Provisions of the Law on the State Language stipulate that the laws of the Republic of Lithuania guarantee the right of minority groups to develop their languages, cultures, and customs. In general, the Lithuanian ethnic minority education policy is more relaxed and freer, in addition to legislative and institutional protection, the Lithuanian government also protects the minority language and culture through project funding, institutional development, curriculum reform, teacher training and other means to protect the minority language and culture and strengthen their ethnic cultural identity.

Financial support is the basis for the educational and cultural development of ethnic minorities, and Lithuanian minority schools and Lithuanian public schools enjoy the same government subsidy mechanism, which provides them with funds for school construction, textbook procurement, teacher training and other projects. In 2001, Lithuania implemented the "Student Basket" program in minority schools, and ethnic minority students can receive corresponding education subsidies when they enroll, covering textbooks, extracurricular tutoring, skills training, and other costs. To encourage and support them to complete basic education and better integrate into social life.

The development of minority language education relies on the establishment of minority language schools and related educational institutions. The Lithuanian Education Act (Article 12) and the Principles of Education for Ethnic Minorities clearly stipulate that ethnic minorities may open schools funded by the Government in their population areas, and that ethnic minority students may enroll in the nearest school. In areas with under-populated and dense populations, classes and optional curricula and Sunday Schools may be established in national general education schools to enable ethnic minority groups to learn and improve their mother tongue. Since the restoration of independence, Lithuania has retained and established more than 200 minority schools, concentrated in minority settlements in southeastern Lithuania. Ethnic minority schools currently account for about 9 percent of all educational institutions and are mainly taught in minority languages.

In addition to access to specialized ethnic schools, Lithuanian minority language education policy gives ethnic minority groups full autonomy and flexibility in their mother tongue learning. The syllabus stipulates that ethnic minority students in public or immigrant schools may request to participate in out-of-school mother tongue language courses, which can be organized by one native language teacher and more than five students, benefiting most students with many Polish and Russian students and adequate teaching resources. For students whose mother tongue is German, French or English, there are a large number of well-trained language teachers in Lithuania who can adequately guide their mother tongue learning. In addition, there are about 40 Sunday schools in Lithuania where children of Belarusian, Ukrainian, and Jewish ethnic groups can learn their mother tongue and learn about their ethnic origins and cultural traditions. In 2001, for example, each Lithuanian student received a grant of 15 litas, while ethnic minority students received 18 litas. In 2002, the Ministry of Education and Science and Technology of Lithuania adopted the Principles of Education of Ethnic Minorities.

In order to ensure the quality of minority language education, the training and assessment system for minority teachers in Lithuania is also implemented using the unified standards of the Lithuanian education system, and the University of Vilnius and the Vilnius University of Education organize the training of teachers in minority languages every year, including the improvement of language and cultural accomplishment, as well as the guidance of cutting-edge teaching theories and teaching methods.

In addition, in order to promote cultural pluralism and enrich Lithuanian educational resources, the Legislative Council actively supported the introduction and translation of original textbooks and bibliographies for ethnic minorities, and in 2001 Lithuania provided 26 Russian textbooks, 18 new Polish textbooks and 12 for Russian and Polish schools Teaching textbooks in the Lithuanian language, while supporting international cooperation in higher education institutions of ethnic minorities, promoting the development and research of minority languages and cultures.

**4.3** **Ethnic Minority Language Education Policies and Ethnic Cultural Identity**

The use of a language is the result of a combination of political, economic, social, cultural, and other factors in a community, so the formulation of language education policies is affected by a variety of factors. Lithuania's unique political environment and historical background nurtured its multi-ethnic and multilingual social formation, and the Government was committed to taking several measures to guarantee equal rights for ethnic minorities and to respect their needs for language and culture development. Since the restoration of independence, Lithuanian departments have actively promoted the formulation of policies on the education of minority languages, implemented in various fields such as law, education, and public media, and played an important role in promoting ethnic unity and safeguarding and developing ethnic cultural identity.

Legislation is fundamental to the implementation of minority language education policies. After Lithuania regained its independence, legislation protected minority languages and cultures and provided support at the national level for its development. The Constitution of Lithuania and the Law on the State Language guarantee equal human rights and fundamental freedoms for all Lithuanians and the right of ethnic minorities to develop languages, cultures, and customs. Bringing ethnic language work into the orbit of legalization and emphasizing the education plan for minority languages in the national language policy can fundamentally ensure the stable and sustainable development of ethnic languages, present a more inclusive and harmonious attitude towards the coexistence of languages, and protect the diversity of languages and cultures.

In addition to legislative guarantees, the survival and development of the linguistic culture of minority communities requires financial support from the State. "There is no linguistic ecology without a language economy" (Denison, 1982), and the realization of various human rights requires social progress and development as a foundation (Guo Youxu, 2009). The construction of schools for ethnic minorities, the development of cultural curricula, the training of teachers, and the propaganda of minority languages, media promotion, and cultural protection all require the input of state funds. The government's financial support is conducive to the concrete realization of relevant policy initiatives and is the material guarantee for the protection of the linguistic and cultural identity of ethnic minorities.

In addition to legal and administrative protection, the Lithuanian Policy on Language Education for Minorities protects the right of ethnic minorities to use their own language freely in the field of education and public media. The Lithuanian minority education system has two main tasks: First, to protect the ethnic identity of the Lithuanian minority, including the protection of their mother tongue and culture. The second is to ensure the social and cultural pluralism of Lithuania. Therefore, the Government has actively taken measures to integrate ethnic minority schools into the national education system, supported by a series of laws and official documents, to achieve a balance between protecting the state identity of ethnic minorities and helping them to integrate into the political, economic, and cultural life of the country (Motuzas, 2001)"

In the autumn of 2001, the Lithuanian Ministry of Education began to provide bilingual education to ethnic minority areas, which became an important measure for the protection of minority languages and cultures. Skutnabb-Kangas (2009) argues that multilingual education based on mother tongues can combat the homogenization of public rights, uphold the linguistic rights of ethnic minorities, guarantee their right to education in their mother tongue, and contribute to the preservation of ecological and cultural diversity and the cultivation of creativity. The transmission of ethnic languages through mother tongue-based bilingual or multilingual education is an effective way to inherit culture, develop the economy, strengthen identity, and promote unity (Qin Tao, Wang Huan, 2015).

The promotion of mass media is also an important way to support the development of ethnic language and culture. The Lithuanian State Broadcasting Authority provides channels for minority ethnic groups to use the ethnic language for programs in national television and broadcasting and allows them to build and use their own media in order to fully display their cultural and social life, reflect the equality of the nation and the pluralism of culture, and contribute to the maintenance and development of ethnic identity. The mass media are of great significance to the protection of minority languages and the promotion of ethnic cultural identity, and the State shall appropriately provide ethnic minority news, education, culture, and entertainment programs to meet the needs of specific groups of people, and at the same time allow and support the establishment and development of some ethnic minority media.

**Chapter 5:** **Foreign Language Education Policy Development and Supranational Identity Transformation**

Since the beginning of the new century, Lithuanian foreign language education has developed rapidly. The continuous acceleration of the process of globalization and informatization has put forward new requirements for the citizens' foreign language proficiency, and foreign language education policy has gradually become the focus of language policy in the new period. With the increasing European integration and the continuous enhancement of the breadth and depth of cooperation and exchanges with other countries in the world, the Lithuanian government has paid attention to the unique role of foreign language proficiency in promoting international exchanges and cooperation, and has begun to adjust its foreign language education policy in light of specific national conditions and the background of the times, and has completed the optimization and updating of foreign language education concepts and foreign language curriculum settings through educational reform, with a view to enhancing national culture Soft power, gradually expanding international influence.

**5.1** **Adjustment of Foreign Language Education Policies in the Context of Globalization**

In 2003, Lithuania promulgated the "Guidelines for the National Language Policy" and published the "Foreign Language Education Strategy Paper" in the third part, summarizing to the European Commission and the public the overview of foreign language education in Lithuania in the decade after independence, the basic content of foreign language education policies, and the development direction of foreign language education, and establishing the status and importance of foreign language education in Lithuanian language education policy in the form of official documents. In the report on foreign language education, Zadeikaite (2003) specifically analyzes the adjustment of Lithuania's teaching philosophy, teaching methods, curriculum, textbook development, etc.

The first is the optimization of the concept of foreign language education, the new foreign language education syllabus will be the goal of foreign language education from the learning of language knowledge to the improvement of communication skills, including the development of language skills, the enhancement of language use ability and the improvement of foreign language learning motivation. Foreign language courses need to stimulate students' autonomy and focus on cultivating their communicative skills, critical thinking, information processing ability and the formation of value systems.

Under the guidance of the new teaching concept, the Ministry of Science and Education of Lithuania has readjusted the foreign language curriculum and subdivided foreign language education at the basic education stage into four parts: the introductory stage (grades 2-4), the primary stage (grades 5-6), the intermediate stage (grades 7-8), and the advanced stage (grades 9-12), and set teaching objectives and training programs for each stage. After the independence of sovereignty, the Lithuanian government no longer obliged citizens to learn Russian, but opened a wide range of language courses for students and encouraged the learning of a third foreign language. The school offers Western European languages such as English, French or German as compulsory courses, and offers three foreign minor courses for students in humanities, including Italian, Norwegian, Finnish, Japanese, etc. It is worth mentioning that the teaching of a variety of foreign languages not only has independent language courses, but also integrates other disciplines for teaching, and students' language communication ability and subject literacy have been comprehensively improved. In addition, higher education and adult education have also added several foreign language education courses, adult language learning tends to professional requirements and personal development needs, so most of them are mainly based on communication training and professional language learning, and English, Russian and German courses have become the first choice for students.

Based on the new curriculum system, public schools have also improved their teaching methods, transforming the mechanical language translation method into a communicative pedagogy that pays more attention to language communication and application. In the language curriculum, teachers have shifted from teaching traditional knowledge to improving the interactive communication of students. The syllabus requires that the foreign language classroom is not only a basic place for mastering foreign language knowledge and skills, but also an important platform for improving students' communication skills and humanistic literacy.

The change of curriculum and teaching methods has also led to the reform of textbook preparation, and the optimization of textbooks and teaching resources has become an important part of the reform of foreign language teaching. On the basis of updating the original foreign language textbooks, the Ministry of Education and Science of Lithuania officially publishes nationally used teaching materials for English, German, French and other foreign languages, including language textbooks for all stages of grades 2-10, as well as supplementary materials related to teaching aids, reading, and listening. In 2003, the Lithuanian government increased the subsidy for the purchase of language textbooks through the "Student Basket" project, ensuring that students have access to a rich and high-quality foreign language learning resource, thus promoting the development of their interest in language learning and language skills.

The new curriculum and teaching methods have put forward new requirements for the language level, teaching skills, communication skills and humanistic literacy of foreign language teachers, and Lithuania actively promotes training programs for foreign language teachers. Public universities such as the Vilnius University of Education regularly provide training courses for foreign language teachers in all sections, including language knowledge and instruction in teaching methods. The training of young foreign language teachers has also become one of the key tasks of foreign language education, and a total of 6 universities in Lithuania have opened foreign language education related majors, focusing on cultivating high-quality foreign language teachers and foreign language professionals, as the core force to promote the development of foreign language education.

In addition to the internal reform of the formal education system, the Ministry of Education and Science of Lithuania actively develops the informal education of foreign languages, focusing on the implementation of several foreign language activities, including regional, urban, or national language competitions, language weeks, foreign language opera festivals and other projects. Since 2001, Lithuanian teams have participated in several World Debating Championships and Language Olympiads and have achieved excellent results in Russian and German competitions.

**5.2** **Development of Foreign Language Education Policy in Lithuania under the Framework of the European Union**

After the restoration of independence, Lithuania continued to consolidate domestic state security and stability, while actively seeking support and protection externally, and focused on enhancing its status and international influence as a sovereign state. Nyunr (2006) argues that the best way for small countries to succeed in their foreign policy is through regional integration, multilateralism, and good relations with their immediate neighbors.

Therefore, "return to Europe" has become a new direction of Lithuanian foreign policy, and accession to the European Union has also become an important goal of Lithuania after independence. In 2004, Lithuania officially became a member of the European Union, and the EU's multilingual education philosophy and multicultural policy had an important impact on its language situation and foreign language education policy, and also brought about a change in the EU's supranational identity.

(1) EU Language Education Policy

Since its establishment, the EU has been committed to promoting the coordinated development of regional integration in various fields, actively proposing, and supervising the implementation of member countries, reflecting its obvious supranational nature. The state language plays a unique role in maintaining the stability of multi-ethnic countries and consolidating ethnic identity, and for international organizations such as the European Union, the construction of internal language and culture is of equal significance to strengthening collective identity. The EU has always adhered to the official language equality policy, advocated the concept of common education, attached importance to the multilingual ability of citizens, and protected the common development of multiculturalism

First, member states should deepen cooperation in the field of education and culture and promote the homogeneous development of education. In order to improve the quality of EU education, broaden the influence of European scientific research, and enhance cultural soft power, the EU has promulgated a series of educational cooperation programs such as the Lisbon Recognition Convention, the Bologna Declaration, the Copenhagen Process, and the National Strategy for Development Education, through the Open Method of Coordination ), to eliminate obstacles to the movement of students between EU member states, continuously promote international exchanges and cooperation, and improve the quality of teaching and scientific research results.

Second, promote the development of multilingual education and improve the language level of citizens. In June 1995, the European Commission published the White Paper on Education and Training,[[21]](#footnote-21) which clearly states that "multilingualism" is an important part of the European identity and learning society, encouraging citizens to master multiple community languages. And the ability to work and live in different language and cultural environments. The European Union launched the European Year of Languages project in 2001 and designated 26 September as European Language Day, which has contributed to the establishment of several language institutions and the implementation of several language projects.

Third, protect the cultural diversity of Europe and enrich the cultural heritage of European languages. The EU adheres to the concept of multilingual education and multiculturalism, fully respects the equal status of all official languages, protects and develops European language and cultural resources, and constantly plays a key role in EU institutions. A series of resolutions, such as the European Charter on Regional or Minority Languages, the Guidelines for the Protection of Minority Languages, and the Statute on Regional and Minority Languages, promote the protection of regional and minority languages by various countries, which is in line with the vision of the common development of multiculturalism.

In summary, the EU adheres to the educational concept of joint cooperation, adheres to the two core principles of cultivating citizens' multilingualism, protecting and prospering European linguistic and cultural diversity, and gives full play to the important role of language learning in promoting the integration process , so as to continuously enhance the quality of EU education and international influence, enhance the sense of belonging and cohesion among citizens, and achieve the fundamental goal of developing "European identity".

(2) Multi-foreign language and multicultural education

The adjustment of Lithuania's foreign language education policy in the new era is to meet the practical needs of state development and the background of the times, and after joining the European Union, Lithuanian foreign language education is facing greater opportunities and challenges. As a member of the European Union, Lithuania must harmonize with the EU framework and globalization trends and support the implementation of common policy concepts of multilingualism and multiculturalism.

Since the restoration of independence, the legal framework and educational programs created by Lithuania have met EU access criteria and have laid a good foundation for policy adjustments after its accession to the EU. The political "zero choice" citizen access policy, which clearly fits the concept of democracy and equality in Europe, has become the premise for the implementation of multilingual education. After joining the European Union, Lithuania signed and implemented several EU foreign language education documents as a member state, and the foreign language education policy was fully coordinated with the EU requirements. In 2004, Lithuania signed the Lisbon Treaty and participated in the implementation of the Action Plan for the Promotion of Language Learning and Linguistic Diversity 2004-2006, carrying out reform of foreign language education under the guidance of the European Union. Secondly, the Lithuanian foreign language education and assessment evaluation system is fully adjusted according to the "European Framework for Language Teaching and Assessment Co-reference" to meet the needs of the standardization and integration of the European evaluation and assessment system. In 2008 Lithuania also acted on the European Roadmap for Linguistic Diversity.[[22]](#footnote-22) It is required to implement the teaching of foreign languages under the concept of lifelong learning in vocational education and adult education. In general, Lithuania's foreign language education policy is fully compatible with the EU Framework Treaty and provides a legal and institutional basis for intra-EU project cooperation and educational reform.

To meet the development needs of EU integration, promote multilingualism and multiculturalism to become the new focus of Lithuanian language education policy, international education and the cultivation of multilingual talents have become the main features of Lithuanian language education policy. Since 2007, the EU has continued to provide financial and policy support for Lithuania's educational and cultural development, mainly assisting its lifelong learning and other cultural education projects, through strengthening international cooperation, promoting the exchange of talents, and improving the language skills and core literacy of citizens. In addition, the European Union has set up specialized agencies to assist the development of foreign language education in member states, and the Strasbourg Language Policy Department and the European Centre for Modern Languages in Graz are responsible for the overall coordination of language projects. Lithuania joined two organizations in 1999 and 1994 as members of the two organizations, participating in language research, teacher training, project cooperation, etc, and applying its best experience in domestic and foreign language policy formulation and foreign language talent training. The Council of Europe is also actively assisting in the reform of the Lithuanian curriculum, promoting the implementation of new language education projects, and promoting innovation and development in the teaching of foreign languages.

Given the critical role of education in the future well-being of citizens, the nation and Europe as a whole, the EU has launched several language education exchange programs, including the Socrates Programme, Erasmus+, Leonardo da Vinci, The European Youth Programme, etc. Providing opportunities for young people to learn other languages and train skills at home and abroad, it aims to support young students to gain more experience and skills to promote personal development and broad employment prospects. In 1998 Lithuania was approved to join the Socrates Program, which to this day has had a significant impact on foreign language education and foreign language learning for Lithuanian citizens. The Language Program Action (LINGUA) of the Eight Actions of the Socrates Program provides citizens with rich language learning opportunities through financial subsidies, project cooperation, and transnational exchanges. It also involves the optimization of teaching resources, the reform of teaching methods, and the support of external conditions such as teacher training. More than 10,000 institutions in Europe have joined the program, benefiting more than 500,000 students. The Erasmus+ programme provides scholarships to more than 2,000 Lithuanian students and 900 teachers to study in European universities, of which 30 are currently available in Lithuania Several institutions are involved in the project. After joining the European Union, Lithuania enjoys the treatment of member states, the number of people participating in international exchange programs continues to increase, and it has become one of the top five countries in the number of public students studying abroad, and the multilingual skills and practical experience of students have been effectively improved. In addition, Vilnius University, Kaunas University of Science and Technology, etc. also provide a number of exchange programs for students from other countries, which is not only conducive to teachers and students to understand the frontier development of international scientific research and grasp the latest research results in a timely manner, but also helps to more widely absorb the participation of outstanding foreign teachers and students and promote foreign exchanges and cooperation.

Lithuania fully practices the concept of multilingual education, as early as 2001 began to implement the "bilingual education" program, after joining the European Union, more attention paid more to the cultivation of students' multilingual ability, and the proportion of foreign language learners increased year by year . The language skills of citizens have been continuously improved, and the multilingual promotion project has achieved good results. In line with the implementation of the multilingual project, Lithuania has also carried out a reform of the evaluation system, and its state language proficiency tests are based on the Common European Framework of Reference standards

In 2006 the European Union published a special "European Barometer" survey: "Europeans and Their Languages". Studies show that 92% of Lithuanians can have conversations in at least one foreign language, 51% can use two foreign languages, and citizens have the 4th highest level of foreign language proficiency among member states, well above the EU average (56%, 28%). And 69% (ranked 3rd) of respondents support the EU's concept of multilingual education with "mother tongue plus two foreign languages", 89% support bilingual learning and 87% support equality in all community languages. Lithuania has a high degree of recognition of the EU language education policy, has a clear tendency toward multilingual learning, ensures the smooth implementation of multilingual education, and achieves positive results, and the multilingual ability of citizens is in the lead among member states.

Lithuania attaches importance to the development and protection of multiculturalism, both in the development and protection of multilingualism. As a multi-ethnic State, the Government legislated to guarantee equal status among all ethnic groups and gave them the right to develop culture and education and to establish mass media. Lithuania's liberal ethnic policy has become an important reference for EU access, and it is also a favorable measure for its faster integration into the EU than Latvia and Estonia.

EU assistance and support not only inject vitality into the development of language education in Lithuania, but also inevitably bring new crises and challenges. First and foremost is the popularity of English and the learning boom it has triggered. With the deepening of economic globalization, the further development of the trend of multipolarization in the world, and the innovation and upgrading of science and communication technology, exchanges and cooperation between countries have become increasingly close. English plays an important role in various fields such as foreign affairs communication, media promotion, education promotion and cultural dissemination, playing the role of an international lingua franca and often seen as a threat to the state language.

The EU's approach to multiculturalism and the protection of minorities and their linguistic rights have also given rise to new conflicts. As an important means of protecting and inheriting Europe's rich cultural resources, the EU is committed to the development and protection of regional and minority language cultures, and fully implements its political concepts of democracy and equality. However, Lithuania's unique history and ethnic environment, especially the complex use of Russian and Polish, do not fully meet EU requirements. After joining the Union, Lithuania and other Baltic states did not sign the European Charter on Regional or Minority Languages, and it was more difficult to take measures to protect minority languages as required by the Charter. For countries that have just regained their independent sovereignty, the promotion the development of state languages, the cohesion of national consciousness and the strengthening of collective identity are the primary core of language education policies.

**5.3** **The Impact of EU Supranational Identity**

As an important factor in promoting cultural identity, language plays a unique role in the construction of the EU's collective identity, and through the above analysis, it can be found that the EU's language policy reflects a clear supranational feature, which is a key measure to promote European unity and strengthen internal identity.

The Council of Europe has made recommendations to direct national policies towards the multilingualism in order to promote national democracy, while strengthening European citizenship and promoting social consolidation (Hoffman & Buhr, 2013). The language policy for the formation of a European collective identity is mainly reflected in the following three aspects:

First, the EU pursues the principle of linguistic equality and adopts a multilingual policy. The 24 official working languages of the European Union cover almost all the official languages of the 28 member states, and the internal system of the institution stipulates the equal use of all official languages to ensure that governments, institutions, and citizens can participate in the affairs of the European Union on an equal and free basis. The EU promotes freedom of social mobility and fosters a true sense of belonging through education and cultural exchange, enabling the EU to achieve true integration (Dai Man Chun, 2017). Ensuring the equal and pluralistic development of the language culture of all members has become a prerequisite for deepening the collective identity of Europe, and it is also conducive to enhancing the sense of identity and cohesion of members for the alliance.

Second, the equality and diversity of languages requires EU member states to pay attention to the protection of minority languages. In the process of EU integration, several laws and resolutions have been promulgated to safeguard the language and culture of ethnic minorities and effectively protect the rights of citizens. The protection of regional and minority languages and cultures is conducive to reflecting the equal status of ethnic minorities and promoting the harmonious coexistence of all ethnic groups, thereby stabilizing the social order of the member states of the Union, embodying the principles of EU democracy, and meeting the need to strengthen collective identity.

Finally, in the important area of language learning and promotion, the EU provides guiding opinions and programmatic documents to Member States and provides a favorable platform for the exchange of talents and educational interaction. The International Exchange Programme aims to enhance young people's language skills and work experience, which has a positive impact on their personal development and professional achievements, so that young people's sense of trust and belonging to the EU is increasing, which is a good opportunity to deepen collective identity.

After becoming a member of the European Union, Lithuania adjusted the relevant policies and regulations to bring them into line with the requirements of the EU policy framework. The government's active "return to Europe" policy reflect a clear identity shift, laying the foundation for the development of its collective European identity. With the deepening of EU assistance and support, and the increasing cooperation and outreach with other member states, Lithuanian citizens have gradually accumulated "European consciousness" and tend to form a "European identity". Supranational identity stems first and foremost from Lithuania's long historical and cultural ties with Europe, and common linguistic and cultural aspirations become the direct driving force for collective identity. Secondly, with the development of economic integration, the degree of interaction between Lithuania and other member states in trade cooperation, policy consultation, and cultural development has been continuously improved, and political power and decision-making have gradually shifted from nation-states to supranational institutions, which has led to a growing sense of identity and collective consciousness among citizens. Finally, the establishment and development of supranational institutions provide more opportunities and benefits for citizens of member states, and the EU regulates citizenship and rights in the form of law, so that citizens' trust and loyalty to supranational institutions continue to increase, to a certain extent, eroding and weakening some state identities.

**Chapter 6 Conclusions**

In multi-ethnic countries, the language issue is not only related to the construction and development of national and ethnic identities, but also related to key issues such as national unity, economic construction, social stability, and cultural development. Language policy and language planning, as a fundamental measure to solve language problems, have increasingly become the focus of attention in the cultural and educational fields of various countries.

After the restoration of independence, Lithuania has implemented a series of language education programs and has achieved good results in consolidating a new type of national identity, regulating the relations between peoples, and seeking regional and international cooperation. Based on the perspective of identity, this study evaluates Lithuanian language education policy from three aspects: state language promotion, minority language protection, and foreign language education development under the background of globalization, studies the dialectical relationship between language policy and identity construction , summarizes the experience and loss of multi-ethnic countries in balancing their ethnic identity, state identity, and supranational identity, and provides inspiration and reference to language education policy formulation. The study found that the promotion of language plays an important role in building national identity, stabilizing ethnic relations, and promoting international cooperation, and multi-ethnic countries should take national identity as the core of development and construction, while paying attention to the protection of ethnic identity, responding to the challenge of supranational identity, and achieving the coordination and unity of the three through the way of "pluralistic coexistence".

**6.****1 Research Findings**

(1) Lithuanian language education policy planning and implementation

A country's language education planning is the result of the synthesis of various social factors, and it is also an inevitable requirement for serving national unity and social development. The national and linguistic situation in Lithuania is complex and diverse, and its language policy and planning are deeply influenced by historical and political factors, and a review of the development of Lithuanian language education policy shows that the pursuit of sovereign independence and freedom of linguistic rights is the goal of its long-term demands and struggles. After its re-independence, the Lithuanian government legislated to guarantee the authority of the Lithuanian language, and based on the national language situation and future development needs, promulgated a number of language education policies as a sovereign state, which were implemented from the three aspects of national language promotion, minority language protection, and language internationalization development, and played an important role in safeguarding national unity, ethnic unity, and social stability.

As an important national symbol and symbol of sovereignty, the primary task of the Lithuanian language education program after independence was to restore the official status of the Lithuanian language and enhance its prestige in the field of public life. Language legislation was the fundamental driving force for the promotion of the Lithuanian language, reforms in the field of education were the main means of implementation, and the mass media became the key medium for the popularization of the Lithuanian language. Multi-dimensional and multi-level language promotion policies improve citizens' language skills and effectively promote the development of state identity.

Second, as a multi-ethnic and multilingual country, Lithuania adheres to a liberal and inclusive minority language education policy. In the legislative, judicial, economic, educational, media, and other fields, we should respect the equal status of ethnic minorities and protect their right to develop and prosper their language and culture, so as to achieve the goals of coordinating ethnic relations, enhancing national cohesion, enhancing internal cultural recognition, and promoting the diversified development of languages and cultures.

Under the background of the era of globalization and the guidance of the EU's multilingual education and multicultural concepts, Lithuanian language education policy has shown a democratic and international trend, citizens' sense of identity and collective consciousness of Europe has been increasing, and supranational "European identity" has brought greater opportunities and challenges. How to deal with the spread of British and American language and culture in the new era and language background, and regulate the influence of supranational identity, has become a new direction for language education planning.

(2) Language education policy and pluralistic identity construction

By combing through the Lithuanian language education policy, it can be found that scientific language planning and systematic language policy are important means to coordinate language problems, enhance the cohesion of the country, and build collective identity. As the main cultural and ethnic policy, the language education policy can effectively promote ethnic interaction, accumulate group feelings, form identity awareness, and lay the preconditions for the emergence and development of identity. Lithuania's complex social environment and diverse linguistic and cultural life have bred a multi-level language education policy, which has thus distinguished different objects of identity and produced a multiplicity of state identity, ethnic cultural identity, and supranational identity. However, in the context of the era of globalization, no country can sever the connection between the three identities, and the use of language education policies to achieve "pluralistic coexistence" should become a new model for Lithuania to deal with identity relations.

In the process of balancing pluralistic identity, Lithuania first fully respects the linguistic and cultural identity of ethnic minorities, so as to enhance national self-confidence, stabilize ethnic relations, and become the foundation of state identity; the state identity condenses citizens' sense of belonging to Lithuania's politics, economy, and culture, and consolidates and develops through language policies, becoming the core identity of emerging sovereign states; the degree of EU integration continues to deepen, and gradually forms a European collective identity among member states The extension of supranational identity found in the construction of Lithuanian identity is a new type of identity that has been comprehensively developed by relying on state and ethnic identity. The three identities constructed by Lithuania through the language education policy are unified in the same identity subject and coexist in its citizenship. Only by fully respecting the pluralism of citizens' identity, supplemented by the necessary regulation and control of language education policies, can the comprehensive development of identity be realized.

In summary, the language education policy adopted by Lithuania after the restoration of independence is representative and typical, which is an effective proof of the linkage between language education policy and identity construction and provides reference and enlightenment for multi-ethnic and multilingual countries to deal with complex ethnic issues and multiple identity contradictions. All countries should adhere to the "pluralistic and integrated" language policy development model, give full play to the authoritative role of the national common language, respect the equal status of the languages and scripts of all ethnic groups, and pay attention to the accumulation of multilingual resources and the cultivation of talents to achieve a harmonious and pluralistic language identity environment.

**6.2** **Limitations of the Study and Issues of Further Study**

Based on the perspective of identity, this paper explores the influence and role of language education policy on the construction of multiple national identities through comprehensive sorting and analysis of Lithuanian language policy, and expounds the dialectical relationship between state identity, ethnic identity, and supranational identity. The comprehensive presentation of Lithuanian language education policies after independence has filled the gap in the study of the languages of the Baltic States, and at the same time provided new cases and perspectives for the development of language and identity theory in multi-ethnic countries. However, this study still has the following deficiencies and research limitations, which need to be further reflected and continuously improved through follow-up research.

First, the theoretical foundation and subject knowledge are weak. On the basis of fully respecting Lithuania's historical development and its language reality, this study comprehensively sorts out Lithuanian language education policies from three aspects, but the whole text is mostly based on factual descriptions and the presentation of official policies, and the application of the concept of identity is not yet mature and lacks complete and in-depth theoretical support. In addition, language policy research involves interdisciplinary research such as sociology, political science, and ethnology, and researchers have limited knowledge reserves for the above disciplines, and there is a one-sided evaluation of language education policy.

Second, there is a lack of Lithuanian source data research and fieldwork. Due to the limitation of time resources and the lack of language ability of researcher, this paper mainly relies on the methods of literature survey and data analysis, and mostly uses English materials, which may be biased in content and viewpoint presentation. However, researcher basically use official English translations to ensure the accuracy of the content and the authenticity of the results. Follow-up research and can start from the original data and literature, supplemented by field investigations, and the evaluation of the effectiveness of its policies and implementation will be more objective and convincing.

Third, the evaluation of language education policies and implementation effects is insufficient. Due to the complexity of the object and field of implementation of the language education policy and the limitation and one-sidedness of transnational data research, this study did not achieve a comprehensive evaluation of its language education policy and recognition. Follow-up studies could use a more standardized policy evaluation system and reference criteria, focusing on the timeliness and effectiveness of the screening of materials, thus contributing to a comprehensive understanding of the state of language education in Lithuania.

In summary, Lithuania's unique historical and political environment has created its multi-ethnic and multilingual socio-linguistic situation, which has also become the basis and main reference for the formulation of its language education policy. After the restoration of independence, Lithuania promoted the Lithuanian language in many fields such as legislation, education, and media, ensuring the authoritative position of the official language, enhancing internal cohesion and a sense of belonging, and realizing the construction of state identity. At the same time, it pays attention to the protection of the language rights of ethnic minorities and has played an important role in regulating ethnic relations and maintaining social stability. In the context of the era of globalization, supranational identity has also brought new opportunities and challenges to its development, and the adoption of the identity construction model of "pluralistic coexistence" is an inevitable requirement for balancing the three identities and ensuring the orderly development of the country. As a typical multi-ethnic country, Lithuanian language education policy provides a strong reference for the policy planning of multi-ethnic countries, and future research can be more in-depth and comprehensive, providing more enlightenment and experience for the construction of identity.

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