

REPUBLIC



OF CYPRUS

COUNTRY REPORT

CYPRUS

Ministry of Education and Culture, Cyprus

LANGUAGE EDUCATION POLICY PROFILE

April 2004

TABLE OF CONTENTS

SECTION 1 - BACKGROUND INFORMATION	5
1.1 <i>Demographic Composition of Cyprus</i>	5
1.2 <i>Population.....</i>	5
SECTION 2 - DESCRIPTION OF THE EDUCATIONAL SYSTEM.....	6
2.1 <i>Public Sector.....</i>	6
2.1.1 <i>Pre-Primary Education.....</i>	7
2.1.2 <i>Primary Education.....</i>	7
2.1.3 <i>Primary Schools.....</i>	8
2.1.4 <i>Schools in the occupied areas.....</i>	9
2.1.5 <i>The Cyprus Educational Mission in Great Britain.....</i>	9
2.1.6 <i>Educational Centres</i>	10
2.1.7 <i>Educational and Summer Camps.....</i>	10
2.1.8 <i>Special Education</i>	11
2.1.9 <i>Special Schools</i>	11
2.2 <i>Secondary Education</i>	11
2.2.1 <i>The Gymnasium (Lower Secondary).....</i>	11
2.2.2 <i>Eniaio Lykeio (Upper Secondary)</i>	12
2.3 <i>Tertiary Education.....</i>	13
2.3.1 <i>The Language Requirements</i>	13
2.3.2 <i>Language Programmes at the University of Cyprus</i>	14
SECTION 3 - SECONDARY EDUCATION	15
3.1 <i>Private Schools Registered with the Ministry of Education and Culture</i>	15
SECTION 4 - RECENT INNOVATIONS.....	17
4.1 <i>Gymnasium</i>	17
4.1.1 <i>The School library</i>	17
4.1.2 <i>The classroom teacher coordinator.....</i>	17
4.1.3 <i>Information and Communication Technology.....</i>	17

4.1.4	<i>Special education</i>	17
4.1.5	<i>Special programmes and seminars</i>	18
4. 2	<i>Eniaio Lykeio</i>	18
4.2.1	<i>Information – Computers at the Eniaio Lykeio</i>	19
4.2.2	<i>Special Rooms</i>	19
4.2.3	<i>Recent Curricular Reforms and Innovations Regarding Languages</i>	19
4.2.3.1	<i>Enhancement of foreign language learning</i>	19
4.2.3.2	<i>Language rooms</i>	19
4.2.3.3	<i>Enrichment of Foreign Language Teaching and Learning</i>	20
SECTION 5 - TEACHER TRAINING		22
SECTION 6 - GREEK LANGUAGE		23
6.1	<i>Language Related Stipulations of the Constitution</i>	23
6.2	<i>The teaching of the mother tongue and of a foreign language</i>	23
6.2.1	<i>The language lesson (Greek language)</i>	23
6.2.2	<i>Gymnasiums</i>	25
6.2.3	<i>Eniaio Lykeio</i>	26
6.3	<i>Teaching of Greek as a Foreign Language</i>	26
6.3.1	<i>School of Greek Language at the University of Cyprus</i>	26
SECTION 7 - THE CYPRIOT DIALECT		27
7.1	<i>Cypriot Greek and Standard Modern Greek: a Brief Description</i>	27
7.2	<i>Domains of use of Cypriot dialect</i>	27
7.3	<i>Cypriot dialect in the media</i>	28
7.4	<i>Bilingual and Multilingual Groups</i>	28
7.4.1	<i>Repatriated Cypriots</i>	28
7.4.2	<i>Bilingual students in primary education</i>	29
7.5	<i>The Role of English</i>	30
SECTION 8 - LANGUAGE POLICY		31
SECTION 9 - THE TURKISH LANGUAGE		34

SECTION 10 - MINORITY LANGUAGE EDUCATION	35
<i>10.1 Armenians</i>	<i>35</i>
<i>10.2 Maronites</i>	<i>35</i>
<i>10.3 Latins.....</i>	<i>36</i>
SECTION 11 - EUROPEAN PROGRAMMES.....	36
<i>EUROPEAN UNION</i>	<i>37</i>
<i>COUNCIL OF EUROPE.....</i>	<i>37</i>
<i>11.1 The European Language Portfolio (ELP).....</i>	<i>37</i>
<i>11.2 The European Year of Languages.....</i>	<i>38</i>
<i>11.3 Workshop 16</i>	<i>38</i>
SECTION 12 - LANGUAGE QUALIFICATIONS FOR GOVERNMENT POSTS	39
<i>12.1 Entry Qualifications for the Civil Service and the Educational Service Commission.....</i>	<i>39</i>
<i>12.2 Language requirements – Public Education.....</i>	<i>39</i>
<i>12.3 Foreign Language Requirements in Business.....</i>	<i>39</i>
SECTION 13 - APPENDICES.....	41
<i>APPENDIX 1: THE CYPRUS EDUCATIONAL SYSTEM.....</i>	<i>42</i>
<i>APPENDIX 2: THE CURRICULUM AND THE SYLLABUSES</i>	<i>43</i>
<i>APPENDIX 3: STUDENTS IN “A” FORM OF THE ENIAIO LYKEIO</i>	<i>45</i>
<i>APPENDIX 4: OPTIONAL STREAMING SUBJECTS.....</i>	<i>46</i>
<i>APPENDIX 5: CRITICAL ISSUES.....</i>	<i>47</i>

SECTION 1 - BACKGROUND INFORMATION

1.1 Demographic Composition of Cyprus

Situated at the eastern basin of the Mediterranean Sea, Cyprus is at close proximity with the Near East Countries. It ranks third in size among the islands of the Mediterranean, after Sicily and Sardinia, covering 9251 km². It stands at a distance of 890 km from the eastern tip of mainland Greece while it is merely 380 km from the islands of Rhodes and Karpathos. Turkey is at its North, Syria at its East and Egypt at its South. Cyprus stands north of the Suez Canal, connecting Europe and the Middle East and is near the region where the world's largest oil reserves are located. Furthermore, Cyprus is a meeting point of airways between Europe and Asia.

1.2 Population

According to recent estimates from a total of a population of 714,600 the population by community at the end of 2002 was:

Greek Cypriot community	642.600 or	89.9%
Foreign nationals (foreigners living permanently in Cyprus)	72.000 or	10.1%

The number of Turkish Cypriots living in the free areas of Cyprus is negligible.

The religious groups belonging to the Greek-Cypriot community numbered:

Armenian: 2.600 or 0.4% of the Greek Cypriot community or 0.3% of the total population

Maronites: 4.800 or 0.7% of the Greek Cypriot community or 0.6% of the total population

Latins: 900 or 0.1% of the Greek Cypriot community or 0.1% of the total population

Estimates of population and other demographic statistics are for the areas under Government control. The Northern part of the island is under the control of Turkey.

SECTION 2 - DESCRIPTION OF THE EDUCATIONAL SYSTEM

2.1 Public Sector

Drawing on a rich historical, cultural and religious heritage and tapping on traditions and value conflicts stemming from centuries of foreign and colonial rule, combined with the continuing occupation and expansionist intentions of Turkey on the island, public education has emerged from its infant stages during colonial rule to its present respected status. Considering the socio-economic, cultural and national needs of Cyprus, public education offers equal opportunities to all and aims at promoting tolerance, friendship and co-operation among the various communities in the Republic. The philosophy underlying public education today is two-fold:

- a. the acquisition of knowledge with emphasis on general education leading to a gradual transition towards specialisation in the upper classes in order to prepare students for an academic, professional or business career, and
- b. the cultivation of a **sound, morally responsible human being** in order to provide society with democratic and law-abiding citizens.

Principles encompassing the overall school philosophy are:

1. the assimilation of national identity and cultural values
2. the promotion of universal ideals for freedom, justice and peace
3. the nurturing of love and respect for fellow human beings in order to promote tolerance, mutual understanding and democracy.
4. the acquisition of skills and abilities for the national needs and for the challenges of the modern world
5. the development of skills and abilities for further academic and technical studies, for **employment** and for lifelong learning.

With the declaration of the Independence of Cyprus in 1960 the responsibility for matters of education of the Greek and Turkish communities was entrusted to the Greek Communal Assembly and the Turkish Communal Assembly respectively. After the inter-communal troubles of 1964, the Greek Communal Assembly was dissolved and the Ministry of Education of the Republic of Cyprus was founded under Law 12 of 1965. In 1972 education became free for all students in the Gymnasia and Lycea and compulsory for the primary (elementary) school and the gymnasium (lower secondary) until the age of fifteen.

During the current school year, 2003-2004, there are in the free area of the Cyprus Republic 343 primary schools, 68 Gymnasia, 39 Eniaia (Comprehensive) Lykeia, 5 Evening schools and 11 Technical schools. Beginning with the academic year 2000-2001 all the upper secondary general education schools function as Eniaia Lykeia.

The educational changes that have been implemented have further contributed to the strengthening of the European dimension in education in Cyprus in view of the forthcoming

accession of Cyprus to the European Union on 1st May 2004. Special attention has been given to the drawing up of new Curricula, the creation of specialised rooms equipped with modern technology, the introduction of Information Technology in schools and the learning of foreign languages.

The general aim of Education in Cyprus is not only the mental, emotional, spiritual and physical development of students, but also to provide the knowledge and skills necessary either for the continuation of their studies or for their initiation into the socio-economic life of the country. Cyprus education also aims at the preparation of responsible citizens who are faithful to the universal values of freedom, democracy and justice.

2.1.1 Pre-Primary Education

The Primary Education Department is responsible for the education of children between the ages of 3 years and 5 years 8 months who are enrolled in the public pre-primary schools. These schools have the responsibility of implementing various programmes of pre-primary education which aim at offering equal opportunities to all children. Concurrently, the Primary Education Department supervises and financially supports the operation of Communal Nurseries for children between the ages of 3 years 4 years 8 months. Private nurseries function under the umbrella of the Department of Primary Education. Through the various educational programmes, which are comparable to their European counterparts and which have been developed by and for the Pre-Primary Education Department, the normal physical and mental development of children is pursued in all sectors (mental, physical, social, affective, moral, religious, and aesthetics) and to the greatest possible extent.

Furthermore, the following aims are sought:

- promotion of creative expression and thought
- acquisition of skills and “proper” attitudes towards learning
- preparation of children for the primary school and maximisation of their capabilities for school success
- development of their personal characteristics such as initiative, persistence, self-confidence, motivation, tolerance, etc.

According to recent statistics from the Department of Primary Education the total number of pupils ages 3 – 5 8/12^{ths} who voluntarily attend the various nursery schools (public, communal, private) covers 75% of all children within this age range.

2.1.2 Primary Education

The Structure of Primary Education

The Primary Education Department has the following structure:

Administration of Primary Education

- ◆ Regional Educational Offices
 - Primary Schools

- Pre-Primary Schools
- Special Schools

- ◆ Cyprus Educational Mission in Great Britain
- ◆ Educational Centres
- ◆ Educational and Summer Camps
- ◆ Special Education

Regional Educational Offices

Following the Turkish invasion of 1974, the following four Regional Educational Offices functioned in Cyprus:

- The Nicosia Regional Educational Office
- The Limassol Regional Educational Office
- The Larnaca and free Famagusta Regional Educational Office
- The Paphos Regional Educational Office

The Regional Educational offices have the responsibility for the administration of all schools (Primary, Pre-Primary and Special Schools) which belong to each region. The director of each regional educational office is a Chief Education Officer and inspectors of primary, pre-primary and special education are assigned to the office. The number of inspectors for each Regional Educational Office depends on the number of schools and pupils in each region.

2.1.3 Primary Schools

Attendance in primary schools is obligatory for all children who are five years and eight months old on or before September 1st of the year they start school.

According to the Unified Nine Year Education Programme (first six years of primary school and the obligatory three years at the gymnasium) the main aim of education provided in primary schools is to offer to all children, regardless of their age, gender, family and social background, equal learning opportunities so that they will:

- develop in the cognitive, affective and physical domain, utilizing fully the modern educational technology available to them.
- learn how to deal successfully with the various problems and challenges of adjustment which they might face both inside and outside the school environment.
- be gradually prepared for socialisation
- be instilled with feelings of belonging not only to the Cyprus Republic but also to the Greek Cypriot community which has been peacefully searching for a just and viable solution to the national problem through democratic and legal channels.

- acquire positive attitudes towards learning, develop social understanding, and appreciate human values
- develop awareness of their national and cultural identity and respect for human rights
- appreciate what is aesthetically pleasing and acquire an attitude for creativity; cultivate a love for life and for nature and be sensitised to the environment and its preservation

2.1.4 Schools in the occupied areas

In addition to the primary schools which are administered by the Ministry in the free areas of the Republic, there is only one school which presently functions in the area occupied by Turkey. Today 568 Greek Cypriots are living in the occupied part of Cyprus. Until 1997, only three primary schools were operating in the occupied area and in May of that year the Agia Triada Primary School was forced to close because the occupying regime did not permit the only school teacher in that school, to return to her duties. As a result, since 1998 the children from Agia Triada have been attending the Primary School in Rizokarpaso. The following year the Primary School in Kormakitis closed, when the only pupil graduated.

In the current academic year, the Primary School in Rizokarpaso, the only remaining primary school in the occupied area, has eight students and is managed by two teachers. The occupational authorities in many cases hinder the work of the school by not allowing books and other educational material to be sent there. Furthermore, the occupational authorities do not permit the functioning of secondary education schools. Consequently, when pupils graduate from primary school they are obliged to leave their homes and move away from their families in order to continue their education in the free areas.

2.1.5 The Cyprus Educational Mission in Great Britain

Since 1969, the Cyprus Educational Mission (C.E.M.) in Great Britain is the main recipient through which educational assistance is offered, by the Department of Primary Education, to the Cypriot community in England. The purpose of such assistance is to both preserve and enhance the national identity (religious, cultural, linguistic) of the children and to instil in them a love for the home country. Furthermore, C.E.M. in Great Britain offers opportunities to Greek Cypriot pupils to get acquainted with the morals and customs, the traditions and the history of their country through the organisation of national and religious activities.

The Council of Ministers determines the needs of the C.E.M. which is usually staffed by an Inspector - Director and by seconded teachers, whose number varies depending on the existing needs and current local developments. According to the recent decision of the Council of Ministers, the number of seconded teachers is thirty six. In addition, the C.E.M. staff includes teachers who are paid on an hourly basis and who are either in Great Britain on educational leave or are permanent residents of the country. During the school year 2003

- 2004, about 65 teachers were paid by the hour. In Great Britain there are 113 communal schools for 6,480 Greek Cypriot pupils.

The Curriculum Development Unit (C.D.U.), in cooperation with the Greek Pedagogical Institute of Greece, has adapted the content of the books from the series “Matheno Ellinika” (I Learn Greek), to meet the needs of the Greek Cypriot Community Schools in Great Britain. The adaptation and publication of the particular teaching material has, as its purpose, the upgrading of the teaching of the Greek language in particular, and of Greek education in general, in the Greek Community Schools of Great Britain.

2.1.6 Educational Centres

Following the developmental policy of the state, coupled with the wider aims of the Department of Primary Education, the Educational Centres (E. C.) were created to offer opportunities for *Life Long Learning to all citizens, and to encourage their participation in a United Europe*. With the declaration of the Cyprus Republic in 1960, the Educational Centres started to function primarily in the countryside. In 1974 they were expanded to include the cities and today they cover every corner of the free territory of Cyprus, offering opportunities of training for thousands of people over 15 years of age.

During the school year, 2002 - 2003 about 18,000 people were enrolled in the Educational Centres attending lessons ranging from foreign languages and gymnastics to music, painting, graphic design, etc. For the academic year 2002-2003 there were 240 Educational Centres, both in the rural and urban areas, and 450 teachers were employed in these centres on a part time basis. Furthermore, the Educational Centres, in their effort to satisfy the right for free participation in the programme by various people with special needs, organise every year about 50 special groups. These groups include illiterate people, children with special needs, the handicapped, children whose parents are enclaved, pensioners and others. Moreover, opportunities for learning the Greek language are offered to people from the Black Sea area as well as to the children of repatriated Cypriots. The languages offered at these centres are English, French, German, Italian, Spanish, Arabic, Bulgarian, Russian and Turkish. In 2002 18% of the people enrolled followed foreign language lessons.

2.1.7 Educational and Summer Camps

The service of Educational and Summer Camps provides opportunities to children from primary schools in Cyprus and other countries, to get acquainted with and appreciate the natural environment; to acquire the right attitudes, to develop contacts and friendships with their peers and to get to know Cyprus and its culture. The Department of Primary Education increases continuously the various programmes which promote the above and offers hospitality in Cyprus to many foreign pupils.

2.1.8 Special Education

The need for special education is acknowledged through the educational policy of the Ministry of Education and Culture which calls for the inclusion of children with special needs in public schools. This policy is declared in the 1999, 2001 {1113(1)/1999 and 69(1)2001} laws for the Training and Education of Children with Special Needs, and in Regulation 186(1)/2001 which governs the process for the inclusion of children with special needs.

As a result of the basic provisions of the laws and policies governing children with special needs, the State has established a multithematic evaluation group (committee consisting of diverse professionals) whose task is the timely detection of children with special needs from the age of three and, through a thorough evaluation of these needs, to provide all the necessary means, facilities, and assistance by specialists in order to expedite their smooth transition, in the traditional school. One basic provision of the Department of Primary Education is also the development of the human resource, people who staff the various services of Special Education, through their continuous training both in Cyprus and abroad.

2.1.9 Special Schools

Apart from the primary and nursery schools, the Department of Primary Education is responsible for the administration of Special Schools. In Cyprus only nine Special Schools are operating and, as far as the children with special needs are concerned, the educational policy of the Department of Primary Education is to integrate them with the school community. The nine special schools functioning throughout Cyprus cater to 355 children with special needs, and are attended to by trained professionals. Simultaneously, individualised programmes are offered to the already 2,893 children who have been integrated in Primary Schools. Foreign language learning is not included in the individualized programs of the children

2.2 Secondary Education

2.2.1 The Gymnasium (Lower Secondary)

The gymnasium offers full-time compulsory education to pupils 12 to 15 years of age. Full attendance is obligatory. A public primary school leaving certificate is required in order to enroll in the Gymnasium. Its structure and curriculum have been updated and expanded to cover both general and technical knowledge on topics such as mathematics, foreign languages, health and nutrition, the environment, design and technology, art and information and communication technology (ICT). Information technology has recently been given priority status and beginning with the year 2002 full implementation of the National Curriculum for ICT as a subject matter has been introduced at all levels in the Public Educational System.

In the current academic year (2003-2004) there are 68 public Gymnasiums in the government-controlled areas. These lower secondary schools provide educational services to 28,826 pupils out of the total number of 52,056 who have enrolled in secondary education.

Aims and Objectives

The Gymnasium is a coherent micro-system which has as its primary goal the provision to pupils of a general education within a more flexible, comprehensive-teaching structure thus preparing students for their electives at the Lyceum. Through general education, with an emphasis on the humanities (social sciences, general science and aesthetics), it is expected that learners will have the opportunities to develop autonomy in learning as a tool for lifelong education. Consequently, exposure of the pupils to a core curriculum in the gymnasium, involves the fundamental assumption that general education provides pupils with the knowledge, skills and attitudes that empower them to understand themselves (i.e., self-knowledge), their own language and culture, and to relate, meaningfully to people who are linguistically and culturally different and with whom the pupils choose to communicate in various situations. In the gymnasium there are no optional subjects and both English and French are taught. (The Language Syllabuses, MOEC, 2000).

Specifically, the main educational objectives at the Gymnasium level aim at enabling the learners to:

- broaden their traditional value system (aesthetic, moral, social, personal, technical and economic)
- acquire, expand and synthesize knowledge that will help them meet personal, social, and economic challenges
- develop skills for critical thinking
- acquire an appreciation for the liberal arts and humanities
- express and develop their artistic talents
- become self aware of their potential in terms of skills, interests and talents
- be able to appreciate the importance of both intellectual and vocational aspects of work in order to select the type of work they aspire
- develop physically by cultivating their kinesthetic skills.

2.2.2 Eniaio Lykeio (Upper Secondary)

The educational system in the free areas of the Republic is under the supervision of the Ministry of Education and Culture in both the public and private sectors. The Eniaio Lykeio of State secondary general education offers a three-year education programme for pupils aged between 15 and 18.

Based on national, cultural and socio economical considerations of Cyprus, secondary education offers equal educational opportunities to all and aims at developing responsible, democratic and law abiding citizens. Furthermore, an additional objective is the preservation of the national and local character, the cultural values and the universal ideals of freedom, justice and peace upon which civilisation is based.

2.3 Tertiary Education

Higher and Tertiary Education

Higher Education in Cyprus lies within the competence of the Ministry of Education and Culture. The Department of Higher and Tertiary Education is responsible for the following:

- Legislation of the University of Cyprus
- Private Schools of Higher and Tertiary Education
- The Open University of Cyprus
- The Technological University of Cyprus
- The Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS)
- The Council for the Educational Accreditation of Programmes of Study (SECAP)
- University entrance examinations and others
- Student Affairs

2.3.1 *The Language Requirements*

Entrance to the Institutions of Higher Education of Cyprus and Greece for Cypriot Nationals.

Cyprus has a national system of allocating prospective students to public institutions of higher learning in both Cyprus and Greece. Admission to Tertiary Education is subject to a competitive examination procedure that supplements possession of the upper secondary school leaving certificate (apolytirion) obtained after successfully passing a national examination and upon completion of general or technical education requirements. Depending on the content of study, the various university departments designate clusters of subjects, known as cycles, relevant to the course of study. In each Cycle of examined subjects, some are compulsory and some may be opted from the prescribed list of subjects.

In reference to the language requirement, Greek is compulsory for every Cycle except for Turkish Studies where Greek and Turkish are both optional subjects. English is compulsory for the Department of English, Sociology and Political Science, Economics, the Higher Technical Institute and the Higher Hotel Institute of Cyprus. It is optional for the French, German, Italian and Spanish Language Studies as well as the Foreign Languages and Interpreters Cycle. Furthermore, English is also optional for the School of Nursing. French, German, Italian, and Spanish are compulsory for their respective Cycles and can be opted for the rest of the language studies.

Language of Instruction at Higher Education Institutions in Cyprus

Higher education in Cyprus is provided by both public and private third level institutions.

The language of instruction at the newly established **Open University of Cyprus** and the **Technological University of Cyprus**, which will operate soon, will be the official languages of Cyprus, Greek and /or Turkish.

Public Schools of Higher Education operate under various Ministries and each school is supervised and financed by the corresponding Ministry. All public schools of higher education are state-run but have, within their jurisdiction, considerable academic and administrative authority. The language of instruction is English at the Higher Technical Institute, the Higher Hotel Institute and the Cyprus Forestry College. Greek is the language of instruction at the School of Nursing, the Cyprus Police Academy and the Tourist Guides School. Moreover, English is the language of instruction at the Mediterranean Institute of Management, a higher education institution that offers a postgraduate diploma course in management for university graduates.

2.3.2 Language Programmes at the University of Cyprus

The University of Cyprus offers a number of language degree programmes. Specifically, the Department of Byzantine and Greek Studies awards a B.A. Degree in Byzantine and Modern Greek Language and Literature. The Department of Turkish Studies offers a degree in either History and Politics or Linguistics and Literature. The Department of Foreign Languages and Literatures offers two B.A. degree Programmes a) English Language and Literature b) French Language and Literature. It must be noted that the Department of Education offers numerous courses on Greek language as a part of its primary school and pre-primary school teacher degrees. Moreover, the Department of Foreign Languages and Literatures offers an M.A. in Applied Linguistics with a strong EFL component.

Regarding foreign language learning, the University of Cyprus requires all students, regardless of major, to satisfy the foreign language requirement, which is 6 to 9 credit hours of the same language (one credit hour is equivalent to one hour of instruction weekly for a semester or half a year). At present, the languages offered for the fulfillment of this requirement are: English, French, Italian, Spanish and German.

Other State Institutions

There is a number of state schools where the medium of instruction is English. These are: The Forestry College, The Higher Institute of Technology, School of Tourism and the Cyprus International Institute of Management.

SECTION 3 - SECONDARY EDUCATION

3.1 Private Schools Registered with the Ministry of Education and Culture

1. There are 34 private secondary education schools in Cyprus. Their distribution is as follows:

- 17 in the Nicosia district
- 13 in the Limassol district (3 of these have recently received approval for establishment)
- 2 in the Larnaca district
- 1 in the Ammohostos district
- 1 in the Pafos district

Language of Instruction Chart:

Language	Number of schools
English	17
Greek	10
French	1
Arabic	1
Russian	1
Greek and English	2
English and Arabic	2

2. Type of schools:

The private secondary education schools are classified, according to certain criteria, into three types: a) schools identical to public secondary schools, b) those similar to public secondary schools and c) those different from public secondary schools. Seven schools are of the “identical type”, meaning that they follow the same curricular and the same language policy as the secondary education state schools. Eighteen schools are of the ‘Similar type’, that is, at least 2/3 of the curricula and language policy is similar to that of the state schools. Six schools are of the ‘Different type’, meaning that they follow both their own curricula and language policy. They are obligated, however, to include in their programme the teaching of the Greek language for at least six periods a week. These lessons are obligatory for children who have at least one Greek Cypriot parent.

Note: In one school, the Lower Cycle (Gymnasium) is classified as being of the ‘Same type’ while the Upper Cycle (Lykeion) is ‘Similar type’.

Private Schools of Higher Education

Private schools of tertiary education (ISTE) are controlled and supervised by the Ministry of Education and Culture. They offer courses of studies leading to the granting of Certificates, Diplomas, Higher Diplomas, or Bachelor degrees. Some of these schools offer post-graduate programmes as well. A great number of international students are admitted to these private schools of tertiary education, where English is mostly the language of instruction. At these institutions, English placement tests are administered, when necessary, to new students in order to determine their level of English. In order to meet the foreign language requirements, international students can either attend intensive summer courses or take special English language classes offered by the private schools. French, German, Italian and Spanish are taught in some programmes of study (Hotel Management, Catering and Hospitality, Travel and Tourist Management etc.). When the language of instruction is Greek, mainly in the Education programmes of study, English is offered as a taught subject.

Private institutions of tertiary education

Intercollege and Cyprus College have launched programmes that lead to B.A. degrees in English Language and Literature. The curriculum of both programmes includes a component in language teaching. Moreover, it should be mentioned that the vast majority of the degree programmes in all the private colleges of tertiary education are in English.

Private and state institutions using English as a medium of instruction.

A number of private and state institutions of tertiary education offer degree programmes in English.

SECTION 4 - RECENT INNOVATIONS

4.1 Gymnasium

Recent Curricular Reforms and Innovative Outlook

Educational innovations promoted at the gymnasium level, and which have been given priority in recent policy planning sessions, include the design of new curricula, the specification of main objectives and attainment tasks and the adoption of teaching/learning procedures using, among other resources, information technology. The main areas of focus are summarized below.

4.1.1 The School library

In all Gymnasias the structure and function and the resources available in school-libraries have been fundamentally upgraded. The libraries have been equipped with new books and new technologies (computers, TV set, cassette-recorders and O.H.P.) Any combination of using these means has transformed the library into a potential “language room” in Gymnasiums which are still in the process of establishing their own separate Language Rooms. The organization and management of the school library is a serious undertaking for which each school’s administration, staff, pupils and parents collaborate to carry out effectively.

4.1.2 The classroom teacher coordinator

At the Gymnasium level, for Grades 2 and 3, separately, a class teacher coordinator is appointed by the school administration. The main responsibilities of the classroom coordinators are to monitor the progress made by the pupils at the individual and group levels. Student learning needs are identified and dealt with by the school in close collaboration with the parents. In this role the class teacher coordinators act as liaison persons between pupils, teachers, administrators and parents. Thus, they are in position to improve the classroom climate and the overall ethos of the school community. During the school year 2003-2004, this practice will be generalized to include the 1st grade teacher coordinators.

4.1.3 Information and Communication Technology

In Cyprus, the full implementation of Information and Communication Technology (ICT) has currently gained top priority in secondary education both at the Gymnasias (lower secondary schools) and the Eniaio Lykeia (upper secondary schools).

4.1.4 Special education

At the level of the Gymnasium education for pupils with special needs has become a top-priority. Pupils with severe hearing or visual impairment, mental disability, emotional disturbance or severe orthopedic impairment are in special ways prepared for integration with the mainstream school community and later on for integration with society.

4.1.5 Special programmes and seminars

a. Sex education

This area of teaching/learning about sexual attitudes and actions at school level continues to be a highly debated area. However, the Ministry of Education and Culture in a continuous attempt to respond to social challenges (e.g. disrupted family life, sexually transmitted diseases) has been asked to step in to meet this unfulfilled need.

b. Health education

Health Education programmes applied in public schools are based on a ‘hidden’ curriculum, the main objective of which is the development of the ethical, cultural, mental and physical development of pupils in their preparation for the responsibilities and experiences of adult life.

c. Environmental education

The programme aims at developing positive attitudes among students and sensitizing them towards a comprehensive approach to the environment and its sustainability. Within this framework many projects have been introduced involving a large number of students.

4. 2 Eniaio Lykeio

The Eniaio Lykeio is currently undergoing a number of innovations essential for the fulfillment of its basic objectives. These changes constitute the qualitative difference that now characterises the institution.

The most important of these innovations are the following:

- Upgrading the position of the Form (Class) Teacher
- Introducing the programme, “Creativity-Action-Social Service”
- Upgrading the programme for better use of the School Library
- Supporting and enhancing pre-service and in-service teacher training
- Improving, supporting and upgrading the language rooms
- Introducing laboratory lessons to the A’ form in addition to the other forms
- Reducing the number of pupils per class
- Supporting and upgrading Counseling and Career Guidance
- Introducing New Syllabuses which mark the detachment from the material based approach
- Establishing nucleus knowledge, attitudes, skills and activities centres which must be implemented to achieve the goals of the Eniaio Lykeio.
- Creating, updating and expanding teaching material and numerous books as well as using audio-visual aids, software and other supporting sources.

4.2.1 Information – Computers at the Eniaio Lykeio

The syllabuses of Information Technology have been upgraded to European standards in the last two years. Computer classes at the Eniaio Lykeio, in the B' and C' forms, offer pupils the necessary training so they will be able to use computers as problem solving tools in their secondary and higher education as well as in their future professions. Pupils also acquire the essential knowledge for further study on the subject. To materialise the above aim, two to three computer rooms have been established at each Lykeio, each room being equipped with at least 18 PCs, printers, scanners and multi-media means.

Current educational trends dictate the need for updating our education at all levels and sectors. Since the introduction of the Eniaio Lykeio in September 2000 radical changes in syllabuses and introduction of innovations are bringing about a general reform in Secondary General Education. One of these innovations is the creation of Language Rooms. Until now the teaching of all languages took place in the traditional classroom. Considering the current development in language teaching, the wide range of educational ways and means that teachers have at their disposal today and the concept of autonomy in learning leading to lifelong education, there was a need for the creation of language rooms equipped with all the latest teaching sources and technology.

4.2.2 Special Rooms

In addition to the language rooms, there is a need to teach specialized lessons such as physics, chemistry, biology, computers, etc. in specially equipped rooms and laboratories. Here, the pedagogic principle “each lesson demands its own space” is applied. And with the establishment of the Eniaio Lykeio, teaching in special rooms is further expanded to include more subjects. Special Rooms update the teaching of respective lessons, numerous modern educational and technological means and techniques are applied and the interest in the lesson is enhanced while teaching becomes more effective.

4.2.3 Recent Curricular Reforms and Innovations Regarding Languages

4.2.3.1 Enhancement of foreign language learning

One of the five pillars of the Educational System in Cyprus is foreign language (FL) teaching. The theoretical foundations of the new foreign language curriculum are based on principles drawn from recent research in cognitive sciences, linguistics, philosophy and neurobiology. The curriculum study groups have also drawn ideas from the updated European Framework for Modern Language Learning (1999). Overall, current FL teaching and /learning is greatly concerned with **‘what we should know’** (content syllabus), **‘how we should know it’** (skills) and **‘why should we know it’** (cultural awareness and critical evaluation). Two foreign languages, English and French, are compulsory for all three grades of the Gymnasium.

4.2.3.2 Language rooms

The establishment of Language Rooms (LR) as a resource for language learning, provides opportunities for the implementation of the above stated objectives. At present there are fully

equipped language rooms in all 34 Lyceums. At the Gymnasium level, language rooms are gradually being established and are used as resources to carry out learning tasks. At present there are two LRs in each Lyceum and as from this school year this innovation will be expanded to include one LR in 11 gymnasia (pilot programme). In terms of new media, the language rooms usually include: voice, (viva voice, drama, songs) a video, a video camera, cassette-players and cassettes, CDs, a printer, TV films, and computers connected to the Internet.

Consequently, the lessons in the language room always vary depending on the objective of the lesson, the number of sources to be utilized, the approach and class management used and the type of presentation/feedback chosen. The word processor, as we all know, is a very useful and effective tool for such differentiated communicative activities. Therefore, the viable introduction of word processing systems (spelling and grammar, thesaurus, dictionaries, information gathering, etc) and data bases into the classroom as an extension of the teaching/learning axis, raises infinite possibilities for learning, diversifies the teacher's approach and enhances the student's awareness of the potential of electronic processing and analysis of data for their work.

Learning/teaching in the Language Room becomes a varied process of supporting learners' personal development as independent language users in terms of autonomous selection of thematic areas to investigate in a language other than their native. Overall, the language room provides an integrated multimedia environment that facilitates the pupils self expression, reflection and assessment in a variety of modes (visual, musical, graphic, kinesthetic etc) thus, enriching their lifelong linguistic potential.

4.2.3.3 Enrichment of Foreign Language Teaching and Learning

In addition to the theoretical foundations of the new foreign language curricular, the curricular study groups have also drawn ideas from the updated Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001).

Two foreign languages, English and French, are compulsory for all three classes of the Gymnasium (lower secondary school). Their broader aims are the same as those of modern language teaching and learning. Their objectives, that pupils are expected to be able to activate their foreign communicative language competences which are part of their:

- ❖ Linguistic competences (i.e. lexical, grammatical, phonological and semantic)
- ❖ Pragmatic competences (i.e. oral and written discourse competences), which include functional (e.g. description, narration, summation) and schematic design competences, that is, patterns of social interaction (e.g. questions, statements).
- ❖ Sociolinguistic competences: abilities to be aware of “who” speaks “what” to whom”, “where” and “for what purpose” (e.g. expressing admiration politely or expressing dislike appropriately).
- ❖ Intercultural competences

At the Eniaio Lykeio (upper secondary) in the 1st class the obligatory foreign languages are English and French. In the 2nd and 3rd class pupils are required to choose two foreign

languages, of two periods each according to their own preference, from a total group of seven languages within the framework of the common core subjects. The option of two compulsory foreign languages for the 2nd and 3rd class is made at the discretion of the pupils and includes English, French, German, Italian, Turkish, Spanish and Russian. Turkish is taught as a foreign language although it is also one of the two official languages of the Republic. Understandably, the choice of compulsory foreign languages made in the 2nd class continues to the 3rd class.

Table 1: Number of Foreign Language Teachers for the Academic Year 2003-2004

<i>Language</i>	<i>Number of Teachers</i>
English.....	492
French.....	205
Italian.....	38
Spanish.....	9
German.....	10
Russian.....	4
Turkish.....	2

In reference to foreign language electives as optional stream subjects, pupils can elect the foreign language classes for four or six periods per week, in the 2nd and 3rd class, according to their wishes.

Table 2: Number of Pupils Enrolled in Foreign Language Classes in the 2nd Class (Eniaio Lykeio)

<i>Language Class</i>	<i>Two Periods per week (One FL Required)</i>	<i>Four periods per week (One FL Elective)</i>	<i>Six periods per week (One FL Elective)</i>
English	5439	50	1948
French	1588	20	135
Italian	4515	120	101
Spanish	910	---	---
German	624	---	---
Russian	145	---	13
Turkish	84	---	---

Table 3: Number of Pupils Enrolled in Foreign Language Classes in the 3rd Class (Eniaio Lykeio)

<i>Language Class</i>	<i>Two Periods per week (One FL Required)</i>	<i>Four periods per week (One FL Elective)</i>	<i>Six period per week (One FL Elective)</i>
English	4961	35	2357
French	1561	28	46
Italian	4878	9	12
Spanish	752	---	---
German	420	---	---
Russian	76	---	---
Turkish	---	---	---

Since the introduction of the Eniaio Lykeio in September 2000 radical changes in syllabuses and the introduction of innovations are reforming state schools. These changes and innovations are of such magnitude that there is a general reform trend in secondary general education. Special rooms update and enhance the teaching of respective lessons, numerous modern educational and technological means and techniques are applied and the interest in the lessons is enhanced since teaching becomes more varied and effective.

SECTION 5 - TEACHER TRAINING

The Cyprus Pedagogical Institute offers Pre-service and In-service courses for languages, and for other subjects, thus providing assistance and guidance to newly-appointed language teachers in preparation for their induction into the state school system. These courses have, as their objective, the training of educators in using and applying contemporary strategies, techniques and approaches in their teaching. The latest teaching and learning theories are introduced and discussed and a practical assessment is required for the successful completion of the course. The newly-appointed teachers have the option of attending the year-long, required Pre-service training course (108 teaching hours of 45 minutes each) either in the mornings or the afternoons. All teachers prefer the morning course since this gives them the opportunity to work in the schools on a full time paid basis. The Very few teachers attend the voluntary In-service, afternoon courses provided by the Pedagogical Institute. Included in the basic content of the Pre-service course are:

- ❖ Function and structures of the language
- ❖ The communicative approach
- ❖ Effective teaching
- ❖ Definition of objectives
- ❖ Lesson planning
- ❖ Techniques for the presentation and practice of vocabulary
- ❖ Microteaching
- ❖ The syllabi (Gymnasium, Lyceum, Technical and Vocational)
- ❖ The four skills (listening, speaking, reading, writing)

- ❖ Class management
- ❖ Teaching strategies
- ❖ Intercultural education
- ❖ The European Dimension
- ❖ The use of the language room (LR)
- ❖ The use of the multimedia
- ❖ The European Language portfolio
- ❖ Assessment of the student
- ❖ Writing tests
- ❖ Evaluation of the student

Practical methods in teaching/learning:

A combination of many methods are discussed such as:

- ❖ Active learning
- ❖ Cooperative learning
- ❖ Traditional approach
- ❖ Autonomous learning
- ❖ Discovery methods
- ❖ Problem solving

In addition, school based seminars are offered by the Inspectors and the Advisors for the various foreign languages.

SECTION 6 - GREEK LANGUAGE

6.1 Language Related Stipulations of the Constitution

The constitution of the Republic of Cyprus (Article 3) stipulates that the official languages of the Republic are Greek and Turkish. More precisely, the variety of Greek to be used, the Council of Ministers declared (Article 17,609, dated 15 / 01 / 1979) that the language for public use should be the Pan-Hellenic Demotic. Previous to this date the language used was the Katharevousa.

6.2 The teaching of the mother tongue and of a foreign language

6.2.1 The language lesson (Greek language)

The language lesson (Greek language), according to the syllabus, aims at developing pupils linguistically, based on their capabilities, through the acquisition and teaching of the Modern Greek language and the understanding of structures for effective communication. Greek is taught 14 periods of 45 minutes each, per week, in Classes 1-3; 13 periods of 45 minutes each in Class 4 and 10 periods of 45 minutes each in Classes 5 and 6. The language is dealt with holistically, for the purpose of the organisation

of the syllabus and the specialisation of the aims and activities, it is separated in the following topics:

a) Listening and oral expression

Aim: Pupils listen carefully and reflect, under critical examination, on whatever they hear, expressing themselves naturally and accurately for effective communication.

b) Reading

Aim: Pupils read texts naturally and expressively, learn to appreciate them, as far as the content and the form are concerned, and are slowly sensitized esthetically and emotionally.

c) Written expression

Aim: Pupils express themselves through writing, emphasizing clarity and accuracy for effective communication.

d) Basic semantic and spelling dictionary

Aim: Pupils learn to appreciate the value of words.

e) Grammar

Aim: Pupils recognise and understand, according to their age and their progress, the most important grammatical and syntactical schemata of the Modern Greek language and apply them correctly both in the oral and the written form.

f) Writing

Aim: Pupils develop their penmanship and learn to write legibly, clearly and accurately according to their maturity and progress.

g) Study skills and exploitation of resources

Aim: Pupils acquire study skills, which will help them use reference sources effectively in order to locate, read and check information.

In primary school English as a **foreign language is** taught. The teaching of the foreign language aims at helping the pupils to communicate effectively in English in various situations and to develop a positive attitude towards the English language and the English people. In addition, it aims at pupils acquiring listening, speaking, reading and writing skills in the English language. English is taught in Classes 4-6 for two periods of 40 minutes each, per week.

The syllabus respects the uniqueness of the child and responds to the innate or acquired individual differences, and their timely detection for the proper guidance and assistance that the child might need and the correct application of programmes that may be needed considering the time available for their primary education.

A very important position in the teaching of the Greek and English languages, as well as in other lessons, is the *assessment* of the pupils which aims at the:

- verification of the level of the pupils' success,
- recognition of the weaknesses of the children in certain areas,
- enhancement of the teaching procedures,
- improvement of the teacher's presentation,
- evaluation of the aims and the teaching approaches, and
- feedback and reproduction of the syllabi

In primary education there are three kinds of assessment:

- *the initial assessment - diagnostic*, which aims at the verification of the students' capabilities and level,
- *the formative assessment*, which has as its purpose the verification of the level of learning, the evaluation of the aims and the effectiveness of the teaching procedures, and
- *the summative assessment*, which evaluates the students' achievements during a longer period of time.

Assessment is achieved in various ways: essays (standardised, non standardised), behaviour, observation, participation, interaction with other children and self assessment.

In the teaching-learning axis, no method or approach on its own, no matter how many positive elements it includes, can be considered a panacea, since both the pupils' abilities and learning styles differ. As a result, the syllabus emphasises that for the teaching of any lesson, it is necessary to use various approaches. The paramount consideration in the learning process is that the child is unique and should be treated as such.

6.2.2 Gymnasiums

Aims:

The teaching of the modern Greek Language at the Gymnasium level has the following main purposes:

1. To enable the students to understand the content, the distinctive nature of the language and the uniqueness of contemporary Greek civilization, thus allowing the pupils to:
 - a. appreciate the uniqueness of the modern Greek people and, by knowing the values, the traditions and the customs of the people, to become more conscious of their country;
 - b. understand the significance and contributions of both the Greek civilisation and the Greek language
2. To allow the students to understand the wealth, scope and impact of modern Greek literature and become sensitized to it so that they will be able to treasure and enjoy it.

Objectives:

The main objectives of teaching Modern Greek are for the students to:

- a. perceive, understand and apply the various linguistics elements which govern the Greek language at its various linguistic levels (demotic, literary, scientific, etc)
- b. enrich their vocabulary with the full meaning of the words and their relationships (literal, metaphorical, derivatives, morphemes, homonyms, etc.)
- c. learn the language more effectively by identifying, studying and reproducing the syntax through various exercises on structure and content.
- d. communicate more effectively
- e. promote their writing skills
- f. use efficiently the various reference books

6.2.3 Eniaio Lykeio

The aims of teaching of Modern Greek at the Eniaio Lykeio (Lyceum) level are for the students to:

1. effectively use their mother tongue through their teaching of its structure and function, both orally and written, in various communicative situations.
2. become proficient in both speaking and understanding their first language, with all its nuances, utterances, etc.
3. appreciate the fundamental meaning of the language as a basic means of communication

The objectives for the teaching of Modern Greek at the Eniaio Lykeio are for the students to:

- a. appreciate the history of the Greek language and the richness of its dialects
- b. become aware of the influence of other languages on the Greek Language
- c. select and successfully use the appropriate level and style of speech relevant to the occasion
- d. recognize and effectively use the various types of writing
- e. enrich their vocabulary keeping in mind the different meaning of words
- f. recognize the different structures of the language

become familiar with and know how to obtain information from various sources such as the mass media, libraries, internet, etc.

6.3 Teaching of Greek as a Foreign Language

6.3.1 School of Greek Language at the University of Cyprus

The School of Modern Greek of the University of Cyprus was founded in 1998. The aims of the School are

- a) to teach the Greek Language to non-native speakers
- b) to familiarize students with the core elements of Greek culture

The school offers classes at all levels (beginner, intermediate, advanced and higher). Moreover, it offers intensive and non-intensive course all year round.

The students who attend classes at the School include SOCRATES/ERASMUS students, other exchange students and prospective students of the University of Cyprus, Cypriot repatriates and Greeks of the Diaspora. Finally, there is a large number of non-native speakers that live and work in Cyprus and wish to learn or improve their knowledge of Greek.

SECTION 7 - THE CYPRIOT DIALECT

7.1 Cypriot Greek and Standard Modern Greek: a Brief Description

With the exception of Pontic Greek, the relationship between GCD and SMG is far more complicated than that between SMG and most other Greek dialects (Papapavlou and Pavlou 1998). The distance from mainland Greece, the existence of a separate Cypriot state, the relatively large number of speakers of GCD (approximately 700,000) and other political and ideological factors constitute the basis of this distinctive relationship, which has had a bearing on language attitudes among Cypriots (Papapavlou 1998, 2001a; Pavlou 1999).

In terms of mutual intelligibility, it is generally accepted that dialect speakers do not have difficulties comprehending SMG speakers, but SMG speakers appear to have difficulties understanding dialect speakers (Papapavlou and Pavlou 1998). The main differences between the two codes are (a) *phonology*: a set of consonants and geminates are found only in GCD and certain phonemes (i.e. [k] and [x]) undergo some typical phonological alterations that do not occur in SMG; (b) *morphology*: the epenthetic e-prefix in the past tense, the 3rd person plural ending, and the use of final -n in the accusative; (c) *syntax*: mainly the position of clitics; and (d) *semantics/lexicon*: a great number of words in GCD are of Turkish, Arabic, French, Italian or English origin, (for more details on all of these aspects, see Newton 1972; Pavlou and Christodoulou 2001). In terms of verbal fluency, one often reads impressionistic and unscholarly newspaper articles in the local press claiming that Greek Cypriots do not have an adequate mastery of SMG. Such claims completely ignore the fact that SMG is *not* the speakers' native language and that these speakers are very fluent and expressive in GCD (this issue is reviewed in Papapavlou 2002).

7.2 Domains of use of Cypriot dialect

It is often the case that when more than one linguistic code is used in a given community, there is a distribution of these codes over distinct domains (Holmes 1992; Fasold 1984). SMG is used in education, the media and public documents. CD is used for everyday communication, with relatives, acquaintances and friends, and occasionally in the mass media with the sole aim of more directly and effectively addressing the speakers of CD.

In addition, there can be a geographic dimension (i.e. urban vs. rural) in choosing the code: CD is used more in the rural areas, while people who live in urban centers make use of a more moderate version of the dialect and try to speak SMG as much as possible. There are also local varieties of CD in different areas of Cyprus.

As far as the distinction between spoken and written language is concerned, CD is mainly used for oral communication, with the exception of folk poetry and folk literature. It is important to mention that there is no uniform or codified way of writing a number of CD sounds – since

CD is mainly used for everyday oral communication, there has never been a need to develop a system for writing it (Pavlou and Christodoulou, 2001).

7.3 Cypriot dialect in the media

A study by Pavlou (2004) on the use of the CD in the media (press, radio and TV) and their role as language policy agents revealed that the use of the CD is very limited and serves very specific purposes such as stressing an idea and creating a humorous effect. When someone's utterances are to be rendered verbatim, its use cannot be avoided. On the radio there is abundant use of the CD in the form of deliberate and non-deliberate code-switching, as well as in a number of ads where the use of the dialect is thought to appeal to the target audience. Finally, on television the dialect is similarly used as in predominantly humorous rather than serious programs.

7.4 Bilingual and Multilingual Groups

7.4.1 Repatriated Cypriots

The 20th century has witnessed large immigration waves to Cyprus from various developed countries in the world such as Great Britain, Australia, USA, Canada, South Africa. A thriving economy, the strengthening of democratic institutions and a decision to resolve national issues through peaceful means were among the main reasons that led to the repatriation of many Cypriots.

The repatriation wave to Cyprus began in the mid-eighties and has continued to the present time. According to the Department of Statistics and Research there have been indications of a high immigration flow since 1989. It is estimated that the net immigration balance has been 2000-3000 on the average every year. In 1992 this figure reached 6000. The main reason for the return of Cypriot immigrants is the prospering Cypriot economy coupled with the economic and political problems in their countries of residence such as the UK, Australia, South Africa, the USA, Canada etc. This repatriation, however, has brought on other problems such as the need to adjust to the Cypriot society, educational problems of repatriated children and unexpected financial hardships. These problems forced many repatriated Cypriots to emigrate once again.

Even though succeeding Cypriot governments have encouraged the repatriation of Cypriots, every year a substantial number of them, 20-30% (Tsolakis, 1994) choose to emigrate again.

Table 4: The Cypriot community abroad, 1988

United Kingdom	180.000
Australia and New Zealand	40.000
United States and Canada	30.000
Africa	20.000
Greece and Europe	30.000
Total expatriate community	300.00
Total Cyprus population	675.000

The repatriated Cypriots are in command of the Cypriot Dialect, Standard Modern Greek and English to various degrees depending on their age, age at the time of immigration and repatriation and country of residence. For example, those who were quite old at the time of immigration speak the CD perfectly and to various degrees English. Those who lived in Greek communities in the Diaspora other than the UK can also speak SMG. Cypriots born in the host countries are bilingual with English being their dominant language.

7.4.2 Bilingual students in primary education

The student population in the primary schools of the Greek-Cypriot community has for many years been homogenous, consisting nearly exclusively of Greek Orthodox children of Greek origin. However, during the last decade or so a noticeable increase has been observed in the number of other-language speaking children (αλλόγλωσσα) or bilingual children (δίγλωσσα) attending primary schools in Cyprus. The Ministry of Education and Culture, out of sensitivity towards the issue of diglossia rather than using the term “foreign-language speakers” (ξενόγλωσσα) in various documents, uses the term “other-language speakers” (δίγλωσσα) and defines the latter as users of one or more languages other than Greek as the mother tongue and second language.

Papapavlou 2003 conducted a survey aiming at describing the bilingual population in primary education in Cyprus. The results of the study indicated that there were 2411 bilingual children in the various primary schools throughout Cyprus in the year 2000. Information on the languages spoken was provided for only 2231 children. From the 2411 bilingual students, 1280 were boys and 1171 were girls. The bilingual children came from ninety-six (96) different countries. The most frequently reported countries were: Georgia, Russia, Great Britain and Romania. The districts of Nicosia and Limassol had the highest percentage in bilingual children (29% and 27% respectively), followed by Paphos 19%, Larnaca 18% and Fammagusta 7%. A large number of students (1984, 82%) speak another language besides Greek, 232 students (9.6%) speak an additional language, while 14 children (0.6%) speak more than three languages. Table 1 below shows the languages spoken by the majority of the children. The language spoken by most children is English followed by Russian. In addition, many students speak Bulgarian and Romanian, followed by various other languages.

Table 5: The most “popular” languages spoken by students.

Language	N	%
English	892	36
Russian	745	30
Bulgarian	107	4
Romanian	105	4
German	83	3
Arabic	69	3
Swedish	54	2

French	48	2
Finnish	44	2
Georgian idiom	42	2
Philippino	40	2
Spanish	31	1
Other Languages	234	9
TOTAL	2494	100

Government officials of the Ministry of Education and Culture (Dr. M. Roussou and Elena Hatzigianni-Yiangou) have prepared a study in 2001 entitled “Διαπολιτισμική Αγωγή και Εκπαίδευση στην Κύπρο-ΔΙ.Α.ΕΚ” which refers to the following issues: (a) the basic principles and aims of intercultural education (b) the educational system in Greece and Cyprus with respect to ΔΙ.Α.ΕΚ and (c) suggestions and applications of ΔΙ.Α.ΕΚ in the Cypriot educational system.

REFLECTIONS

Educationalists, as well as other researchers in relevant fields, should continue in carrying out further research on the various aspects of bilingualism and multicultural education in order to enable the concerned authorities to be better prepared for this growing phenomenon in Cyprus, which affects Europe as well, especially now that the island is becoming a member of Multilingual and Multicultural Europe.

7.5 The Role of English

English in Cyprus is neither ESL nor EFL. Davy and Pavlou (2001) believe that even though the actual use of the language has increased immensely in the last decades its status has diminished. They explain; In 1999, annual and peak-period August tourist arrivals were 2,434,300 and 341,400 respectively, just under half from the UK (DSR), the number of foreign workers was estimated at 41,000, including 9,500 domestics mainly from the Philippines and Sri Lanka (Migration Dept.) and in the 1999-2000 academic year there are 2074 foreign students registered in private English medium institutions of tertiary education. Given also the presence of UNFICYP, and the British garrison of the Sovereign Base Areas, it is likely that more English is being used in Cyprus today than at any previous time. Moreover, at the 1992 census, the population of Cyprus (approximately 619,200) included (aside from 5000 Greeks) a total of 20,200 foreigners most of whom are likely to have used English as their language of out-group communication, including approximately 7,800 British, 1,800 Lebanese, 4,400 other Europeans, 2,400 other Arabs and 2,300 Asians. Included also was a influx since about 1989 of some 2000-3000 repatriated Cypriots per year, reaching 6000 in 1992, drawn almost exclusively from the UK and other ENL sources (DSR).

With regard to the status of English they report the following:

Even though, Article 3 of the constitution provides that all ‘legislative, executive and administrative acts and documents’ should be drawn up in both the official languages of the republic’ (i.e. Greek and Turkish) major government reports which continued to be issued in English included, among others, those of the Department of Antiquities (Perdikes 1993), and such practice appears to have been widespread. Article 189 stipulated as an interim measure that English could be used in court proceedings for a period of five years (during which time the laws would be translated). This period was extended beyond 1965, but in 1988 still only 29 of the 354 laws had been translated (Karyolemu 1999). However, in the last decades there has been an effort to speed up the process of translating all the official documents from English to Greek.

SECTION 8 - LANGUAGE POLICY

The language policy in Cyprus can be characterized as a covert policy because it has never been clearly articulated in an official declaration or decree nor is it presented in one specific, official, governmental document. Nevertheless, it is widely known among educators that the language of instruction on all levels of education is the ‘Koini Neoelliniki’ or Pan-Hellenic Demotic Greek (Standard Modern Greek). This commonly accepted ‘belief’ may imply that the native language of Greek Cypriots is Standard Modern Greek, however, the language children *use at home* and bring to school (that is, their mother tongue) is the Greek Cypriot dialect. Since the language policy in Cyprus is not overtly stated, the *role* and *use* of the Cypriot dialect to a large degree remains unclear. This can only be deduced from various official publications and circulars of the Ministry of Education that appear from time to time.

In one document, the **Analytic Curriculum for the Lyceum** (2000), the following is stated regarding the issue of “language and language varieties” (p.71): The main objective of the language lessons should be for the students to acquire an awareness of their national language (that is, the Greek language). The main aim of the didactic unit on “**geographical language varieties**” is for students to be made aware of the ‘horizontal’ division of the Greek language and its differentiation in the various places where the language is used. This aim of course, the document states (p. 72), is not to encourage students *to speak* the various dialects or idioms but rather to make them understand that *dialects* (with greater differentiation from Demotic Greek) and *idioms* (with lesser differentiation) compose the ‘Koini Neoelliniki’ and provide it with linguistic material. In other words, students should learn to appreciate and respect the sources that enrich their language. In this way, urban dwellers’ negative attitudes and disrespect toward idioms and dialects would be eradicated, and on the other hand there is hope that students who have as their mother tongue a certain idiom or a certain dialect would not feel that they speak an ‘inferior’ or ‘degenerate’ language. The teacher’s attitudes can contribute decisively in this direction, especially when they do not characterize as expressive ‘mistakes’ the idiomatic or dialectal use of the students’ language. It would even be of much greater benefit, if the teacher explains how these expressions function in the dialect, and also in using these ‘differences’ as a facilitator that would lead their students in the search for equivalent and corresponding linguistic elements in the ‘Koini Neoelliniki’. The main aim of the unit “**social language varieties**” is to make students aware that oral and written language is affected by such factors

as social class, education, age, sex, profession, ideology, etc. Also, students must recognize that there are several stylistic modes and registers. It is also interesting to note that in the unit **The Literature of Cyprus** (p. 85), and especially when covering the poetic works of L. Macheras, B. Michaelides and D. Lipertis, it is stated that one of the many aims of this part of the curriculum is to teach students to recognize and appreciate the uniqueness of this poetry which can be attributed to the ‘Cypriot linguistic idiom’ and the creative strength of these literary men. Thus, from this document it can be seen that Cypriot students are not encouraged to speak their dialect, however, there is an indirect admission that the students’ mother tongue is indeed the Cypriot dialect.

In another document, the **Anthology of Cypriot Literature**, published in 2002, and which is used in the Lyceum, it is suggested that Cypriot literature should be thought of as being part of the general Greek Literature. It is believed that the aim of covering various Cypriot literary works is to provide students the opportunity to learn about the aspirations and struggles of Cypriot Hellenism. While the literary wealth in these works is extolled, no mention is made about the richness of the lexicon and language, the Cypriot dialect, which is profusely used in these works and no explanation is provided as to how Cypriot students are expected to know this lexicon when the dialect is not systematically taught in schools.

The one document that makes direct references to the present language policy and the role of the Cypriot dialect in education is a circular from the Ministry of Education and Culture entitled the **“Cypriot dialect and Koini Neoelliniki”** which was circulated to all schools in August of 2002. This document states that the official language of the Republic of Cyprus is ‘Koini Neoelliniki’ which constitutes the common language code for all Greeks. In Greece as well as in other Greek-speaking communities worldwide, several dialects such as the Cypriot and the Cretan are respected and maintained in addition to the use of ‘Koini Neoelliniki’. The Cypriot dialect is used in Cypriot schools to the extent that it facilitates and enhances effective communication. The document also reiterates that among the basic aims of language lessons is for the student to (a) become aware of the social and geographical variations of the Greek language and (b) gain knowledge about his/her linguistic tradition by reinforcing the diachronic elements of the language currently in use. The Ministry of Education and Culture shows affection to all the works of the Cypriot literature that have been written in the Cypriot dialect, since these contribute to Cypriot self-consciousness and understanding of the Cypriot world in general and many of them are true masterpieces. For these reasons, the Ministry reinforces the study and promotion of such masterpieces and cares for the integration of representative works in the curricula and for teaching them to the students.

During classroom time, the use of ‘Koini Neoelliniki’ (Standard Modern Greek) is expected from both teachers and students. The Cypriot dialect is considered with respect and may be used in special occasions, such as performances and school events. The use of the Cypriot dialect is also legitimate in cases of students with difficulties in oral discourse, especially in lower classes of elementary school. All the above should be considered in reason and should not result against the cultivation of ‘Koini Neoelliniki’ (Standard Modern Greek), which is actually the national official language of Cyprus. It is important here to note that research on language classroom practices revealed that students use the dialect in class especially when expressing themselves about issues of intimate nature and of course outside the class during playtime. Furthermore, although teachers consciously avoid the use of the dialect in class,

following policy directives, they find themselves using the dialect for various reasons and in certain domains (Pavlou and Papapavlou, 2004).

The widespread use of the dialect for oral communication among Greek Cypriots is well attested in another document entitled *Κατώφλι για τα Νέα Ελληνικά* (A Threshold for Greek, Volume A, Appendix C published by the Council of Europe). The document attests to the fact that learners of Greek as a foreign language in Cyprus come into contact with the local dialect especially for oral communication. Therefore, it was felt that a description of the basic differences between the dialect and standard Greek is necessary for foreign learners of Greek in Cyprus. To meet this need, an appendix was prepared in 1996 by the appropriate committee consisting of members from the Ministry of Education of Culture (Cyprus) and the Ministry of Education (Greece). This appendix (a) provides some background information on the dialect, (b) presents the current linguistic scene in Cyprus and (c) illustrates the major characteristics of the dialect (lexical, phonological, morphological and syntactic) by providing numerous examples (see also Pavlou and Christodoulou, 2001). It is of interest to note that this document emphasizes (p. 216) that Greek Cypriots are privileged for being able to express themselves in standard Greek, in the local koine Cypriot Greek and the dialect itself.

SECTION 9 - THE TURKISH LANGUAGE

With the establishment of the Cyprus Republic on 16 August 1960, the following provisions for both language and education, as stated in the Constitution of the Republic, came into effect:

Part I (General provision)

Article 3 (Paragraph 1)

1. The official languages of the Republic are Greek and Turkish.

Part II (Fundamental Rights and Privileges)

Article 20 (Paragraph 1, 2, 3, 4) – Education

1. Every person has the right to receive, and every institution has the right to give, instructions or education subject to such formalities, conditions or restrictions as are in accordance with the relevant Communal laws and are necessary only in the interest of the...public morals or the standard and quality of education or for the protection of rights and liberties of others including the right of parents to secure for their children such education as is in conformity with their religious convictions.
2. Free primary education shall be made available by the Greeks and Turkish Communal Chambers in the respective Communal primary schools.
3. Primary education shall be compulsory for all citizens of such school age as may be determined but the relevant Communal law.
4. Education, other than primary education, shall be made available by the Greek and Turkish Communal Chambers, in deserving and appropriate cases, on such terms and conditions as may be determined by a relevant Communal law.

As can be seen from the above provisions the Cyprus Constitution, from the inception of the Republic, gave the right to the Turkish Cypriots to manage and develop their own school system according to their own Communal Laws and religious beliefs. Furthermore, beyond the fundamental educational rights of all the citizens, the Constitution promoted basic civil liberties which are consistent with those of any western democracy. As a result the Turkish Cypriots, like all Cypriots, enjoyed the freedom to pursue their own way of life according to their traditions and values.

The Turkish invasion of Cyprus in 1974, however, brought an abrupt end to the existing social and political situation on the island. Consequences of the invasion affected all sectors of life on the island, including education. As a result limited statistical information on education can be secured due to the inaccessibility into the Turkish controlled area of the Republic. However, the latest statistical information on the schools administered by the Turkish Cypriots prior to the 1974 invasion, provides an indication as to the number and type of schools available to the children of the Turkish people.

The structural organization of the Turkish school system resembles that of the Greek schools. The six years of primary schooling are followed by the six years of secondary education. In 1973 some 20,000 pupils were enrolled in 160 primary schools and about 7,882 students attended the junior (gymnasium) and senior (lyceum) grades of 23 secondary schools. There was one teacher's college with an enrollment of about 61 students and three technical schools with a total of about 200 students.

As already stated in section 4.2.3.3, Turkish is taught as a foreign language in the 2nd and 3rd year of the Lyceum. For the academic year 2003 84 students elected Turkish for their required foreign language elective. No one chose Turkish in the 3rd class of the Lyceum.

SECTION 10 - MINORITY LANGUAGE EDUCATION

Cyprus has already ratified both the Council of Europe European Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities. The number of students belonging to linguistic minorities in Cyprus is, proportionately speaking, somewhat limited. The few students belonging to this category enjoy the right of attending public or private educational institutions. Historically, the three minority communities on the island (Armenians, Maronites, Latins) have peacefully coexisted with the indigenous population for centuries and were always accepted as equals.

10.1 Armenians

Secondary education: There are about 2,600 Armenians living in Cyprus (0.3% of the total population in the free area) and one secondary school for the Armenian community. Today there are 205 Armenian pupils attending this co-educational, day, boarding school and of these only 70 are from Cyprus. The remaining 70 pupils are from the surrounding region. All subjects at this private Armenian secondary school are taught in English except for Armenian. The institution, furthermore, acts as a cultural center for the Armenian community in Cyprus. Moreover, there are currently 119 Armenians enrolled in the other private secondary schools found throughout the island.

Elementary education: There are three Armenian primary schools in Cyprus one each for the cities of Nicosia, Limassol and Larnaca. The schools have a free curriculum and the grading system is abolished. Although each school has its own administrator, all three are under the supervision of one headmaster. For the academic year 2003-2004 the number of pupils registered for all three schools was 170 as opposed to 190 enrolled five years ago. The languages of instruction are Armenian, English and Greek. There are no Armenians attending pre primary classes at any institution, public or private.

10.2 Maronites

The Maronite community is the largest of the three minority communities on the island having a population of approximately 4,800 which translates into 0,7% of the total population. In 1960 there were approximately 2,752 Maronites living in Cyprus mainly in the Maronite villages of

Kormakitis, Karpasia, Asomatos and Agia Marina. These four villages are now in the occupied part of Cyprus and, as a result, the Maronites are now scattered throughout the island. Consequently, the Maronites are rapidly being assimilated into the wider Greek Cypriot community, mainly through inter-marriage. Although the Maronites are educated in Greek public schools and speak fluent Greek, they have their own Arabic language, practice their own Maronite religion, use the Aramic language in their liturgy and have their own culture and traditions. Before the 1974 Turkish invasion, the Maronites had their own primary schools in all four villages, supervised by the Ministry of Education and Culture. Although the curriculum of the schools was similar to that of the Greek elementary schools, the pupils were given additional lessons in subjects such as the Arabic language. These schools, moreover, were opened to all communities, but the pupils who attended them, and the teachers, were Maronites.

Today the government has built a primary school for the Maronite community in Nicosia. For secondary education, the government pays the school fees of the Maronite pupils who wish to attend private schools instead of the state secondary schools. At present there are 241 Maronite pupils attending private institutions in Cyprus: 104 in secondary education, 101 in primary education and 16 in pre primary schools.

10.3 Latins

The Latin community in Cyprus numbers approximately 900 which is about 0.1% of the total population. The Latin community has benefited from state assistance to its various schools since the government fully subsidizes education for the children of Latins attending Latin primary and secondary schools and a partial subsidy is given to Latins for attending other private secondary institutions. Today there are two private secondary schools which serve the Latins of Cyprus. One is located in Limassol and the other in Nicosia. The language of instruction at these schools is English and both schools provide pre-primary and primary education. There is also a Latin pre primary school in the district of Pafos. Today there are 86 Latin children who are attending private schools in Cyprus: 53 in secondary education, 28 in primary education and 5 in pre primary schools.

SECTION 11 - EUROPEAN PROGRAMMES

GENERAL PRINCIPLES OF THE COUNCIL OF EUROPE AND THE EUROPEAN UNION

The people of Europe are building a single Union out of many diverse nations, communities, cultures and language groups; it is a Union built around the equal interchange of ideas and traditions and founded upon mutual acceptance of people who have different histories but share a common future. Building a common home in which to live together in harmony, while maintaining the individuality and diversity of each, means acquiring the skills to communicate with one another effectively and to understand one another better. The act of learning and speaking other languages encourages the learner to open himself up to other people and to begin to understand other cultures and outlooks: essential skills in a world menaced by racism and xenophobia. Contact with another language opens the mind, stimulates intellectual agility

and expands people's cultural horizon. Learning languages helps to reinforce the feeling of being European with all its cultural wealth and diversity of understanding among the citizens of Europe. Plurilingualism is part and parcel of both European identity/citizenship and the learning society. The Council of Europe and the European Union want everybody to take full advantage of European citizenship.

EUROPEAN UNION

It is for these reasons that Cyprus participates in the various programmes of the European Union. More specifically, the Comenius, Erasmus, Grundtvig, Lingua, Minerva, Arion, Naric and Euridice programmes all under the umbrella of Socrates. Additional programmes include Leonardo Da Vinci and Youth.

Cyprus became a member of the Comenius 2 in 1997 and in the last two years (2001-2003) 7 students participated in the programme.

COUNCIL OF EUROPE

11.1 The European Language Portfolio (ELP)

The five-member National Committee of the Ministry of Education and Culture, which has the responsibility to write and apply the European Language Portfolio (ELP) in Cyprus has just completed the draft edition which will be applied in the Lower Secondary Education (Gymnasium). Although it is written in three languages, (Greek, English and French), pupils have the opportunity to be able to assess themselves in any other language spoken by them.

The Committee worked with the Belgian expert, Mr. Gilbert De Samblanc, who visited Cyprus from 29 to 31 March 2004. In addition, he was the animator of the seminars organised by the committee for teachers of Greek, English and French from 11 Gymnasiums which are involved in the piloting programme for the ELP. Furthermore, Mr. De Samblanc had a meeting with the Minister of Education and Culture who had been very positive regarding the application of the ELP. He also worked with inspectors of languages at the Ministry of Education and Culture to whom he explained the necessity for the application of the ELP in Cyprus.

The piloting programme of the ELP was applied in 11 Gymnasiums both in the towns and in the country. It was given to a sample of 25 pupils in Class A' or B' in each school. Furthermore, the teachers of languages in the same schools, involved in the seminars, completed a questionnaire in order to evaluate the document and make suggestions for the final edition of the document.

Members of the committee, in cooperation with a Pedagogical Institute Teacher Trainer, visited two Primary and Secondary schools where the pupils worked for the illustration of the ELP under the supervision of their teachers.

By the end of June, the Committee, after taking into consideration the suggestions made by the educators involved in the piloting programme, will make the necessary corrections and will prepare the final document which will be submitted in Autumn for validation to the Council of Europe.

The European Language Portfolio (www.coe.int/portfolio) has been developed by the Council of Europe as an instrument in which language learners at any age and at all levels can record their language competences as well as their learning and intercultural experiences. It promotes coherence and transparency in an individual's learning path at both national and European level, and facilitates educational and vocational mobility. This concept was introduced by all Member States during the European Year of Languages 2001.

11.2 The European Year of Languages

In 2002 Cyprus participated in the European Year of Languages organised by the Council of Europe and the European Union. Among the activities for to promote this event included the following:

- The Permanent Secretary of the Cyprus Ministry of Education and Culture officially launched the European Year of Languages on 9th February 2001.
- Talk shows on both television and radio and a press conference were organized by the national coordinator, Mr. Costas Markou, Inspector general of the Cyprus Ministry of Education and Culture.
- A web-site was created at the pedagogical Institute to provide information in relation to language teaching in Cyprus
- A competition among secondary school students and adults attending Greek lessons at the State Institutes was announced promoting the Greek, English, French and German languages.
- The Pancyprrian Teachers of English Association, the French Association and the University of Cyprus organized conferences, seminars and workshops promoting the European Year of Languages.
- The Postal Service of Cyprus was approached and agreed to issue a stamp commemorating the official launching of the European Year of Languages on 9th February 2001.
- Creation of Language Rooms equipped with all the latest teaching sources and technology (see Section 4.2.3.2).

11.3 Workshop 16

Organized by both the Ministry of Education and Culture and the Council of Europe, Workshop 16 took place in Cyprus (30 October – 5 November, 1994) and had as its main theme ‘The Evaluation, Selection and Production of Material for the Teaching of Modern Languages in Secondary Education’. Among the factors contributing to the success of the workshop was the participation of more than 35 European countries including Canada.

SECTION 12 - LANGUAGE QUALIFICATIONS FOR GOVERNMENT POSTS

12.1 Entry Qualifications for the Civil Service and the Educational Service Commission.

The Examinations Service of the Ministry of Education and Culture conducts a series of exams for the acquisition of a Greek Language Certificate and an English Language Certificate as recognized entry qualifications for the Civil Service and the Educational Service Commission. In order to be recruited to the Civil Service and the Educational Service Commission holders of foreign qualifications must present documented evidence showing their proficiency in Greek. It is expected that applicants should exhibit Greek proficiency equivalent to the level of Greek required in the last year of a recognized six-year Cypriot public secondary school. The proficiency is assessed by the Ministry of Education and Culture.

A high level of English proficiency is required in Cyprus to enter the civil service. An advanced level of both Greek and English is required for **promotional** purposes in the Civil Service and the Educational Service Commission.

12.2 Language requirements – Public Education

Required qualifications for appointment in the three levels of public education are:

1. Apolytirion of C' Class Lyceum or sixth Class recognised Secondary School.
2. Knowledge of the Greek Language at C' Class Lyceum Level of a public Secondary School in Cyprus, which can be proved by:
 - a) Apolytirion of C' Class Lyceum of sixth class recognised school or for promotion vacancies: Pedagogical Institute teacher Chief Education Officer, Chief Education Officer Pedagogical Institute Director, Department Director at the MOEC, excellent knowledge of Greek and Very Good knowledge of one of the most important European languages is required.

12.3 Foreign Language Requirements in Business

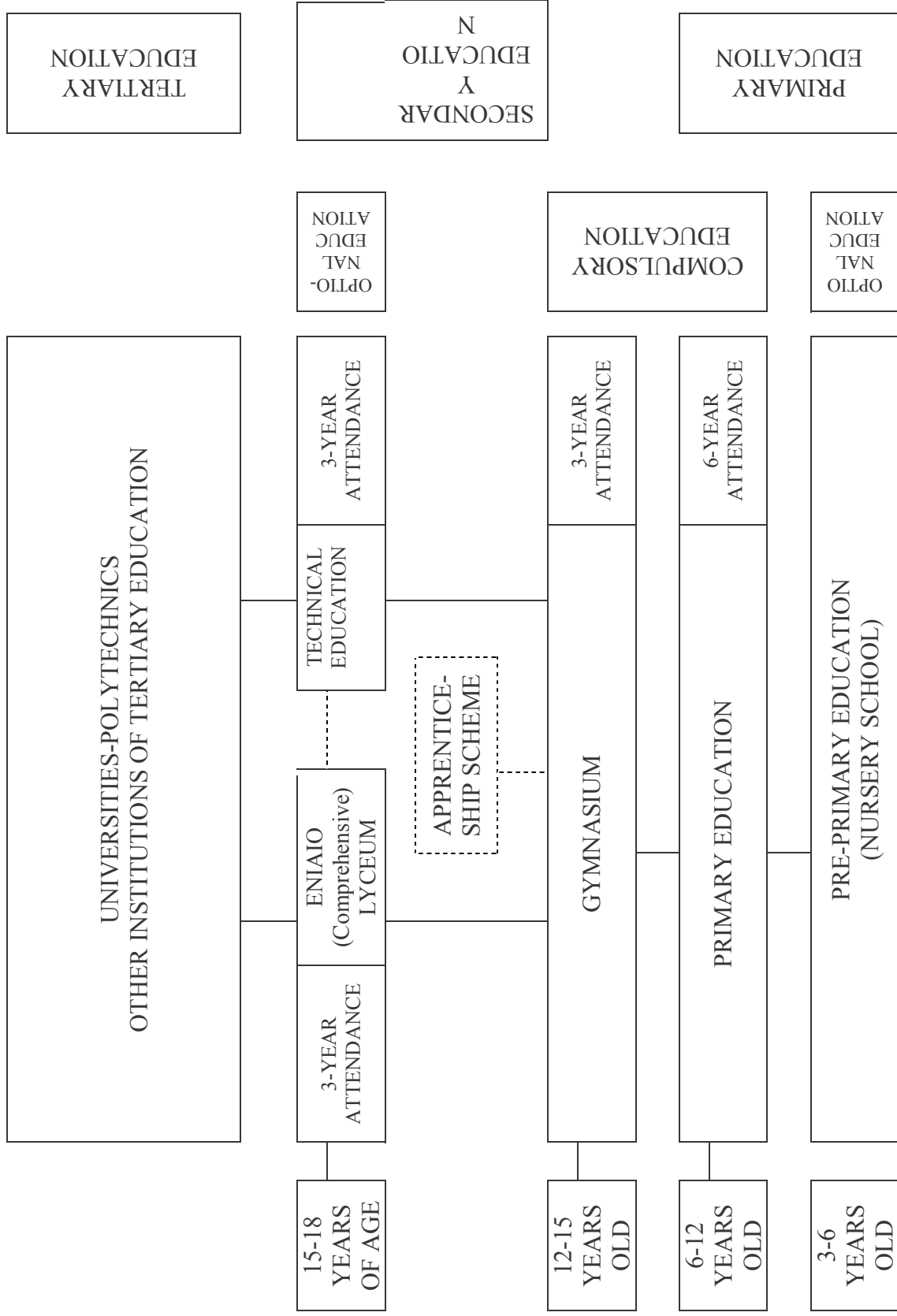
A survey conducted by Pavlou (2000) revealed that English is a very frequent job requirement. The data for the study were the 8 weekly issues (June and July 2000) of "Kariera" (career) which is part of the "Fileleftheros" newspaper (which has the highest circulation in Cyprus). The 8 issues had an average of 176 ads. On average 31 Ads (17%) were entirely in English and from the remaining 83% in Greek an average of 70 ads in each issue (48%) had a foreign language requirement. By far the most frequently mentioned foreign language is English with very few instances of Russian, German and French in this order.

BIBLIOGRAPHY

- Christodoulou, Niki and Pavlou, Pavlos. 2000. *Problems and Challenges of Repatriation*. Proceedings of a two-day conference organized by Research and Development Center - Intercollege and the Department of Foreign Languages and Literatures, University of Cyprus. Nicosia: Research and Development Center – Intercollege.
- Council of Europe 2001, *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press (www.coe.int/portfolio).
- Davy Jim and Pavlou, P. 2001. Is Cyprus an ESL country? *Proceedings of the 12th International Conference of the Greek Applied Linguistics Association*, 209-215.
- Karyolemou, Marilena (2001). From liberalism to legal regulation: The Greek language in Cyprus. *Language Problems and Language Planning*, 25:1, 25-52.
- Newton, Brian (1983). Stylistic levels in Cypriot Greek. *Mediterranean Language Review*, 1, 55-63.
- Papapavlou, Andreas (1997). The influence of English and its dominance in Cyprus: Reality or unfounded fears. *Journal of Mediterranean Studies*, 7:2, 218-249.
- Papapavlou, Andreas and Pavlos Pavlou (1998). A review of the sociolinguistic aspects of the Greek Cypriot dialect. *Journal of Multilingual and Multicultural Development*, 19:3, 212-220.
- Papapavlou, Andreas (1999). Academic achievement, language proficiency and socialization of bilingual children in a monolingual Greek Cypriot-speaking school environment. *International Journal of Bilingual Education and Bilingualism*, 2:4, 252-267.
- Papapavlou, Andreas and Pavlos Pavlou (2001). The interplay of language use and language maintenance and the cultural identity of Greek Cypriots in the UK. *International Journal of Applied Linguistics*, 11:1, 92-114.
- Pavlou, P.2004. Greek- Cypriot Dialect use in the Media. *International Journal of the Sociology of Language*.
- Pavlou, Pavlos and Niki Christodoulou (2001). Bidialectalism in Cyprus and its impact on the teaching of Greek as a foreign language. *International Journal of Applied Linguistics*, 11:1, 75-91.

SECTION 13 - APPENDICES

APPENDIX 1: THE CYPRUS EDUCATIONAL SYSTEM



APPENDIX 2: THE CURRICULUM AND THE SYLLABUSES

The curriculum of the Gymnasia is organized under broad subject-matter areas. It is comprised entirely of subjects which are required for all students.

State subject-matter required by the Gymnasium by Grade

GYMNASIUM									
Sector	Subject	Form A´		Form B´		Form C´		Total period s	3-year %
		Period s	%	Period s	%	Period s	%		
COMMON CORE		37	100,0%	37	100,0%	37	100,0%	111	100,0%
Mother tongue		8	21,6%	8,5	23,0%	8,5	23,0%	25	22,5%
	Modern Greek	5		5		5		15	13,5%
	*Classical Greek	3		3,5		3,5		10	9,0%
Maths		4	10,8%	3	8,1%	4	10,8%	11	9,9%
	Maths	4		3		4		11	9,9%
Natural Studies		3	8,1%	5	13,5%	5	13,5%	13	11,7%
	Physics	0		2		2		4	3,6%
	Chemistry	0		1		1		2	1,8%
	Biology	0		0		2		2	1,8%
	Anthropology	0		0		0		0	0,0%
	Natural Science	2		0		0		2	1,8%
	Geography	1		2		0		3	2,7%
Social Studies		5	13,5%	4	10,8%	5	13,5%	14	12,6%
	History	3		2		2		7	6,3%
	Religious Studies	2		2		2		6	5,4%
	Career Educationn	0		0		0,5		0,5	0,5%
	Civics	0		0		0,5		0,5	0,5%
	Economics	0		0		0		0	0,0%
Foreign Languages		5	13,5%	5	13,5%	5,5	14,9%	15,5	14,0%
	English	3		3		3,5		9,5	8,6%
	**French	2		2		2		6	5,4%
	Language 1								
	Language 2								
Information and Technology		5	13,5%	4	10,8%	4	10,8%	13	11,7%
	Computer Studies	2		2		2		6	5,4%
	Technology	1,5		1		1		3,5	3,2%

	Home Economics	1,5		1		1		3,5	3,2%
Physical Education		3	8,1%	3,5	9,5%	3	8,1%	9,5	8,6%
	Gymnastics	3		3		3		9	8,1%
	First Aid	0		0,5		0		0,5	0,5%
Aesthetic Education		4	10,8%	4	10,8%	2	5,4%	10	9,0%
	Music	2		2		1		5	4,5%
	Art	2		2		1		5	4,5%

Note: 21.6 per cent of the teaching time is allotted to teaching the mother tongue while 13.8 is allotted to foreign languages.

APPENDIX 3: STUDENTS IN “A” FORM OF THE ENIAIO LYKEIO

TABLE 1: concerns the pupils who started the A form of the Eniaio Lykeio as from the school year 2001-2002)

COMMON CORE SUBJECTS AT THE ENIAIO LYKEIO			
<i>Subject</i>	FORM A´	FORM B´	FORM C´
	Periods	Periods	Periods
Modern Greek	4	4	5
Classical Greek	3	1	0
Maths	4	3	2
Physics	4	3	0
(Physics	2	2	0
Chemistry	1	1	0
Biology	0	0	0
Natural Sciences)	1	0	0
History	3	1,5	2
Religious Studies	2	1,5	2
Civics	0	0	1
Economics	2	0	0
Compulsory Foreign Languages	5	4	4
English	3	*	*
French	2	*	*
Foreign Language 1*		2	2
Foreign Language 2*		2	2
Computer Science	2	0	0
Technology	2	0	0
Physical Education	2	1	1
Music	1	0	0
Art	1	0	0
Total of periods	35	19	17

The pupil chooses 2 foreign languages in the B form as a common core subject of 2 periods each, and continues them in the C form. These languages can be English, or/and French. The foreign languages offered for options are: English, French, German, Italian, Spanish, Russian.

APPENDIX 4: OPTIONAL STREAMING SUBJECTS

TABLE 2

OPTIONAL STREAMING SUBJECTS (4 periods per week)				
No		Form B'	Form C'	Prerequisite subjects
1	Classical Greek	*	*	Respective to B form
2	History	*	*	
3	Latin	*	*	Respective to B form
4	Maths	*	*	Respective to B form
5	Physics	*	*	Respective to B form
6	Chemistry	*	*	Respective to B form
7	Biology		*	
8	Environmental Science	*		
9	Computer Sciences	*	*	Respective to B form
10	Technology	*	*	Respective to B form
12	Drawing (Technical, Architectural, Free)	*	*	Respective to B form
13	Graphic Arts		*	
14	English	*	*	Respective to B form
15	French	*	*	Respective to B form
16	German	*	*	Respective to B form
17	Other foreign languages (Italian, Spanish or Russian)	*	*	Respective to B form
18	Commercial Subjects	*		
19	Political Economy		*	
20	Management		*	
21	Accountancy	*	*	Respective to B form
22	Office Practice		*	
23	Typing-Secretarial Skills	*	*	Respective to B form
24	Shorthand	*	*	Respective to B form
25	Economics/Maths		*	
26	Salesmanship		*	
27	Economy and Tourism	*		
28	Finance and Economics		*	
29	Physical Education-Olympic Education	*	*	Respective to B form
30	Music subjects	*	*	Respective to B form
31	Art subjects	*	*	Respective to B form
32	Family Education	*	*	Respective to B form
*	The star indicates the form in which the subject is offered.			
	In the cases where the pupil wishes to attend in form C a subject which has as prerequisite the corresponding subject in form B, he/she is entitled to choose it on condition of passing an entrance exam on the said subject during the first semester.			

APPENDIX 5: CRITICAL ISSUES

Language Education Policy Profile –Cyprus

Among the important issues which must be resolved in terms of Language Education in Cyprus is the restructuring of the language examination system for employment and/or promotion purposes. The present system calls for the writing of such exams only when positions open for either promotions or employment. A more appropriate and organized approach would be that such exams, which are designed to meet all the needs of the government, should be prepared ahead of time, announced to the public and made available to interested candidates three or four times a year.

Another issue which must be addressed by the Ministry of Education and Culture is that of the language education of bilingual children who are attending public primary schools. As stated in the report, there are today 2411 bilingual children in the various primary schools. Although a study was prepared by government officials in 2001, little has been done to deal with this situation. A more orchestrated approach may be required which would encompass the children's mother tongue and the teaching of the Greek language.

The level of English of the third class Lyceum is to the First Certificate. The majority of pupils wishing to continue their education, (49%, Annul Report of Ministry, 2001) however, require GCE's and TOEFL for entry into British and US colleges and universities respectively and entrance examinations for both the University of Cyprus and Greek universities. Consequently, most pupils (85%) attend private lessons in English, Greek, French and other subjects after school in order to prepare for university entry requirements. The Ministry should address this gap which exists between the level of what is taught at school and the requirements needed for university entrance. Perhaps a new appraisal of the curriculum is necessary in order to minimize private lessons.

Another fundamental issue in language education is the Cypriot dialect. There does not seem to be a clear and direct policy as to the place of the Cypriot dialect in the public schools. In schools the standard modern Greek (SMG) of the mainland is encouraged rather than the Cypriot dialect (CD). Furthermore, as indicated elsewhere in the report, the CD is used mainly for oral communication, with the exception of folk poetry and folk literature, whereas SMG is used in both the media and public documents. This undefined status of the CD at times causes uncertainty and concern over its use and requires further clarification as to its use from the Government.

An issue which may be directly related to the CD is the oral expression of the children in particular and adults in general. Although there is no conclusive research on the issue, it appears that the CD is one of the reasons for the lack of articulate expression by the children. Additional research and studies are required on this subject.

Another topic of concern is the use of Hellenistic Greek, a form of ancient Greek in which the Holy Scriptures were written, which is used in the liturgy of the Greek Orthodox Church of today. Even though this language, which evolved from ancient Greek, is more simple and more understandable than ancient Greek, it nevertheless

creates difficulties in its being comprehended by the people of Cyprus, especially the younger generation.

The present study of the Language Education Policy Profile, in co-operation with the Council of Europe, will certainly act as a catalyst and provide an introspection of the existing educational system and language learning and teaching. Concurrently, however, the study offers a challenge towards a new direction which will be in keeping with the needs and aspirations of all Cypriots.