

## **Thematic Network Project, NTP 3 – Sub-project three**

*Language studies in Europe: the interfaces between  
higher education and other sectors of education  
Languages as an interface between different sectors of education*

### **The National Report of Cyprus on Language Studies (Draft, May 2004)**

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#### **Introduction**

The Republic of Cyprus, with almost one million inhabitants, was established in 1960 after receiving its independence from British rule that lasted for almost one hundred years. As of May 1<sup>st</sup> 2004, the Republic of Cyprus became a full member of EU, yet the division of the island remains unresolved (for the long history of Cyprus that goes as far back as nine thousand years, see Hill, G. *A History of Cyprus*, 4 Vols, Cambridge University Press, 1940-1952. For more recent developments see Joseph, J. *Cyprus: Ethnic Conflict and International Politics*, McMillan – St. Martin's Press, 1997).

#### **Part one: Description of administrative and educational structures and policies**

##### **1. Responsibilities and competences:**

This report deals with matters only on the national level; there are no regional or local levels of responsibility. It is also important to note that although an effort was made to provide a comprehensive account on languages as an interface between the different sectors of education in Cyprus, it is possible that information about some sectors may be missing from this report.

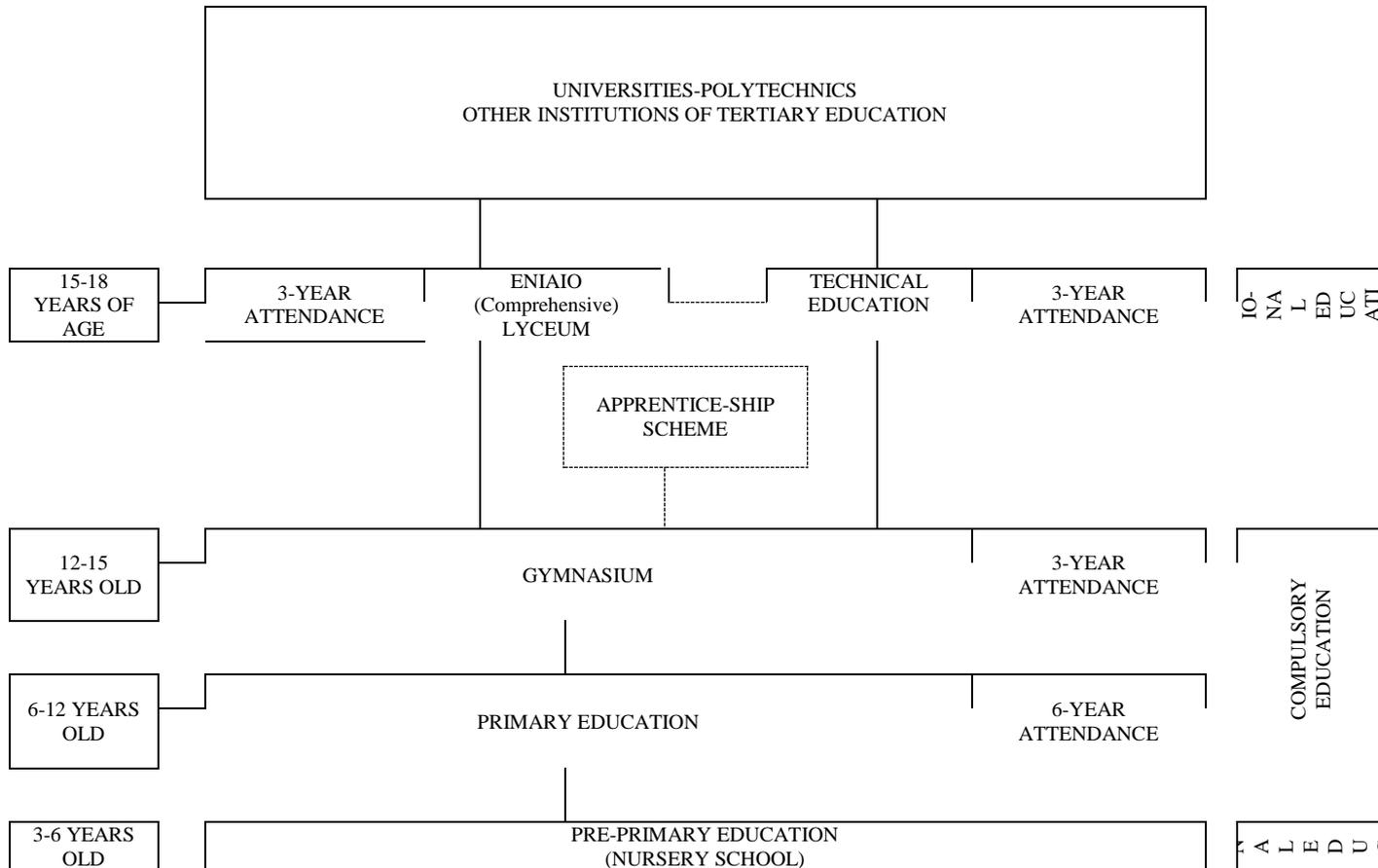
#### **Education System in Cyprus**

The education system in Cyprus is fairly centralized and the Ministry of Education and Culture is solely responsible for the development and implementation of the education system. Schools are not free to adapt the curriculum to local needs. The education system in Cyprus is divided into the following levels:

- Pre-primary education: from three to six years of age (optional)
- Primary education: for six years starting at the age of five years and eight months (mandatory for all children).
- Secondary level (Gymnasium – Junior High School): for three years (mandatory for all children).
- Lyceum – Eniaio Lykeio (Senior High School): for three years (optional).
- University: four years for a BA degree, 2 years for an MA and 4 years for a PhD.

The schematic representation of the Cyprus Educational system is presented on Table 1.

TABLE 1: THE CYPRUS EDUCATIONAL SYSTEM



Education on all levels is offered free of charge to all Cypriot citizens and residents of Cyprus. Cypriot students enrolled in Institutions of Higher Education, state or private, either located in Cyprus or abroad, receive an annual grant of 1000 Cyprus pounds if they receive tuition-free education or 1500 Cyprus pounds if they pay tuition fees for their studies.

The major institutions of tertiary and Higher Education in Cyprus, both state and private, are the following: The **Pedagogical Academy** was established before the independence of the island in 1960 and its main function was to prepare primary-school teachers. With the establishment of **University of Cyprus (UCy)**, the Pedagogical Academy ceased to exist and the training of nursery and primary-school teachers is assumed by the Department of Education of UCy; The **Pedagogical Institute** offers pre-service and in-service training for recently hired high-school teachers; the **Higher Technical Institute** was established in the early 1970's and offers degrees up to the HND in various technological fields; the **Higher Hotel Institute** the **Cyprus Forestry College** and the **Mediterranean Institute of Management** (the language of instruction in these four institutes is English). In addition, there is the **School of Nursing**, the **Cyprus Policy Academy** and the **Tourist Guides School** (the language of instruction in these three institutes is Greek). In addition to the state institutions, there are nearly thirty private colleges (some established as early as the

1960's) that offer post-secondary qualifications in various vocational, professional and academic fields and the language of instruction in most of these institutes is English. All these private colleges are registered with the Ministry of Education and Culture but not all of them received programme accreditation. Some of the major colleges are: **Cyprus College, Intercollege, Phillips College** and the **Frederick Institute of Technology**. These colleges, as well as some other colleges, offer several degree programmes, both academic and professional (on the BA and MA levels) that recently received programme accreditation. It is expected that in 2005 most of these private colleges will apply to the Ministry of Education for evaluation in order to become private universities (the relevant Law has been approved by the Parliament recently).

The **University of Cyprus**, the first state-funded university on the island, was established in 1989 and admitted its first students in 1992 and the current student population is over 3500. UCy is a member of a number of international university organisations and networks. The main objectives of UCy are twofold: the promotion of scholarship and education through teaching and research, and the enhancement of the cultural, social and economic development of Cyprus. The languages of instruction at UCy on the undergraduate level are Greek and Turkish (at present, there are no Turkish Cypriot students attending UCy) and English (or other European languages) can be used in some graduate-level programmes. UCy offers degrees on all levels, (BA, obtained after four years of full-time study, MA, two years, and PhD, four years) in about twenty different areas of specialisation. UCy is autonomous (it is not under the Ministry of Education and Culture) and can develop new degree programmes and establish new schools and departments (for further information, you can visit UCy's web page at: <http://www.ucy.ac.cy>). In 2002, the Parliament approved the establishment of the **Technological University of Cyprus** that would offer various degree programmes in the technological fields and the **Open University of Cyprus**. The official languages of these institutions is Greek and/or Turkish.

In the north part of the island (which is considered as an occupied area of the island), there are several institutions of Higher Education offering various degree programmes in several areas (no specific information is available at present for the status of these institutions and the specific programmes that they offer). It is widely known that these institutions offer the majority of their degree programmes in English and admit thousands of students from overseas.

Recent changes in the system of higher education in Cyprus came about with (a) the establishment of the University of Cyprus and (b) the implementation of the Law governing the accreditation of Private Institutions of Higher Education. First, UCy was founded in response to the growing intellectual needs of the people of Cyprus and is well placed to fulfil the numerous aspirations of the country. Second, the Law governing the accreditation of Private Institutions (implemented in 1996, Article 143) brought about some order into the system of private higher education on the island and provides the guidelines for the running of private colleges, their admission systems and sets the standards for granting academic degrees. The Council of Educational Evaluation-Accreditation (S.EK.A.P), a unit within the Ministry of Education and Culture, is responsible for ensuring continuous and concomitant quality control of the accredited programmes of the private institutions on the island (for further information on the history and aims of accreditation of private institutions in Cyprus, you can visit their web page at: <http://www.moec.gov.cy>). Until now, the Bologna

Declaration did not have much impact on higher education in Cyprus, however, recently important issues arising from the Bologna Declaration are being considered by the academic community of Cyprus.

It is of interest to note that although the first university on the island was established in the early 1990s, Cyprus is the third country in the world (after the US and Canada) with citizens holding a university degree (obtained from universities from as many as forty different countries all over the world). It is also fair to say that the majority of the population in Cyprus has a good command of the English Language and in some cases of French and German.

## 2. Language policies and language education policies

### 2.1 Language policies

The 1960 constitution of the Republic of Cyprus (Article 3) declares two languages as the official languages of the Republic: Greek and Turkish (the languages of the two main communities). In addition to these two large communities, three other smaller communities live on the island; the Maronites (6.000), the Armenians (2.600), and the Latinoi (900) – Cypriots of Franco-Catholic background. The first two of these communities maintain their 'ethnic' language through their own schools (the Armenians have a secondary schools and three primary schools) and the Latinoi adopted, long ago, Greek as their native language. Also, there is a large expatriate community living on the island (mainly English-speaking, British community). 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.

### 2.2 Language education policies

The education 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’. 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. 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 has 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.

Finally, the widespread use of the dialect for oral communication among Greek Cypriots is well attested in another document entitled *The Teaching of Greek as a Foreign Language* (Threshold, Volume A, Appendix C of 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 of Cyprus and the Ministry of Education of Greece. Indeed, this document is very useful for learners of Greek as a foreign/second language.

## 2.3 Foreign language teaching and learning (on three levels)

### *(a) Primary Level*

At this level English is taught at the last three grades (4th, 5th and 6th) for two periods per week, 40 minutes for each period.

*Foreign students in Primary Schools:* 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 bilingualism 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 study 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. The language spoken by the majority of children is English, followed by Russian, Bulgarian, Rumanian and other languages.

### *(b) Secondary (Gymnasium) Level*

At this level two foreign languages, English and French, are compulsory for all the grades of the Gymnasium.

### *(c) Lyceum (Lykeio) Level*

At the Eniaio Lykeio (senior high school) in the 1<sup>st</sup> grade, English and French, are obligatory foreign languages. In the 2<sup>nd</sup> and 3<sup>rd</sup> grade, students 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 2<sup>nd</sup> and 3<sup>rd</sup> 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. The choice of compulsory foreign languages made in the 2<sup>nd</sup> class continues to the 3<sup>rd</sup> class. Table 2 indicates the number of Foreign Language Teachers employed by the Ministry of Education.

Table 2: 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, students can elect the foreign language classes for four or six periods per week, in the 2<sup>nd</sup> and 3<sup>rd</sup> class, according to their wishes. Tables 3 and 4 show the number of students enrolled in foreign language classes in the 2nd and 3rd grades (of Eniaio Lykeio).

Table 3: Number of Pupils Enrolled in Foreign Language Classes in the 2<sup>nd</sup> Grade (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 4: Number of Pupils Enrolled in Foreign Language Classes in the 3<sup>rd</sup> Grade (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.

### 3. Programmes engaged in language provision:

#### 3.1 Formal Language Education Programmes

The Department of English Studies of the University of Cyprus offers a degree programme in **English Language and Literature** and the Department of French Studies and Modern Languages offers a degree programme in **French Language and Literature**. The content, objectives, and structures of both programmes are almost identical. Both degrees require the completion of 129 credit hours (which are currently converted into 240 ECTS units). Also the **Language Center** of the University, an independent unit with its own director, offers language courses to enable students of all disciplines to satisfy UCy's foreign language requirement of 9 credit hours – 15 ECTS units). The Center currently offers courses on all levels in English, French, German, Italian and Spanish. Future plans include the offering of Russian.

The BA. Degree Programme in English Language and Literature is designed to provide students with: (a) a high level of communicative competence in the use of English; (b) the theoretical background necessary to understand the structure and use of language in general and of the English language in particular; (c) the ability to use knowledge of linguistics and the English language in research and teaching, (d) knowledge of literature of English-speaking peoples, and of its historical and cultural background; major writers and literary movements and; (e) the ability to critically analyse and evaluate literary texts and understand how literature articulates perspectives on historical, social and cultural realities. To achieve these objectives, the programme offers a range of courses in language development, theoretical and applied linguistics, translation studies, literature, its history and culture, research methodology and teaching methodology. The department also has a Linguistics Laboratory, fully equipped for research and teaching in phonetics, laboratory phonology, psycholinguistics, dialectology, second language learning and testing (for details see <http://www.ucy.ac.cy/faculty/amalia/.html/linglab.html>). Students who complete the B.A. Degree Programme in English Language and Literature and the B.A in French Language and Literature may (1) pursue a career in teaching, professional translation, public or foreign service, and media and communication; or (2) undertake graduate studies in a wide variety of areas including British, American or Comparative Literature, French Literature, Literary Theory, Cultural Studies, Theoretical and Applied Linguistics, Theatre Studies, Media and Communication Studies.

#### 3.2 Other Language Programmes

Other language degree programmes offered in Cyprus are the following: At UCy an interdepartmental **MA in European Studies** has been recently approved and it will commence in the next academic year (2004/2005). Another language programme is the degree offered by the Department of Turkish Studies of UCy in **Turkish Studies**. The aim of the Department is twofold: (a) to promote research and expand knowledge and (b) to transmit the fruits of these processes through teaching. Within a wide spectrum of regions and academic

disciplines, the Department's aspirations centre on the following areas: (1) The Turkish language (the teaching of modern and Ottoman Turkish); (2) Islam (History, Philosophy, Law, Art); and (3) Ottoman Studies (Sources, History, Institutions, Literature); (4) Modern Turkey (History, Economy, Society, Literary and Linguistic Studies); (5) Cyprus (from the Ottoman conquest to the present); and (6) Greek-Turkish Relations (from the foundation of the Greek state onwards). The degree in **Turkish Studies** requires the completion of 129 credit hours and contains two directions: (a) **History and Politics**, and (b) **Linguistics and Literature**. Also the Department of Turkish Studies offers an MA (it requires the completion of 30 credit hours) and PhD (it requires four years of research) in the same directions (as those of the BA programme). Also, another language programme is the degree offered by the Department of Byzantine and Modern Greek Studies (one of three departments within the Faculty of Letters) of UCy. The Department covers subjects of Byzantine Philology, Modern Greek Literature, Theory of Literature, Comparative Literature, and Linguistics and offers a Combined Honours B.A. in **Byzantine and Modern Greek Language and Literature**. The degree requires the completion of 129 credit hours (240 ECTS units).

Also, the Department of English Studies of UCy is offering three post-graduate degree programmes that fall within the area of language programmes. These are: MA in English Literature and Comparative Cultural Studies, MA in Applied Linguistics and an MA in Conference Interpreting. The MA programme in **English Literature and Comparative Cultural Studies** aims at students who wish to undertake research in English Literature with a particular emphasis on cross-cultural and interdisciplinary perspectives. Courses engage with contemporary developments in cultural analysis in relation to the literary text, drawing from disciplines such as women's studies, psychology, anthropology, sociology, history and philosophy. The duration of the programme is four semesters and the minimum requirement is 30 credit units (90 ECTS units). The programme is divided into two components: three semesters of taught courses, and a fourth semester of research leading to a dissertation.

The MA programme in **Applied Linguistics** is primarily designed for those interested in Applied Linguistics as an academic field and has the following main objectives: (a) to offer students a solid background in the main areas of Applied Linguistics, (b) to allow students to specialise in one of the areas of Applied Linguistics (such as Language Learning and Acquisition, Teaching Methodology, Language Use, Language Variation) and (c) to familiarise students with research in the field. The duration of the programme is 30 credit units (90 ECTS units). The programme is divided into two components: three semesters of taught courses, and a fourth semester of research leading to a dissertation.

The MA programme in **Conference Interpreting** has been developed in collaboration with the Joint Interpreting and Conference Service of the European Commission (SCIC) and the Interpreting Directorate of the European Parliament. Within the framework of the European Union's objectives of promotion of knowledge through wider access to specialist education and improved employability through the acquisition of specialist competence, the programme is designed to provide professional training and knowledge required for conference interpreting. It seeks to meet the demand for highly qualified conference interpreters, in view of the expansion of the Union and the Union's increasing dialogue with its non-European partners. The curriculum was developed in consultation with European Union institutions and continuation of this cooperation is an integral part of the programme. Students are expected to be highly competent in all working languages (one target language,

or language into which students will interpret, and at least two source languages, or languages from which students will interpret). The languages offered for the academic year 200 are:

- Target languages: Greek and/or English
  - Source languages: Greek, English, French, Italian, Spanish, German
- Turkish will be introduced as target and/or source language at a later stage.

## **Part two: Mapping of interfaces on the vertical and horizontal axes**

As far as it can be ascertained, there is no formal interaction (or co-operation) between the formal educational system (vertical axis) and the various language providers or stakeholders (horizontal axis). This section provides information about (1) Adult Education, (2) Private Higher Education (in Languages), (3) Foreign Language (primary and secondary) Education, and (4) Language Centers and Language Institutes.

### **(1) Adult Education**

There are no degree language programmes offered either by the private or state sectors in continuing education. The Ministry of Education and Culture has several Educational Centers which offer various evening courses in technical subjects and courses in several languages and at different levels (English, French, Italian, Bulgarian, Spanish, German, Turkish, Arabic). These courses are geared toward adults but are not linked to specific degree programmes. These Centers were created to offer opportunities for life long learning to all citizens and to encourage their participation in a United Europe. Also in the area of continuing education, we may include the School of Greek Studies (Elliniko Scholio), which is under the supervision of the Department of Byzantine and Greek Studies of UCy. The School offers classes for Greek as a second or as a foreign language on all levels. These classes are mainly intended for those interested in studying at UCy (where the language of instruction is Greek), for other 'mature' adult students or for incoming students in the Erasmus-Socrates programme.

### **(2) Private Higher Education (in Languages)**

Since 2001, two private colleges (Cyprus College and Intercollege) offer a language degree programme in English Language and Literature. The aim of this degree programme is similar to that offered by the University of Cyprus. Also, Cyprus College offers a BA degree programme in **European Studies**. Also, several of these institutions offer classes in several foreign languages, either for their own students (who follow degree programmes) or to adults.

### **(3) Foreign Language Schools (which offer primary and secondary education)**

Cyprus has a large number of private language schools (around 34 in the year 2003/2004) that offer education (all levels) in a foreign language(s). The student population in these schools is mainly Greek Cypriots, repatriated Cypriots or foreign nationals living on the island. Most private schools offer curriculum delivered in English although the curriculum is not necessarily UK curriculum, one school offers American curriculum and another French curriculum. These schools prepare students for exams such as GCEs Ordinary Level, GCSE or A Levels, SATs, TOEFL and some offer an International Baccalaureate (IB). A number of these schools have affiliated schools which offer private Greek education (approved by the Ministry of Education).

*Classification of Private Secondary Education:* 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 curricula 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. All schools 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.

*Private Nursery (Kindergarten) Schools:* Also, there are numerous Private Nursery (Kindergarten) Schools (for 2 to 5 years old pupils) which use Greek and English in their classes and some of them use the Montessori approach to learning.

The following private schools provide pre-primary, primary and secondary education.

(a) *In Nicosia:*

1. **English School** (English Curriculum; secondary education only).
2. **Falcon School** (English Curriculum; pre-primary, primary and secondary education).
3. **Grammar School** (English Curriculum; pre-primary, primary and secondary education).
4. **American Academy of Nicosia** (founded in 1922; English Curriculum; pre-primary, primary and secondary education).
5. **Pascal English School** (English Curriculum; pre-primary, primary and secondary education). Pascal also has a Private Greek School.
6. **G.C. School of Careers** (English Curriculum; pre-primary, primary and secondary education).
7. **American International School** (American Curriculum; pre-primary, primary and secondary education). The programme leads to the International Baccalaureate (IB).
8. **Melkonian School** (founded in 1920; Armenian and English as languages of instruction; pre-primary, primary and secondary education). Also Greek, French and Italian are taught as foreign languages.
9. **Junior School** (founded in 1944; English Curriculum pre-primary and primary education only).
10. **Highgate Secondary School** (founded in 2003; English Curriculum; secondary education only). Spanish and Italian are taught as foreign languages.
11. **Ecole Française, Arthur Rimbaud** (founded in 1987; pre-primary, primary and secondary education). The curriculum is the same as in France. A foreign language (English or Greek) starts from Kindergarten and a second foreign language (Spanish or German) starts from 1st grade of secondary school. Ecole Française has also an annex in Limassol.
12. **Elliniki Scholi Phillips**. A Private Greek School which offers many of its classes in English.
13. **Rainbow Greek Private School** (kindergarten and elementary education only). Greek is the first language that is used, English is the second and French is the third.

*(b) In Limassol*

1. **American Academy Private School** (English Curriculum; pre-primary, primary and secondary education). AAPS also has a Private Greek School.
2. **Logos School of English Education** (English Curriculum; pre-primary, primary and secondary education).
3. **Pascal English School** (English Curriculum; pre-primary, primary and secondary education). Pascal also has a Private Greek School.
4. **Saint Mary's School**. The School of the Franciscan Missionary Sisters of the Sacred Heart was established in Limassol in 1923. Saint Mary's School offers Kindergarten, Primary and Secondary Education in Greek, English and French as part of its curriculum. It also offers courses in Italian.

*(c) In Larnaca*

1. **American Academy of Larnaca** (founded in 1908; English Curriculum; pre-primary, primary and secondary education).
2. **American Academy Institute Larnaca** (language courses on all levels)
3. **Pascal English School** (English Curriculum; pre-primary, primary and secondary education). Pascal also has a Private Greek School.

*(d) In Paphos*

1. **International School of Paphos** (founded in 1988; English Curriculum; pre-primary, primary and secondary education).
2. **Pascal English School** (English Curriculum; pre-primary, primary and secondary education). Pascal also has a Private Greek School.

*(e) In Famagusta*

1. **Xenion High School** – in Paralimni (English Curriculum; secondary education only).

Most of these schools have **Language Institutes** that offer foreign languages (mainly English, French, German, Italian) in the evening to thousands of students and to adults.

#### **(4) Language Centers and Language Institutes**

*(a) For the teaching of German courses*

1. The **Goethe Zentrum Nicosia**, offers intensive (summer) and non-intensive (fall until spring) language courses for adults and children on all levels (in European terminology, from A 1 up to C 2) plus the corresponding exams and certificates. Goethe Zentrum is also a licensed centre for Test Daf (= Test Deutsch als Fremdsprache = Test German as a Foreign Language), which is required/accepted by most German universities (similar to TOEFL).
2. The **Zyprisch-Deutscher Kulturverein** (Cypro-Germanikos Politistikos Syndesmos) organizes lectures, excursions, get-togethers etc.
3. The **Cyprus Teachers of German Association** (a recently founded association) which is meant to organize, coordinate, structure and enhance efforts towards an earlier and broader teaching of German in schools.
4. The **Cypriot Alumni Association** of the Universitat Stuttgart is promoting studies at their former university.

The German Embassy, the DAAD (lecturer), the Goethe Zentrum, the Alumni of the Universitaet Stuttgart plus the University of Stuttgart itself are promoting the idea of learning German and/or studying in Germany on the annual education fair in Nicosia.

*(b) For the teaching of French courses*

French courses are taught in the following places:

1. **French Cultural Center** (in Nicosia). The French Cultural Center organizes several cultural events (concerts, modern music, lectures, drama productions, etc.). The Center provides information about studying in France, it has a rich library and offers several courses in French for all ages (6 to 18) and courses for adults leading to such exams as: (a) D.E.L.F. 1er degré (units A1,A2,A3,A4), (b) IGCSE in French Language, (c) D.E.L.F 2eme degré, (d) GCE A Level in French Language and (e) D.E.L.F (units B1, B2, B3, B4).

The following schools also offer French courses:

2. **Ecole Française, Arthur Rimbaud** (in Nicosia) – see above
3. **Saint Mary's School** (in Limassol)- see above

*(c) For the teaching of Italian courses*

**Società Dante Alighieri – Comitato di Cipro**

The Società Dante Alighieri, Comitato di Cipro, offers Italian courses for students and adults for three levels and an additional course in Conversation. Courses run from October to May. Also there are summer intensive courses. The courses lead to the PLIDA (Progetto Lingua Italiana Dante Alighieri) exams (6 levels) that correspond to the European Common Framework.

*(d) For the teaching of Spanish courses*

1. **Eurognosi**. This Language School was founded in Greece in 1989. Established in Limassol, Cyprus, since 2000. French, English, German, Italian and Spanish courses are on offer. Students of all ages, from children to adults, are taught by two teachers in different levels and schedules.

2. **Manolis Institute (in Paphos)**: This school has been teaching Spanish for just over a year to a small group of beginners three hours a week.

3. **Cyprus College**. This college offers the following courses (3 hours a week per subject):

Introduction to Spanish I	Introduction to Spanish II
Intermediate Spanish I	Intermediate Spanish II

All the above courses lead to standardized exams. The Diplomas in Spanish as a Foreign Language (DELE), granted by the Instituto Cervantes on behalf of the Spanish Ministry of Education, Culture and Sports, are official qualifications certifying levels of competence in the Spanish language. These diplomas certify the level of ability achieved by candidates regardless of where and when they have carried out their studies of Spanish. Diplomas certifying levels of competence in Spanish are valid indefinitely. The examinations available at present are (in ascending order of difficulty):

- Diploma de español (Nivel Inicial / Beginner level)
- Diploma de español (Nivel Intermedio / Intermediate level)
- Diploma de español (Nivel Superior / Proficiency level)

**Part three: Needs, obstacles, opportunities, measures, facilitating instruments:**

To be completed in the near future

**Part four: Recommendation: To be completed in the future**