



University of  
Zurich<sup>UZH</sup>

**ETH** zürich

Language Center

## Annual report 2014





# Table of contents

<b>Preamble by the Director</b>	<b>4</b>
<b>Foreword by the President of the Board of Trustees</b>	<b>6</b>
<b>Strategic plan and goals: 2014 / 2015</b>	<b>7</b>
<b>Course program</b>	
German as a foreign language	8
Other languages	9
English	9
Romance languages	10
French	10
Italian	10
Spanish	11
Language courses by language	12
Number of course participants by university	13
Number of course participants by language and target group	14
Total number of course participants by language	15
Resources used by language	15
<b>Additional services</b>	
Tests	16
Language consultations	17
Self-Access Center	17
Learning workshops	20
Tandem placements	20
<b>Events and collaborations</b>	
Events	22
Collaborations	23
<b>Resources</b>	
Staff	24
Budget and financial statement	25
<b>Appendix</b>	
Board of Trustees of the Language Center	26
Presentations	27
Publications	28

# Preamble by the Director



**Dr. Sabina Schaffner**

Director of the Language Center of UZH and ETH

4

Over the past year, the Language Center of UZH and ETH was forced to reduce its program by 3%, compared to 2013, in order to cover an increase in the salary cost of its tenured staff. However, by carefully planning according to its target groups' needs, the Center was able to keep reductions in the number of available places in the key languages of German and English to a minimum. Reductions in the other languages were within reason. Thanks to additional funding from its sponsors, in its 2015 plan the Center has been able to reverse the cuts made in 2014.

The 2014 course program was based on the principles governing the strategic development plan agreed upon in 2013. According to these principles, the Language Center offers courses for the purposes of study, research, and teaching; integration; academic mobility; future professional careers; and the promotion of individual multilingualism. These principles were reflected in the number of participants in Language Center courses in 2014: Approximately one third of all participants in the reporting period attended German as a foreign language courses; another third attended Romance language courses (French, Italian, or Spanish). More than 17% attended English courses, and just under 12% attended courses in Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, and Swedish.

As has been the case in the past few years, doctoral students and staff predominantly chose German and English language courses, although French also gained in significance in the reporting period. Overall, reflecting the needs of this target group, the course program for doctoral students and staff was less diversified than that offered to bachelor and master students. In the past few

years there has been a shift among doctoral students to opt for specialist tailor-made courses, and this trend continued in 2014. Consequently, the range of tailor-made courses that the Center developed for various doctoral programs and institutes at the University of Zurich and ETH Zurich expanded considerably. There was also a marked increase in the demand for tailor-made courses for administrative and technical staff at both institutes.

The Romance language unit continued to support student mobility last year by offering TEF exams in French and DELE exam preparation courses in Spanish. In addition, self-study materials for CELI, CILS, and PLIDA Italian certificates were on offer. The demand for TEF exams and for places on the DELE exam preparation courses increased significantly in comparison to the previous year.

The growing demand for autonomous and cooperative language learning support at the Self-Access Center, and the demand for tandem partnerships that has been observed over the past couple of years, continued in 2014. Of note are the collaborative learning workshops in Arabic, German as a foreign language, English, French, Italian, Japanese, Modern Greek, Russian, Swedish, and Spanish. In addition, demand for learning materials and consultations increased, including the tutor helpdesks offered by student assistants. As a result, the number of visitors to the Self-Access Center grew, and more tandem partnerships were formed than in the previous year.

Activities in the area of (inter)national and inter-university cooperation were also important in the reporting period: At the institutional level, more staff exchanges were realized under the ongoing agreements with the LERU University of Helsinki and Humboldt University in Berlin and other partners. Such exchanges remain an important factor in benchmarking and in the organization's development.

The Language Center played an important role in the planning and organization of the Language Centres in Higher Education: Exploring and Shaping Plurilingual Profiles and Practices conference, which took place at

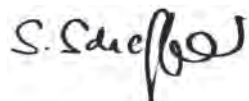
the University of Freiburg/Fribourg, on 4-6 September 2014. The conference was run by IG-FHS / GI-ELHE (interest group of VALS-ASLA and the Swiss member association of CercleS, the European Confederation of Language Centres in Higher Education); 286 people from Europe, Canada, and South Africa – 12 from the Language Center of UZH and ETH – attended the conference.

Frank Kauffmann, a lecturer in German as a foreign language at the Language Center, made an important contribution to the visibility of the Language Center's work with his short presentation *Ausser-ordentlich!* which he gave at the closing ceremony of the Tag der Lehre UZH on 5 November 2014. Kauffmann has been running such German as a foreign language learning projects for the past 10 years in collaboration with the Wildbach Retirement Home.

Regarding the internal development of the Language Center, each unit ran its own team training event in 2014. In addition, the Center ran its annual internal conference on 6 June 2014, where the topic was learning materials. Keynote speeches were made by two external experts, and the content of these speeches were then discussed in small-group sessions, with a focus on teaching practice.

In addition, as part of the Language Center's quality management efforts, staff were introduced to the peer coaching method as a means of complementing the peer feedback program already instituted.

With its varied strategic and needs-based language learning program, and thanks to the ongoing commitment of those in charge, in 2014 the Language Center was able to meet the language needs of over 8000 course participants and approximately 500 participants of language workshops and tailor-made courses. Over 5000 visits were logged at the Self-Access Center, and over 1600 tandem partnerships were set up.



Dr. Sabina Schaffner  
Director of the Language Center of UZH and ETH

# Foreword by the President of the Board of Trustees



**Prof. Dr. Andreas Kilcher**  
Chair for Literature and Cultural Studies of ETH Zurich

6

In 2014, the Language Center of the University of Zurich and ETH Zurich made a significant contribution to the development of one of the fundamental preconditions of academic and scientific work: language competence. In these times of globalization, it is not the case that languages have become less important, or that linguistic diversity has decreased to the extent that academics are using fewer languages or are getting by with English alone. English, of course, is still the leading language of research, and English language skills are among the key competences required of academics working internationally in almost all disciplines and fields of study. The Language Center reflects this fact in the wide range of courses it offers in English for academic purposes.

However, at the same time, the Language Center continues to support the linguistic diversity that remains a key feature of academic communication. Thus, the Language Center places a strong emphasis on the role of German as an academic language, highlighting the geographical imperative and the need to promote linguistic integration among academics and students of the University of Zurich and ETH Zurich. In fact, the German program offered to non-German speaking students and academics is of equal importance as the English program. (In 2014, the German unit introduced a new intensive course in German as a foreign language for doctoral students, the response to which has been highly positive.)

The Language Center continues to support linguistic diversity in academia and to promote individual multilingualism among its target groups. Such diversity is essential to communication within the university and beyond, in students' later professional careers. The

Language Center offers a wide range of language courses other than German and English, namely in the Romance languages (Italian, French, and Spanish) and Slavic languages (Russian and Polish), as well as in Arabic, Chinese, Japanese, Modern Greek, and Swedish. Of particular mention is the upcoming introduction of Brazilian-Portuguese in 2015, which represents an important addition to the Language Center's program. The fact that the Language Center offers such a wide range of languages pays testimony to its mission of promoting an enhanced form of academic internationality and globality that goes beyond that associated with English alone.

Thus, the Language Center's goal is not merely to promote linguistic standardization and communication via a common code, but – simultaneously – to stimulate linguistic diversity and exchange through multifarious codes. The goal of the Language Center is to work on both levels – that of mutual understanding and that of diversity.

**Prof. Dr. Andreas Kilcher**  
Chair for Literature and Cultural Studies of ETH Zurich

# Strategic plan and goals: 2014 / 2015

The following goals were reached in 2014:

## **Preparation for the next stage of development**

*In the modern languages, the plans for expansion and the setting of priorities regarding the development of the program for 2015 and beyond have been completed. These plans take into account the results from the needs analysis survey, the Center Conference of 7 June 2013, and the exchange of information with other stakeholders.*

The goal of setting development priorities in the modern languages for 2015 and beyond was completed. However, due to increased staffing costs, the expansion of the program in 2014 was possible only to a limited extent. The results of the needs analysis survey, the Center Conference of 7 June 2013, and the exchange of information with other stakeholders were nevertheless taken into account, and the Board of Trustees approved the key principles and criteria governing the development of the program. These results underline the Center's strategy of offering a broad and varied program.

*The introduction of a Latin reading course (additional course in Latin for students from all disciplines) was reviewed.*

## **Implementation of quality management**

The effectiveness of communication between the Language Center and its users regarding the courses on offer has been improved. The efficiency of existing communication tools and information events was evaluated, and the tools were reduced, expanded, or adapted accordingly.

The existing communication tools and information events were assessed in a project, and decisions were made regarding the improvement and expansion of the lines of communication between the Center and various partner organizations within UZH and ETH. The Center decided to start up a Facebook page in spring semester 2015.

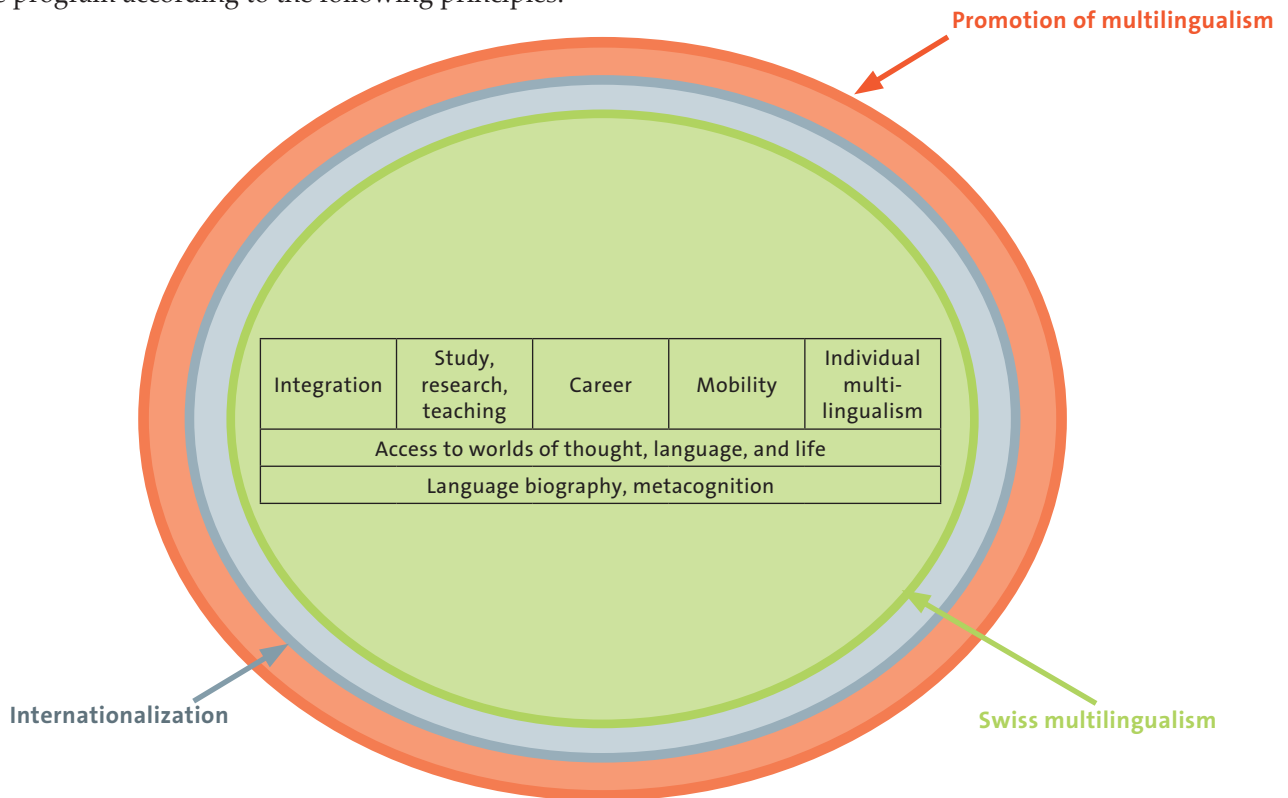
*The peer coaching method was introduced as a potential complement to the existing peer feedback methods.*

Due to the financial constraints mentioned above, the following goal was postponed until 2015: The follow-up procedure with the faculties and departments (vice-deans, degree program coordinators, study delegates) regarding collaboration and possible new programs has been completed.

# Course program

## Principles

Since 2013, the Language Center has been developing its course program according to the following principles:



## German as a foreign language

In keeping with the Language Center's principles regarding its program development, the German as a foreign language program promotes above all the linguistic competence needed for integration, study, research, and teaching, and in particular for doctoral students, those competences needed for professional careers.

In the **program offered to students**, due to lack of funding, the 2013 increase in courses for beginners had to be withdrawn from the fall semester 2014 post-beginner program. Consequently, the continual high demand could not be entirely satisfied. Further, the four begin-

ner courses that were offered again could not accommodate all enrolments. At least one more course could have been offered. The courses cut in 2014 will be reinstated in 2015.

The intensive courses were in high demand again in 2014. Even though 8 course groups were offered at A level, the demand for beginner courses could not be met entirely, despite rigorous prioritization of participants' needs during the enrolment period. Two additional courses could have been filled.

The demand for courses at B level was just covered, while courses at C1 and C2 levels – which are also open to doctoral students – were adequate to the demand. The tendency persists that an increasing number of



learners need basic German skills while at the same time few wish to continue to a highly advanced level.

In the **program offered to doctoral students**, the Language Center – following a request from ETH – successfully launched a new program consisting of 8 weekly contact hours per semester. The DaF Turbo course helps doctoral students achieve a B1 level within 10 months. The course, running from August 2014 to May 2015, consists of two intensive courses and two semester courses à 4 weekly contact hours per semester. So far, it appears that this model is ideal for a highly motivated group of doctoral students from UZH and ETH who wish to undergo intensive language training.

Unfortunately, the new courses designed specifically for doctoral students with high German-language levels – *Wissenschaftlich präsentieren* (academic presentations) and *In medias Schweiz* (life in Switzerland) – had to be cancelled due to lack of interest.

During the reporting period, in addition to the existing *Schweizerdeutsch verstehen* (understanding Swiss-German dialect) course, a Swiss-German dialect course was offered for the first time to German speakers and highly advanced German language learners.

## Other languages

The course program for Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, and Swedish continued to be very popular. Following the Language Center's program development principles, the courses offered in these languages serve, above all, to promote individual multilingualism and mobility. Most popular are the courses at A1 level, although the number of students taking follow-on courses at A2 level has increased.

The process of informing potential course participants regarding the curricula and linguistic prerequisites of the various courses continues to be effective; in most cases this helps us to optimize participation rates in these courses and to offer suitable places to as many participants as possible.

## English

Following the Language Center's program development principles, the Language Center's course program in English promotes above all linguistic competence for study, research, and teaching purposes, as well as for academic mobility. The core program meets the needs of all target groups.

In 2014, the Language Center once again ran courses in Medical English at B2 and C2 levels on behalf of the Medical Faculty as part of the Faculty's compulsory elective 2 module (Wahlpflicht-Modul 2) of its specialized study program (Mantelstudium: Specialized study in biomedical sciences. Foundations II).

### Tailor-made courses

The following tailor-made courses were developed and run for doctoral students of the University of Zurich and ETH Zurich.

- 2 block courses à 20 lessons, plus individual coaching: Department of Psychology UZH: Writing Research Articles in Psychology
- 2 block courses à 24 lessons: Competence Center for the Neurosciences UZH: Neuroscience Writing Course
- 1 course à 20 lessons: Department of Informatics UZH: Scientific Writing for Informatics

These courses were particularly valued for their discipline-specific content, and for giving participants the opportunity to analyze texts and receive feedback from their peers.

The following courses were developed and run for ETH Zurich staff:

- 4 courses à 20 lessons: Technical English A1-A2 for the Buildings and Facility Management Infrastructure Division
- 1 course à 6 lessons: English for Technical Staff A1-A2 for the Buildings and Facility Management Infrastructure Division
- 1 course à 12 lessons: English for Technical Staff A1-A2 for the Buildings and Facility Management Infrastructure Division.

The following workplace-specific further education courses were developed and run for the Safety, Security, Health and Environment (SSHE) staff unit:

- 2 courses à 30 lessons: Beginners Workplace Communication A2
- 2 courses à 24 lessons: Lower-Intermediate Workplace Communication B1
- 1 course à 30 lessons: Upper-Intermediate Workplace Communication B2

## 10 Coaching

The following individual and small-group coaching sessions were offered: TOEFL/IELTS Intensive Training for Academic Mobility; Email Writing for University Staff; Academic Writing Coaching, all target groups; and English Academic Writing for Psychology. The coaching sessions continue to be popular among students and staff who attend these as an alternative to a course, in particular if they need individual support in a specific language area.

## Romance languages

The overall strategic goals of the Language Center and the increased staff costs had an impact on the development of the course program of the Romance languages. The planned expansion of the Spanish course program in 2014 was not implemented for financial reasons, and the course programs in French and Italian had to be adjusted to the financial restrictions. However, the planned expansion of the Romance languages portfolio is ensured, with the introduction of Brazilian-Portuguese to take place in fall semester 2015.

## French

Following the Language Center's program development principles, the course program in French promotes, in particular, language competence for study, research, and teaching purposes, for academic mobility, and for professional careers in Switzerland.

The Language Center was unable to meet the continued increase in demand at A2-B2 level with the existing course program. At least three to four additional courses

could have been filled. Participants' main reason for learning French in 2014 was the fact that they wished to build upon their school knowledge in order to do a study exchange or to meet the demands of the (Swiss) job market. For this reason, the course program at A2-B2 level is differentiated and competence-oriented. In order to encourage course participants to reflect upon their own language level, and in order to gather information about the existing language skills of participants for placement purposes, the online enrolment form was adapted in spring semester 2014 to include the CEFR scale for all competences.

The demand at the higher B2 to C1.2 levels remained stable and was covered adequately by the current course program, which is differentiated according to (academic) competences. The same is true of the relatively small demand from international participants at beginner level who choose to learn French for various personal, study, or professional reasons.

The introduction of target group specific courses (in particular, *Français du droit* (legal French), in response to the demand expressed in the needs analysis of 2013) was carried over as a strategic goal from 2014 to 2015.

The complementary pre-sessional modules at various levels continued to prove appropriate and popular.

In response to specific requests from doctoral students and staff, *Individuelle Betreuung* (individual support) was introduced to the French program in fall semester 2014. It offers coaching sessions for specific needs, e.g. preparing presentations, publications, job interviews, etc.

## Italian

Following the Language Center's development principles, the Italian program promotes, in particular, its participants' linguistic competence for academic mobility and for the Swiss job market; it also enhances individual multilingualism. The biggest demand for Italian was still at the beginner level, and demand exceeded the number of places in semester courses that we were able

to offer. However, interest in follow-on courses above the beginner level stabilized at previous levels. Participants took these courses either in order to build upon skills gained at school, to enhance personal or family contacts, or as a continuation of previous Language Center courses.

The program at B1 to C1 level matched the demand, both qualitatively and quantitatively. It offered competence-oriented modules, autonomous and semi-autonomous options, learning consultations, and tandem partnerships. The pre-session courses once again proved an appropriate and popular complement to the semester courses.

## Spanish

Following the Language Center's development principles, the Spanish program promotes, in particular, its participants' linguistic competence for academic mobility and for work in a Spanish-speaking (international) environment; it also enhances individual multilingualism.

In spring semester 2014, the transition from the large-format lectures, which ran till the end of 2013, resulted in a learner-centered, competence-oriented course format in which the number of course places was restricted, in contrast to the previously unrestricted lectures. At A1 level, the blended learning course format using the online Aula Virtual de Español offered by the Instituto Cervantes was run successfully as a valid (interim) solution. Two goals were met with this model: The attrition rate was lower, and a larger number of doctoral students and staff members participated in the courses. However, given that the number of participants was restricted and funding levels remained unchanged, we were unable to offer as many places in Spanish courses as in previous years. The demand for Spanish is highest at the beginner level, and the semester program could not match this demand.

While the program in A2 through C1 levels gives participants the opportunity for progression and meets the demand in terms of quantity, a greater differentiation

between the courses and the addition of pre-session courses to complement the semester program are urgently needed.

### Language certification

The options offered in the area of certification (TEF for French and DELE for Spanish) attracted more interest in 2014. At 19, the number of registrations for TEF test sessions was the highest since the introduction of the test in 2009. The DELE test preparation courses, which have been offered for level B1-B2 since fall semester 2009, were complemented by courses at C1-C2 level in fall semester 2014. This expansion proved popular, and the 9 registrations for DELE preparation courses was also the highest number since the introduction of the test.

### Italian language stipends

Students who wished to improve their Italian skills by going to Italy were supported by the Università per Stranieri di Perugia and other language institutes; the stipends were organized by the Istituto Italiano di Cultura in Zurich.

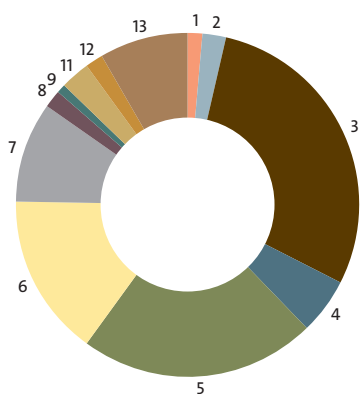
# Language courses by language

## Number of courses in the ancient languages in spring semester (SS) 2013 and fall semester (FS) 2014

The following courses in ancient languages were run: 7 Latin courses each semester, 2 Ancient Greek courses in the fall semester and 1 Ancient Greek course in the spring semester. In SS13 and SS14 an additional lecture series entitled *Heureka* was offered as part of the D-GESS compulsory elective program.

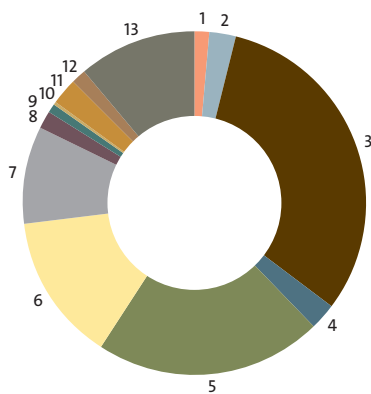
## Number of courses\* in the modern languages in the spring and fall semesters of 2013

12



	Language	SS13	FS13	Total for 2013
1	Arabic	3	4	7
2	Chinese	4	6	10
3	German as a foreign language (DaF)	59	67	126
4	DaF intensive	11	12	23
5	English	47	51	98
6	French	33	33	66
7	Italian	22	20	42
8	Japanese	4	3	7
9	Modern Greek	2	2	4
10	Polish	–	–	–
11	Russian	5	7	12
12	Swedish	3	4	7
13	Spanish	18	18	36
	Total	211	227	438

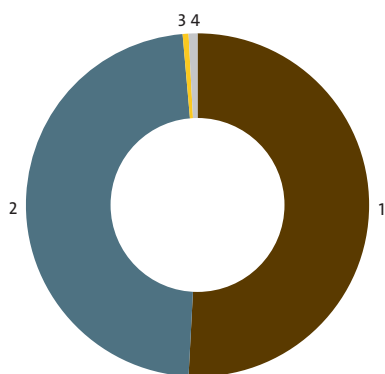
## Number of courses\* in the modern languages in the spring and fall semesters of 2014



	Language	SS14	FS14	Total for 2014
1	Arabic	3	3	6
2	Chinese	5	6	11
3	German as a foreign language (DaF)	66	63	129
4	DaF intensive	11	12	23
5	English	45	43	88
6	French	31	26	57
7	Italian	18	20	38
8	Japanese	3	4	7
9	Modern Greek	2	2	4
10	Polish		1	1
11	Russian	4	6	10
12	Swedish	3	3	6
13	Spanish	22	23	45
	Total	213	212	425

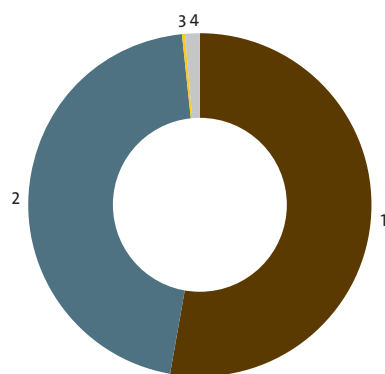
\* excluding learning workshops and consultations

# Number of course participants by university



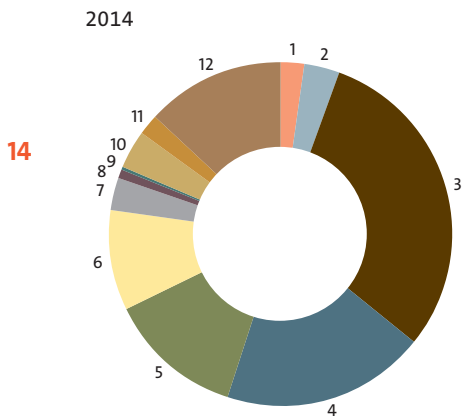
	2013	Participants	Percentage
	UZH students	3813	42.12%
	UZH MAS students	13	0.14%
	UZH doctoral students	450	4.99%
	UZH academic staff	254	2.82%
	UZH administrative staff	57	0.63%
<b>1</b>	<b>Total UZH</b>	<b>4587</b>	<b>50.87%</b>
	ETH students	2843	31.53%
	ETH MAS students	41	0.45%
	ETH doctoral students	927	10.28%
	ETH academic staff	402	4.46%
	ETH administrative staff	102	1.13%
<b>2</b>	<b>Total ETH</b>	<b>4315</b>	<b>47.85%</b>
<b>3</b>	<b>PHZH students</b>	<b>44</b>	<b>0.49%</b>
<b>4</b>	<b>ZHdK students</b>	<b>71</b>	<b>0.79%</b>
	<b>Grand total for 2013</b>	<b>9017</b>	<b>100%</b>

13

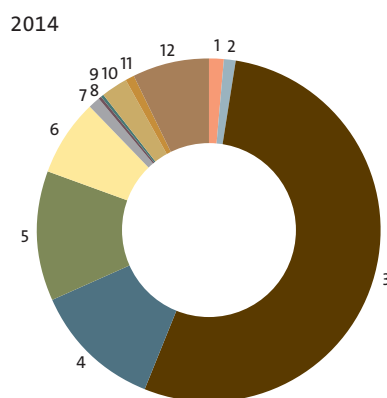


	2014	Participants	Percentage
	UZH students	3416	41.80%
	UZH MAS students	7	0.09%
	UZH doctoral students	487	5.96%
	UZH academic staff	249	3.05%
	UZH administrative staff	73	0.90%
<b>1</b>	<b>Total UZH</b>	<b>4232</b>	<b>51.80%</b>
	ETH students	2429	29.74%
	ETH MAS students	38	0.47%
	ETH doctoral students	907	11.10%
	ETH academic staff	400	4.90%
	ETH administrative staff	76	0.93%
<b>2</b>	<b>Total ETH</b>	<b>3850</b>	<b>47.14%</b>
<b>3</b>	<b>PHZH students</b>	<b>21</b>	<b>0.26%</b>
<b>4</b>	<b>ZHdK students</b>	<b>65</b>	<b>0.80%</b>
	<b>Grand total for 2014</b>	<b>8168</b>	<b>100%</b>

# Number of course participants by language and target group



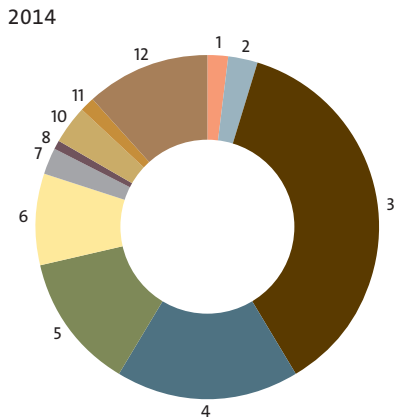
UZH, ETH, PHZH, and ZHdK students		2013	2014
1	Arabic*	163	141
2	Chinese*	191	190
3	German as a foreign language (DaF)	1853	1796
4	English	1170	1147
5	French	859	754
6	Italian	613	556
7	Japanese*	174	181
8	Modern Greek*	41	49
9	Polish*	–	13
10	Russian*	245	220
11	Swedish *	119	110
12	Spanish	1343	774
<b>Total</b>		<b>6771</b>	<b>5931</b>



DOMA*		2013	2014
1	Arabic*	31	33
2	Chinese*	26	29
3	German as a foreign language (DaF)	1139	1199
4	English	330	271
5	French	307	276
6	Italian	176	156
7	Japanese*	25	25
8	Modern Greek*	7	10
9	Polish*	–	2
10	Russian*	62	57
11	Swedish *	18	18
12	Spanish	125	161
<b>Total</b>		<b>2246</b>	<b>2237</b>

\*DOMA = MAS students, doctoral students, academic staff, and administrative staff

## Total number of course participants by language

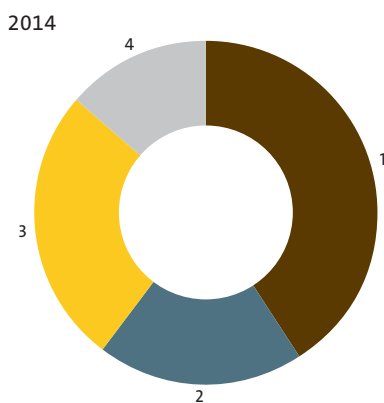


Total number of participants (all target groups)		2013	2014	2014 in %
1	Arabic*	194	174	2.13 %
2	Chinese*	217	219	2.68 %
3	German as a foreign language (DaF)	2992	2995	36.67 %
4	English	1500	1418	17.36 %
5	French	1166	1030	12.61 %
6	Italian	789	712	8.72 %
7	Japanese*	199	206	2.52 %
8	Modern Greek*	48	59	0.72 %
9	Polish*	–	15	0.18 %
10	Russian*	307	277	3.39 %
11	Swedish *	137	128	1.57 %
12	Spanish	1468	935	11.45 %
	<b>Total</b>	<b>9017</b>	<b>8168</b>	<b>100%</b>

15

\*In 2014, the number of participants in these 7 courses represented 13.2% of the total number of participants.

## Resources used by language



	Unit	2013 in %	2014 in %
1	German	39.96%	41.05%
2	English	21.53%	19.43%
3	Romance languages	25.54%	26.03%
4	Other languages	12.97%	13.49%
		100%	100%

The resources used in any given language are roughly proportionate to the number of participants taking courses in that language. Deviations are due to differing didactic formats, class sizes, and forms of employment.

# Additional services

## Tests

16

	SS14	FS14	Total for 2014
<b>Number of German admission tests</b>			
Test taken	16	61	<b>81</b>
Passed	13	42	<b>55</b>
<b>Number of Latin tests</b>			
Test taken	156	75	<b>231</b>
Passed	118	51	<b>169</b>
<b>Number of Ancient Greek tests</b>			
Test taken	17	5	<b>22</b>
Passed	12	5	<b>17</b>
<b>Number of TEF tests</b>			
Test taken	13	6	<b>19</b>

### German admission tests

The number of enrolments for German tests administered by the Language Center dropped slightly (a total reduction of 4) compared to last year. The number of passes also dropped slightly, to 62.4%. In spring semester 2014, there was one candidate from the University of Lucerne, and in fall semester 2014, there were three, of whom one failed.

### Tests in ancient languages

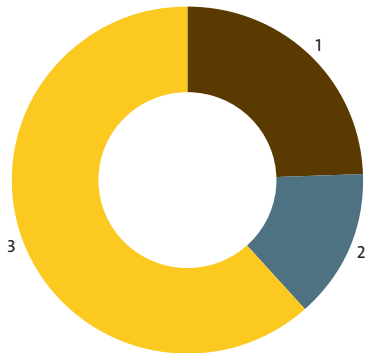
The number of enrolments for Latin tests dropped slightly compared to 2013, while the number for Ancient Greek increased. The pass rates in both languages were higher than in the previous year (73.2% and 77.3%, respectively).

### TEF tests (Test d'Evaluation de Français)

Interest in TEF certification increased in 2014. At 19, the number of registrations for TEF test sessions was the highest since the introduction of the test in 2009.



## Language consultations



Language unit		Number of consultations
1	German	16
2	English	9
3	Romance languages	40
<b>Total</b>		<b>65</b>

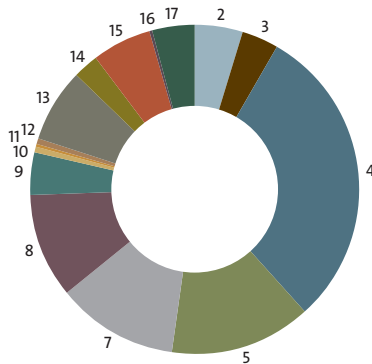
## Self-Access Center

Following the innovations made in 2013 – the introduction of the Nebis lending system and the renovation of rooms RAI J15 and J21 – 2014 was comparatively quiet for the Self-Access Center (SAC). The various services on offer were consolidated and were used extensively by the Center's visitors. This was clearly reflected in the statistics: The number of visitors went up from 5035 in 2013 to 5379 in 2014.

In addition, the number of items borrowed increased, as did the number of language learners who used the Center's services not only for autonomous learning but also for collaborative learning. The Learning Workshops (see table on page 20), the Tutor Helpdesk, and the Games Evenings were all well attended. A considerable number of learners also visited the SAC independently of the individual events to work and study with others. They appreciated the availability of rooms, media, and consultations.

Course participants often used the SAC for course-related exercises and saw the SAC as a valuable complement to face-to-face lessons.

18



Participant figures below 10 are not included in the graph.

**Number of visits to the Self-Access Center by language**

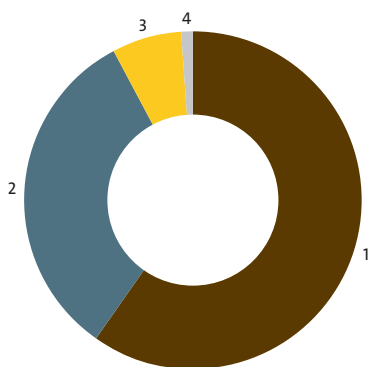
1	Ancient Greek	5
2	Arabic	254
3	Chinese	198
4	German	1612
5	English	750
6	Finnish	8
7	French	638
8	Italian	557
9	Japanese	220
10	Latin	26
11	Modern Greek	22
12	Polish	29
13	Russian	385
14	Swedish	126
15	Spanish	325
16	Hungarian	11
17	no details	213
	<b>Total for 2014</b>	<b>5379</b>

Excludes visits accompanied by a lecturer

**Information on SAC users**

1	As a complement to a language course	2098
2	Independent, i.e. not doing a language course simultaneously	2495
3	Learning workshop	762
4	no details	84

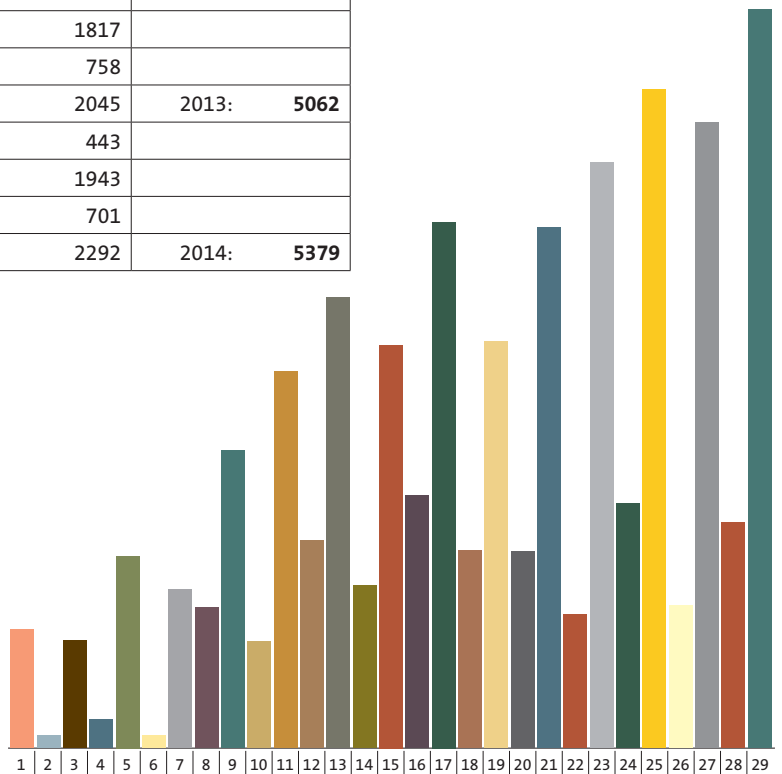
Includes multiple answers, e.g. learning workshop plus complement to a language course..



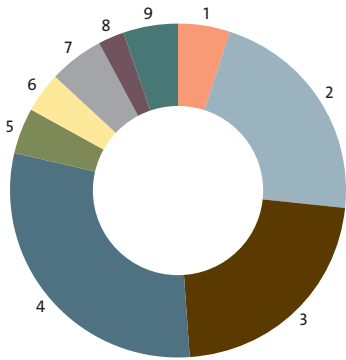
**University affiliation of SAC users**

1	UZH	3219
2	ETH	1747
3	other	362
4	no details	51

Number of visitors to the SAC since 2007			
	Semester / Semester break	Number of visitors	Annual total
1	Fall semester 2007	368	
2	Semester break 2007/08	39	
3	Spring semester 2008	335	
4	Summer semester break 2008	90	
5	Fall semester 2008	596	2008: <b>1060</b>
6	Semester break 2008/09	39	
7	Spring semester 2009	492	
8	Summer semester break 2009	437	
9	Fall semester 2009	924	2009: <b>1892</b>
10	Semester break 2009/10	331	
11	Spring semester 2010	1169	
12	Summer semester break 2010	644	
13	Fall semester 2010	1398	2010: <b>3542</b>
14	Semester break 2010/11	505	
15	Spring semester 2011	1251	
16	Summer semester break 2011	785	
17	Fall semester 2011	1633	2011: <b>4174</b>
18	Semester break 2011/12	613	
19	Spring semester 2012	1261	
20	Summer semester break 2012	610	
21	Fall semester 2012	1617	2012: <b>4101</b>
22	Semester break 2012/13	442	
23	Spring semester 2013	1817	
24	Summer semester break 2013	758	
25	Fall semester 2013	2045	2013: <b>5062</b>
26	Semester break 2013/14	443	
27	Spring semester 2014	1943	
28	Summer semester break 2014	701	
29	Fall semester 2014	2292	2014: <b>5379</b>

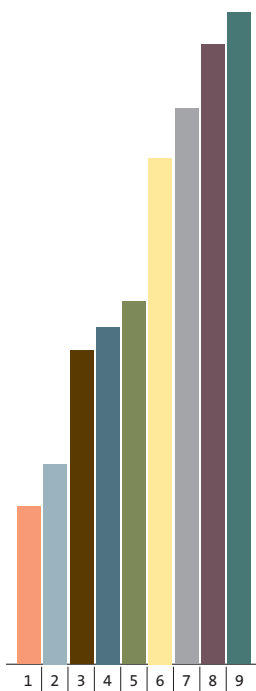


# Learning workshops



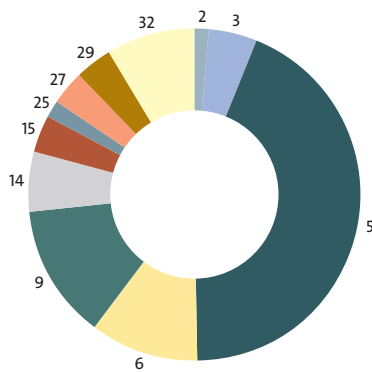
Language		Number of participants
1	Arabic	12
2	German	50
3	English	52
4	French	69
5	Italian	10
6	Japanese	9
7	Russian	12
8	Swedish	6
9	Spanish	12
<b>Total</b>		<b>232</b>

# Tandem placements



Tandem placements since 2006

	Year	Total
1	2006	402
2	2007	510
3	2008	800
4	2009	860
5	2010	925
6	2011	1290
7	2012	1417
8	2013	1580
9	2014	1662



Placement figures below 10 are not included in the graph.

Tandem placements in 2014		
	Language being learnt	Number of placements
1	Albanian	2
2	Amharic	1
3	Arabic	20
4	Brazilian-Portuguese	20
5	Chinese	54
6	German	658
7	Danish	5
8	English	175
9	Farsi	7
10	Filipino	1
11	Finnish	2
12	French	199
13	Hebrew	9
14	Hindi	3
15	Icelandic	2
16	Italian	87
17	Japanese	82
18	Catalan	2
19	Korean	9
20	Croatian	1
21	Latvian	1
22	Nepali	1
23	Modern Greek	6
24	Dutch	12
25	Polish	3
26	Portuguese	4
27	Romanian	3
28	Russian	53
29	Swedish	12
30	Swiss-German	57
31	Serbian	3
32	Spanish	146
33	Tajik	1
34	Tamil	2
35	Thai	2
36	Czech	4
37	Turkish	11
38	Hungarian	2
	<b>Total for 2014</b>	<b>1662</b>

# Events and collaborations

## Events

### Center Conference (Zentrumskonferenz) of 6 June 2014

The Center Conference of 2014 focused on learning materials. In the first keynote, textbook authors Martin Müller and Lukas Wertenschlag outlined quality criteria in language learning materials. In the second keynote, Julie Hulme explored the effectiveness of learning materials from an educational psychology perspective. In smaller discussion groups, the Language Center's lecturers then addressed skills-specific issues and topical questions relating to the development and use of learning materials. Future discussion of the topic will be supported by the keynote speakers' PowerPoint presentations and the minutes and materials from the exchange on best practice in the discussion groups.

### Introduction to Peer Coaching: Workshops of 22, 23, and 27 October 2014

As part of the implementation of one of the goals of 2014 in the area of quality management, the peer coaching method was introduced as a complement to the already existing peer feedback. Anja Pawelleck of the UZH Center for University Teaching and Learning introduced this additional method of cooperative learning and ran a case study as part of each workshop.

### Participation at the *Tag der Lehre* (day of teaching) entitled *Ausser-ordentlich!* (extra-ordinary!) of 5 November 2014

At the closing ceremony of the *Tag der Lehre*, which focused on teaching events beyond the traditional classroom and lecture theater, Frank Kauffmann, lecturer in German as a foreign language at the Language Center gave a short presentation about his German-language learning project, which he has been running in cooperation with the Wildbach Retirement Home (Zurich) for the past 10 years. During the semester, students and residents meet to discuss and produce a collaborative language product (e.g. a brochure, a film, a cookbook, an audio guide). Frank Kauffmann gave an introduction to project design and its linguistic and social effects. He also showed an extract from the film *So rot wie Blut* (As red as blood) produced in 2013, featuring students and residents of the Wildbach Retirement Home. He gave the

audience an insight into his appealing teaching methods in which the protagonists lend each other a helping hand and in some cases form lasting friendships.

### Development and further education in the language units

Close professional collaboration within the German as a foreign language unit once more proved highly effective in 2014 in the design of the new DaF Turbo course and in the preparation of further education courses in DaF, which will be offered in cooperation between the ZHAW (Zurich University of Applied Sciences) and the University of Zurich.

Ongoing further education in English for academic purposes (EAP) was once again an integral part of the English unit's activities. Increasingly, specialist input from individual lecturers, i.e. a bottom-up approach, was encouraged. Thus, the unit met for a skills exchange workshop on 27 August 2014, where it discussed team members' individual experience with tailor-made courses in order to establish best practice guidelines in this area.

Lecturers in the Romance languages unit participated in further education events and conferences according to their individual needs and the demands of their teaching. These events provided material for discussion and reflection within the team. A significant number of lecturers from the unit attended the CercleS 2014 conference (4-6 September 2014) in Fribourg. In addition, the Italian team ran the Teaching Italian as LS section of the AAIS Annual Conference, held at the University of Zurich on 23-25 May 2014.

### Dozierendenforum (forum for lecturers), 24 October 2014

The Dozierendenforum – an information and exchange event – was held for the sixth time since 2008. Topics included a review of 2014, which in turn included a review of the goals achieved in 2014 and a preview of the goals for 2015. Subsequently, the Lecturer Representative of the Board of Trustees exchanged information with the other lecturers and collected topics that were later communicated to management. As a result, immediate improvements were made to the workplace infrastructure in the Babylonia room: One more computer

workstation was added, and the existing computers were upgraded. Questions and requests relating to working conditions are on the agenda for the Dozierendenforum of 27 March 2015.

## Collaborations

### Collaboration with the UZH Career Services and the ETH Career Center

The Job Applications in English lecture was given in the spring and fall semesters of 2014, in collaboration with UZH Career Services. At the inaugural *Lange Nacht der Karriere* (long night of careers), the English unit offered 10-minute and 20-minute CV checks in English, in collaboration with the ETH Career Center and the UZH Career Services, respectively.

### Staff exchanges

The Language Center's aim of promoting benchmarking, organizational development, and further education through staff exchange projects, initiated in 2011, continued despite difficult circumstances. The Erasmus agreements with the LERU (League of European Research Universities) language centers Humboldt University and Helsinki University were renewed until 2016 in order to encourage the exchange of academic staff in the coming years. Mobility programs with Switzerland for incoming and outgoing staff under the Swiss-European Mobility Programme were funded by Switzerland.

#### Outgoings 2014:

- Zentraleinrichtung Sprachenzentrum (ZES – Central services of Humboldt University in Berlin) 1
- Language Centre of the University of Helsinki, Finland 3
- Lucian Blaga University of Sibiu, Romania 1

#### Incomings 2014:

- Zentraleinrichtung Sprachenzentrum (ZES – Central services of Humboldt University in Berlin) 1
- Language Centre of the University of Helsinki, Finland 1
- Lucian Blaga University of Sibiu, Romania 1
- Stellenbosch University, South Africa 1

One to two staff exchanges are planned for 2015 with each of our partner institutes. In addition to exchanges with these universities, exchanges with other European university language centers will be supported where possible.

### IG-FHS (interest group on foreign language instruction in higher education): CercleS Conference 2014 in Freiburg/Fribourg of 4-6 September 2014 ([www.cercles2014.org](http://www.cercles2014.org))

The IG-FHS/GI-ELHE – the interest group of VALS-ASLA (Swiss Association for Applied Linguistics) and the Swiss section of CercleS, the European Confederation of Language Centres in Higher Education ([www.cercles.org](http://www.cercles.org)) – organized and ran the most recent international conference, CercleS 2014, in Switzerland entitled Language Centres in Higher Education: Exploring and Shaping Plurilingual Profiles and Practices; 286 professionals from Europe, Canada, and South Africa took part, of which 12 were staff of the Language Center of UZH and ETH.

The keynote speeches were given by Alexandre Duchêne, University Fribourg; Ute Smit, University of Vienna; and Charles Beer, Pro Helvetia (Swiss Arts Council). In addition, seven topical sections offered a total of 82 presentations. Conference languages were German, French, Italian, and English, although – to the dissatisfaction of the organizers – most presenters chose to use English as their main language. The conference was a resounding success: The quality of the keynote speeches and of the presentations, the opportunities for exchange, the music by Christina Volk, and the food were highly appreciated by all delegates. The impressive results reflected the productive teamwork between the Swiss CercleS association, the organizers, and the staff of the member institutes.

### Wulkow VI

The 6th meeting run by the European University Viadrina for managers of European language centers in higher education took place in Wulkow, near Frankfurt/Oder, on 23-26 January 2014. At the center of the exchange was the integration of language centers in higher education and work on a joint project to produce a best practice publication for language centers in higher education.

# Resources

## Staff

### Permanent employment<sup>1</sup>

Most of the services offered by the Language Center are covered by permanent lecturers. Their workload can temporarily be increased on a semester-to-semester basis, depending on the extent of the program. The teaching loads of unit managers and of the director are not included in their workload percentages.

	Management and administrative staff	Lecturers		
		Total	Permanent	Non-permanent
Modern languages	7.80	<b>17.54</b>	12.36	5.18
Ancient languages	1.85	<b>1.12</b>	1.12	

<sup>1</sup> Full-time equivalents

### Teaching appointments, service contracts, and services provided by third parties

In addition, some services were performed on the basis of teaching appointments and Language Center service contracts. Part of the Latin and Ancient Greek courses were taught by teachers employed by a Cantonal high school.

		Services contracts <sup>2</sup>	Services provided by third parties <sup>2</sup>
Modern languages	14	90	
Ancient languages	2		35

<sup>2</sup> Number of weekly contact hours

### Student assistants and tutors

	Number of staff	Number of hours per person	Total number of hours
Assistants in the German as a foreign language Intensive Courses	27	60	1620
Self-Access Center: Assistants, tutors	11	various	1681
Ancient Greek tutors	2	16	32
Latin tutors	8	various <sup>3</sup>	125

<sup>3</sup> Between 6 and 40 hours



# Budget and financial statement

## Budget and financial statement

Source of funds	Budget 2013	Financial statement 2013	Budget 2014		Financial statement 2014	
UZH contributions	1,630,800	1,693,681	1,748,088	54%	1,679,065	53%
ETH contributions	1,389,200	1,563,398	1,489,112	46%	1,488,982	47%
Course fees and other income	979,500	1,030,850	1,103,500		1,113,680	
<b>Total</b>	<b>3,999,500</b>	<b>4,287,929</b>	<b>4,340,700</b>		<b>4,281,727</b>	

25

The figures listed above show the Level 3 Operating Results (Be3<sup>1</sup>), which includes staff costs and social security contributions.

The proportion of funding from the University of Zurich and ETH Zurich were calculated – by previous agreement – on the basis of the percentage of participants from each university in language courses in SS14 and FS14.

At the time of the finalization of the budget, this calculation was 46% (ETH) / 54% (UZH). The present financial statement relates to the actual distribution of 47% (ETH) / 53% (UZH).

---

1

### Cost center G-91101-01-01/ Ancient languages

Cost center G-91101-01-01/ Ancient languages		Budget 2013	Financial statement 2013	Budget 2014	Financial statement 2014
UZH contribution	Be2	523,300	497,319	537,500	513,201
	Be3	*523,300	569,464	*537,500	584,569

\* Be3 appears as Be2 in the university's enterprise application software (SAP).

Additional expenses at Be3 level arose from the replacement of teaching appointments with permanent employment contracts.

---

1

The 3 operating results levels are as follows:

Level 1 Operating Costs (Be1): Operating costs

Level 2 Operating Costs (Be2): Operating costs plus staff costs

Level 3 Operating Costs (Be3): Operating costs plus staff costs plus social security contributions

# Appendix

## Board of Trustees of the Language Center

### **President**

Prof. Dr. Andreas Kilcher, Literature and Cultural Studies ETH

### **Zurich University representatives**

Prof. Dr. Jens Andermann, Institute of Romance Studies, Faculty of Arts and Social Sciences UZH

Prof. Dr. Otfried Jarren, Vice President for Arts and Social Sciences UZH (representative of Executive Board of the University)

**26** Prof. Dr. Christoph Riedweg, Department of Greek and Latin Philology, Faculty of Arts and Social Sciences UZH

### **ETH Zurich representatives**

Prof. Dr. Andreas Kilcher, Literature and Cultural Studies ETH

Prof. Thomas Vogel, Institute of Structural Engineering ETH / Prorector for Doctoral Studies (representative of the ETH Executive Board)

Prof. Dr. Josef Zeyer, Institute of Biogeochemistry and Pollutant Dynamics ETH

### **Non-voting members (advisory role)**

Dr. Anita Buchli, Scientific Secretary to the Rector ETH

from 1.6.2014: Dr. Ulvi Doguoglu, Staff Manager, Office of the Vice President for Arts and Social Sciences UZH

until 31.5.2014: Dr. Thomas Hildbrand, Head of Division Educational Development, Office of the Vice President for Arts and Social Sciences, UZH

lic. phil. Christine Martinez, lecturer representative, Language Center

Dr. Sabina Schaffner, Director Language Center

# Presentations

## Dr. Ueli Bachmann

«Theatrale Improvisation in der Fremdsprache» für die Sprachlehrkräfte des Sprachenzentrums der Universität Helsinki zusammen mit Frank Kauffmann, Finnland, 16. Januar 2014

## Dr. Anne Broger

Referat «die Lang-i-Stämme im Rigveda» im Rahmen der Veranstaltung «Indogermanische Werkstatt» von Prof. Dr. Paul Widmer, 9. April 2014

## Dr. Anna Dal Negro

«Mehrsprachigkeit und Herkunftssprachen: Status, Verwendung und Förderung», 28. Arbeitstagung des AKS, Technische Universität Braunschweig, 27. Februar–1. März 2014

«Esercitare e praticare l'italiano al centro di autoapprendimento dell'Univeristà ed ETH di Zurigo», Annual Conference of the American Association for Italian Studies, Universität Zürich, 23.–25. Mai 2014

## Dr. Guido Gefter

«Integrative Sprechübungen für Lernergruppen mit grossen Kompetenzunterschieden», 2. Tagung des Verbands Fachdidaktik Distanze Sprachen Schweiz, Universität Genf, 8. November 2014

## Dr. Daniel Henseler

«Russland zu Gast», Vortrag an der Hotelfachschule Belvoirpark Zürich, 5. und 12. August 2014

## lic. phil. Mercedes Iturrizaga

«Pratiques et réflexions didactiques sur les dimensions (inter)culturelles d'un cours de «langue & cinéma» (B2-C1) en français et en espagnol». In Zusammenarbeit mit Jean-Philippe Coen. Konferenz des Europäischen Verbands der Hochschulsprachenzentren (CercleS). Freiburg (Schweiz), 5. September 2014

## lic. phil. Frank Kauffmann

«Theatrale Improvisation in der Fremdsprache» für die Sprachlehrkräfte des Sprachenzentrum der Universität

Helsinki zusammen mit Ueli Bachmann, Finnland, 16. Januar 2014

«Gedanken zu Aspekten der Schweizer Mentalität» für Studenten und Lehrkräfte der Germanistik der Lucian Blag Universität Sibiu, Rumänien, 31. Mai 2014

«Deutsch im realen Kontext – Deutsch im Alterszentrum. Tedesco in un contesto reale – Tedesco in una casa per anziani.», 13th International CercleS Conference 2014, Fribourg, 6. September 2014

«AusserOrtendliches Lehren und Lernen. Deutsch im realen Kontext – Deutsch im Alterszentrum.» Tag der Lehre 2014, Universität Zürich, 5. November 2014

## Dr. Sabina Schaffner

«Understanding and Managing Language Attitudes: Scourge or Opportunity?» mit L. Stadler, 13th CercleS Conference, Fribourg, 5. September 2014

«Sprache und Coachingerfolg – Englisch als Lingua franca in internationalen Coachingprozessen. Coaching meets Research ... Coaching in der Gesellschaft von morgen.» 3. Internationaler Coaching-Fachkongress, Fachhochschule Nordwestschweiz, Olten 17.–18. Juni 2014

«University Language Policy. The university of Stellenbosch experience», The Sixth Wulkow Meeting of Directors of Language Centres in Higher Education in Europe, Wulkow, 23.–25. Januar 2014

## Dr. des. Nicola Schmid-Dümmeler

«Lesen von Text und Bild», Interpretation von ausgewählten Texten und Objekten aus dem Grabinventar des Tutanchamun, Organisation und Leitung gemeinsam mit Fabienne Haas Dantes, 2. Zürcher Ägyptologie-Workshop (ZÄW), Zürich, 1. Februar 2014

«Von Formen und Farben. Altägyptische Bauornamentik.» mit Gastreferentin Frau Dr. Ulrike Fauerbach, Organisation und Leitung gemeinsam mit Fabienne Haas Dantes, 3. Zürcher Ägyptologie-Workshop (ZÄW), Zürich, 20. September 2014

**Dr. Christian Utzinger**

«Der Fortschrittsgedanke in der Antike», halbtägige Fortbildungsveranstaltung der PH Wien (ARGE Latein/Griechisch), Wien, 13. Februar 2014

«Sprachbildung im lateinischen Erwachsenenunterricht», Arbeitskreis am Kongress des Deutschen Altphilologenverbandes (DAV), Innsbruck, 24. April 2014

«Vom Säen und Pflanzen – oder was Kompost mit Latein zu tun hat», Festrede am 4. Schweizerischen Lateintag Brugg-Windisch, 8. November 2014

28

## Publications

**Dr. Paola Casella**

«Les «Nouvelle per un anno» de Luigi Pirandello: entre projet macrotextuel et réalisation inachevée», in «Interférences littéraires/Littéraire interferences», n° 12, «Cycles, Recueils, Macrotexts: The Short Story Collection in Theory and Practice », s. dir. de Elke D’hoker & Bart Van den Bossche, 2014, S. 89–102

«Note preliminari sulla rarefazione ritrattistica nel «Canzoniere» di Petrarca», in a c. di Ulla Schroeder-Musarra e Franco Musarra, *Oggetti d’arte, fotografie, film e architettura nella letteratura italiana*, Firenze, Cesati, 2014, S. 17–29

**Dr. Daniel Henseler**

«Retrozukunft, oder: Vorwärts in die Vergangenheit. Zu einer Tendenz in der zeitgenössischen dystopischen Literatur in Russland», in: Lötscher, Ch.; Schrackmann, P.; Tomkowiak, I.; von Holzen, A.: *Übergänge und Entgrenzungen in der Fantastik*. LIT-Verlag 2014, S. 409–419

«Eine Enzyklopädie des heutigen Dagestans. Alissa Ganijewas Romandebüt «Die russische Mauer»», in: *Literaturkritik* 4/2014 ([www.literaturkritik.de](http://www.literaturkritik.de))

**Dr. Urs Gösken**

«Kritik der westlichen Philosophie im Iran. Zum geistesgeschichtlichen Selbstverständnis von Husayn Tabataba’i und Murtaza Mutahhari», De Gruyter 2014

**Dr. Paschal Maher**

«The Use of ‘or’ in Post-graduate Student Academic Legal Writing» in *The International Journal of Legal English*, Vol. 2(2) 2014

**M.A. Nicoletta Rivetto**

Rezension von: Hildebrand, Elke; Martin, Hannelore; Vences, Ursula. «Mehr Sprache(n) durch Mehrsprachigkeit. Erfahrungen aus Lehrerbildung und Unterricht.» Berlin: Edition Tranvía – Verlag Walter Frey, 2012. In: *Zeitschrift für Romanische Sprachen und ihre Didaktik* 8,1 (2014), S. 156–158

Bericht über Jahreskongress der AAIS (American Association for Italian Studies) Universität Zürich 23.-25. Mai 2014. In: *Newsletter AKS 15* (Oktober 2014), S. 3

**Dr. Joaquín Ruano**

«La oscura biblioteca de Leopoldo María Panero», in *Revista Quimera*, n° 372, 2014

«Hacia lo monstruoso: huellas de Edgar Allan Poe en la poesía de Leopoldo María Panero», in *L’Âge d’Or*, Université de Paris-Est Marne-la-Vallée, n° 7, 2014

**Dr. Sabina Schaffner**

«Peer Coaching als Mittel effizienter Lösungsfindung und ressourcenorientierter Personalentwicklung.» In: KoSi Kompetenzzentrum der Universität Siegen (Hg.): *Kommunikation und Kollaboration. Methoden und Chancen für die Lehre. Werkstattbericht: Hochschuldidaktik 3*. Siegen: Universitätsverlag Siegen, S. 55–84

«Geschlechtsentwürfe und Identitätsangebote» In: Schmid, Ulrich (Hg.): *Schwert, Kreuz und Adler. Die Ästhetik des nationalistischen Diskurses in Polen (1926-1939)*. Wiesbaden: Harrassowitz, S. 177–194

Schaffner. S. / Vonlanthen, I. / Schmid. U. (2014) «Der Körper der Nation. Soldat, Kommandant, Mutter, Geliebte». In: Schmid, Ulrich (Hg.): *Schwert, Kreuz und Adler. Die Ästhetik des nationalistischen Diskurses in Polen (1926-1939)*. Wiesbaden: Harrassowitz, S. 281–308

«Koncepcje płci i wzorce tożsamości». In: Schmid, Ulrich (Hg.): *Estetyka dyskursu nacjonalistycznego w*

Polce 1926-1939. Warszawa: Wydawnictwo Naukowe SCHOLAR, S. 156-170

Schaffner, S. / Vonlanthen, I. / Schmid, U. (2014). «Ciało narodu: żołnierz, dowódca, matka, kochanka.» In: Schmid, Ulrich (Hg.): Estetyka dyskursu nacjonalistycznego w Polce 1926-1939. Warszawa: Wydawnictwo Naukowe SCHOLAR, S. 246-269

**Dr. des. Nicola Schmid-Dümmler**

«Imitate Anacreon! Mimesis, Poiesis and the Poetic Inspiration in the Carmina Anacreontea». Edited by Manuel Baumbach and Nicola Dümmler, Berlin, De Gruyter, 2014 (Millennium-Studien 46)

«Carmina Anacreontea.» Griechisch / Deutsch. Hrsg. und übers. von Silvio Bär, Manuel Baumbach, Nicola Dümmler, Horst Sitta und Fabian Zogg. Stuttgart, Reclam, 2014. (Reclam-Bibliothek)

© 2015  
University of Zurich (UZH))

Publisher:  
University of Zurich  
Language Center of the University of Zurich and ETH Zurich

Editor:  
Dr. Sabina Schaffner, Director Language Center of the University  
of Zurich and ETH Zurich

Images:  
Peter Schönenberger  
Frank Brüderli

Address:  
University of Zurich  
Language Center of the University of Zurich and ETH Zurich  
Rämistrasse 71  
8006 Zurich

Information:  
[www.sprachenzentrum.uzh.ch](http://www.sprachenzentrum.uzh.ch)  
+41 (0)44 634 52 81

Printed by the ETH Printing Center in Zurich



