



University of
Zurich ^{UZH}

ETH zürich

Language Center

Annual report



2019



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Innovation and continuity

4



Prof. Dr. Johannes Kabatek
Institute of Romance Studies, Faculty of Arts and Social Sciences, UZH

The Language Center of UZH and ETH Zurich is the largest Language Center in Switzerland. It is expected to meet the highest-level demands of two large universities and is required to demonstrate, on the one hand, stable structures with clear objectives and an efficient organizational structure, and on the other hand, despite its size it must not become slow to react but rather, must constantly adapt to new circumstances.

In 2019, there were several innovations, most of which had been planned and were predictable, even though they contained many unknowns within each specific process. One clear example are the new language course formats offered as part of the extensive Bologna 2020 study reform process at the UZH Faculty of Arts and Social Sciences. As a result, Zurich's response to questions regarding the value of classical languages was to implement a "third option," and this appears to be sustainable and meaningful. Instead of retaining Latin as a compulsory subject on principle to satisfy the notion of a traditional educational ideal, and instead of simply abolishing Latin in the name of modernization, as has been done elsewhere – in Zurich, Latin has been integrated into those curricula in which it forms an important educational basis. Consequently, Latin has been retained for example in history and Romance studies. As a result, the Language Center was required to create new courses, to modify existing ones, and to react flexibly to student numbers that were difficult to

predict. The team succeeded in doing this exceptionally well under the leadership of Sabina Schaffner, and it deserves recognition and thanks.

Bologna 2020 was the most important new development at UZH; for ETH, with regard to the Language Center, 2019 marked the permanent establishment of the Self-Access Center Höggerberg, now a permanent branch of the Language Center, where Anna Dal Negro is providing an excellent service.

The Language Center's alumni program is now also well established, and so an area which not so long ago was new territory is now a permanent part of the program – and the Language Center can look forward to new challenges in addition to consolidating existing areas.

All such endeavors are only possible thanks to the Language Center's efficient and competent team, whose members cooperate extremely well together. Sabina Schaffner had been doing excellent work here for many years. The fact that her reputation extends far beyond Zurich is reflected in her election as president of CercleS, the European umbrella organization of language centers in higher education, in September 2019. I would like to take this opportunity to congratulate her once more.

The following pages document the impressive work undertaken by the Language Center in 2019. The basic figures are enriched by interviews and reports, and this annual report thus promises to be an inspiring read.

Prof. Dr. Johannes Kabatek
President of the Board of Trustees

Always on the move



Dr. Sabina Schaffner
Director of the Language Center

The Language Center of UZH and ETH Zurich once again developed a wide range of services and ran these in various formats for both universities in 13 modern languages, plus Latin and Ancient Greek.

Thanks to its motivated and excellent staff, the Language Center was once again able to offer a diverse range of language courses; 9400 course participants and over 1500 people benefitted from our language consultations, tailor-made courses, learning workshops, games evenings, and tutored events. The Self-Access Centers recorded just under 8250 visits. And for autonomous learners, the Language Center also organized approx. 1200 tandem partnerships.

In addition to the many insights this report offers into our wide program, which we are constantly adapting to our users' needs, here you will find out about the new language acquisition modules offered for the first time in fall semester 2019. These were attended by 355 students of History, Art History, Anthropology, and other study programs. The languages offered in these modules were Ancient Greek, Latin, Chinese, French, Italian, Japanese, Russian, and Academic English. In total, 25 new Bachelor's programs and 12 Master's programs of the Faculty of Arts and Social Sciences have integrated language acquisition into their degree programs. The Language Center was given a mandate to offer these courses to their students. In interviews

included in this report from page 22 one, you can read about the challenges that the Language Center faced in relation to this new program and how some students and lecturers experienced their courses.

The Language Center also achieved various successes in relation to the consolidation of projects and new developments: We were delighted that the ETH Executive Board decided in July 2019 to permanently fund the Self-Access Center at Höggerberg. After a three-year pilot phase, this Self-Access Center has proven to be a sustainable additional service offered by ETH, aided by the move of the Self-Access Center from the HWW hostels to HIL and the SAC's integration into the Architecture and Civil Engineering Library.

In fall semester 2018, Language Center courses were opened up to alumni of both universities. These course participants remained loyal to our program in this reporting period. The evaluation undertaken in spring semester 2019 among course participants and lecturers confirmed the results of the survey done in fall semester 2018. Alumni fit in well in courses that consist of mixed target groups, and they enrich the classroom dynamic.

Along with my colleagues, I am delighted with the language learning experience enjoyed and created by our students.

A handwritten signature in black ink, appearing to read 'S. Schaffner', written in a cursive style.

Dr. Sabina Schaffner
Director, Language Center



Michiko Farrer, German as a foreign language lecturer at the Language Center

Strategic plan and goals 2019

The following goals were reached and relevant measures implemented in 2019:

Resources

The organizational intersection regarding the administration of the language acquisition modules (enrollment procedure, export of course results and data) between the SUEZ and the Faculty of Arts and Social Sciences has been implemented.

The SUEZ has analyzed the proportional distribution of the compulsory and elective Latin modules and the core elective modern languages modules in the new Faculty of Arts and Social Sciences study programs; this serves as a basis for the planning of spring semester 20 and fall semester 20.

Services

Language courses in ancient and modern languages are run in spring semester 19 and fall semester 19 on the basis of funding defined by the Board of Trustees on 25.10.2018.

Members of the new target group ETH and UZH alumni are present in selected and new SUEZ courses and have been found to fit in well into classes.

The Self-Access Center Höggerberg is a permanent ETH service at Höggerberg.

The following goal was postponed:

Language Center course results will be exported to ETH departments from fall semester 20 on.

SUEZ evaluation: Implementation report

All measures listed in the implementation report of 23 April 2017 were implemented by June 2019. A sustainable improvement was achieved.

The UZH Evaluation Office presented the final implementation report electronically to the Office of the Vice President Education and Student Affairs and the ETH Rector. Following the UZH evaluation procedure, it was also presented to the Board of the University. The members of the Language Center Board of Trustees were also informed at the 21 October 2019 meeting.

The Language Center course program

The Language Center of UZH and ETH Zurich offers services to members of both universities and selected partner universities.

The largest area of service is the course program funded by UZH and ETH (see pages 12-17), plus the various services offered in the areas of consultations, coaching, and – at the Self-Access Center Zentrum – autonomous and cooperative learning (see pages 30-36).

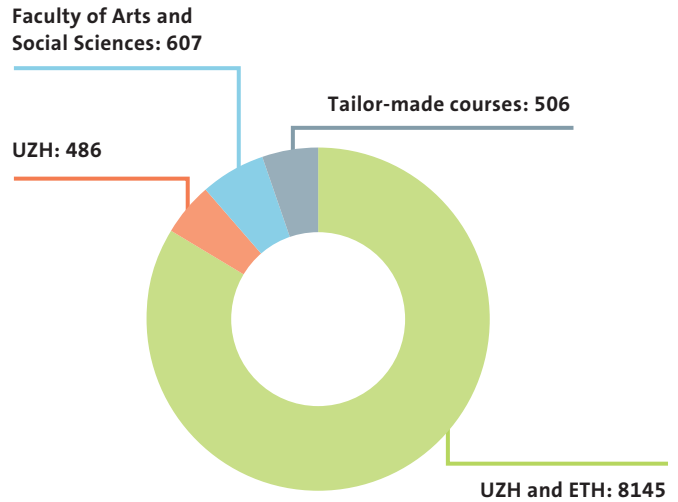
8 In addition, the Language Center runs an additional course program funded exclusively by UZH for UZH members (see pages 18-19).

A third area of service consists of ancient and modern languages modules also funded by UZH and offered specifically for selected study programs of the UZH Faculty of Arts and Social Sciences (see pages 20-25).

Finally, the SUEZ also runs tailor-made courses; these are provided to and funded by various UZH and ETH institutes and units for whom these courses are specifically developed (see pages 28-29).

ETH funds the Self-Access Center at Höggerberg (see pages 33-35).

The following chart shows course participant and tailor-made participant numbers:



At the SUEZ, we offer courses in the following languages:

- Ancient languages: Ancient Greek, Latin
- German as a foreign language
- Other languages: Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, Swedish
- English
- Romance Languages: Brazilian Portuguese, French, Italian, Spanish

Number of course participants by university 2019 and 2018

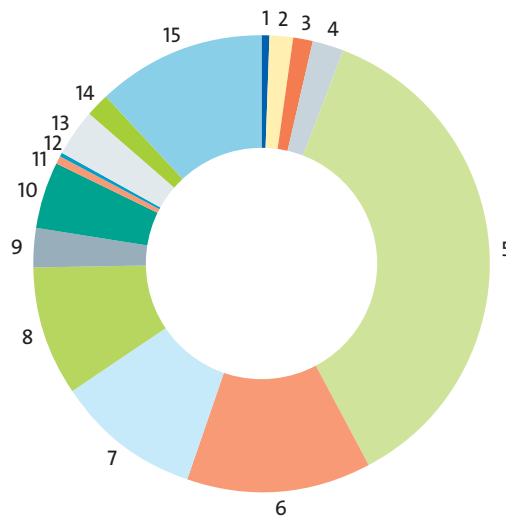
	Participants 2019	Percentage 2019	Participants 2018	Percentage 2018	Balance
UZH students	3814	41.3%	3562	39.9%	252
UZH MAS students	12	0.1%	14	0.2%	-2
UZH PhD students	322	3.5%	370	4.1%	-48
UZH academic staff	240	2.6%	234	2.6%	6
UZH administrative staff	104	1.1%	79	0.9%	25
UZH alumni with membership	39	0.4%	28	0.3%	11
UZH alumni without membership	32	0.3%	13	0.1%	19
Total UZH	4563	49.4%	4300	48.2%	263
ETH students	3110	33.7%	2848	31.9%	262
ETH MAS students	39	0.4%	27	0.3%	12
ETH doctoral students	739	8.0%	764	8.6%	-25
ETH academic staff	394	4.3%	383	4.3%	11
ETH administrative staff	68	0.7%	95	1.1%	-27
ETH alumni with membership	49	0.5%	32	0.4%	17
ETH alumni without membership	14	0.2%	3	0.0%	11
Total ETH	4413	47.8%	4152	46.6%	261
PHZH students	20	0.2%	27	0.3%	-7
ZHdK students	28	0.3%	18	0.2%	10
Ancient languages (up to spring semester 19 / pre-Bologna 2020) all target groups and universities	214	2.3%	422	4.7%	-208
Total course program	9238	100%	8919	100%	319

Total number of courses and participants by language 2019

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Language	Spring semester 19	Fall semester 19	Total number of courses	Total number of participants	Participant numbers for 2019 in %
1 Ancient Greek	1	2	3	58	0.6%
2 Arabic	4	3	7	155	1.7%
3 Brazilian Portuguese	4	3	7	128	1.4%
4 Chinese	4	6	10	216	2.3%
5 German as a foreign language (DaF)	79	85	164	3322	36.0%
6 English	51	43	94	1194	12.9%
7 French	26	26	52	963	10.4%
8 Italian	23	23	46	843	9.1%
9 Japanese	4	6	10	245	2.7%
10 Latin (incl. Heureka spring semester 19)	7	5	12	492	5.3%
11 Modern Greek	2	2	4	56	0.6%
12 Polish	1	1	2	20	0.2%
13 Russian	5	7	12	301	3.3%
14 Swedish	3	4	7	160	1.7%
15 Spanish	30	30	60	1085	11.7%
Total course program 2019	244	246	490	9238	100%

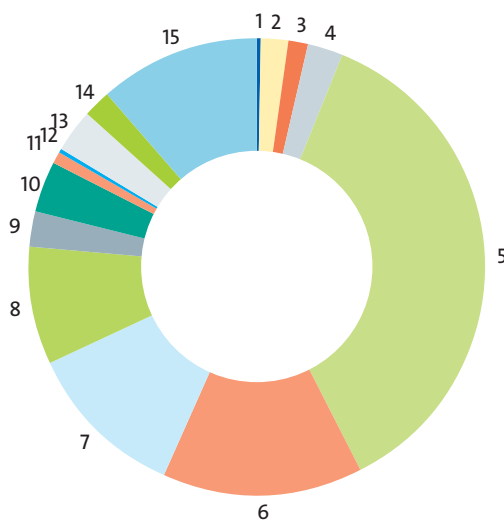
Number of course participants by language 2019



Total number of courses and participants by language 2018

Language	Spring semester 19	Fall semester 18	Total number of courses	Total number of participants	Participant numbers for 2018 in %
1 Ancient Greek	1	2	3	42	0.5%
2 Arabic	3	4	7	170	1.9%
3 Brazilian Portuguese	3	3	6	109	1.2%
4 Chinese	4	6	10	230	2.6%
5 German as a foreign language (DaF)	78	84	162	3213	36.0%
6 English	47	50	97	1265	14.2%
7 French	28	30	58	1019	11.4%
8 Italian	19	18	37	735	8.2%
9 Japanese	3	5	8	217	2.4%
10 Latin (incl. Heureka spring semester 19)	7	6	13	391	4.4%
11 Modern Greek	2	3	5	67	0.8%
12 Polish	0	1	1	17	0.2%
13 Russian	5	7	12	288	3.2%
14 Swedish	3	4	7	155	1.7%
15 Spanish	26	28	54	1001	11.2%
Total course program 2018	229	251	480	8919	100%

Number of course participants by language 2018

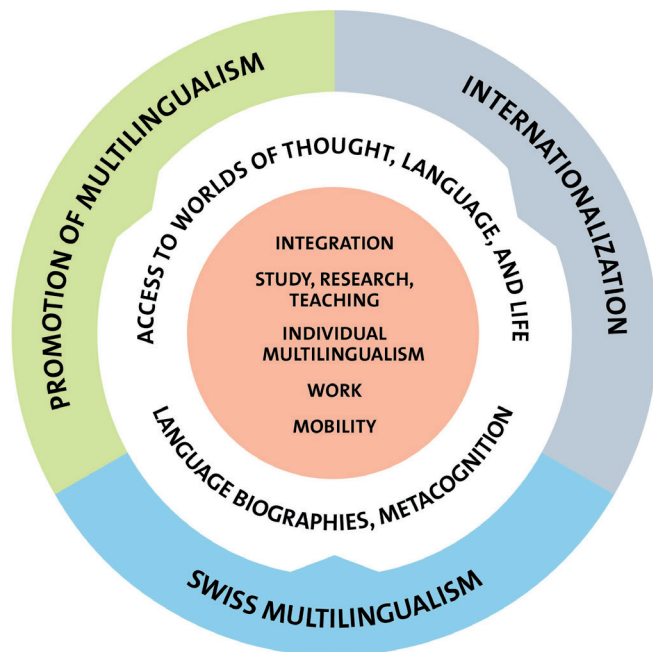


Course program UZH and ETH

The course program for UZH and ETH is funded in equal parts by UZH and ETH, and course fees.

The Language Center bases its course program on the following program development principles, as agreed by the Board of Trustees in 2010.

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In our specific program planning, we take a strategic and demand-driven approach. We consider the contribution of individual language and relevant language levels to the following areas: Integration; study, research, and teaching; individual multilingualism; work; and mobility.

German as a foreign language

In spring semester 2019, our program of 8 A-level Intensive Courses and 3 B-level Intensive Courses met the demand. At B level, our classes were pleasantly small in the spring semester (14 in each group); in spring semester 2020, we therefore plan to offer only 2 classes in order to remain within the budget.

In fall semester 2019, our expansion to 10 A-level courses and 4 B-level courses met the demand. The large number of participants in each of our A-level courses (just under 30) and in our B-level courses (up to 40) showed the need for further expansion of our Intensive Course program in fall semester 2020.

Regarding our semester courses for students, 37 of 40 courses were offered in spring semester 19; 18 of these were fully booked before the end of the enrollment period. In fall semester 2019, all 39 courses were well attended, and 30 were fully booked. The average number of participants in each course was 28, although we aim for a maximum number of 20 in our language courses.

Regarding our course program for PhD/doctoral students and staff, the beginner level met the demand, thanks to our flexibility. In spring semester 2019, 2 of our 35 courses were cancelled and 17 were fully booked. In fall semester, we were able to run 34 of 39 courses; 17 of these were fully booked. In contrast to our student courses, demand for courses in this target group appear to be roughly the same in spring and fall semesters, and the reduced demand has remained constant since the last increase in course fees.

The new 5-day Intensive Course for PhD/doctoral students and staff that we ran in the summer break in 2018 for the first time did not take place in 2019. However, the Hi-speed A1 course and the Hi-speed A2 course offered in the fall semester were fully booked. In fact, we were able to offer two courses at A1-level. It would appear that there is an increasing number of PhD/doctoral students who are prepared to invest a considerable amount of time learning German in order to reach B-level skills.

Other languages

As in previous years, our **Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, and Swedish** courses were very popular among UZH and ETH members. As a result, participant numbers among PhD/doctoral students and staff, as well as among alumni, were higher than in the previous year. Most courses were offered to mixed target groups as of fall semester 19 in order to utilize synergies, given the limited resources, and in order to offer as broad a course program as possible to as many interested people from all target groups as possible. ECTS points gained in our courses can be accredited towards the D-GESS Science in Perspective program from level A1 on.

The demand was almost met in most languages. In Japanese and Russian, this was only possible thanks to very large classes. There are waiting lists in several languages at beginner level. The additional Japanese course (2 lessons a week) run in fall semester 2019 relieved this situation only marginally. In fall semester, therefore, we hope to add another Japanese and Russian beginner course to the program.

The most popular courses – as in previous years – were A1-level courses, although the number of students who decided to continue on to A2 level increased somewhat, as it had in previous years. In general, in 2019, all B1 courses were highly popular, including the new Japanese conversation course. We have agreements with the Institute of Asian and Oriental Studies (AOI) and the Department of Slavonic Studies regarding Arabic, Chinese, Japanese, Polish, and Russian. These agreements allow advanced Language Center students to take advanced courses in those units and to gain admission to study trips and language tests.

In spring semester 19 and fall semester 19, Language Center Arabic lecturers offered lecture series entitled Grundwissen arabische Welt / Background Knowledge Arabic World and Interkulturelle Kompetenzen arabische Welt (Cross-cultural competences Arab world) on behalf of the D-GESS Science in Perspective program.

English

Of the 86 courses offered by the English unit in 2019, only 10 were included in the ETH Zurich's D-GESS Science in Perspective program. This is due to the admission criteria set by the D-GESS. The central course program meets the needs of all target groups (students, academic and administrative staff, PhD/doctoral students, postdocs, and administrative-technical staff).

Overall, there was a small reduction in participant numbers compared to 2018, from 1261 to 1189, even though the course program had been cut from 88 courses in 2018 to 86 in 2019. Three advertised courses (2 of which would have taken place in fall semester) were cancelled due to low demand. By comparison, in 2018, 8 courses were cancelled. The reduction in cancellations was due to a strategic reorientation of the English course program in order to better meet the demands of our target groups. The new 14-week Cambridge C1 Advanced test preparation B2.2–C1 course filled quickly. It will be permanently added to our program.

In 2019, we ran the following test preparation courses for PhD/doctoral students, students, MAS students, and staff: 10 TOEFL test preparation courses with a total of 137 participants, 2 IELTS test preparation courses with 31 participants, and the GRE test preparation course with 12 participants. In addition, we included a Cambridge C1 Advanced test preparation course and a Cambridge C2 Proficiency test preparation course in our program, each of which was filled (15 participants in each course).

The course program in English appears to meet the current demand for UZH and ETH.

Brazilian Portuguese

All Brazilian Portuguese courses are part of the ETH Zurich's D-GESS Science in Perspective program. In addition, they complement the European-Portuguese program offered by the Institute of Romance Studies.

The regular course program consists of one course each at levels A1, A2, and B1. The income generated by the course fees allowed us to introduce an additional

A1-level course in spring semester 2019. Ideally, this additional course would be permanently included into our course program, as the demand at beginner level is very high. Further, we receive regular requests for a continuation of our program beyond B1 level – we will assess the sustainability of this demand in 2020.

French

14 Of a total of 55 courses, 10 met the criteria of, and were part of, the ETH Zurich's D-GESS Science in Perspective program.

The Language Center's French program consists each semester of courses from A1 level to B2-C1.1 level. From B2 level on, we rotate our courses each semester in order to offer a wider range of courses.

The demand could only just be met with the current course program. Demand has increased at the beginner A1 level and at A2-B2 level as a result of the increasing number of international students and researchers at both universities, on the one hand, and as a result of the tendency of students with Swiss Maturas (high-school diplomas) to have lower French language skills, on the other.

The wide differentiation of our program was made possible again in this reporting period thanks to the fact that some of our courses are offered in semi-autonomous or in reduced formats. When course fees for students were introduced in 2018, we adapted our course formats as much as possible in order to ensure that the flat fees for courses were more proportional to course lengths.

However, as our budget remained the same, these measures led to a reduction of the program by 4 courses and a concomitant reduction in course places and course participants.

Following demand, in the reporting period we extended the number of French courses at the ETH Hönggerberg Campus and introduced courses at the UZH Irchel Campus.

The number of courses that are taught between semesters was also increased and could still be increased in order to meet the demand.

Italian

Of a total of 44 Italian courses, 3 met the criteria of, and were part of, the ETH Zurich's D-GESS Science in Perspective program.

Our course program in Italian consists of courses each semester from A1 level to B2-C1 level. From B2 level on, we rotate our courses each semester in order to offer a wider range of courses.

The demand at the beginner A1 level could only just be met with the current program. The number of courses offered from A2-B1 on was appropriate. The number of learners who intend to take the full curriculum in Italian is increasing.

The Italiano per medici (Italian for medical students) project for ETH D-HEST students that was introduced in fall semester 18 was expanded (see Tailor-made courses, pages 28-29).

Due to the limited finances, we were unable to offer courses between the semesters in the reporting period. A reintroduction of such courses is desirable in order to meet the demand.

Spanish

Of a total of 51 courses, 6 met the criteria of, and were part of, the ETH Zurich's D-GESS Science in Perspective program.

The course program consists each semester of courses from A1 level to B2-C1 level. From B2 level on, we rotate our courses each semester in order to offer a wider range of courses.

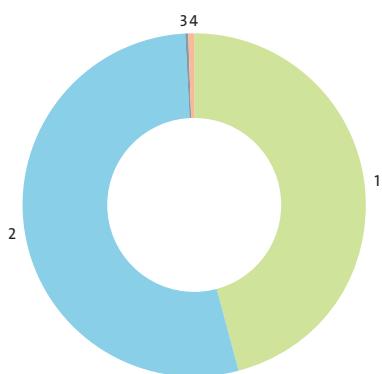
The program at beginner A1 level increased by one course, although the demand was so high that all courses were fully booked within minutes enrollments opening, as usual. As a result of increased demand for advanced-

level courses, the Español B2: inicial (Spanish B2: Initial) course has become established, and we also introduced an Español C1: Gramática y comunicación (Spanish C1: Grammar and communication) course. A stronger differentiation between courses from B1 level up, and the addition of courses in the period between semesters, remains desirable in order to meet the demand.

The demand for the DELE exam preparation courses at B1-B2 and C1-C2 levels remained similar to that of the previous year.

In the reporting period, the AVE platform was again made available for guided autonomous learning.

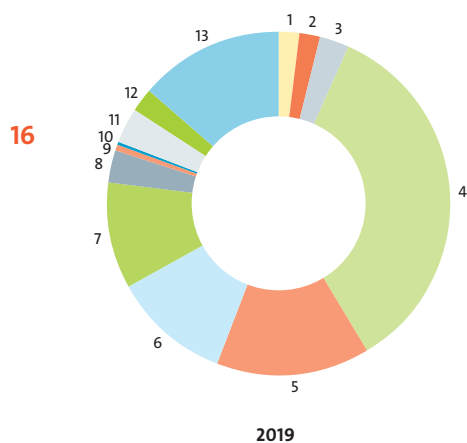
Number of UZH and ETH course participants by university 2019



2019	Participants	Percentage
UZH students	2969	36.5%
UZH MAS students	11	0.1%
UZH PhD students	315	3.9%
UZH academic staff	236	2.9%
UZH administrative staff	99	1.2%
UZH alumni with membership	33	0.4%
UZH alumni without membership	29	0.4%
1 Total UZH	3791	46.5%
ETH students	3104	38.1%
ETH MAS students	39	0.5%
ETH doctoral students	737	9.0%
ETH academic staff	394	4.8%
ETH administrative staff	68	0.8%
ETH alumni with membership	49	0.6%
ETH alumni without membership	14	0.2%
2 Total ETH	4405	54.1%
3 PHZH students	20	0.2%
4 ZHdK students	28	0.3%
Total by university (UZH and ETH program)	8145	100%

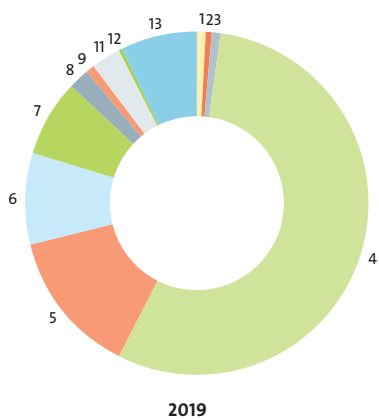
Course participants by language and target group

UZH, ETH, PHZH, and ZHdK students



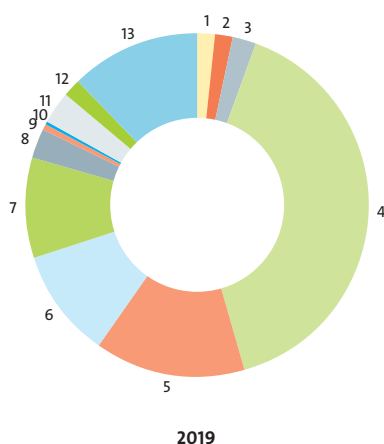
Languages	2019	2018
1 Arabic	138	145
2 Brazilian Portuguese	114	96
3 Chinese	170	211
4 German as a foreign language	2167	2083
5 English	797	948
6 French	683	698
7 Italian	618	562
8 Japanese	195	189
9 Modern Greek	39	49
10 Polish	17	14
11 Russian	210	243
12 Swedish	130	147
13 Spanish	843	757
Total number of students (UZH and ETH program)	6121	6142

DOMA = MAS students, PhD/doctoral students, academic staff, and administrative staff



Languages	2019	2018
1 Arabic	17	15
2 Brazilian Portuguese	14	13
3 Chinese	16	16
4 German as a foreign language	1121	1105
5 English	276	261
6 French	172	217
7 Italian	148	108
8 Japanese	36	23
9 Modern Greek	17	17
10 Polish	3	3
11 Russian	53	42
12 Swedish	6	8
13 Spanish	145	136
Total number of DOMA (UZH and ETH program)	2024	1964

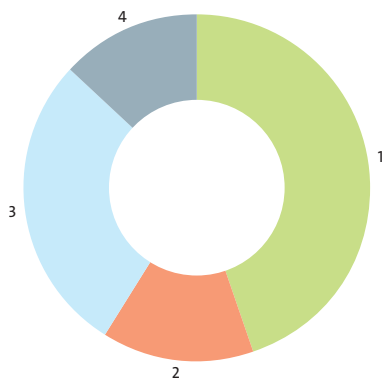
Participants in UZH and ETH program (all target groups)



Languages		2019	2019 in %	2018	Balance between 2019 and previous year
1	Arabic	155	1.9%	160	-5
2	Brazilian Portuguese	128	1.6%	109	19
3	Chinese	186	2.3%	227	-41
4	German as a foreign language	3288	40.4%	3188	100
5	English	1073	13.2%	1209	-136
6	French	855	10.5%	915	-60
7	Italian	766	9.4%	670	96
8	Japanese	231	2.8%	212	19
9	Modern Greek	56	0.7%	66	-10
10	Polish	20	0.2%	17	3
11	Russian	263	3.2%	285	-22
12	Swedish	136	1.7%	155	-19
13	Spanish	988	12.1%	893	95
Total number in all target groups (UZH and ETH)		8145	100%	8106	39

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Financial resources UZH and ETH



Language unit		2019 in %
1	German as a foreign language	44.8%
2	English	14.3%
3	Romance languages	27.9%
4	Other languages	13.0%
Total financial resources (UZH and ETH program)		100%

For Romance languages and other languages, the resources used are proportionally roughly equivalent to the previous year. The proportional amount of resources used for German as a foreign language, however, increased while that of English decreased. This was caused by a planned strategic increase in the demand for German as a foreign language courses and a shift in the English program to tailor-made courses, which are otherwise funded (see pages 28-29).

Course program UZH

The course program for UZH is financed through UZH funds and course fees.

German as a foreign language

Two German courses for advanced learners were designed specifically for UZH students:

- Lesen und Schreiben für Studierende der Geistes-, Sozial- und Rechtswissenschaften; B2 (Deutsch) (Reading and writing for D-GESS students; B2 German)
- Fachbezogenes Deutsch; Wirtschaft und Recht; C1 (Applied German; Management and law, C1)

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Both courses deal with discipline-specific content, both in terms of the learning needs of the students and in terms of the selection of texts discussed in the course and the assignments done in the course. In the spring semester, only the C1 course was offered, while in the fall semester, both courses were filled, in part thanks to the students who were admitted to our courses within the framework of the university's trial semester for refugees.

Other languages

In fall semester 2019, beginner A1.1 courses for UZH students were offered in Chinese, Russian, and Swedish for the first time.

English

In both semesters, the following academic and discipline-specific courses were offered to UZH students

- Basic academic writing skills: Humanities, social science B2
- Writing your master's thesis: Humanities, social science C1–C2
- English for law B2
- English for law C1–C2
- Academic English foundation for UZH: B1 (2x in spring semester; 1x in fall semester)

Romance languages

The selection of courses offered to UZH students in Romance languages takes various qualitative and quantitative criteria into consideration. The difference between spring semester and fall semester, however, are based on the internal allocation of resources and not on demand.

In spring semester 19, 1 B2-level French course, 2 beginner Italian courses, and 3 beginner Spanish courses were run for UZH members.

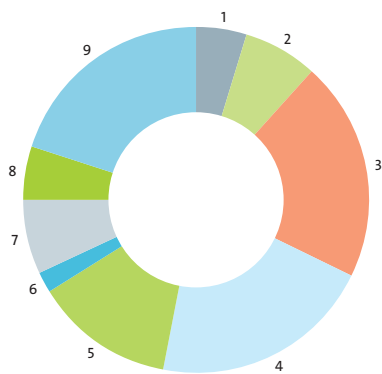
We also offered the discipline-specific Français juridique; introduction B1-C1 and Français juridique: approches des arrêts du Tribunal fédéral B2-C1 courses to Institute of Law students.

In fall semester 2019, we ran 1 B1 French course, 1 beginner Italian course, 2 beginner Spanish courses, and the above-mentioned discipline-specific courses for Faculty of Law students.

Ancient languages

In fall semester 2019, the *Leben im Exil* (Life in exile) reading course was offered.

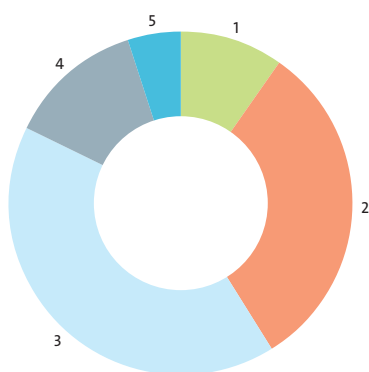
Course participants UZH



2019

UZH Members	2019	2018
1 Chinese	24	
2 German as a foreign languages (DaF)	34	22
3 English	99	52
4 French	101	87
5 Italian	64	51
6 Latin (reading course)	10	11
7 Russian	33	
8 Swedish	24	
9 Spanish	97	92
Total number of course participants (UZH program)	486	315

Financial resources UZH



Language unit	2019 in %
1 German as a foreign language	9.6%
2 English	31.6%
3 Romance languages	42.0%
4 Other languages	12.4%
5 Latin	4.5%
Total financial resources (UZH program)	100%

The distribution of resources across languages was strategically tailored to the (discipline-specific) needs of UZH students in various languages.

Course program UZH Faculty of Arts and Social Sciences

The course program run for the UZH Faculty of Arts and Social Sciences is fully funded by UZH.

Spring semester 19: Latin and Ancient Greek

20 In spring semester 19, the Heureka reading course was run as part of the ETH Zurich's D-GESS Science in Perspective program: Heureka IV: Antike Metropolen: Die Bedeutung urbaner Zentren im griechisch-römischen Kulturraum (Heureka IV: Ancient Metropoles: The Significance of Urban Centers in the Graeco-Roman Cultural Space). This fourth iteration of the course was once again well received by very many students.

The reading course planned for spring semester 19 entitled Plinius' Briefe als Selbstporträt eines römischen Aristokraten aus dem 1. Jh. (Plinius's letters as self-portrait of a 1st-century Roman aristocrat) for students with advanced Latin skills (Latin Matura or Latinum) was cancelled due to very low demand.

In spring semester 2019, the following Ancient Languages courses were offered: 4 basic Latin courses (part 2), 1 basic Latin course (part 1) (this course could be accredited to the Basic Latin course run in fall semester 2019), and 1 Graecum course (part 2). In fall semester 19, the latter was concluded as part 3 of the old system.

Fall semester 19: Language acquisition modules

Language acquisition modules for the Faculty of Arts and Social Sciences

For the first time in fall semester 19, students from a large number of Faculty of Arts and Social Sciences Bachelor's and Master's study programs took the following modules, which were integrated into their curricula and were therefore free of charge: Language acquisition modules of 4 lessons a week: Basic Latin (3 iterations), Basic Greek, Basic Chinese (part 1; A1.1), Academic English C1 (part 1) (2 iterations), French B2 (part 1), Italian A2 (part 1), Basic Japanese (part 1; A1.1),

and Basic Russian (part 1; A1.2). In Latin, we also offered a more intensive version of the Basic Latin course (Basic Latin Express) of 7 lessons a week.

In most of the study programs with a language acquisition requirement, Latin was compulsory, so that modern language modules could only be selected if a student had already completed the Latin requirement (Matura-level Latin or equivalent) at high school.

Ancient Greek and Latin

In Ancient Greek, the basic module runs for one semester (6 lessons a week) and is offered in fall semester. Greek II (Graecum) is offered in the spring semester, also at 6 lessons a week.

In Latin, the basic module is a one-semester module (Basic Latin Express of 7 lessons a week) or two-semester module (2 semesters of 4 lessons a week). The basic module equates more or less to part 1 of the old elementary course. Latin II (Latinum) is offered in the spring semester, at 5 lessons a week.

The demand for courses was very high, resulting in very large classes.

Modern languages

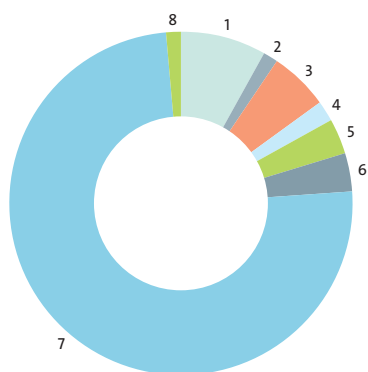
Individual modules in Chinese, French, Italian, Russian, and Academic English are one-semester modules, but each complete module consists of two parts, with part 1 running in fall semesters and part 2 running in spring semesters. While attendance of part 1 is recommended to students who wish to take part 2, part 1 is not a prerequisite of part 2.

In fall semester 19, the demand was much lower than expected, as apparently the initial assessment of student numbers done in cooperation with the Faculty of Arts and Social Sciences did not match the actual demand. It would appear that many more first-semester students than expected do not have the necessary Latin requirements and therefore are required to take the Basic Latin course.

Course participants UZH Faculty of Arts and Social Sciences

Courses participants Ancient languages (pre-Bologna 2020)	2019	2018
Latinum – Basic courses (till spring semester 19)	125	312
Graecum – Basic courses (till fall semester 19)	26	42
Heureka (spring semesters only)	63	68
Total course participants	214	422

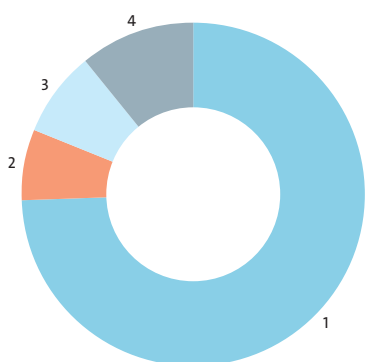
The Latin reading course is listed under the UZH program



Course participants fall semester 19	Students with language acquisition requirement	Other target groups*	Total
1 Ancient Greek	15	17	32
2 Chinese	6	0	6
3 English	22	0	22
4 French	7	0	7
5 Italian	13	0	13
6 Japanese	14	0	14
7 Latin	274	20	294
8 Russian	5	0	5
Total course participants (Faculty of Arts and Social Sciences program)	356	37	393

*All target groups are permitted to take Faculty of Arts and Social Sciences courses in Ancient Greek and Latin.

Financial resources UZH Faculty of Arts and Social Sciences



Language unit	2019 in %
1 Ancient languages	75.7%
2 English	6.8%
3 Romance languages	7.1%
4 Other languages	10.4%
Total financial resources (Faculty of Arts and Social Sciences program)	100%

In spring semester 19, the funds for the Faculty of Arts and Social Sciences modules were used in total for ancient language modules. In fall semester 19, more than half the funds were used for ancient language modules.

“I need to learn a lot of new things”

Interviews with Faculty of Arts and Social Sciences students

Since fall semester 2019, students from a select range of new UZH Faculty of Arts and Social Sciences study programs have been attending modules in Ancient Greek, Latin, or a modern language which meet the compulsory language acquisition requirement of their study program. Language acquisition is now integrated into these study program curricula.

22 Attending the Language Center as part of my history degree? It works. In fall semester 2019, 355 students taking history, art history, anthropology, and other study programs took 22 language courses offered for the first time in Ancient Greek, Latin, Chinese, French, Italian, Japanese, Russian, and Academic English. A total of 25 new Bachelor’s programs and 12 Master’s programs of the Faculty of Arts and Social Sciences have now integrated language acquisition into their study programs.

Sabina Schaffner was curious to find out how students and lecturers respond to the new modules. Ladina Blaser and Davide Wouda (students) and Ai-Linh Achermann and Christian Utzinger (Language Center lecturers) talk about their experience.

Ladina Blaser has been working towards a Bachelor’s degree in history – with a minor in sociology – since fall semester 2019. She took the Basic Latin part 1 course in fall semester 19.



Ladina Blaser, UZH Bachelor’s student

Ladina Blaser attended the Basic Latin course because it is compulsory in her history degree. She had no idea what to expect from lessons that teach a language that is no longer spoken.

At high school, Ladina says, she took French, English, and Spanish. Thus, she started university with considerable experience in learning modern languages. This helped her, in particular, with her vocabulary learning and in understanding Latin syntax. And her vocabulary skills in several languages also helped her to memorize Latin words.

However, for Ladina, deciphering and translating Latin texts required genuine detective work. She said it was very important that you study declensions and vocabulary regularly from the start. If you don’t, you quickly lose momentum. Ladina found the amount of time invested in learning to be high, in relation to the ECTS points earned. She had to invest 2-3 hours in self-study in between the two double lessons. At the beginning, she felt somewhat intimidated by the pace of the classes and the huge class size, and she had to overcome this before she was able to raise her hand and ask questions.

Ladina found the tutorials to be particularly helpful. They allowed her to repeat material and ask questions. She also valued the fact that her learning was continually tested through regular assignments. That way, she always knew where she stood and could occasionally afford to get a lower grade. And the fact that she had the option of cancelling the module if necessary felt good and alleviated stress.

Ladina found the cultural lessons particularly interesting. These gave her interesting insights. She is certain that her Latin skills will help her with her history studies when interpreting sources. A colleague of hers who is studying at the University of Basle in a Master’s history program without a Latin requirement regrets not having any Latin skills...

Ladina recommends to colleagues who still have to take Latin courses that they study their vocabulary and grammar regularly and that they utilize all learning

options such as homework and tutorials – and that they should not be afraid to ask questions during lessons.

Ladina will take part 2 of the Basic Latin course in spring semester 20. She is going to take advantage of the materials she has been given in order to prepare for part 2 during the semester break. This, she says, is a great service. “Noli in discendo cessare!”

exam, which was held after two semesters of study, the new course allows students and teachers to gain continuous feedback on the students’ progress.

The new program differs, in terms of the curriculum, only in some aspects from the first part of the old Latinum course. The old Latinum course consisted of 7 lessons a week for two semesters, while the new one



Christian Utzinger, head of Ancient languages and Latin lecturer at the Language Center

Christian Utzinger is a Latin lecturer at the Language Center of UZH and ETH Zurich. In addition to various Latin courses, he teaches the new Basic Latin parts 1 and 2 language acquisition modules for the Faculty of Arts and Social Sciences. He teaches the course that Ladina Blaser attended in fall semester 19.

Christian has many years of experience in teaching Latin. Christian is positive about the continuous assessment in the course. In contrast to the old Latinum

consists of 4 lessons a week for two semesters. The new time structure means that the content is less dense.

In contrast to the Latin students who Christian taught under the old system, the students he taught in their first semester of the new Basic Latin course seemed initially to have more self-discipline in their studies. However, in the second half of the semester, the pressure from core subjects seemed to affect the performance of some students in the new Latin course, he says.

The class, says Christian, was very dynamic, with a few excellent students whose involvement in the lessons was very animating and encouraged others in the class to join in.

Christian agrees with Ladina Blaser that the continuous learning of vocabulary is absolutely essential to successfully acquiring Latin skills – and that the pace of the course is demanding.

24 Christian says that basically, so far, he and his two colleagues who teach parallel modules are content with the new format and with the students' achievements. In spring semester 20, the team will assess the curriculum and, where necessary, will adapt the course in time for the new intake in fall semester 20.

Davide Wouda has been working towards a Bachelor's degree in art history, with a minor in East Asian history, since spring semester 19. He took the Basic Chinese: Part 1 course in fall semester 19.



Davide Wouda, UZH Bachelor's student

Davide Wouda had wanted to learn Chinese for some time. Unfortunately, the Community College course he wanted to take didn't take place; now he is delighted to be able to take Chinese as an integral part of his studies. It wasn't difficult for him to choose Chinese from the compulsory elective program in modern languages, Davide says.

Davide is bilingual, having grown up speaking German and Italian. He learnt French and English with ease. In learning Chinese, however, everything is fundamentally new – vocabulary and characters, not to mention pronunciation with its four tones. And while the morphology is easier, the syntax is very unfamiliar. Virtually nothing can be deduced from knowledge of other languages, and everything has to be learnt from scratch. This is a lot of work. Davide would love to invest 3-5 hours of self-study a week, but as a student with a part-time job, he only manages 2-3 hours.

Compared to his previous experience in learning languages, however, Davide says he is highly motivated. He is familiar with the way learning materials are designed, with an introductory section, a text section, and a vocabulary section. He has also discovered new tools, such as the Quizlet language learning program and the Pleco translation tool, which he finds very useful.

The small class was a wonderful start, Davide says. Everyone was challenged, and the lecturer was able to engage with each student.

Davide is not sure yet how and when he will be able to use his Chinese skills in his studies. It would be a long road before he is able to read secondary literature – which in his disciplines is often in English – in Chinese. And there are no popular-culture products that compare to the Japanese anime and manga that would give him an easier entry into Chinese cultural products. However, once he has completed both Basic Chinese courses, Davide would like to continue studying Chinese at the Language Center. The program is super, he says, and affordable.



Ai-Linh Achermann, Chinese lecturer at the Language Center

Ai-Linh Achermann is a lecturer at the Language Center of UZH and ETH Zurich. She teaches language courses for UZH and ETH students and staff, including the new Basic Chinese: Parts 1 and 2 language acquisition courses for the Faculty of Arts and Social Sciences.

Ai-Linh usually teaches large classes and finds that teaching in small groups in the Basic Chinese module is pleasantly different. She values the fact that she can engage with each student individually.

Regarding the curriculum and structure of the new course, the Basic Chinese course barely differs from the Chinese I to IV language courses that UZH and ETH students, staff, and alumni can take through the Language Center.

Ai-Linh agrees with Davide Wouda that the small class is particularly advantageous for learning pronunciation. For her, as a lecturer, however, she finds that the small

class poses a didactic challenge, and she sometimes consciously finds herself having to hold back.

Thanks to the study background of the group, Ai-Linh says, the group had high intrinsic motivation to learn, and all class members achieved excellent results. All intend to take the follow-up course, Basic Chinese: Part 2; they are well connected as a learning group, and they engage freely with the lecturer. “Teachers open the door, but you have to enter the room yourself.”

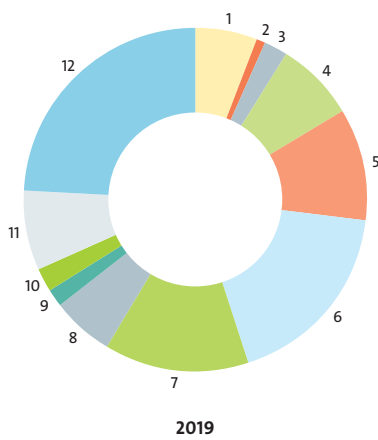
老师开门，你得自己进来



A Russian lesson at the Language Center

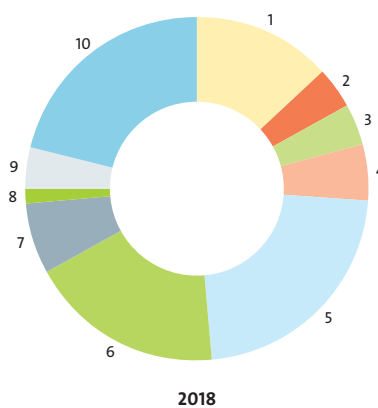
UZH and ETH alumni at the Language Center

The number of UZH and ETH alumni participating in Language Center courses has almost doubled compared to the previous year. Considering that alumni were admitted for the first time in fall semester 2018, these figures reflect an initial establishment of the program among alumni of both universities.



Alumni 2019		UZH	ETH	Total
1	Arabic	5	3	8
2	Brazilian Portuguese	0	1	1
3	Chinese	1	2	3
4	German as a foreign language	4	6	10
5	English	10	4	14
6	French	14	10	24
7	Italian	6	12	18
8	Japanese	2	6	8
9	Latin	2	0	2
10	Modern Greek	3	0	3
11	Russian	4	6	10
12	Spanish	19	13	32
Total 2019		70	63	133

27



Alumni 2018		UZH	ETH	Total
1	Arabic	9	1	10
2	Chinese	1	2	3
3	German as a foreign language	0	3	3
4	English	3	1	4
5	French	9	8	17
6	Italian	10	4	14
7	Japanese	1	4	5
8	Modern Greek	1	0	1
9	Russian	2	1	3
10	Spanish	5	11	16
Total 2018		41	35	76

Tailor-made program

Tailor-made courses	Program 2019	Participants 2019	Program 2018	Participants 2018
German as a foreign language (DaF)	1	14	1	22
English	48	452	35	375
Italian	4	40	2	25

German as a foreign language

28

In fall semester 2019, we were able to run another beginner German course for students doing the European and Chinese Business Management MAS. Fourteen students were enrolled. The demand for this MAS course increased significantly in 2019 compared to 2018, so that the program coordinator decided to run two courses and put one of their own staff members in charge of teaching the group of participants with no prior German skills.

Italian

In fall semester 2018, on request from the ETH D-HEST, we introduced an Italiano per medici A1 (Italian for medical students A1) course. In spring semester 19, we introduced the follow-on Italiano per medici A2 course, and in fall semester 19 this was continued as Italiano per medici A2-B1. These courses were also open to UZH members, although D-HEST secured two thirds of the course places through its funding. The goal of the whole program is to build up basic Italian skills in the medical field, with a particular focus on doctor-patient communication.

English

The Language Center once again ran two courses in Medical English at the B2 and C1-C2 level as part of the Faculty of Medicine's core elective 2 module (Wahlpflicht-Modul 2) of its specialized study program (Mantelstudium: Specialized study in biomedical sciences. Foundations II).

The following tailor-made language courses were run for UZH and ETH Zurich Master's students, PhD/doctoral students, and postdocs. These courses are highly valued, in particular, for their discipline-specific content and for the opportunities they offer to participants to analyze texts and gain teacher and peer feedback on their writing (see tables below).

The English unit is supported by two freelance teachers who teach tailor-made courses on demand.

UZH unit	Title of course	Number of courses	Total number of lessons	Target group(s)
UZH Department of Psychology	Writing Research Articles in Psychology	3	60 plus individual coaching	PhDs
Institute of Informatics	Scientific Writing for PhD Students/B2.2 and above	1	20	PhDs
Institute of Geography	Writing for Publication in Human Geography	1	20	PhDs
Department of Economics	Writing (in) Economics	1	20	PhDs
Neuroscience Center Zurich	Neuroscience Writing Course	1	24	PhDs
University Children's Hospital Zurich	Writing for publication at the University Children's Hospital Zurich	1	20	Researchers
Institute of Sociology	Academic Writing for Sociologists	1	20	PhDs and postdocs

The total of 184 lessons provided to UZH exceeds the number provided in 2018 by 20.

ETH unit	Title of course	Number of courses	Total number of lessons	Target group(s)
D-ARCH	Writing for Architects	1	6	Doctoral students
D-INFK	Writing for Publication in Computer Science (WPCS)	2	40	Doctoral students
D-MATL	Writing for Publication in Materials Science	1	20	Doctoral students
D-ERDW	Academic English for PhDs and Postdocs	1	20	Doctoral students and postdocs
D-HEST	Writing for Publication in Food Biochemistry	1	18	Doctoral students
D-MTEC	Academic Writing Course for D-MTEC MSc students	4	56 plus initial lectures	MSc
D-MAVT	Scientific Writing for Publication in Engineering	2	40	Doctoral students
D-GESS, Institute of Science, Technology and Policy	Reading in English Workshop (ISTP)	1	4	MSc
D-GESS Cognitive Science	Writing Circle Workshops	5	18	Doctoral students

The total of 222 lessons provided to ETH exceeds the number provided in 2018 by 59.

The following training courses were offered to UZH and ETH staff:

UZH unit	Title of course	Number of courses	Total number of lessons
Verein des Infrastrukturpersonals UZH (Association of infrastructure staff)	Email writing for university staff B1.2-C1	4	16
UZH Safety, Security and Environment	English Follow-up Training for Safety and Security	1	4
Career Services	Job Applications in English (lecture)	2	4
	Writing Cover Letters in English (workshop)	2	8

The 32 lessons provided to UZH staff represent 10 fewer lessons than in 2018.

ETH unit	Title of course	Number of courses	Total number of lessons
ETH Betrieb (Facility management)	English for Technical Staff A1-A2	3	34 à 60 min.
	Technical English B1	3	70 à 90 min.
ETH Safety, Security, Health, Environment (SSHE)	Workplace Communication A1	2	58
	Workplace Communication A2	2	58
	Workplace Communication B1	2	58
	Workplace Communication B2	2	56

The 334 lessons provided to ETH staff represent 38 fewer lessons than in 2018. The SSHE reduced the number of its courses and now offers two courses a year for each language level from A1 to B2 (now excluding C1 level).

Coaching

German as a foreign language

Individual writing consultations for students consist of several meetings in which the student works on texts and is trained in academic writing skills. In 2019, 7 such consultations were offered in the spring semester and 5 in the fall semester.

30 In contrast to 2018, one writing coaching session was provided in 2019. In these coaching sessions, participants work on their own texts and develop specific learning aids and strategies.

English

The following individual and group coaching formats were offered in 2019: TOEFL/IELTS Intensive Training for Academic Mobility (one iteration), Email Writing for University Staff (one course with 4 participants), Academic Writing Coaching – all target groups (one iteration), and Speaking/pronunciation coaching (one iteration). In addition, 25 coaching sessions were provided as part of the Language Center's contract with the UZH Department of Psychology.

Coaching sessions remain attractive to students and staff who see these as an alternative to attending a course and who are seeking individual support in specific areas of language use.

French

Four individual coaching sessions were offered in French on demand. In two cases, the participants were seeking to refresh their general French skills for work. Two others required specific help for job applications.

Language consultations

Language consultations 2019	Number of consultations
German as a foreign language	16
English	1
Romance languages	60

In connection with **German language learning**, 16 consultations were offered in 2019 (18 in 2018) to PhD/doctoral students and to students. These consultations with the head of unit typically take around 30-45 minutes and offer advice on individual ways in which people can work on specific areas of their language learning separately from a language course and beyond our course program.

In connection with **English language learning**, 1 consultation was offered in 2019 (12 in 2018). In general, consultations are open to UZH/ETH staff, PhD/doctoral students, and Bachelor's and Master's students. These consultations with the head of unit take around 60 minutes and highlight individual ways in which people can work on specific areas of their English language skills. The marked decrease in demand is likely due to the fact that information about the consultations was not visible on our website. This will be corrected in 2020. In addition, an increasing number of consultations are now done by email and on the phone.

Sixty language learners contacted the **Romance languages** unit for learning consultations in order to evaluate their language skills, to assess their learning needs and goals, to check the validity of their learning intentions and plans, and to get information about our language course program.

The initial contact for learning consultations in Romance languages is via the head of unit. If relevant, the consultation is sometimes done by a lecturer.

Certification of language levels

We offer certifications of language levels for students of German as a foreign language (DaF) and all Romance languages, often at very short notice. This fee-based service consists of an initial self-assessment using the Dialang test or the Common European Framework of Reference for Languages (CEFR) grids. Following this, students are interviewed, and their language level is assessed. The demand for this service remained constant for the Romance languages, at 2-3 each semester. For German as a foreign language also, the demand for certifications is small, with 1 in fall semester 19. In addition, in 2019, 4 former students who were applying for permanent Swiss residence required confirmation of their German skills. These confirmations were based on their university admission tests.

For those requiring confirmation of their English language skills, we offer a fee-based internal test. Such tests were taken 6 times in 2019, compared to 3 in the previous year.

We also offer students who have completed one of our courses a free confirmation of their language skills. These confirmations are done by the lecturer who taught the course the student attended.

Tests

Tests 2019	Spring semester 19	Fall semester 19	Total 2019
Latinum tests (prior to the PhF course)			
Tests taken	95	14	109
Passed	72	8	80
Graecum tests			
Tests taken	0	10	10
Passed	0	8	8
TEF tests			
Tests taken (offered online in spring semester)	2	–	2
English Assessment Test			
Tests taken			6

31

Ancient languages tests

Standard Latinum tests were offered only in spring semester 19. The number of test takers in that semester was slightly higher than in 2018. In fall semester 19, only 2 late tests were taken. In spring semester 19, part 1 of the Latinum test could be completed with a test that could be accredited to the Basic Latin module taking place in fall semester 19; 75 people took this test, and 65 passed. The number of Graecum tests remained the same as in 2018.

TEF-tests (Test d'Evaluation de Français)

In spring semester 19, 2 test candidates took the last TEF test sessions. This service, which is now no longer on offer, had been run by Jean-Philippe Coen, supported by Anna Dal Negro and later by Sandra Lazzeri, with great commitment for almost 10 years. As of fall semester 19, this service will be replaced by the DELF and DALF tests, on demand and depending on there being sufficient resources. In fall semester 19, we ran an initial DELF/DALF information event, and from spring semester 20 on, we plan to offer test preparation courses for these tests.

Self-Access Centers (SACs)

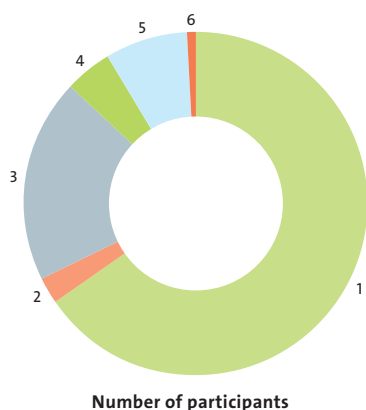
SAC Zentrum

Compared to 2018, in 2019 we experienced a reduction of visitors by approximately 11%. However, if we take into consideration the fact that our opening hours were reduced in comparison to 2018, the visitor numbers were constant. Fewer learners of German, English, and French language visited the SAC Zentrum than in 2018, so we assume that some of these visitors instead went to the relatively new SAC Höggerberg, which gained in visibility in the reporting period.

32

Despite the reduced opening hours, we ran approximately the same number of tutored events as in 2018, and attendance of these was comparable to the previous year. The increase seen in individual events is due to the fact that we were able to introduce games events for Arabic, Japanese, Russian, and Swedish.

Most of our services – 10 language meet-ups and 6 games events – were for German as a foreign language, for which the demand is highest. For Spanish, French, Arabic, and Japanese (in descending order) we ran 4-5 language meet-ups and book clubs and 2-5 games events each. For Russian, Italian, English, Chinese, Swiss-German, Swedish, and Portuguese we ran 1-3 language meet-ups each, and apart from Chinese, Swiss-German, and Portuguese, we also ran games events.



Tutored events and services at the SAC Zentrum

Events	Number of events	Number of participants
1 Language meet-ups	42	397
2 Book clubs	3	15
3 Games events	36	117
4 Tandem information events	1	27
5 Introduction to autonomous learning	4	46
6 Goethe information event	1	5
Total		607

The Introduction to Autonomous Learning event that we offered to alumni for the first time in 2018 was opened up to all target groups in 2019 and has become a permanent feature in our program. This event was also run in English for the first time.

The cooperation with the university's trial semester for refugees was offered in a reduced format, as an information event about the Self-Access Center and an event on the Goethe German exams.

The number of visitors who borrowed media increased in 2019 from 565 to 616. The number of media borrowed, however, remained almost the same. In 2019, a very large number of media were combined into media packs, so we can reasonably assume that in comparison to 2018, our media borrowing was more efficient.

The media stock was continually expanded, in particular in the areas of test materials for Spanish (DELE), English (IELTS, C1, C2, and GRE), and French (DELF and DALF), as well as in easy readers, in particular in Russian, Japanese, and Arabic. In addition, we filled or at least reduced gaps in our inventory for various languages.

We were delighted, in 2019, to be able to reduce the backlog of media to be catalogued. Further, our procedure for overdue media was simplified, and a large part of our reference library was made available for borrowing.

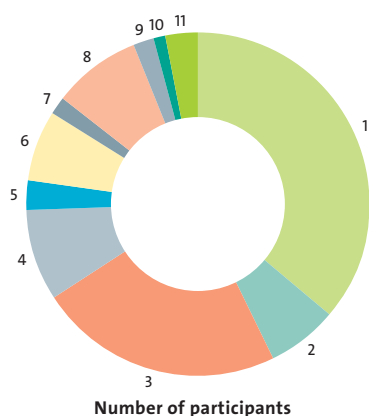
SAC Höggerberg

Two events in 2019 had a significant impact on the SAC Höggerberg, and these were associated with considerable effort for all involved: The move from the hostels in HWW to HIL in February and the decision by the ETH Executive Board of 9 July to continue to run the SAC Höggerberg permanently.

The effort was worth it: The permanent establishment of the SAC Höggerberg means that after a 3-year pilot phase, our future is secure. We can now continue with the normal running of the SAC steadily and with a view towards our long-term goals.

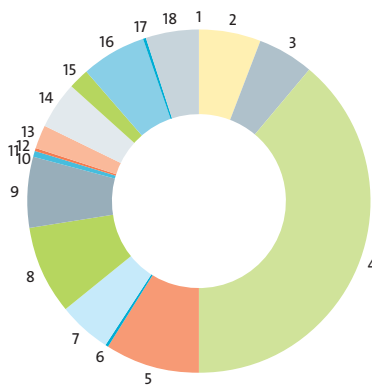
The move to HIL brought about major advantages to our visitors, including the central location, the generous year-round opening hours from 8am to 9pm, the unlimited and extended period of issuance of all media, and the services of the librarians on site. These advantages for our visitors are reflected in the number of borrowed media, which increased significantly from 1675 in 2018 to 2569 in 2019.

The learning activities and information events organized by the SAC were also well attended. Our audience is mixed, as it has been in previous years – our regular customers include ETH and UZH students, and staff and alumni from both universities.

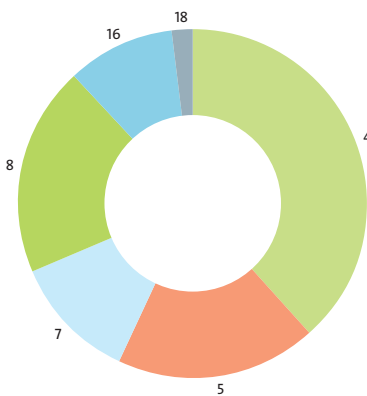


Tutored events and services at the SAC Höggerberg

Events	Number of participants
1 Language meet-ups	144
2 Writing workshops	26
3 Book clubs	91
4 Games events	34
5 Studying Abroad	11
6 AUSSERordentlich!	27
7 Approfondimento comp. italiano	6
8 Film clubs	33
9 TOEFL/IELTS/DELE information events	8
10 Learning workshops	4
11 Tandem information events	12
Total	396



Number of visits to the SAC Zentrum



Number of visits to the SAC Höggerberg

Number of SAC visits in 2019 by language

Language	SAC Zentrum	SAC Höggerberg*
1 Ancient Greek	8	
2 Arabic	274	
3 Chinese	254	
4 German	1833	1324
5 English	430	639
6 Finnish	6	
7 French	240	400
8 Italian	400	673
9 Japanese	306	
10 Latin	5	
11 Moden Greek	23	
12 Polish	11	
13 Portuguese	107	
14 Russian	218	
15 Swedish	84	
16 Spanish	300	341
17 Hungarian	8	
18 No details	229	65
Total 2019	4736	3442

*Explanation about the visitor numbers to the SAC Höggerberg: People who visit the SAC when the desk is unoccupied are included: 23% of loans occurred when the desk was unoccupied. Under the assumption that the times when media are issued correspond to the times when visitors are present, we multiplied the number of visitors who attended when the desk was occupied by 1.29.

Number of visits to the SAC between 2008 and 2019

Year	SAC Zentrum	SAC Hönggerberg
2008	1060	
2009	1892	
2010	3542	
2011	4174	
2012	4101	
2013	5062	
2014	5379	
2015	5542	
2016	4742	
2017	4689	2265
2018	5316	2908
2019	4736	3442

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Information about SAC users

	SAC Zentrum	SAC Hönggerberg
As a complement to a language course	2119	1136
Independent, i.e. not doing a language course simultaneously	1898	
Tutored events	667	
No details	101	2306

University affiliation of users

University	SAC Zentrum	SAC Hönggerberg
UZH	2627	627
ETH	1479	2448
Other / no details	630	367

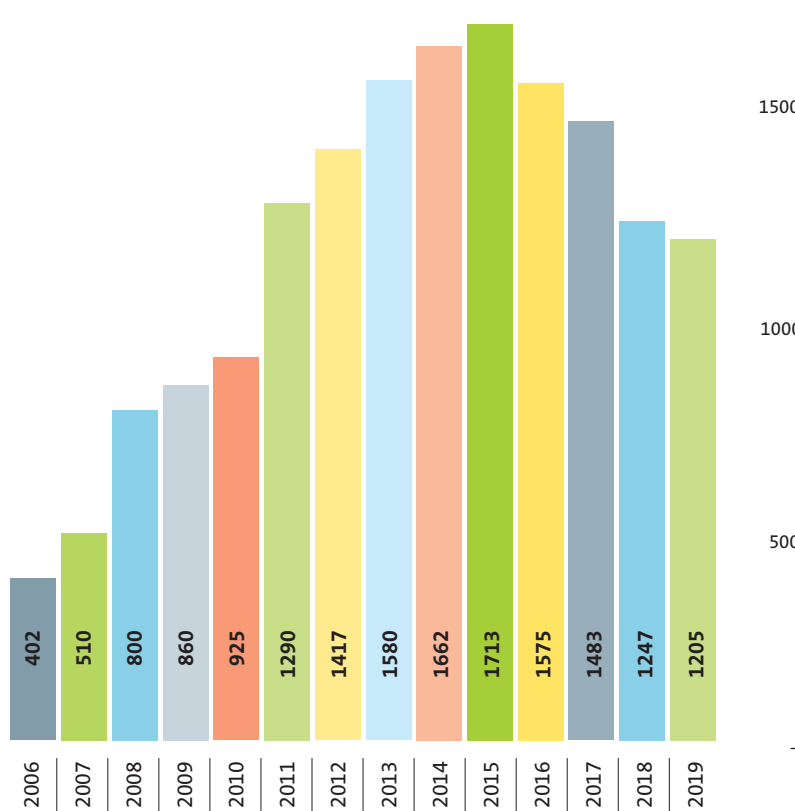
Number of issued SAC media, 2018 compared to 2019

Year	SAC Zentrum	SAC Hönggerberg
2018	2687	1675
2019	2699	2569

Tandem placements

Placements from 2006 to 2019

36



Placements in 2019

Language being learnt	Number of placements
Albanian	3
Arabic	17
Brazilian Portuguese	9
Chinese	80
German	489
English	113
Farsi	6
Finnish	2
French	156
Hebrew	3
Hindi	3
Indonesian	2
Icelandic	1
Italian	85
Japanese	36
Catalan	1
Korean	19
Croatian	1
Modern Greek	6
Dutch	11
Norwegian	2
Polish	7
Portuguese	9
Russian	26
Swedish	6
Swiss-German	27
Spanish	79
Czech	1
Turkish	2
Hungarian	3
Total	1205

Events

Language Center Day, 7 June 2019

The outing in the reporting period began with a train journey to Einsiedeln. Once there, we hiked the Panorama Way. After having lunch together, the team had the option of visiting the Monastery Church, a milk production plant, or the Museum of the Schafbock and Gingerbread Bakery. To conclude the outing, we travelled back from Einsiedeln via Wädenswil to Zurich. The outing offered many opportunities for the exchange of ideas in various constellations.

Training workshop, 22 November 2019

Lecturers were invited to choose one of 4 workshops, all of which discussed topics related to tools used in teaching design. The workshops were led by external experts, 2 of whom gave workshops on voice training and one from MELS UZH, who ran a workshop on the use of OLAT. Unfortunately, the workshop on designing study guides using the Moodle learning platform, which was to be run by a member of ETH LET, was cancelled at short notice due to illness. The workshop concluded with a pre-Christmas reception.

Developments and training in the units

There has been a demand in the German as a foreign language unit to communicate more clearly to students how they can plan their language learning with our program and how much time they need to invest in order to move from beginner level to a level that allows easy communication in German. This led to the need, once more, for the team to engage in intensive discussions about the curriculum and about their own teaching experience. The team gained interesting insights through this exchange, in which each member reflected on their experience.

In addition, the annual LEDAFIDS (Verein der Lehrenden für Deutsch als Fremd- und Zweitsprache an Hochschulen in der Schweiz – Association of teachers of

German as a foreign and second language at Swiss tertiary institutes) symposium afforded an excellent opportunity for professional development and for national collaboration. In 2019, several lecturers took advantage of various training courses.

Lecturers in the Other languages unit worked on their professional development independently by attending various conferences on topics related to the teaching of their language. They also took advantage of the training program offered by the SSH-CHES umbrella association.

Team members also engaged in professional discussions about the didactic challenges related to the new language acquisition modules for Faculty of Arts and Social Sciences and the new mixed target groups in courses from fall semester 19 on. A workshop on the use of flipped classroom elements in language courses is planned for 2020.

Learner autonomy was the topic of the August 2019 workshop in the English unit. One team member presented his research on academic English for the course he was preparing for the Faculty of Arts and Social Sciences into which he had built strong elements of learner autonomy. This topic linked back to research done by another team member on the gamification of courses. Gamification is also based on an approach in which students have more autonomy and choice in their learning than in conventional courses. Students in our English courses generally have very good English skills and are therefore confronted with individually specific learning needs. Giving students the opportunity to define their own strengths and weaknesses has long been a teaching goal of the English team.

Another area that 2 team members have been working on is a proposal to start a Writing Center for ETH. The 2 team members undertook 7 interviews with various ETH study delegates and study coordinators. In total, 16 interviewees took part. The results are available in an extensive report that was presented at the August English team workshop and which was presented to ETH Educational Development and Technology (LET) on conclusion of the research. The report shows that the interviewees from 7 ETH departments were positively

disposed towards the establishment of a Writing Center. In 2020 we will ascertain whether and under which circumstances we might undertake a pilot Writing Center with select departments.

38 The remainder of the August workshop was used to test the English program's effectiveness. The number of enrollments and the reduced number of cancelled courses in fall semester 19 showed clearly that the changes made in fall semester 18 and spring semester 19 had been effective in meeting the demand for English courses.

The lecturers in the Romance languages unit exchanged ideas and reflected on their work in 2019 both internally and at the level of the whole of the Romania team, in their individual language teams and in overarching focus groups, as well as externally by participating in training sessions and conferences. At the same time, members of the unit discussed the way in which the content of its program content was promoted. They decided, as of fall semester 19, to evaluate and adapt the way in which the program and course titles are published on the various websites so that they appear clearer and more relevant to potential course participants. With this in mind, all course descriptions were unified in terms of language, level, and content focus. Further, from spring semester 20, all course descriptions will be published either in the target language (from level A-B1) or in German and English. Under the title Insights and Outlook, in fall semester 19, the team engaged in an exchange on best practice regarding teaching tools and didactic settings.

The heads of unit and lecturers of the Ancient languages unit dealt mainly with the conversion of the course structure to its new form and with the new learning materials, which were introduced in fall semester 19. For this reason, there were many meetings and bi-lateral discussions in 2019, and all those involved were engaged in checking and correcting learning materials and developing internal guidelines.

Lecturer Forum (Dozierendenforum)

In the reporting period, as in previous years, the Lecturer Forum was run twice as a platform for information and exchange:

On 22 March 2019, lecturers were provided with a review of the enrollment figures for spring semester 19. They were also informed about the related financial challenges and consequences for program planning for fall semester 19; the Self-Access Centers' services; the course evaluations that will be undertaken from fall semester 20 in cooperation with UZH SAE; and future events.

At the Lecturer Forum on 25 October 2019, the following items were presented: A review of the services offered in 2019; an outlook on the program development and events for 2020; the positive results from the UZH staff evaluation; further potential improvements in terms of collaboration; services offered by the Self-Access Centers; and upcoming events. Further, Christine Martinez, who had been the lecturer representative in the Board of Trustees for five years, was thanked. Simon Milligan was unanimously elected as her replacement.

Collaborations

Collaboration with the UZH Career Services

Two lectures on Job applications in English and two workshops on Writing cover letters in English were given as part of the event program of the UZH Career Services.

Staff exchanges with partner institutes at European universities

The promotion of benchmarking, organizational development, and training through staff exchange projects, which had been introduced in 2011, was continued and financed by the Swiss-European Mobility Programme, despite the more difficult conditions. However, in 2019, it was clear once more that the demand by Language Center staff to take up the offer of an exchange is not large. The Language Center will continue to find additional partner institutes for exchanges and to promote staff exchanges within language teams.

Outgoings 2019:

- Norwegian University of Science and Technology – NTNU: 1

Incomings 2019:

- Language Center of the Humboldt University of Berlin: 3
- Language Center of Freie Universität Berlin: 1

Association of Language Centres at Swiss Higher Education Institutions (SSH-CHES)

<https://ssh-ches.ch>

General meetings were held on 29 March 2019 at the Maison des langues of the University of Geneva and on 4 October 2019 at the University of Lucerne. At the general meeting of 4 October 2019, Stephan Meyer of the University of Basel's Language Center was elected co-

president. He now leads the association with Stefanie Neuner-Anfindsen of the University of Fribourg's Language Center.

The training conference that was held on 1 February 2019 for lecturers of partner institutes and which was entitled Flipped Learning in the Language Classroom was held at the UZH (keynote by MA Jeroen van Engen, discussion groups, and practical workshops). It was a huge success.

CercleS (European Confederation of Language Centres in Higher Education) www.cercles.org

CercleS is involved in the areas of language policy and training. As an umbrella association of 13 national and 17 affiliated associations, it runs international conferences and is involved in international projects in applied research on language acquisition and academic communication.

On 11 September 2019, at the University of Valencia, the board elected a new executive committee. The committee was confirmed on 13 September at the AGM. Sabina Schaffner was elected president of CercleS:

President: Sabina Schaffner (SSH-CHES)
 Vice-President: Carmen Argondizo (AICLU)
 General Secretary: Heid Rontu (FINELC)
 Deputy General Secretary: Anne Château (RANACLES)
 Treasurer: Marta Estella Clota (ACLES)
 Deputy Treasurer: Andrea Koblizková (CASALC CZ)

Staff

Permanent employment

Most of the courses and services offered by the Language Center are delivered by permanent lecturers. Additional casual teaching assignments are remunerated on an hourly basis.

The teaching component of the total workload of the heads of unit and of the director are accounted for under Management and admin staff below.

40

Permanent employment expressed as full-time equivalents	Management and admin staff	Total	Lecturers	
			Permanent	Non-permanent
Modern languages	7.49	22.45	20.26	2.19
Ancient languages	1.90	0.72	0.66	0.06

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

In addition to remuneration on the basis of services rendered, the modern languages units also employed a few people on a contract basis. Some individual services were once again remunerated on the basis of substitute employment (illness and maternity substitutions) or flat-rate payments. Some of the Latin and Ancient Greek courses were taught by lecturers who are employed by a Cantonal high school. Library work was undertaken by a librarian employed by a different UZH unit.

Lessons	Teaching contracts	Service contracts	Services provided by third parties
Modern languages	306	257	
Ancient languages			196
Percentage of librarian's work			20%

Student assistants and tutors

	Number of staff	Number of hours per person	Total number of hours
DaF Intensive course assistants	28	60	1680
Self-Access Center Zentrum	13	various	2407
Self-Access Center Höggerberg*	5	various	1406
Student assistants, Secretariat	1	various	9
Graecum tutors	1	26	26
Latinum tutors	3	various	76

* Salaries of assistants at the Self-Access Center Höggerberg were paid directly by ETH Zurich

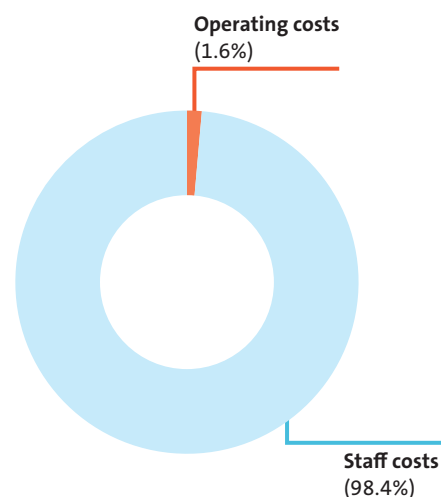
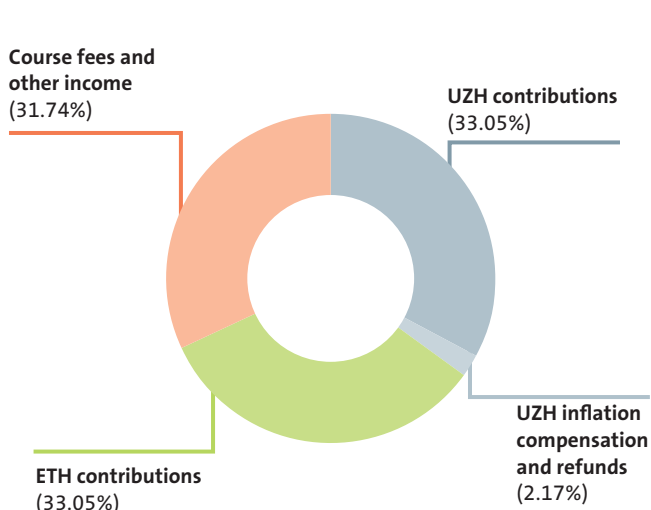
Budget and financial statement

UZH and ETH Zurich program

Source of funds 2019	Budget 2019	Financial statement 2019	Balance
UZH contribution	1,500,000	1,500,000	
UZH inflation compensation and refund for substitute teachers	98,300	98,300	
ETH contribution	1,500,000	1,500,000	
Course fees and other income (of which CHF 504,987 was student fees)	1,490,000	1,440,434	
Total (in CHF)	4,588,300	4,538,734	49,566

Costs 2019	Budget 2019	Financial statement 2019	Balance
Operating costs	122,700	69,589	
Staff costs	4,465,600	4,289,584	
Total (in CHF)	4,588,300	4,359,173	-227,127

Final balance 2019 (in CHF)	-179,561
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On the basis of the new financial model defined in the agreement on the Language Center between UZH and ETH Zurich and signed on 30 November 2017, since 2017 no final settlement needs to be undertaken with ETH Zurich. From 2018 on, both universities contribute a fixed amount for the Language Center's common core program. Additional funds can be made available on agreement for separate services offered solely to UZH members or solely to ETH Zurich members. Under the new model, losses and gains for the common courses are carried by UZH alone.

The reduction in expenses in the financial statement derive from the cautious use of operating costs.

Income from course fees dropped in spring semester 19. Consequently, there was a conservative re-budgeting of expenses for fall semester 19 which allowed us to compensate the losses incurred in spring semester 19. The reduction in staff costs resulted from refunds for substitute teachers for academic staff, which were higher than budgeted; from the daily benefits from the social security insurance (SVA); and from a conservative calculation of social security contributions.

The minor increase in costs for administrative-technical staff resulted from moneys that were mistakenly booked under an academic staff position at the Self-Access Center instead of under administrative-technical staff, and from a bonus for years of service.

UZH program

The UZH invested additional funds in 2019 for language courses for UZH students.

Source of funds	Budget 2019	Financial statement 2019
UZH contribution	195,600	195,900
Course fees	40,000	43,284
Income (in CHF)	235,900	239,184

Costs 2019	Budget 2019	Financial statement 2019
Staff costs	235,900	249,888
Total (in CHF)	235,900	249,888

Final balance 2019 (in CHF)	10,704
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The higher costs resulted from teaching salary payments in fall semester 18 which had not been accrued.

UZH Faculty of Arts and Social Sciences program

Source of funds	Budget 2019	Financial statement 2019
UZH contribution	583,800	597,225

The slightly higher costs resulted from an adaptation of salaries (bonus for years of service, individual salary increases).

Tailor-made program

Source of funds 2019	Budget 2019	Financial statement 2019
Contributions from ETH and UZH institutes and programs	258,300	242,841
Total (in CHF)	258,300	242,841

Costs 2019	Budget 2019	Financial statement 2019
Staff costs	258,600	273,739
Total (in CHF)	258,600	273,739

43

Final balance 2019 (in CHF)	30,598
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The higher costs resulted from overhead costs (administration), which were not fully covered by income.

ETH program

ETH invested additional funds for services offered by the Self-Access Center Höggerberg in the reporting period.

Source of funds	Budget 2019	Financial statement 2019
ETH contribution Staff		38,420
Operations and infrastructure *		36,393
Total	100,000	74,813

*Excluding real estate, rent, IT, and building maintenance costs. These are covered by the relevant ETH unit.

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Director, Language Center of UZH and ETH Zurich

Presentations and publications

Information about the Language Center team: [Link](#)



The Language Center staff team in the Wölfflin Room, the Language Center's staff room

Impressum

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