



University of  
Zurich <sup>UZH</sup>

**ETH** zürich

Language Center

## Annual report 2018





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# Preamble by the Director



**Dr. Sabina Schaffner**

Director of the Language Center of UZH and ETH

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Three innovations were key in the Language Center in the reporting period: First, in HS18, a course fee was introduced for Bachelor's and Master's students as a means of improving students' commitment to courses and in order to raise funds to meet the demand for courses in our most popular languages. Second, a new target group – UZH and ETH Zurich alumni – was given access to autonomous learning events in the spring semester and to language courses in the fall semester. Finally, a new program consisting of Latin and Ancient Greek core (elective) modules and modern language modules was designed for the UZH Faculty of Arts and Social Sciences. The new program replaces the existing program as of HS19.

The introduction of a CHF 80 course fee for UZH and ETH Zurich Bachelor's, Master's, and exchange students led to a small drop in enrollments. The fund raised allowed us to use the fees to expand the program as planned. At present, we are not able to ascertain whether or not this measure has led to lower drop-out rates in our courses; in 2019, we will undertake an analysis of dropout numbers in HS18, FS19, and HS19.

Seventy-two alumni took part in 18 Language Center courses in the fall semester. An evaluation was done with course participants and lecturers; it showed that alumni fit in well into our courses. Based on their responses, we see no need at present to introduce special courses for alumni. The evaluation will be repeated in FS19 to get a broader data set so we can draw stronger conclusions and decide whether we need to adapt the program for alumni.

Under the heading Bologna 2020 (B2020), the UZH Faculty of Arts and Social Sciences has redesigned its entire degree program, to be implemented in HS 2019. From HS19, some degree programs will require students with inadequate Latin skills to acquire such skills by taking core modules. Students who have acquired the necessary Latin skills in high school (Matura) will need to take a substitute module in a modern language. In addition, some degree programs will incorporate a modern language requirement into their degree. For the Language Center, this means first, a reduction of Latin courses, and second, the provision of a range of new core elective modules in modern languages.

An additional challenge was the drop in demand from PhD students and staff for the main semester course program offered to UZH and ETH Zurich. This led to a re-budgeting of the program for 2019. In 2018, the Language Center evaluated and improved its communication and the advertising of its program. We will evaluate how effective this has been in HS19. In addition, we will undertake a survey in the spring semester to determine the reasons for the drop in demand for courses in German as a foreign language among PhD students.

Thanks to its highly motivated and excellent staff, the Language Center was able to handle these new challenges well. It provided a diverse program that met the demand for language courses for approx. 8,500 course participants, and over 2,260 people benefitted from our learning consultations, tailor-made courses, and co-operative learning options; 7,500 people also visited our two Self-Access Centers, and we organized 1,300 tandem-learning partnerships.

Dr. Sabina Schaffner

Director of the Language Center of UZH and ETH

# Foreword by the President of the Board of Trustees



**Prof. Dr. Johannes Kabatek**  
Institute of Romance Studies, University of Zurich

Kurt Tucholsky once said «Wer auf andere Leute wirken will, der muss erst einmal in ihrer Sprache mit ihnen reden» (He who wishes to influence other people must first speak with them in their own language). This perspective seems to come from a bygone age in our age of globalization and in light of the apparently ever-closer fulfillment of the idea that English is the only global idiom within the global village. But no, especially in the digital age of global communication we can see particularly clearly how linguistic diversity and a good command of language are among the most important qualifications for practically all occupations. We also see how speaking and writing in various languages is not only an instrument for transmitting content but is also a marker of identity and an agent of trust. In Zurich, at the UZH and ETH, we are well aware of this, and the Language Center is the institute that imparts this key area of competence.

Once again we look back at a year in which the Language Center has offered a broad, interesting, and in part tailor-made program to students, staff, and now also alumni from both universities, in which its thousands of course participants have had an opportunity to improve their language skills or discover a new language. The Language Center team with its motivated staff and efficient administration, under the competent leadership of its director Dr Sabina Schaffner, provides an important service for which at this point I would like to express my sincere gratitude.

In 2018, as in previous years, the Language Center offered an interesting range of courses and other services (for example, the Self-Access Centers «Zentrum» and «Hönggerberg»). In 2018, alumni from both universities

were able to benefit from the Language Center's program for the first time, and we are delighted that this new opportunity was used by several alumni. The course fees for students, which were introduced for a variety of reasons (in actual fact, these represent a mere contribution to the costs – the real costs are considerably higher) for courses that are not a compulsory part of a study program, were generally accepted. Funds from fees will now allow the Language Center to expand its overall program and to reduce class sizes to allow for more intensive learning.

The present report documents comprehensively and impressively what the Language Center has achieved in the past year. I hope you enjoy reading it.

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

# Strategic plan and goals 2018

The following goals were reached and relevant measures implemented in 2018:

## Resources and support processes

- The new SUEZ course database was completed and implemented according to the specifications defined in the contract with the contractor BSI
- The SUEZ website has been incorporated into the UZH CMS, with secure interfaces to the new course database
- The invoicing procedure for students has been defined within SUEZ

## Services

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- Language courses in ancient and modern languages were run in FS18 and HS18 on the basis of funding defined by the Board of Trustees on 31.10.17
  - The new target group, UZH and ETH alumni, was given access to a selection of Language Center courses, and alumni were found to fit well into the classes
  - The Latin and modern languages core modules and core elective modules that will be offered in the new degree programs of the Faculty of Arts and Social Sciences have been defined
  - The Self-Access Center Höggerberg is well established as an additional language learning service at Höggerberg

The following goal was partially achieved:

## Resources and support processes

The Language Center has implemented the organizational parameters needed for the growth of its services (for new target groups) with regard to financial, staff, and infrastructural resources

# Course program

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## Introduction of course fees for students in HS18

In order to ensure more commitment from students, the Executive Boards of the UZH and ETH Zurich decided to introduce fees for Bachelor's, Master's, and exchange students as of 1 August 2018. The fee is CHF 80 for one semester course. Courses that are a fixed component of a study program, plus Latin and Ancient Greek courses, remain free of charge.

The fees constitute a contribution towards the actual costs of running a course. They cover one sixth of the salary costs of one language course consisting of two lessons a week for one semester. The funds generated for the Language Center through these fees will be used exclusively for the benefit of students, enabling us to adapt our course program to the increasing demand for courses, while retaining our quality standards. The UZH and ETH Zurich decided to use two thirds of the additional funds to expand the German as a foreign language course program, and one third to increase the number of courses offered in French, Italian, Spanish, and Swedish. 7

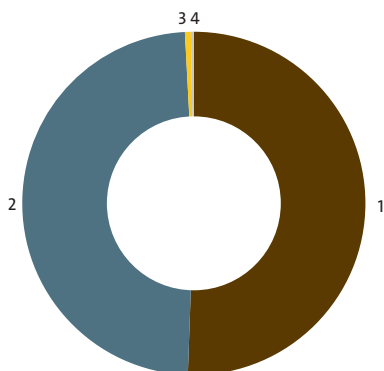
The introduction of student fees accounted for only a small drop in enrollment numbers. Individual feedback suggests that some think it is unfortunate that the fee of CHF 80 is a flat fee, regardless of the number of lessons provided in each course.

The extent to which students have become more committed to completing their courses (whether or not there has been a reduction in the drop-out rate) will be evaluated in FS19 and HS19.

# Modern languages: Statistics (comparison 2017/2018)

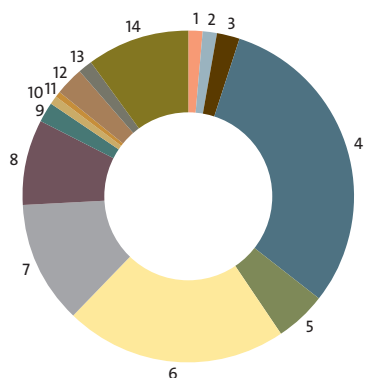
## Number of course participants by university 2017

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	2017	Participants	Percentage
	UZH students	3501	40.69%
	UZH MAS students	16	0.19%
	UZH PhD students	483	5.61%
	UZH academic staff	279	3.24%
	UZH administrative staff	83	0.96%
<b>1</b>	<b>Total UZH</b>	<b>4362</b>	<b>50.70%</b>
	ETH students	2784	32.36%
	ETH MAS students	35	0.41%
	ETH PhD students	885	10.29%
	ETH academic staff	411	4.78%
	ETH administrative staff	75	0.87%
<b>2</b>	<b>Total ETH</b>	<b>4190</b>	<b>48.70%</b>
<b>3</b>	<b>PHZH students</b>	<b>31</b>	<b>0.36%</b>
<b>4</b>	<b>ZHdK students</b>	<b>21</b>	<b>0.24%</b>
	<b>Grand total for 2017</b>	<b>8604</b>	<b>100%</b>

## Number of courses\* in the spring and fall semesters of 2017



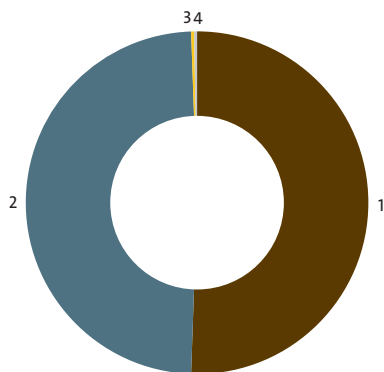
\* excluding learning workshops and consultations

	Language	FS17	HS17	Total 2017
1	Arabic	3	4	7
2	Brazilian-Portuguese	3	3	6
3	Chinese	5	5	10
4	German as a foreign language (DaF)	69	70	139
5	DaF intensiv	11	12	23
6	English	48	50	98
7	French	27	27	54
8	Italian	18	20	38
9	Japanese	4	5	9
10	Modern Greek	2	2	4
11	Polish	1	1	2
12	Russian	5	8	13
13	Swedish	3	3	6
14	Spanish	22	23	45
	<b>Total</b>	<b>221</b>	<b>233</b>	<b>454</b>

196 of 3501 UZH students attended the 16 courses that are open only to UZH staff and students.



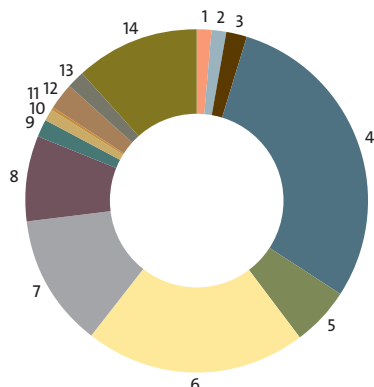
### Number of course participants by university 2018



	2018	Participants	Percentage
	UZH students	3559	41.92%
	UZH MAS students	13	0.15%
	UZH PhD students	370	4.36%
	UZH academic staff	233	2.74%
	UZH administrative staff	79	0.93%
	UZH alumni with membership	28	0.33%
	UZH alumni without membership	13	0.15%
<b>1</b>	<b>Total UZH</b>	<b>4295</b>	<b>50.59%</b>
	ETH students	2844	33.50%
	ETH MAS students	27	0.32%
	ETH PhD students	765	9.01%
	ETH academic staff	383	4.51%
	ETH administrative staff	95	1.12%
	ETH alumni with membership	32	0.38%
	UZH alumni without membership	3	0.04%
<b>2</b>	<b>Total ETH</b>	<b>4149</b>	<b>48.88%</b>
<b>3</b>	<b>PHZH students</b>	<b>27</b>	<b>0.32%</b>
<b>4</b>	<b>ZHdK students</b>	<b>18</b>	<b>0.21%</b>
	<b>Grand total for 2018</b>	<b>8489</b>	<b>100.00%</b>

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### Number of courses\* in the spring and fall semesters of 2018



\* excluding learning workshops and consultations

	Language	FS18	HS18	Total 2018
1	Arabic	3	4	7
2	Brazilian-Portuguese	3	3	6
3	Chinese	4	6	10
4	German as a foreign language (DaF)	67	69	136
5	DaF intensiv	11	15	26
6	English	47	50	97
7	French	28	30	58
8	Italian	19	18	37
9	Japanese	3	5	8
10	Modern Greek	2	3	5
11	Polish	0	1	1
12	Russian	5	7	12
13	Swedish	3	4	7
14	Spanish	26	28	54
	<b>Total</b>	<b>221</b>	<b>243</b>	<b>464</b>

321 of 3559 UZH students attended the 28 courses that are open only to UZH staff and students.

# Course program for UZH and ETH Zurich

## German as a foreign language

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In keeping with the Language Center's principles regarding its program development, the German as a foreign language (DaF) program promotes, above all, course participants' linguistic competence for the purpose of integration, study, research and teaching, and – particularly for PhD students – the skills needed for their professional careers.

In the spring semester, our program – at that point still unchanged – of intensive and semester courses met the demand of students for the A-level courses. In the fall semester, this was only possible thanks to the planned inclusion of three additional intensive-course classes and six additional semester courses at the A level.

In the spring semester, for the first time, two student courses at B2 and C1 levels could not be run due to a lack of demand.

In the course program for PhD students and staff, we were able to meet the demand at the beginner level by making a few adaptations to the program. Some courses at the post-beginner and advanced levels had to be cancelled, due to a slight drop in enrollments in German courses, particularly among PhD students and postdocs. However, during the summer break we successfully ran a new A2-B1-level 5-day intensive course for PhD students and staff.

The Swiss-German course for German speakers was run only in the spring semester.

This year we were once again able to support the Students Across Borders student organization with a didactic training course, materials, and consultations for the learning partnerships run by this organization.

## Other languages

As in previous years, courses in Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, and Swedish were very popular with UZH and ETH Zurich members. Following the Language Center's program development principles, the courses offered in these languages serve, above all, to promote individual multi-lingualism and mobility.

The demand for courses in most of these languages can just be met. In the non-European languages and Russian, this is only possible thanks to large class sizes. Several of these languages have waiting lists in their beginner courses. The introduction of an additional A1-level Swedish course – an important language for outgoing exchange students – has proven very successful.

As in previous years, the most popular courses were those at A1 level, although the number of students who decided to continue on to A2-level courses increased slightly, as it had in previous years. The Arabic media course and the Japanese reading course at B1 level were also very well received.

All languages were popular among UZH and ETH staff and students and were attended by students from a wide variety of degree programs. The credits that students gain from these courses – from A1 level up – can be accredited to the ETH D-GESS Science in Perspective program.

With regard to Arabic, Chinese, Japanese, Polish, and Russian, the Language Center has cooperation agreements with the Institute of Asian and Oriental Studies (AOI) and the Department of Slavonic Studies. These cooperative agreements allow advanced Language Center students to take consecutive courses, join study trips, and gain admission to language tests.

In FS18 and HS18, the Language Center's Arabic lecturers gave lectures entitled Grundwissen arabische Welt (Background Knowledge Arabic World) and Interkulturelle Kompetenzen arabische Welt (Cross-cultural Competences Arab World) commissioned by the D-GESS as part of its Science in Perspective study program.

## English

Following the Language Center's program development principles, our 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 (students, academic and administrative staff, PhD students, postdocs, and tailor-made courses for ATP).

Overall, there was a slight drop in the number of enrollments compared to 2017 (down by 5%, from 1,324 to 1,257). Twelve advertised courses, 8 in the fall semester, were cancelled due to low numbers (2017: 6 courses). In total, the academic writing courses were the least affected. Some courses that have been very popular in past semesters surprisingly failed to reach the minimum number of participants.

In some cases, we were able to create new courses at very short notice to replace some of the courses that were cancelled. Two writing workshop series, Advanced Writing Workshops, replaced two cancelled writing courses. These workshops were extremely well received and will therefore be permanently added to the program. Two 7-week Cambridge Proficiency test preparation courses were also run at short notice as substitutes for cancelled courses. The new English for work B2-C1 course, which did not run in the spring semester, was run with great success for the first time in the fall semester.

Four new courses were introduced successfully: Applying for Jobs in English B2-C2 (two 7-week courses), Writing and Speaking B2-C1, and GRE Test Preparation. Eleven TOEFL test preparation courses (with a total of 134 participants) were offered to PhD, Bachelor's, and Master's students, MAS students, and academic staff. Three IELTS test preparation courses (with a total of 40 participants) were also offered. The GRE test preparation course (a preparation course for the Graduate Record Examination) was run for the first time, with eight participants. The number of test preparation courses meets the current demand.

## Romance languages

### Brazilian-Portuguese

Following the Language Center's development principles, the Brazilian-Portuguese program promotes, in particular, its participants' linguistic skills for academic mobility and for work in a Brazilian-Portuguese-speaking (international) environment; it also enhances individual multi-lingualism. In addition, the Language Center's Brazilian-Portuguese course program complements the courses in Brazilian-Portuguese offered by the Institute of Romance Studies, which once again made a financial contribution towards the provision of our courses. All Brazilian-Portuguese courses are also included in the ETH D-GESS Science in Perspective program. In HS18, the lecturer who teaches ETH students was awarded the Golden Owl of the VSETH (Association of students at ETH).

Every semester, we offer one course each at A1, A2, and B1 levels. The highest demand continues to be at A1 level; at this level, we could offer twice as many course places.

### 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 and internationally.

The courses offered in the French program each semester range from the A1 to B2-C1.1 levels. From level B2 on, the courses alternate, so that we can offer students a wider range of courses.

As part of the planned expansion that has been made possible thanks to the introduction of course fees, the number of French courses in the ETH D-GESS Science in Perspective study program was increased from five to six. Since 2018, students studying Human Medicine at the ETH (D-HEST) have been able to benefit from the Français des médecins B1-C1 specialist course.

The demand for course places at the beginner A1 level, which has increased as a result of the growing number of international students and researchers at both universities, was met with the current program. At the A2-B1 level, and even more so at the B2 and C1 levels, our program can be adapted according to the learning needs of the target audience, because a large number of our courses is offered in a semi-autonomous or reduced format.

- 12 The didactic models associated with such courses are oriented towards the needs of our target audience and are now well established.

The pre-sessional courses at beginner and advanced levels complemented our course program well, and the program could be further expanded in future to meet the demand.

### Italian

Following the Language Center's development principles, the Italian program promotes, in particular, its participants' linguistic skills for academic mobility and for the Swiss and international job markets; it also enhances individual multi-lingualism.

Each semester we offer courses from A1 to B2-C1 level. From level B2 on, the courses alternate, so that we can offer students a wider range of courses.

In the past, each semester only one of our Italian courses was included in the ETH D-GESS Science in Perspective program, due to the program's admission requirements for courses.

As part of the planned expansion as a result of the introduction of course fees, another course was added in HS18. This new course is designed to bridge the transition between A2 and B1 levels and focuses on vocabulary. The B1-level courses were redesigned in HS18. The number of courses from B1 upwards is

adequate. We are pleased to note that the number of students who wish to complete the full Italian curriculum is increasing.

After the new course for medical students, *Italiano per medici A2-B1*, had established itself successfully, a new project for ETH D-HEST students was started in HS18 (see Tailor-made courses, p. 21).

The pre-sessional courses continue to complement our Italian program, and judging by the demand, an expansion would be desirable.

### Spanish

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

The courses offered in the Spanish program each semester range from the levels A1 to B2-C1. From level B2 on, the courses alternate, so that we can offer students a wider range of courses.

Only three (FS18) and two (HS18) Spanish courses were included in the ETH D-GESS Science in Perspective study program, due to the program's admission requirements for courses.

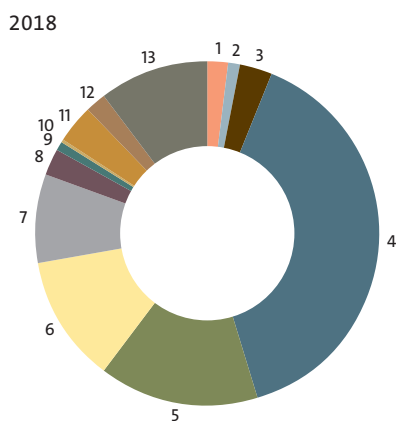
As part of the planned expansion, the program was expanded by 2 courses at the beginner A1-A2 level. The demand, however, has increased so much that the courses were booked out soon after enrollments opened. The number of courses from B1 level upwards met the demand. An appropriate differentiation and the addition of courses in the semester breaks would be desirable, however.

The demand for the fee-based DELE test preparation courses at B1-B2 and C1-C2 levels was comparable to

that of the previous year. In the reporting period, we continued to make the AVE platform available for supervised autonomous study.

The Language Center has signed an agreement with the Universidad de Barcelona and will, on demand, make an internship available in Zurich to a student of the Español como Lengua Extranjera Master’s program of the Universidad de Barcelona.

### Number of course participants by language and target group, UZH and ETH

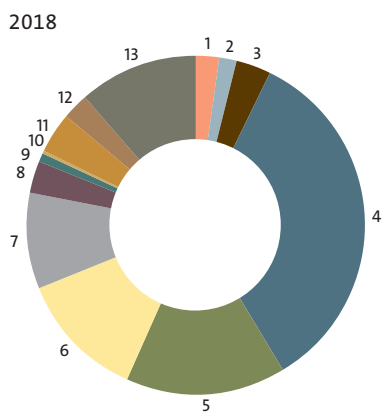


Total number of participants (all target groups)		2017	2018	2018 in %
1	Arabic*	208	160	1.98%
2	Brazilian-Portuguese	105	109	1.35%
3	Chinese *	216	227	2.81%
4	German as a foreign language (DaF)	3352	3189	39.40%
5	English	1326	1209	14.94%
6	French	1015	964	11.91%
7	Italian	726	671	8.29%
8	Japanese*	220	212	2.62%
9	Modern Greek*	57	66	0.82%
10	Polish*	21	17	0.21%
11	Russian*	300	285	3.52%
12	Swedish *	129	155	1.92%
13	Spanish	929	828	10.23%
<b>Total</b>		<b>8604</b>	<b>8092</b>	<b>100%</b>

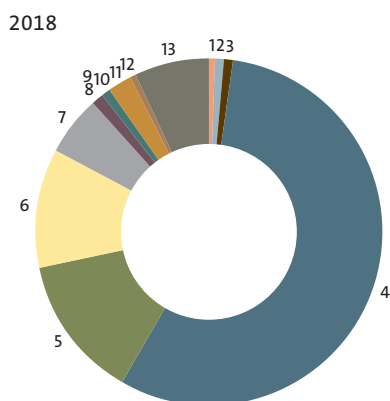
\* In 2018, the number of course participants in these seven languages represented 13.86% of the total number of participants.

The 2017 figure include UZH students attending UZH-only courses.

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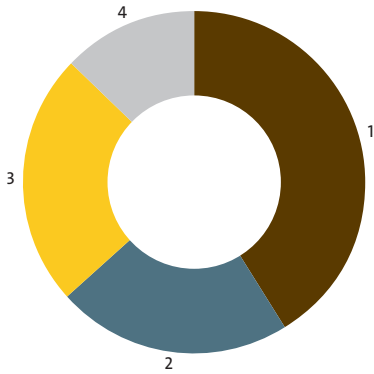
UZH, ETH, PHZH, and ZHdK students		2017	2018
1	Arabic	183	145
2	Brazilian-Portuguese	93	96
3	Chinese	206	211
4	German as a foreign language (DaF)	2047	2084
5	English	1054	948
6	French	772	747
7	Italian	579	562
8	Japanese	192	189
9	Modern Greek	44	49
10	Polish	18	14
11	Russian	258	243
12	Swedish	114	147
13	Spanish	777	692
	<b>Total</b>	<b>6337</b>	<b>6127</b>



DOMA*		2017	2018
1	Arabic	25	15
2	Brazilian-Portuguese	12	13
3	Chinese	10	16
4	German as a foreign language (DaF)	1305	1105
5	English	272	261
6	French	243	217
7	Italian	147	109
8	Japanese	28	23
9	Modern Greek	13	17
10	Polish	3	3
11	Russian	42	42
12	Swedish	15	8
13	Spanish	152	136
	<b>Total</b>	<b>2267</b>	<b>1965</b>

\*DOMA = Master of Advanced Studies (MAS) students, PhD students, academic staff, and administrative staff

## Modern languages UZH und ETH: Resources



Unit		2018 in %
1	German	41.28%
2	English	22.13%
3	Romance languages	23.89%
4	Other languages	12.70%
		100%

The percentage of total resources used for each language more or less correlates to the percentage of total participant numbers in the regular semester courses for each language, including tailor-made English courses. Deviations are due to salary-relevant differences in course formats, class sizes, and forms of employment.

# Courses for UZH

## German as a foreign language

Two German courses for advanced teachers were offered specifically to UZH students, namely:

- Lesen und Schreiben für Studierende der Geistes-, Sozial- und Rechtswissenschaften; B2 (Deutsch) (Reading and writing for humanities, social science, and law students; B2 (German))
- Fachbezogenes Deutsch; Wirtschaft und Recht; C1 (Specialist German: Economics and law; C1)

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These are specialist courses, both in terms of the learning needs of the students and in terms of the selection of texts and tasks dealt with in the course.

## English

In both semesters, the following academic and specialist 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

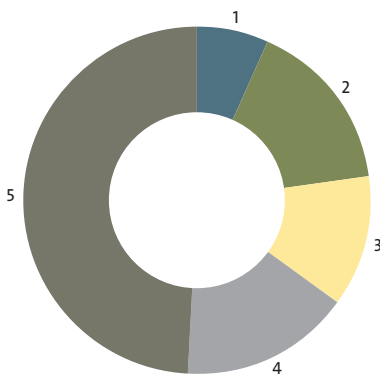
An expansion of this program is not planned for now, and the program meets the demand.

## Romance languages

The courses offered by the Romance languages unit exclusively to UZH students are selected on the basis of students' needs, i.e. we take into consideration the number and levels of courses already offered elsewhere.

Based on increased demand from the UZH, we offered two additional Italian and Spanish beginner courses in FS18. Specialist courses were offered to Faculty of Law students (Français juridique: introduction B1-C1, offered twice due to high demand) and to Faculty of Medicine students (Español para médicos A2-B1 and Français des médecins A2-B1).

In HS18, additional beginner Italian and Spanish courses were offered again. For Faculty of Law students, we introduced the follow-on course, Français juridique: approches des arrêts du Tribunal fédéral B2-C1.



Courses for UZH 2018		Number of courses	Number of course participants
1	German (DaF)	4	22
2	English	8	52
3	French	4	39
4	Italian	4	51
5	Spanish	4	157
	<b>Total</b>	<b>24</b>	<b>321</b>



## Course program for the Faculty of Arts and Social Sciences (ancient languages)

While the number of participants in Latin courses continually dropped in 2016 and 2017 as a result of the elimination of the compulsory requirement for Latin in various study programs, in 2018, the numbers remained stable, as expected.

This was not the case for the Ancient Greek courses: While numbers of participants dropped only slightly in previous years, they dropped by approximately 40% in the reporting period.

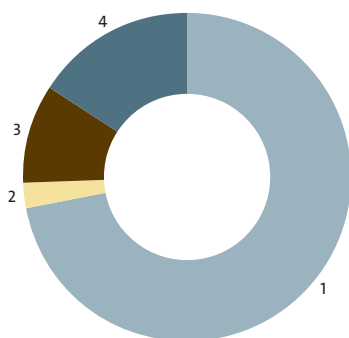
In FS18, the Heureka lecture series was run as part of the ETH D-GESS Science in Perspective study program. The lecture series was entitled: Heureka IV: Ancient Metropolises: The Significance of Urban Centers in the Graeco-Roman Cultural Space. This third run was once again well received by many students.

In HS18, the lecture series Alexander the Great, dedicated to a historical topic, was offered. The planned Medea nunc sum: Stations of a Murderess, which had been planned for FS18, unfortunately had to be cancelled due to very low enrollment numbers.

### Number of courses in the spring and fall semesters of 2018

The following courses were offered by the ancient languages unit: Six Latin courses in the spring semester, five Latin courses in the fall semester (a reduction of one, as one lecturer who left was not replaced as part of the cutbacks), one Ancient Greek (Graecum) course in the spring semester, and two Ancient Greek courses in the fall semester.

2018



Number of course participants: Ancient languages		2017	2018
1	Basic Latin courses	324	312
2	Latin reading courses	24	11*
3	Basic Ancient Greek courses	72	42
4	Heureka (in spring semesters)	58	68
<b>Total</b>		<b>478</b>	<b>433</b>

\*Did not take place in FS18



# UZH and ETH alumni at the Language Center

According to the new Language Center statutes of 30 November 2017, UZH and ETH alumni have been defined as a new target group of the Language Center. They will be informed about the Language Center's course program in collaboration with the UZH and ETH alumni offices.

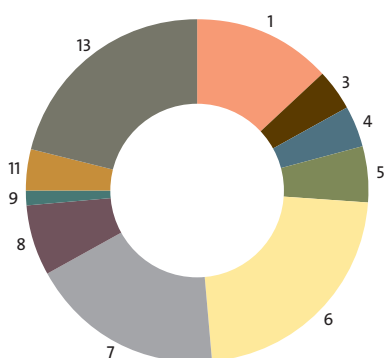
Initially, in FS18, alumni were admitted to our autonomous learning services. The three information events at the Self-Access Center «Zentrum» in FS18 and HS18 were very well attended. Since HS18, alumni can also take our language courses; 41 UZH alumni and 35 ETH alumni took part in courses in 10 languages in HS18.

In order to gather information about the integration of alumni into our existing course program, which could be important to the further planning and design of future courses, we undertook a language course evaluation among the alumni and their lecturers. The report

will be presented to the UZH and ETH alumni offices and to the Language Center's Board of Trustees. The results of the survey show that in HS18, the alumni fit into our courses well and actively participated in the lessons. As a result of the survey responses – and given the small number of alumni represented in some languages – at present we are not planning to introduce any courses designed specifically for alumni. The survey will be repeated in FS19 so that we can gather a larger data set from which to draw stronger conclusions about possible adaptations to the program.

Communication about our language courses will continue to be done via the same channels – the Language Center website, UZH News, newsletters and flyers, and mailings – by UZH Alumni. Further communication channels will be assessed in cooperation with UZH and ETH alumni offices.

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Alumni 2018		UZH	ETH	Total
1	Arabic	9	1	10
2	Chinese	1	2	3
3	German	0	3	3
4	English	3	1	4
6	French	9	8	17
7	Italian	10	4	14
8	Japanese	1	4	5
9	Modern Greek	1	0	1
11	Russian	2	1	3
13	Spanish	5	11	16
	<b>Total</b>	<b>41</b>	<b>35</b>	<b>76</b>

## «Everything suited me perfectly»

We met two alumni for a chat; they had taken an English course and a beginner Arabic course. Both judged their language learning experience as very positive.

20 They had each arrived at the decision to take a Language Center course in very different ways. Liselotte, a retired doctor who works part time, received information from UZH Alumni and via the information event at the Self-Access Center in FS18. Ina, an archaeologist and teacher of Latin and German as a foreign language, considered the Language Center to be the obvious place to start looking for a course in Arabic.

Liselotte said that the course was a good choice to work towards her learning goals. She reads in English, watches films, and attends English language specialist lectures. Ina hoped to deepen the fascination she had gained during her travels for Arabic-speaking countries. The course allowed her to learn a previously unknown spoken and written language, which she had not had the time to do during her studies.

Both said their expectations of the courses they had taken were definitely met. They valued the stimulating atmosphere, the challenging and competently constructed course design, and the academic learning environment. Both alumni mentioned the intensity of the learning process and associated challenging self-study both as a characteristic and as a success factor of their course.

Both alumni found that mixing with other target groups promoted their learning. Liselotte said her course was very heterogeneous in terms of the native languages of other course participants, and she fit in well into the class as an alumna. According to Ina, the many alumni in the Arabic course she took were well able to enter into discussions with participants from other target groups, thanks to the interactive nature of lessons. Liselotte also said that although she found the use of technical tools more demanding than she had anticipated, she was also able to invest more time in her learning than other class-

mates who were under work and study constraints. «And I think, therefore, that I was well accepted by the younger troop,» she added.

Both alumni are very interested in languages. Liselotte speaks German and French at home and learnt Italian and Spanish as a doctor. This was very important for her job, she said. Ina grew up bilingual, speaking Romanian and German, and she taught herself Italian, Spanish, and Portuguese. For her studies at UZH she also had to take Ancient Greek through the Language Center. As a teacher herself, she found the role reversal involved in being a learner helpful. Liselotte valued, in particular, the fact that the texts dealt with in the course were up to date, and Ina valued the inclusion of cultural aspects associated with the language she was learning. «I very much like the fact that the course is not only a language course but that it also gives an insight into the culture and mind-set of the various countries.»

Liselotte is planning to take the follow-on course in FS19. And in the fall semester she might take a Japanese course, as originally planned. Ina would very much like to continue learning Arabic. She says it's not enough to learn such a language for three months. And she adds: «It is really worthwhile, and it's fun, and it's a weird feeling to go back to school after seven years.»

And so we shouldn't be surprised to hear that both women would recommend our Language Center courses to other alumni. The Language Center would be delighted to welcome them.

# Further services and courses

## Tailor-made courses

Tailor made 2018		Number of courses	Number of participants
1	German	1	22
2	English	36	375
3	Italian	2	25

### German as a foreign language

Once again, in 2018 we ran a German beginner course for students of the European and Chinese Business Management MAS in the fall semester; 22 students took part.

### Romance languages

By request from ETH D-HEST, the Romance languages unit ran an Italiano per medici A1 course (2 parallel semester courses of 26 lessons each) during the reporting period. The target audience was students studying Human Medicine, a study program run by ETH since HS17 in collaboration with one of its partner university, the Università della Svizzera italiana.

### English

The Language Center once again ran two courses in Medical English at the B2 and C1-C2 levels as part of the Faculty of Medicine's compulsory 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 and PhD 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.

#### Tailor-made courses for UZH and ETH Master and PhD students and postdocs:

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 individ. 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
Children's Hospital	Writing for Publication at the University Children's Hospital Zurich	1	20	Researchers

ETH Einheit	Titel	Number of courses	Total number of lessons	Target group(s)
D-ARCH	Writing for Architects	1	4	PhDs
D-INFK	Writing for Publication in Computer Science (WPCS)	2	40	PhDs
D-MATL Complex materials	Academic Writing for D-MATL PhD students	1	20	PhDs
	Writing for Publication in Materials Science	1	20	PhDs
D-MTEC	Academic Writing Course for D-MTEC MSc Students	4	56 plus initial lectures	MSc
Fix the leaky pipeline	Academic Writing	1	2	PhDs
PSI Div. of Biology + Chemistry	Get it Submitted Writing Workshop	1	21	PhDs

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 der Universität Zürich (Association of infrastructure staff)	Email Writing for University Staff B1.2-C1	1	6
UZH Hochschuldidaktik (Center for University Teaching and Learning)	English for University Didactics	1	20
UZH Center for Continuing Education	Teaching in English	1	16

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ETH unit	Title of course	Number of courses	Total number of lessons
ETH IB Bauten und Betrieb (Facility Management)	English for Technical Staff A1-A2	3	36 à 60 mins
	Technical English B1	3	68 à 90 mins
ETH Safety, Security, Health, Environment (SSHE)	Workplace Communication A0	1	30
	Workplace Communication A1	2	60
	Workplace Communication A2	1	30
	Workplace Communication B1	2	60
	Workplace Communication B2	2	60
	Workplace Communication C1	1	28

## Coaching

### German as a foreign language

The German as a foreign language unit offers individual writing coaching for students, who in several sessions work on their texts and on improving their writing skills. This service was used by six students in the spring semester and by seven in the fall semester. The writing coaching service for staff and PhD students was not used in 2018; however, it remains an important option in the German as a foreign language program.

### English

The following individual and group coaching formats are available: TOEFL/IELTS Intensive Training for Academic Mobility; Email Writing for University Staff; Academic Writing Coaching for all target groups; and

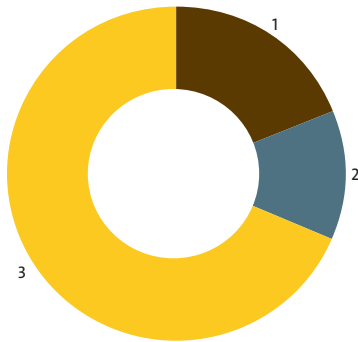
speaking/pronunciation coaching. The coaching sessions continue to be popular among students and staff who are looking for an alternative to a course and who require individual support in specific areas of language use.

### Romance languages

An individual coaching session for workplace French was made available.

Coachings 2018		Number
1	German	13
2	English	22
3	French	1

# Language consultations



Unit		Number of consultations
1	German as a foreign language	18
2	English	12
3	Romance languages	65
	<b>Total</b>	<b>95</b>

## German as a foreign language

In connection with German language learning, 18 consultations were offered in 2018 (9 in 2017) to PhD students and Bachelor's and Master's students. These consultations with the head of unit typically take around 30-45 minutes and offer individual ways in which people can work on specific areas of their language learning separately from a language course and beyond our course program.

## English

In connection with English language learning, 12 consultations were offered in 2018 (10 in 2017) to UZH/ETH staff, PhD 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.

## Romance languages

Around 65 language learners contacted the Romance languages unit for learning consultations in order to assess their current language skills, to identify their learning needs and goals, to check their learning aims and plans, and to inform themselves about our program.

The initial contact for a learning consultation for all languages is with the head of unit. Depending on the nature of the consultation needed, language learners are sometimes referred on to a lecturer.

## Certification of language levels

The German and Romance languages units issue certificates confirming exchange students' language levels – often at very short notice. For a fee, a consultation is held with a lecturer on the basis of a self-assessment using the online Dialang test or the checklist from the Common European Framework Reference of Languages (CEFR).

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The demand for Romance language certifications is constant at 2 each semester. The demand for German as a foreign language remains low, with one issued in the fall semester. In addition, in 2018, two academic staff members requested confirmation of their German language skills in order to gain residence permits.

For certification of English language skills, a fee-based internal test is available. In the reporting period, three such tests were taken (compared to 10 in the previous year).

As a free alternative, course participants who successfully complete a course can ask their lecturer to issue a confirmation of their language skills.

## Tests

### German admission tests

The internal German admission test for UZH was discontinued in fall semester 2017. In spring semester 2018, the only test that was held was a repeat test for candidates who had failed the test in the previous year.

### Latin tests

The number of Latin tests dropped slightly in 2018 compared to 2017 (from 128 to 122). Registrations for the Ancient Greek (Graecum) test were also down (from 14 to 10).

### TEF tests (Test d'Evaluation de Français) / English Assessment Test

The demand for TEF tests increased slightly compared the previous year from 9 to 13, and the number of English Assessment Tests dropped from 10 to 3.

Tests	FS18	HS18	Total 2018
Number of German admission tests			
Tests taken	7		7
Passed	6		6
Number of Latin tests			
Tests taken	83	39	122
Passed	62	25	87
Number of Ancient Greek tests			
Tests taken	9	1	10
Passed	8	1	9
Number of TEF tests			
Tests taken	5	8	13
English Assessment Test			
Tests taken			3



## Self-Access Center

### Self-Access Center «Zentrum»

In 2018, the numbers of visitors once again increased compared to the previous year. Numbers have now more or less reached the level they were at before they dropped in 2016 as a result of the restructuring.

Compared to the previous year, we were able to slightly increase the number of tutored events. Most of these events were made available in the following languages (in descending order): German, English, Spanish, Italian, and French. There was at least one event each for Japanese, Chinese, Arabic, Portuguese, Russian, Swedish, and Polish.

In connection with the trial semester offered to refugees, we once again assisted refugees in their individual language learning in 2018. To this end, we designed a writing workshop in German and an information event on the Goethe exams. These events were open to all learners of German.

When UZH and ETH alumni were admitted to Language Center services, the Self-Access Center developed a specific service for this new target group, namely an introduction into autonomous learning, which complements the existing information events on tandem learning and language certificates. The introduction into autonomous learning was offered three times in collaboration with the UZH and ETH Alumni offices. The events were very well attended.

### Self-Access Center «Hönggerberg»

The Self-Access Center «Hönggerberg», which was opened in FS17, has continued to establish itself at the new location. The number of visitors has slightly increased, and the events on offer have been well attended. As in the previous year, the most interest was generated by German as a foreign language services. English was also in high demand, in particular among Asian students and staff on the one hand, and among domestic students wanting to prepare for various language tests, on the other.

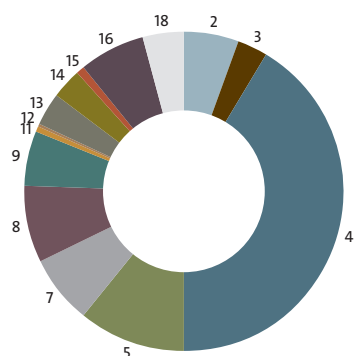
Two new self-study events were developed and tested: the Studying Abroad event is designed to prepare people for an exchange semester. *AUSSERordentlich! Sprachen lernen im Landesmuseum* (Exceptional! Language learning at the Swiss National Museum) supports autonomous learning in a new language in non-standard locations. Both formats were well received during the year and will therefore be repeated in the coming year.

The media stock at the SAC «Hönggerberg» was also expanded. In particular, novels and readers in the five languages were acquired and loaned out. Learning materials on language test preparation were also acquired and can be borrowed by our visitors.

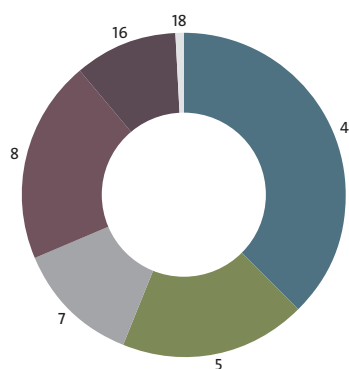
In the reporting period, the decision was made to move the Self-Access Center into the ETH Architecture and Civil Engineering Library. From February 2019 on, we hope to utilize the synergies between both organizations at the new location. For the Self-Access Center, this will mean a considerable extension of its opening hours (currently from 12:00 to 20:00; in future from 8:00 to 21:00); access to the infrastructure; and the immediate support of the librarians. In addition, we will benefit from the large space and attractive, central location at Stefano-Francini-Platz.

Number of visits to the SAC since 2008 / since 2017

		SAC Zentrum	SAC Hönggerberg
1	2008	1060	
2	2009	1892	
3	2010	3542	
4	2011	4174	
5	2012	4101	
6	2013	5062	
7	2014	5379	
8	2015	5542	
9	2016	4742	
10	2017	4689	2265
11	2018	5316	2908



SAC Zentrum



SAC Hönggerberg

Number of visits to the SAC by language

		SAC Zentrum	SAC Hönggerberg
1	Ancient Greek	5	
2	Arabic	300	
3	Chinese	158	
4	German	2202	1096
5	English	565	541
6	Finnish	3	
7	French	379	366
8	Italian	410	582
9	Japanese	295	
10	Latin	7	
11	Modern Greek	20	
12	Polish	22	
13	Portuguese	178	
14	Russian	155	
15	Swedish	52	
16	Spanish	342	304
17	Hungarian	1	
18	No details	218	19
	<b>Total 2018</b>	<b>5316</b>	<b>2908</b>

The figures exclude visits accompanied by a lecturer outside of opening hours.

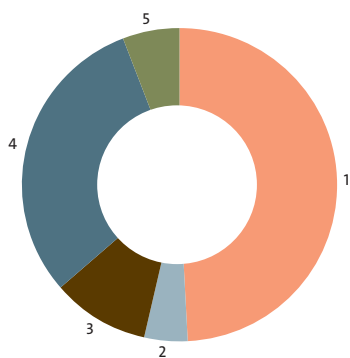
Visitor numbers below 10 are not included in the graph.

Information on users

		SAC Zentrum	SAC Höggerberg
1	As a complement to a language course	2385	893
2	Independent, i.e. not doing a language course simultaneously	2249	1643
3	Tutored events	549	372
4	No details	133	

University affiliation of users

		SAC Zentrum	SAC Höggerberg
1	UZH	2984	527
2	ETH	1556	2101
3	Other / no details	776	280

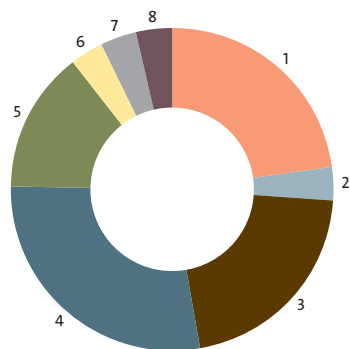


Number of events

Tutored events and services at SAC Zentrum

	Events	Number of events	Number of participants
1	Language meet-ups	34	327
2	Writing workshops	3	42
3	Book clubs	7	56
4	Games evenings	21	98
5	Learning workshops	4	26
	<b>Total</b>	<b>69</b>	<b>549</b>

The figures refer to the participants registered in November. As participants can continually join the language meet-ups, the actual figures are slightly higher.

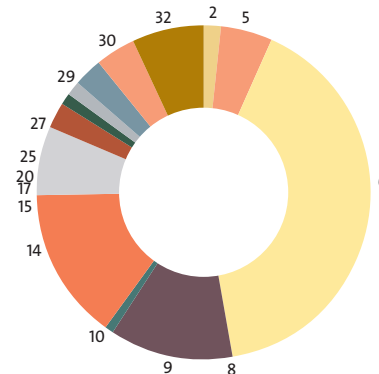
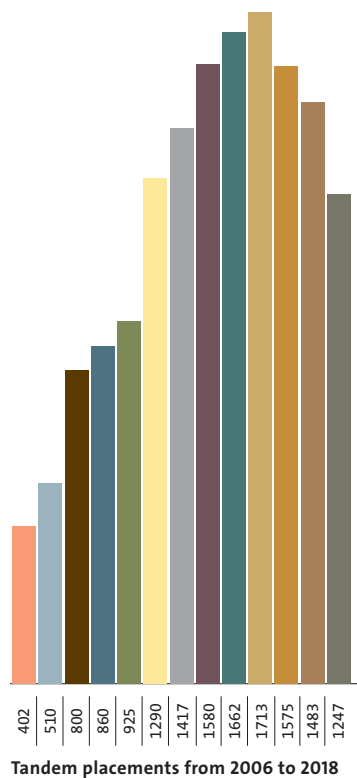


Number of events

Tutored events and services at SAC Höggerberg

		Number of events	Number of participants
1	Language meet-ups	13	171
2	Learning workshops	2	12
3	Book clubs	12	101
4	Games evenings	16	34
5	Studying Abroad	8	25
6	AUSSERordentlich!	2	15
7	Approfondimento comp. italiano	2	3
8	TOEFL/DELE information evening	2	11
	<b>Total</b>	<b>57</b>	<b>372</b>

# Tandem placements



Placement figures below 10 are not included in the graph.

## Tandem placements in 2018

	Language being learnt	Number of placements
1	Albanian	1
2	Arabic	23
3	Brazilian-Portuguese	9
4	Bulgarian	1
5	Chinese	56
6	German	483
7	Danish	1
8	English	141
9	Farsi	10
10	French	172
11	Hebrew	6
12	Hindi	5
13	Indonesian	1
14	Italian	81
15	Japanese	28
16	Kazakh	1
17	Korean	15
18	Croatian	2
19	Modern Greek	8
20	Dutch	14
21	Norwegian	1
22	Polish	5
23	Portuguese	4
24	Romanian	3
25	Russian	33
26	Swedish	3
27	Swiss German	47
28	Serbian	2
29	Spanish	81
30	Thai	1
31	Turkish	9
	<b>Total 2018</b>	<b>1247</b>

## 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
10	2015	1713
11	2016	1575
12	2017	1483
13	2018	1247

# Events and collaborations

## Events

### Language Center Conference of 8 June 2018

At this year's Language Center Conference, entitled Intercultural Competences in Language Teaching, the exchange started with two presentations: Helen Zumbühl, Université de Lorraine, Nancy, gave a keynote speech entitled «Intercultural Competence in Language Teaching and Learning,» and Daniel Henseler, Language Center of UZH and ETH Zurich, spoke on Cultures of the Target Language in Language Teaching. After participants had reflected on their cultural biography, they discussed in exchange and puzzle groups the relevance of the input to their own teaching.

### Development and training in the individual units

The expansion planned for HS18 in the area of German as a foreign language is a welcome challenge for the German unit. In particular, the lecturers teaching beginners continually work as a group to coordinate and specialize their courses. The annual exchange in the professional LEDAFIDS association (association of teachers of German as a foreign and second language at Swiss universities) is an important opportunity for all lecturers to develop professionally and collaborate nationally. The Swiss conference for DaF/DaZ German teachers (Gesamtschweizerische Tagung für Deutschlehrerinnen und Deutschlehrer DaF/DaZ) in Bern was an ideal opportunity for German lecturers to actively contribute and participate by presenting and reflecting on their work.

The lecturers of the unit for other languages engaged individually in further training by attending conferences on topics relating to language teaching in their specific language and further training options offered by the Association of Language Centres at Swiss Higher Education Institutions (SSH-CHES). The professional exchange also dealt with the didactic challenges in dealing with students who have acquired language

skills elsewhere and in integrating alumni in mixed courses.

In August 2018, the English unit held its annual training workshop, which this year was used to review the current course program. Various new developments were introduced by team members and discussed in the team. In particular, with a view towards the cancellation of courses in past semesters, and with the pending introduction of course fees for Bachelor's and Master's students in HS18, the team set up some concepts for new courses that might be offered at short notice as replacements for cancelled courses. Team members identified their strengths and interests; thanks to this meeting, we were able to react quickly and constructively with alternative courses when courses were, in fact, cancelled. The team generally agrees that the future of the English program lies with courses that are shorter than 14 weeks and/or with block courses, in particular, with regard to academic writing. The successes so far with the tailor-made AWSP (Academic Writing for Specific Purposes) courses support this view.

Another option that was discussed extensively in the team and which needs to be further assessed is the establishment of a Writing Center.

For the lecturers in the Romance languages unit, discussion and reflection in 2018 occurred both in the Romance languages unit as a whole, in individual language teams, in non-language specific focus groups, and externally, through attendance at training courses and conferences. Collaboration within the team among members from all Romance languages has proven valuable and has also resulted in presentations at international conferences (Italiano per medici A2-B1 and Español para médicos A2-B1). In the Romance languages team, team members discussed the inclusion of the new target group, UZH and ETH alumni; we also discussed issues surrounding the introduction of a single course fee for students, regardless of the course format.

New suggestions within the team also arose from the interaction with an intern.

In particular, we are very proud of the awarding of the Golden Owl of the VSETH (Association of students at ETH) to our Brazilian-Portuguese lecturer.

Individual lecturers also attended other conferences and training courses, in consultation with the head of unit.

### Lecturer Forum

**30** In the reporting period, as in previous years, the Lecturer Forum was run twice as a platform for information and discussion.

On 23 March 2018, a presentation was given to inform lecturers about the current challenges associated with the planned introduction of a new course administration system. Services and events offered by the Self-Access Center and the pending student course evaluation were also presented, and information was given on coming events, in particular on the Language Center Conference of 8 June 2018.

At the Lecturer Forum on 26 October 2018, the achievement of goals and services offered in 2018 was reviewed, and in a preview, new goals and the financial situation for 2019 were presented. Lecturers were informed about the results from the student course evaluation and about the Self-Access Center's services and upcoming events.

Before the informative section of the forum, there was a discussion about people's experience with the new course administration system and with the new alumni target group, members of which had been admitted to Language Center courses. Much interest was shown for the presentation by Prof Johannes Kabatek, President of the Language Center's Board of Trustees, whose presentation was about multi-lingualism and the associated tasks of the Language Center.

## Collaborations

### Collaboration with the UZH Continuing Education in University Teaching and Learning unit

On 28 and 29 August, a two-day further education course entitled Grundlagen Sprachdidaktik (Basics in language didactics) was offered for the first time by Language Center lecturers and an external lecturer (Christoph Merkelbach) as part of the Continuing Education in University Teaching and Learning unit's Lehre im Fach (transl. learning in specific fields).

<https://www.weiterbildung.uzh.ch/de/hochschuldidaktik/lif/sprach.html>

Nine UZH lecturers and language lecturers and one external lecturer took part. The event was considered useful, and participants expressed the wish for a follow-up event.

### Collaboration with the Dean's Office of the Faculty of Arts and Social Sciences

As part of the Long Writing Night organized by the head of the library of the Faculty of Arts and Social Sciences on 30 May 2018, Language Center lecturers ran a Writing marathon (four units).

### Staff exchange with partner organizations at European universities

The promotion of benchmarking, organizational development, and training through staff exchanges – initiated in 2011 – continued in 2018, despite difficult circumstances. Staff exchanges were run as part of the Swiss-European Mobility Program; these continue to be funded by Switzerland. However, in 2018, as in the previous year, there was little demand for outgoing

exchanges. The Language Center is looking for new partner organizations for exchanges and is encouraging staff exchanges in teams.

Outgoings 2018:

- Jagiellonian Language Centre Cracow:  
Language Teaching Staff Week: 2

Incomings 2018:

- Jagiellonian Language Centre Cracow: 1

The results of a survey undertaken by a working group on writing at tertiary institutes was presented to the stakeholders in April 2018, and the association's website made these available to a wider audience via its website. Managers of SSH met twice in Fribourg in 2018 to discuss issues relating to leadership and quality management.

### **Association of Language Centres at Swiss Higher Education Institutions (SSH-CHES)** **<https://ssh-ches.ch>**

General meetings were held on 16 March 2018 at the Université de Neuchâtel and on 5 October 2018 at UZH. Sabina Schaffner stood down as co-president on 16 March, after 10 years of service. At the general meeting on 5 October, Petra Gekeler left as co-president after four years of service. Elisabeth Paliot (current) and Stefanie Neuner-Anfindsen (new) were voted in as co-presidents. The main office is no longer located at our Language Center. Since October 2018, it is located at the Language Center of the University of Fribourg.

The training conference for lecturers of member organizations, which took place on 26 January 2018 and was entitled Blended Learning, was a huge success (keynote by Linda Pospíšilová, University of Pardubice, Czech Republic).

On Friday, 1 February 2019, a follow-up conference entitled Flipped Learning in the Language Classroom took place at UZH (keynote by Jeroen van Engen).

On 16 November 2018, the Language Center of the University of Basle opened up its further education event entitled «Schreiben» (writing) to lecturers from member organizations, thus offering another avenue for the successful exchange of ideas. Our Language Center was represented by a large number of lecturers from various language units.

# Resources

## 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 in the Management and administrative staff graph.

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Permanent employment expressed as full-time equivalents	Management and admin staff	Lecturers		
		Total	Permanent	Non-permanent
Modern languages	7.29	14.88	13.34	15.37
Ancient languages	2.73	0.77	0.69	0.07

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

In addition to remuneration on the basis of services rendered, the modern languages units added teaching contracts to its forms of employment as of HS17. In 2018, some individual services continued to be remunerated on the basis of flat-rate payments, with Language Center service contracts as their basis.

Some of the Latin and Ancient Greek (Graecum) courses were taught by lecturers who are employed by a Cantonal high school.

Lessons	Teaching contracts	Service contracts	Services provided by third parties
Modern languages	400	364	
Ancient languages			462

### 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	30	60	1800
Self-Access Center Zentrum	13	variable	2668
Self-Access Center Höggerberg*	6	variable	1470
Student assistants, Secretariat	2	variable	11
Ancient Greek tutors	2	14	28
Latin tutors	3	variable	55

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



# Budget and financial statement

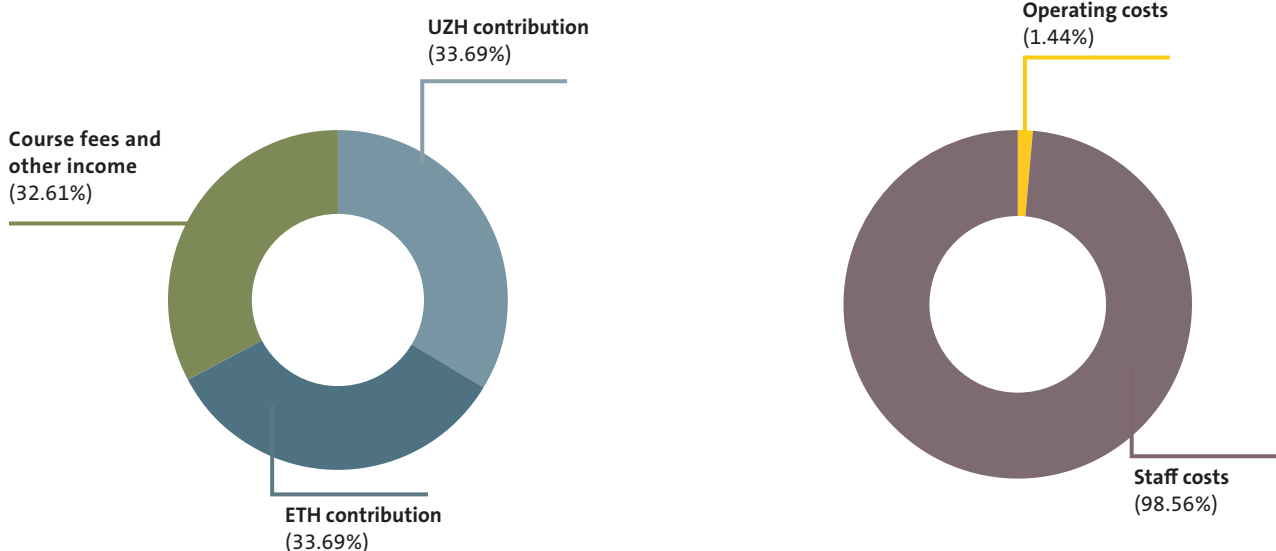
## Modern languages – Cost center for UZH and ETH Zurich

Source of funds 2018	Budget 2018	Financial statement 2018
UZH contribution	1'500'000	1'500'000
ETH contribution	1'500'000	1'500'000
Course fees and other income (of which CHF 276'359 are from student course fees)	1'797'600	1'451'863
<b>Total</b>	<b>4'797'600</b>	<b>4'451'863</b>

Costs 2018	Budget 2018	Financial statement 2018
Operating costs	115'800	67'609
Staff costs	4'681'800	4'619'055
<b>Total</b>	<b>4'797'600</b>	<b>4'686'664</b>

<b>Final balance 2018</b>	<b>-234'801</b>
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### Total turnover 2018



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 common core program offered by the Language Center. 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 will be carried by UZH alone.

Additional expenses in the financial statement derive from a reduction in demand from PhD students and staff and the concomitant lower income generated by fees from these target groups. Despite lower costs, the 2018 financial statement is therefore not balanced.

### Modern languages – Cost center for UZH

In the reporting period, the UZH invested additional funds for language courses for UZH students.

Source of funds	Budget 2018	Financial statement 2018
UZH contribution	193'600	186'185

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### Ancient languages – UZH PhF courses

Source of funds	Budget 2018	Financial statement 2018
UZH contribution	577'300	571'359

### Modern languages – Cost center for ETH Zurich

In the reporting period, ETH Zurich invested additional funds for services provided by the Self-Access Center Höggerberg.

Source of funds		Budget 2017	Financial statement 2017	Budget 2018	Financial statement 2018
ETH contribution	Staff		47'008		43'639
	Operating costs and infrastructure*		78'607		39'011
	Total	100'000	125'615	100'000	82'650

\*Real estate, rent, IT, and janitor services are not included in this statement and are charged to the relevant ETH unit.

Expenses in 2018 were somewhat lower than the budget, thanks to the good synergies with ETH Architecture and Civil Engineering Library.

# Appendix

## Board of Trustees of the Language Center

### **President**

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

### **Zurich University representatives**

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

Prof. Dr. Gabriele Siegert, Vice President Education and Student Affairs (representative of the UZH Executive Board)

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 Zurich

Prof. Dr. Paolo Ermanni, Laboratory of Composite Materials and Adaptive Structures, ETH Zurich (representative of the ETH Executive Board)

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

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

From 1 May 2018: Dr. Wendy Altherr, Rector's Staff, ETH Zurich (previously: Dr. Barbara Czarniecki, Rector's Staff, ETH Zurich)

Dr. Ulvi Doguoglu, Managing Director, Office of the Vice President Education and Student Affairs, UZH

lic. phil. Christine Martinez, lecturer representative, Language Center of UZH and ETH Zurich

Dr. Sabina Schaffner, Director, Language Center of UZH and ETH Zurich

## Presentations

### Dr. Ueli Bachmann

«rezitieren – intonieren – interpretieren», Workshop of the 7th Swiss conference for DaF/DaZ German teachers in Bern entitled «Produktion und Partizipation in Deutsch als Fremd- und Zweitsprache: Sprechen – Schreiben – Mitreden», 15–16 June 2018

### 36 PD Dr. Beate Beer

«Philosophie und Weisheit in den Noctes Atticae (13,8 und 10,22)», Workshop «Didaktische Strategien in nicht-szenischen Kommentaren des Aulus Gellius», Göttingen (D), 16–17 November 2018

### lic. phil. Claudio Consani

Further education: «Leseförderung im Fachunterricht auf Gymnasialstufe», Kantonsschule Zürich Nord (grammar school Zurich North), 6 July 2018

### Dr. Anna Dal Negro

«Sprachen lernen im Museum - klassisch und modern» 30. AKS-Arbeitstagung Klassisch - modern - digital: Fremdsprachenlehre an Hochschulen zwischen Tradition und Moderne, Weimar, 3. März 2018

### Dr. Anna Ekert

«Millennials write dissertations: The language instructor in a new role of a writing coach». XV CercleS International Conference 2018: «Broad Perspectives on Language Education in the Globalized World». Technische Universität Poznań, 6.–8. September 2018

### M.A. Nicoletta Rivetto

«Italiano per medici A2-B1: Contenuti e obiettivi di un'offerta specialistica a livello soglia » (in Zusammenarbeit mit Alessia Tarantino), Konferenz: Teaching Languages for Specific and Academic Purposes in Higher Education, Sprachenzentrum der Freien Universität Bozen, 29. Juni 2018

«A case study on Italian and Spanish for Medicine» (in Zusammenarbeit mit Victoria Ruiz), Language Teaching Staff Training Week, Jagiellonian University in Kraków, 4. Juli 2018

### Dr. Joaquín Ruano

«A Case Study on Spanish for Medicine». XV CercleS International Conference 2018: «Broad Perspectives on Language Education in the Globalized World», Technische Universität Poznań, 6.–8. September 2018

### M.A. María Victoria Ruiz Lozano Haenni

«A case study on Italian and Spanish for Medicine» (in collaboration with Nicoletta Rivetto), Language Teaching Staff Training Week, Jagiellonian University in Kraków, 4 July 2018

### Dr. Sabina Schaffner

«Team Diagnosis and Team Building». The Tenth Wulkow Meeting of Directors of Language Centres in Higher Education in Europe. Wulkow, 20 January 2018

«Strategie versus Markt: Angebotsplanung für Studierende, Mitarbeitende und Alumni von zwei Hochschulen». 30th AKS Conference, Bauhaus University Weimar, 1–3 March 2018

«Conflict management». Workshop at the Masaryk University Language Centre, 21–22 June 2018

«Strategy and market forces: Course planning for students, staff, and alumni from two universities». XV CercleS International Conference 2018: «Broad Perspectives on Language Education in the Globalized World.» Technical University Poznań, Poland, 6-8 September 2018

«Team management. Gut Führen». Workshop for colleagues with leadership roles at university language centers. Berlin, 9 November 2018

## Publications

### PD Dr. Beate Beer

In scholis decantata: Formen der Vergil-Diskussion bei Gellius, in: *Museum Helveticum* 75 (2018), pp. 194–214

L'art pour l'art. Zum poetologischen Programm der Spinne in Ovids Arachne-Erzählung (Met. 6,1–145), in: *Antike und Abendland* 64 (2018), pp. 66–78

### lic. phil. Claudio Consani

«Sprachförderung in der beruflichen Grundbildung». Largiadèr, Rico / Nodari, Claudio / Consani, Claudio / Riesen. In: *Babylonia* 1/2018

### Dr. Urs Gösken

Yet Another Constitutional Poet: Iran's Constitutional Revolution in the Work of the Egyptian Poet Muhammad Hafiz Ibrāhīm (1872[?]-1932). London/New York, Routledge (in peer review)

Negotiating the Relationship Human – Non-Human as a Question of Meaning in 20th Century Iranian Authenticity Discourse: the Role of Galāl Āl-e Ahmad's Essay 'West Infection', in: *Asiatische Studien Jahrgang 2018, Band 72, Heft 3*. DeGruyter

Horses changing riders: the pre-history of two allegories of mystical union in Šihāb al-Dīn Yahyā Suhrawardī and Galāl al-Dīn Rūmī, in: *International Journal of Persian Literature* (ed.: Prof. Alireza Korangy)

### Dr. Christian Utzinger

Co-publisher and co-author of «Kantharos. Griechisches Lehrwerk», Stuttgart/ Leipzig (Ernst Klett Verlag) 2018

## Awards

Paula de Avila Widauer (MA), lecturer in Brazilian-Portuguese, was awarded the Golden Owl by VSETH in 2018 ([Link](#)).

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