



University of
Zurich ^{UZH}

ETH zürich

Language Center

Annual report 2017





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Preamble by the Director



Dr. Sabina Schaffner

Director of the Language Center of UZH and ETH

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In 2017, the Language Center of UZH and ETH Zurich developed and ran a wide range of courses and services in diverse formats for both universities in 13 modern languages and in Latin and Ancient Greek.

In 2017, our core course program was once again strategically oriented towards the Language Center principles, adopted in 2013, regarding its program development. According to these principles, our language courses are offered as a means to enhance course participants' linguistic competence for the purposes of integration, study, research and teaching, and academic mobility; for their professional careers; and for the promotion of individual multi-lingualism. These principles were reflected in course participant numbers: In the reporting period, 39% of all course participants attended German as a foreign language courses; just under a third attended Romance language courses (Brazilian-Portuguese, French, Italian, and Spanish), just under 16% attended English courses, and over 13% attended Arabic, Chinese, Japanese, modern Greek, Polish, Russian, and Swedish courses.

As in previous years, English and German courses, followed by French courses, were the most popular choices among PhD students and staff. Overall, according to the demand for courses from these target groups, this course program was less diversified than that offered to Bachelor and Master students. The numbers of enrolments for PhD students and staff also dropped compared to the previous year. For PhD students, the shift towards non-core courses which has

been observed in recent years was also evident in this reporting period: The number of English tailor-made courses developed for various UZH and ETH Zurich PhD programs and institutes remained stable in the reporting period. In addition, the English unit ran tailor-made courses for Master and PhD students from 14 UZH and ETH partner institutes under the Academic Writing for Specific Purposes (AWSP) project. These courses were completed successfully and received excellent evaluations. In addition, 5 other UZH and ETH units benefited from tailor-made courses in workplace communication.

In 2017, the Romance languages unit offered support for mobility students in the form of certifications. The unit ran the TEF test in French, offered DELE preparation courses in Spanish, and provided self-study materials for the Italian CELI, CILS, and PLIDA certificates. Further, as in 2016, language-level certifications based on (self-)assessment in German and in all Romance languages were offered, and interested parties could take the Language Center's English assessment test.

Enrolment figures for the German entrance examination commissioned by the UZH increased compared to the previous year.

In the ancient languages, the number of participants and the number of Latin examinations dropped more than in the previous year as a result of the abolishing of the Latin requirement in yet more study programs offered by the UZH Faculty of Arts and Social Sciences. The "Heureka" lecture series, which is in the ETH D-GESS SiP course program, was highly popular. The number of participants in Ancient Greek (Graecum) courses and the number of examinations taken dropped compared to 2016.

In the reporting period, there was more demand for autonomous and cooperative language learning services compared to the previous year, thanks to the launch of the new Self-Access Center at Hönggerberg. Since FS17, the new Self-Access Center has been offering media and language learning services in German, English, French, Italian, and Spanish.

On the occasion of the 15th anniversary of the Language Center in 2017, various events took place under the slogan “Sprachenzentrum. Now we’re talking!” as a means of enhancing the Language Center’s visibility. We published student testimonials for all target languages on our website; in May, we ran language quizzes and games evenings at various UZH and ETH locations and offered food from the cultural spaces of our target languages in several canteens; and in November we offered crash courses, a writing marathon, and multi-lingual guided tours. These events had the desired effect of raising awareness about the Language Center.

Activities in the area of (inter)national and inter-university cooperation were also important in the reporting period. Staff exchanges continued to take place as an important part of benchmarking and organizational development. In addition, Language Center staff members were involved in the XVI International Conference of German Language Lecturers at the University of Fribourg/CH (31 July to 4 August 2017); gave presentations in Basel, Budapest, Bonn, Frankfurt/Oder, Geneva, and Zurich; and published articles in various journals.

As a means of promoting institutional learning, the Language Center organized a workshop entitled Creative Teachers, Creative Learners: Creativity as an Integral Part of Language Teaching and Learning (24 November 2017), in addition to the various activities organized by the individual units. The workshop was also open to member institutes of the SSH (Association of Language Centres at Swiss Higher Education Institutions).

Thanks to the variety of its language program, which strategically focuses on the needs of its users, and thanks to the consolidated collaboration among those responsible, in 2017 the Language Center was able to meet the language needs of over 9,000 course participants and of just under 1,200 people who attended learning workshops, games evenings, and tutorials offered by the Self-Access Centers in the Center and at Hönggerberg, as well as learning consultations and tailor-made courses. In addition, it recorded 8,151 visits to its Self-Access Centers and set up close to 1,500 tandem

partnerships. In all, almost 15,000 UZH and ETH members benefited from Language Center courses and services in the reporting period.

The Language Center is looking forward to the planned addition to its current target groups of UZH and ETH alumni in HS18; the expansion of its cooperation with core subject providers through the development of its program to include the new UZH Faculty of Arts and Social Sciences programs; and anticipated additional decentralized services for UZH and ETH partner institutes.



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

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In September 2017, I was elected as the new President of the Board of Trustees of the Language Center of UZH and ETH Zurich, succeeding Andreas Kilcher as of 1 February 2018. For many years, Andreas Kilcher helped to shape the Center's future. I would like to take this opportunity to thank him for his contribution.

As a linguist, I am naturally inclined to favor linguistic diversity. The Language Center of UZH and ETH Zurich is a unique organization that meets a central need in university teaching: the assurance of multi-lingualism, which in a country such as Switzerland plays a particularly important role, and which – thanks to the many forms of communication that abound in the 21st century – has gained, rather than lost, in importance. I advocate for the continued achievements of the Language Center in meeting the needs of both universities as broadly and as diversely as possible. In so doing, the spectrum shall continue to be informed by responsibility and demand. This means that a palette of services shall be guaranteed which ranges from the classical languages to various modern languages (including the Swiss national languages), through German as a foreign language and Swiss-German, to specialized courses and services (in particular, in the area of Romance languages and English). With regard to learning methods, face-to-face teaching should continue to be complemented by various forms of self-study.

The current report of the activities in 2017 documents the impressive range of services and activities offered by the Language Center. The Center utilizes the cooperative synergies between both universities in order to, on the

one hand, ensure an attractive common, central program, and on the other hand, to offer specialized, decentralized services. An important decentralized innovation is the launch of the Self-Access Center at Hönggerberg, which is tailored to the needs of ETH students at that location and which has quickly established itself there. Specially tailored learning programs, e.g. courses offered in academic writing and workplace communication, and the training of student teachers of German for refugees in cooperation with the UZH International Relations Office, are immediate reactions to the individual needs of ETH Zurich and the University of Zurich.

The Language Center always endeavors to accommodate current processes at both universities in a flexible and creative manner. Over the past year, in addition to the running of the current program, which is outlined in this report, various activities have taken place in preparation of future developments. For example, the significance of cooperation with alumni has increased at both universities. In response to this, the Language Center will open up its program for UZH and ETH Zurich alumni as of HS 2018, thus making an attractive program available to this new target group. At UZH, as part of the Bologna 2020 reform, the Faculty of Arts and Social Sciences is currently undergoing a significant revision process in the way its programs are organized, and this will also affect language instruction. In the many negotiations between the Language Center and individual groups involved in the change process, the bases are being set to ensure the smoothest possible transition to the new system. These are examples of the broad range of activities which, on the one hand, are aimed at ensuring a stable and sustainably broad program – beyond current trends – and on the other hand, allow the Language Center to respond flexibly and dynamically to the specific needs of both universities.

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

Strategic plan and goals 2017

The following goals were reached and relevant measures implemented in 2017:

Resources and support processes

- The funding model between UZH and ETH was assessed by the two universities' Executive Boards. A sustainable alternative solution was implemented.
- The Language Center defined the organizational framework conditions needed for the possible expansion of its services (to include new target groups) in terms of its financial, staff, and infrastructure resources, and of its organizational structure. This served as the basis for decision making for the Center's mid-term strategic plan.
- The Self-Access Center appointed student assistants as language mentors for students with a refugee background.
- Volunteer students recruited from VSUZH were trained as teaching assistants in a language teaching crash course.

Services

Romance languages

- A specialized Français juridique (legal French) course, developed in collaboration with the UZH Faculty of Law, was offered and assessed for the first time in HS17.
- Specialized Italian for medical students A2-B1 courses and Spanish for medical students A2-B1 courses, developed in collaboration with the UZH Faculty of Medicine, were offered and evaluated for the first time in HS17.

Self-Access Center

- The Self-Access Center "Hönggerberg" was established as an additional language service at the ETH Hönggerberg Campus.
- The reorganization of the Self-Access Center "Zentrum" was successfully completed.

The following goals were partially achieved and will remain current in 2018:

Resources and support processes

- The Language Center is planning a new course administration system, to be implemented by HS18, in collaboration with the company BSI. The new system will meet the content, technical, and staff requirements defined by the Language Center.

Services

Latin / Modern languages

- The Language Center is represented in the working group of the Faculty of Arts and Social Sciences, which is dealing with ways to integrate language courses into its degree courses under the Bologna 2020 framework.
 - The Language Center will be involved in project phase 3 of Bologna 2020, that is, in the curriculum planning for language acquisition (classical and modern languages) in the new degree courses offered by the Faculty of Arts and Social Sciences.

The following goal could not be implemented:

Resources and support processes

- The project for exporting course results from the Language Center to ETH Zurich is concluded.
 - This goal has been postponed until 2019.

Course program

Ancient languages

The number of course participants in the basic Greek (Graecum) courses run for the UZH Faculty of Arts and Social Sciences in preparation of the corresponding supplementary examination dropped slightly in 2017. The drop in the number of participants in Latin courses was more marked. This started in 2016, with the abolishing in HS15 of the compulsory requirement of Latin in art history, philosophy, English philology, and German linguistics degree courses, and continued with the abolishing of the compulsory requirement for Latin, as of FS17, in all German degree programs. This reduction in numbers should now be finished, and in FS18, we expect a consolidation of the number of course participants.

In FS17, the “Heureka” lecture series was run as part of the Science in Perspective study program offered by the ETH D-GESS. The lecture series was entitled: “Heureka IV: Ancient Metropolises: The Significance of Urban Centers in the Graeco-Roman Cultural Space.” This second run was well received by students, as the first had been.

In FS17 and HS17, thanks to sufficient interest, two Latin reading courses (one per semester) were run. They were aimed primarily at students with previously acquired Latin skills (Latin high-school diploma, Latinum). The course in spring was dedicated to the late antique period and was entitled “Confessions. Augustine’s Autobiography in the Mirror of Questions of Faith.” The course in fall offered a neo-Latin topic, namely Utopia, by Thomas Morus.

German as a foreign language

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 doctoral students – the skills needed for their professional careers.

In the spring semester, we succeeded in meeting the demand of students with our intensive courses and semester courses. However, in the fall semester this was possible only by once again increasing class sizes to 28 participants per class.

Regarding our program for PhD students and staff, we were able to respond flexibly to the demand at the beginner level; unfortunately, some courses had to be cancelled. At the upper language levels, the demand was in keeping with previous years and could largely be met.

The teacher training of student assistants as German teachers for refugees was continually adapted to the current demand and was eventually converted into a consultation service on learning partnerships, which successfully supported the Students Across Borders student organization. The German as a foreign language teacher and head of the Self-Access Center “Zentrum” compiled detailed guidelines for this service. The service, which offered direct consultations for refugees interested in studying at university and which was run via the Self-Access Center, was well attended, following a targeted promotion campaign in collaboration with the UZH International Relations Office.

The DaF Turbo annual course 2017/2018 has started for the fourth and last time with a reduced number of participants. Unfortunately, the demand is not high enough to continue this efficient course, which had proved popular among students and lecturers.

The Swiss-German dialect course for German speakers was run in the spring and fall semesters 2017.

Other languages

As in previous years, courses in Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, and Swedish were very popular. 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 these courses can just be met in most languages. In the non-European languages and in Russian, this is only possible with large class sizes.

As in previous years, the most popular courses were those at A1 level, although the number of students who also decided to continue on to A2 level courses increased slightly on previous years. The reading courses in Arabic and Japanese were highly popular.

All languages were popular among UZH and ETH staff and students and were attended by students from a wide variety of degree programs. Credits gained from these courses – from A1 level on – can be accredited to the Science in Perspective program of ETH Zurich's D-GESS.

With regard to Arabic, Chinese, Japanese, Polish, and Russian, the Language Center has cooperation agreements with the Institute of Asian and Oriental Studies 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 HS17, the supervised learning workshop "Russian for insiders: Expanding one's language of origin" ran for the first time. It consists of various (combinable) learning modules. This course format includes a language assessment component (discussion with the lecturer), independent work on modules (in groups), and learning achievement tests and evaluations. Participants can acquire credits for the workshop.

In HS17, a Language Center Arabic lecturer gave a series of lectures, commissioned by the D-GESS Science in Perspective program, entitled "Background Knowledge Arabic World." In FS18, a Language Center Arabic lecturer will offer a lecture series entitled "Cross-cultural Competences Arab World."

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.

The Language Center continued to run two courses in Medical English at the B2 and 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).

TOEFL and IELTS test preparation courses

Nine TOEFL test preparation courses with a total of 121 participants were offered to PhD, Bachelor, and Master students, MAS students, and academic staff. Three IELTS test preparation courses with a total of 39 participants were also run. The number of courses meets the current demand.

Tailor-made courses

The following tailor-made language courses were designed and run for UZH PhD students. These courses are valued, in particular, for their discipline-specific content and for the opportunities they offer to participants to analyze texts and gain feedback on their writing.

- UZH Department of Psychology: Writing Research Articles in Psychology: Three courses of 20 units each, plus individual coaching
- UZH Neuroscience Center Zurich: Neuroscience Writing Course: One course of 24 units

The coordinator for the Academic Writing for Specific Purposes (AWSP) project, in cooperation with those responsible for various UZH and ETH degree programs, was able to offer the following courses at Master and PhD levels.

ETH	Course title	Units
D-MATL Materials	Academic writing for D-MATL doctoral students	20
D-MATL Complex Materials	Academic writing for D-MATL PhDs and postdocs	40
D-MATL Complex Materials	Postdoc training to review scientific writing	4
D-MTEC 1	Academic writing (MSc) for D-MTEC MSc students	35
D-MTEC 2	Academic writing (MSc) for D-MTEC MSc students	35
D-BAUG 1	Writing an MSc thesis in environmental engineering/ geomatics	20
D-BAUG 2	Writing an MSc thesis in environmental engineering/ geomatics	20
D-BAUG IRL PLUS	Scientific writing workshop (PhDs)	6
D-INFK	Writing for publication in computer science (PhDs)	20
D-INFK	Writing for publication in computer science (PhDs)	20
D-ARCH	Writing for architects (PhDs)	4

UZH	Course title	Units
Institute of Education (IfE)	Writing for publication in education (PhDs/postdocs)	20
Department of Economics	Writing (in) Economics (PhDs)	20
Department of Informatics	Scientific writing for PhD students	20

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

- BLZ University Hospital Zurich: English for Animal Attendants A0-A1: One course of 30 60-minute units
- IB Bauten und Betrieb (Facility Management) ETH Zürich: English for Technical Staff A1-A2: Six courses of a total of 68 45-minute units and 41 60-minute units

- UZH Security and Environment: English Training for Safety and Security: One course of a total of 10 60-minute units
- ETH ID MMS: Technical English for ID MMS (ITS Multimedia Infrastructure & Support): One course of a total of 20 45-minute units

The following workplace communication training courses were provided at six language levels for staff from the ETH Safety, Security, Health, Environment unit:

- A0: Two courses of a total of 54 45-minute lessons
- A1: Two courses of a total of 48 45-minute lessons
- A2: Two courses of a total of 48 45-minute lessons
- B1: Two courses of a total of 48 45-minute lessons
- B2: Two courses of a total of 48 45-minute lessons
- C1: Two courses of a total of 56 45-minute lessons

The Language Center's English Unit employs six freelance teachers who are available to teach tailor-made courses as needed.

Collaboration with UZH Career Services

- Job Applications in English: Two lectures of 4 units in total
- Writing Cover Letters in English: Four workshops of a total of 16 units
- CV checks in English at the Langen Nacht der Karriere (long night of careers): 8 hours

Collaboration with the Office of the Dean of the Faculty of Arts and Social Sciences – Libraries

- Writing Marathon of a total of 4 units

Coaching

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

Of particular note in this reporting period were the specialized courses in French for students at the UZH Faculty of Law and specialized courses in French, Italian, and Spanish for Medical Faculty students. Thanks to additional UZH funds, we were able to offer these additional courses to UZH members and thus meet a long-standing demand. For the teams of lecturers, this was a new challenge which had a positive effect on the exchange of information and collaboration (including across languages).

These specialized courses were developed in close collaboration with those responsible in the two faculties. Discussions with the head of the Student Advisory Service of the Faculty of Law helped in defining the focus of the French course for law students, as did the feedback that she made available from students who had already done an exchange program or had taken part in the joint degree master program with the University of Lausanne. The responses from the needs analysis done in HS16 by the Language Center were also incorporated. On this basis the profile – Interpretation of specialist legal texts – was defined.

With the support of the Mobility Coordination Office of the Faculty of Medicine and the Fachverein Medizin (student medical association), a needs analysis was undertaken in HS16 to find out about the French, Italian, and Spanish language needs of medical students. Their interests were found to be mostly in the area of spoken interaction with patients. The new courses are open to students of the specialized study program (Mantelstudium), and the Mobility Coordination Office will promote the courses in its information event for mobility students.

The acquisition of numerous self-study materials by the Self-Access Center supported the design of the content of these new courses.

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 course program complements the courses in Brazilian-Portuguese offered by the Institute of Romance Studies, which once again made a financial contribution to the provision of our courses. All Brazilian-Portuguese courses are also included in the ETH D-GESS Science in Perspective program.

In 2017, the number of course participants from the ETH was slightly higher than that of course participants from UZH. The number of students from the Institute of Romance Studies remained constant and low.

Following the introductory modules at A1 and A2 levels, the B1 module established itself at a fixed component of the program. Since 2017, the program has consisted in both semesters of one course at each level. The biggest demand was for the beginner A1 level, where twice as many courses as those offered could have been filled.

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. All five French courses from level B2 and above were included in the ETH D-GESS Science in Perspective program, as they previously had been.

Overall, the number of UZH course participants was twice that of the number of course participants from ETH Zurich. Interestingly, for PhD students the ratio is reversed.

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. The fact that language teaching at schools is increasingly shifting to English was noticeable in the growing demand for A2-B1 level French courses. At these levels, and even more so at B2 and C1 levels, the demand was met only because a large number of courses were offered as semi-autonomous courses or in a reduced format. In order to meet the demands associated with the increasing heterogeneity among course participants, we would have to invest in an increase in the number of face-to-face classes and/or the program would have to be more diversified.

The new modules introduced in FS17 and HS17 for law students and medical students – Français juridique: introduction B1-C1 and Français des médecins B1-C1 – received excellent evaluations. Both were nine-week courses. Given the demand, an expansion of this program is desirable.

The pre-sessional courses, beginner courses, and advanced courses continue to complement our course program well. An expansion of these courses would also be desirable.

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, 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.

With regard to the number of course participants, the number of UZH students was more than twice that of ETH students. For PhD students, the figures were roughly the same.

The demand for places on beginner A1-A2 level semester courses exceeded the number of course places we were able to supply. The skills-based modules from B1 level on proved adequate in terms of quantity. Fortunately, the number of learners who would like to work their

way through the whole curriculum in Italian is increasing. For these learners, we need more variety in our program in the transition levels from A2 to B2.

The pre-sessional modules continue to complement our Italian program, and judging by the demand, an expansion would be desirable. The new module for medical students, Italiano per medici A2-B1, was successful from the start. The course was fully booked, and feedback from students was excellent.

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. Only three (FS17) and two (HS17) Spanish courses were included in the ETH D-GESS Science in Perspective program.

With regard to the number of course participants, the number of UZH students was slightly less than double that of ETH students. The figures were reversed for PhD students.

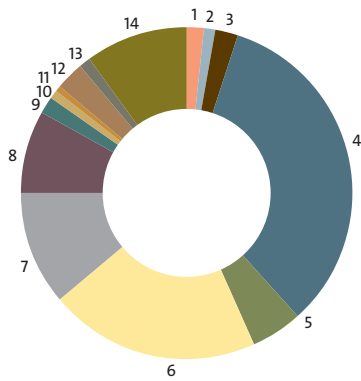
As the demand at the beginner A1-A2 level has increased significantly, the program could be expanded. The B1 level program covered the demand, but an appropriate increase in variety and the introduction of additional pre-sessional courses would be desirable.

The new module for medical students, Español para médicos A2-B1, was highly successful from its inception in HS17. As expected, the course was not as full as parallel courses in French and Italian, but the feedback from course participants was equally positive.

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, the AVE platform continued to be offered for supervised autonomous study, but it was not used.

Modern languages: Statistics

Number of courses* in the spring and fall semesters of 2016

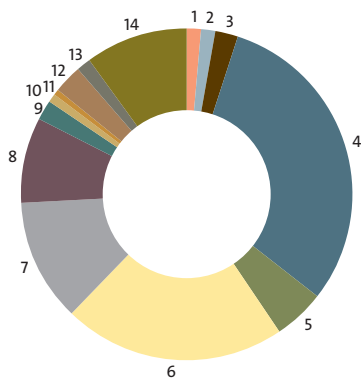


	Language	SS16	FS16	Total in 2016
1	Arabic	3	5	8
2	Brazilian Portuguese	3	2	5
3	Chinese	4	6	10
4	German as a foreign language (DaF)	75	75	150
5	DaF intensive	11	12	23
6	English	48	45	93
7	French	25	25	50
8	Italian	17	19	36
9	Japanese	3	5	8
10	Modern Greek	2	2	4
11	Polish	1	1	2
12	Russian	5	7	12
13	Swedish	3	3	6
14	Spanish	23	21	44
	Total	223	228	451

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* excluding learning workshops and consultations

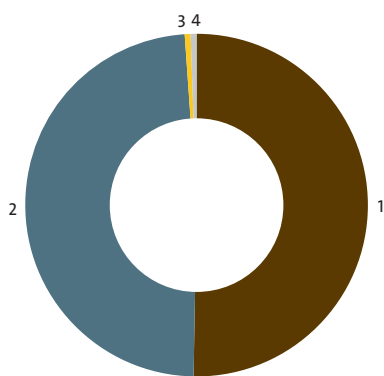
Number of courses* in the spring and fall semesters of 2017



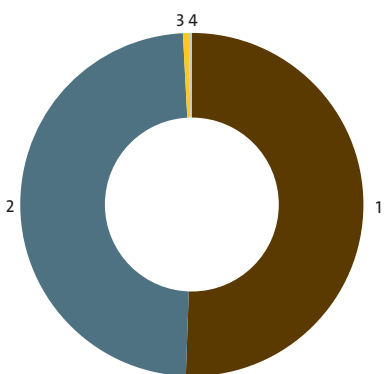
	Language	SS17	FS17	Total in 2017
1	Arabic	3	4	7
2	Brazilian Portuguese	3	3	6
3	Chinese	5	5	10
4	German as a foreign language (DaF)	69	70	139
5	DaF intensive	11	12	23
6	English	48	50	98
7	French	27	27	54
8	Italian	18	20	38
9	Japanese	4	5	9
10	Modern Greek	2	2	4
11	Polish	1	1	2
12	Russian	5	8	13
13	Swedish	3	3	6
14	Spanish	22	23	45
	Total	221	233	454

Number of course participants by university

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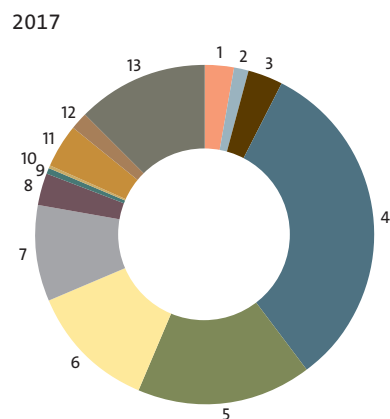


	2016	Participants	Percentage
	UZH students	3496	40.26
	UZH MAS students	12	0.14
	UZH doctoral students	491	5.66
	UZH academic staff	294	3.39
	UZH administrative staff	74	0.85
1	Total UZH	4378	50.30
	ETH students	2680	30.86
	ETH MAS students	32	0.37
	ETH doctoral students	953	10.97
	ETH academic staff	469	5.40
	ETH administrative staff	108	1.24
2	Total ETH	4242	48.84
3	PHZH students	27	0.31
4	ZHdK students	48	0.55
	Grand total for 2016	8684	100%



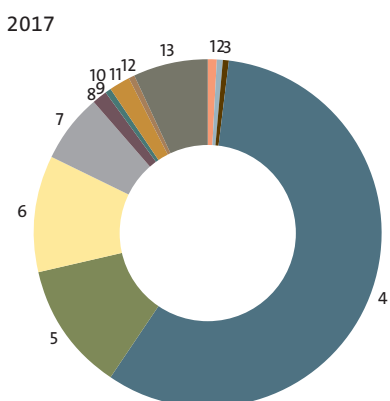
	2017	Participants	Percentage
	UZH students	3501	40.69%
	UZH MAS students	16	0.19%
	UZH doctoral students	483	5.61%
	UZH academic staff	279	3.24%
	UZH administrative staff	83	0.96%
1	Total UZH	4362	50.70%
	ETH students	2784	32.36%
	ETH MAS students	35	0.41%
	ETH doctoral students	885	10.29%
	ETH academic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

Number of course participants by language and target group



UZH, ETH, PHZH, and ZHdK students		2016	2017
1	Arabic	171	183
2	Brazilian Portuguese	69	93
3	Chinese	184	206
4	German as a foreign language (DaF)	2109	2047
5	English	1087	1054
6	French	707	772
7	Italian	562	579
8	Japanese*	189	192
9	Modern Greek*	47	44
10	Polish*	17	18
11	Russian*	251	258
12	Swedish*	101	114
13	Spanish	757	777
Total		6251	6337

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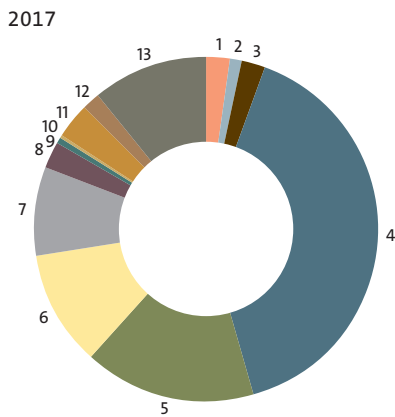


DOMA*		2016	2017
1	Arabic	23	25
2	Brazilian Portuguese	30	12
3	Chinese	7	10
4	German as a foreign language (DaF)	1370	1305
5	English	317	272
6	French	242	243
7	Italian	148	147
8	Japanese*	27	28
9	Modern Greek*	12	13
10	Polish*	5	3
11	Russian*	47	42
12	Swedish*	23	15
13	Spanish	182	152
Total		2433	2267

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

Total number of course participants by language

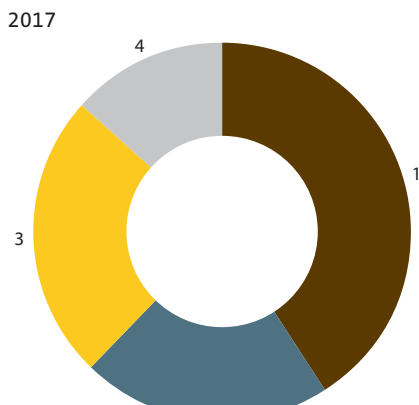
16



Total number of participants (all target groups)		2016	2017	2017 in %
1	Arabic	194	208	2.42%
2	Brazilian Portuguese	99	105	1.22%
3	Chinese	191	216	2.51%
4	German as a foreign language (DaF)	3479	3352	38.96%
5	English	1404	1326	15.41%
6	French	949	1015	11.80%
7	Italian	710	726	8.44%
8	Japanese*	216	220	2.56%
9	Modern Greek*	59	57	0.66%
10	Polish*	22	21	0.24%
11	Russian*	298	300	3.49%
12	Swedish *	124	129	1.50%
13	Spanish	939	929	10.80%
Total		8684	8604	100%

* In 2017, the number of course participants in these seven courses represented 13.38% of the total number of participants.

Modern languages: Resources



Unit		2016 in %	2017 in %
1	German	39.66	40.87%
2	English	20.58	21.40%
3	Romance languages	23.07	24.41%
4	Other languages	16.69	13.32%
		100	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. Deviations are due to salary-relevant differences in course formats, class sizes, and forms of employment.

Ancient languages: Statistics

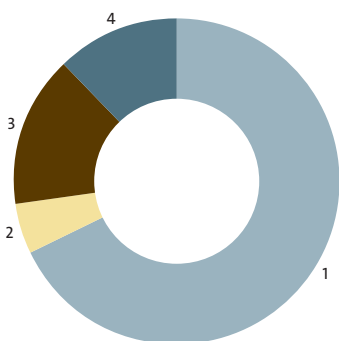
Number of courses in the spring and fall semesters of 2017

The following ancient language courses were run: Six Latin courses each semester (one less than in 2016 due to cutbacks), one Ancient Greek course in the spring semester, and two Ancient Greek courses in the fall semester.

In FS17, the “Heureka” lecture series was offered once again in the ETH D-GESS Science in Perspective program. The Latin reading course was also offered in FS17 and HS17.

Total number of course participants by language course

2017



Number of course participants: Ancient languages		2016	2017
1	Basic Latin courses	465	324
2	Latin reading courses	26	24
3	Basic Ancient Greek courses	85	72
4	Heureka (in spring semesters)	53	58
	Total	629	478

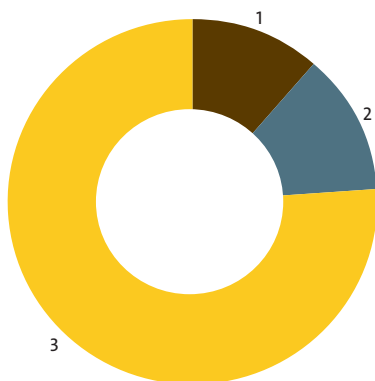
Additional services

Tailor-made courses

Tailor-made courses and coaching sessions		2016	2017
1	Number of courses and coaching packages	52	48
2	Number of participants	523	452

Language consultations

18



Unit	Number of consultations	
1	German as a foreign language	9
2	English	10
3	Romance languages	60
	Total	79

German as a foreign language

In connection with German language learning, nine consultations were offered in 2017 (14 in 2016) to PhD students and students. These consultations with the head of unit take around 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, 10 consultations were offered in 2017 to UZH/ETH staff, PhD students, and 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 60 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 level

The German and Romance languages units issue certificates confirming mobility students' language levels – often at very short notice. For a fee, and on the basis of a self-assessment using the Dialang test or the checklist from the Common European Framework Reference of Languages, a consultation is held with a lecturer, who assesses the participant's language level. The demand for Romance language certifications is constant at 1-2 each semester for French and Italian, and 2-4 each semester for Portuguese and Spanish. The demand for DaF remained at 1-2 each semester. In addition, in 2017, two academic staff members requested confirmation of their German language skills for residence permits.

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For certification of English language skills, a fee-based internal test is available. In the reporting period, ten such tests were held. As a free alternative, course participants who successfully complete a course can also ask their lecturer to issue a confirmation of their language skills.

Tests

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	SS17	FS17	Total for 2017
Number of German admission tests			
Test taken	21	60	81
Passed	14	43	57
Number of Latin tests			
Test taken	89	39	128
Passed	71	28	99
Number of Ancient Greek tests			
Test taken	13	1	14
Passed	10	1	11
Number of TEF tests			
Test taken	7	2	9

German entrance examination

The number of enrolments for the German entrance examination run by the Language Center increased against the previous year; 57 candidates passed the exam in 2017, and 81 took the exam (in 2016 there were 60 candidates). One candidate from the University of Luzern took the exam in FS17, and two in HS17. All three passed the exam. HS17 was the last time this exam, which has been offered by the UZH and run by the Language Center, will be made available. In FS18, only a few repeat exams will be carried out. According to the UZH regulations of 25 April 2017 on language requirements in the language of instruction, prospective UZH students who speak a foreign language will need to prove their German language skills with an internationally recognized language certificate.

Exams in ancient languages

The number of enrolments for the Latin and Ancient Greek examinations dropped in 2017 compared to 2016 (Latin from 146 to 128; Ancient Greek from 20 to 14). The pass levels in both languages are comparable (Latin 77.3%, Ancient Greek 78.6%).

TEF tests (Test d'Evaluation de Français)

In 2017, nine people took the TEF test. This figure is comparable to the previous year.

English Assessment Test

Ten English Assessment Tests were taken in 2017.

Self-Access Center

Self-Access Center «Zentrum»

In the first half of 2017, considerable resources were needed for the reorganization of the SAC “Zentrum”; this reorganization had become necessary with the launch of the SAC “Hönggerberg.” As a result, fewer supervised self-study activities were offered than in previous years. In addition, the reduced number of staff also led to partly incomplete statistical records of visitor numbers. Both of these factors led to a decline in the documented user numbers for the spring semester.

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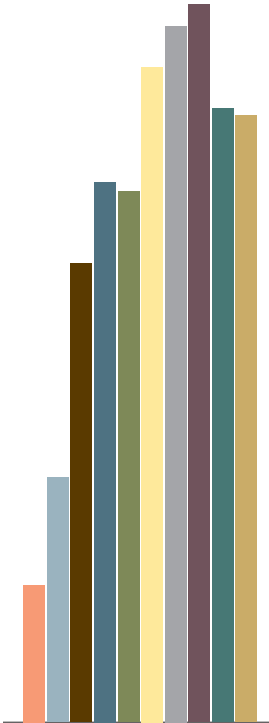
The slight drop in numbers of ETH users, from 1,569 in 2016 to 1,257 in 2017, suggests that some of the decline in the spring semester is a result of the launch of the new center. In the second half of the year, user numbers increased to a level above that of the previous year, so that overall, the total number of users in 2017 was the same as that of the previous year.

Despite the restructuring, several new services were offered. As part of the trial semester program for refugees, the SAC “Zentrum” designed a consultation package to support participants with their individual language skills acquisition.

In connection with the anniversary of the Language Center, games events were offered in Spanish and Italian for the first time. In the fall semester, we introduced a tutorial at the SAC that was integrated into a course.

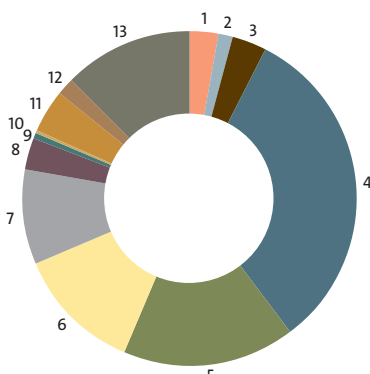
The media holdings were continually increased. Of particular note is the expansion of materials available in Portuguese and new acquisitions in the area of medicine for Italian, French, and Spanish language learners.

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Number of visits to the Self-Access Center «Zentrum» since 2007

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



Visitor numbers under 10 are not included in the graph.

Number of visits to the Self-Access Center «Zentrum» by language

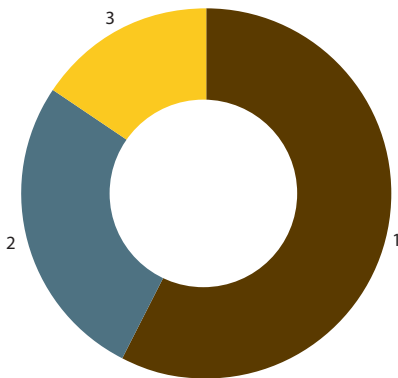
1	Arabic	166
2	Chinese	152
3	German	1803
4	English	432
5	Finnish	1
6	French	391
7	Italian	457
8	Japanese	237
9	Latin	18
10	Modern Greek	82
11	Polish	9
12	Portuguese	56
13	Russian	228
14	Swedish	73
15	Spanish	246
16	Hungarian	4
17	no details	334
	Total for 2017	4689

Excludes visits accompanied by a lecturer

Information on Self-Access Center «Zentrum» users

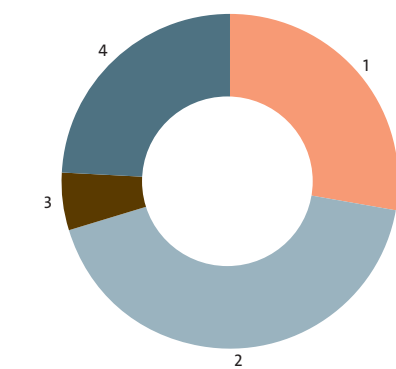
1	As a complement to a language course	1922
2	Independent, i.e. not doing a language course simultaneously	2223
3	Tutored events	427
4	no details	39

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



University affiliation of Self-Access Center «Zentrum» users

1	UZH	2706
2	ETH	1257
3	other / no details	726



Tutorial services at the Self-Access Center

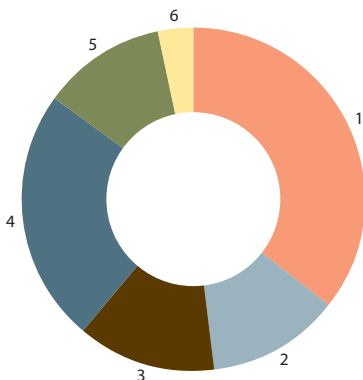
	Number of events and services	Number of participants
Learning workshops	15	121
Language meet-ups	23	196
Book clubs	3	24
Games evenings	13	86
Total	54	427

Number of events

Self-Access Center «Hönggerberg»

Since FS17, the Self-Access Center has been offering a limited service at the ETH Hönggerberg Campus. The SAC “Hönggerberg” offers services in German as a foreign language, English, French, Italian, and Spanish. After an intensive launch period, these additional services have established themselves and have gained visibility at the Hönggerberg Campus.

During the first 10 months, 2,265 visitors were recorded. The most interest was in German as a foreign language services. This seems reasonable, given the large number of foreign students and staff members at the Hönggerberg Campus.



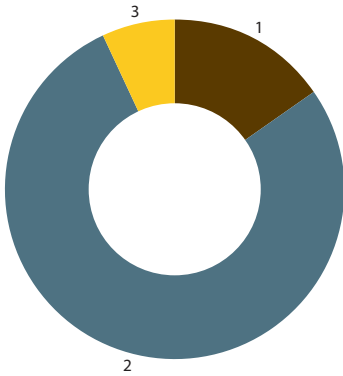
Number of visits to the Self-Access Center «Hönggerberg» by language

1	German as a foreign language (DaF)	809
2	English	284
3	French	297
4	Italian	540
5	Spanish	262
6	other	73
	Total 2017	2265

Excludes visits accompanied by a lecturer.

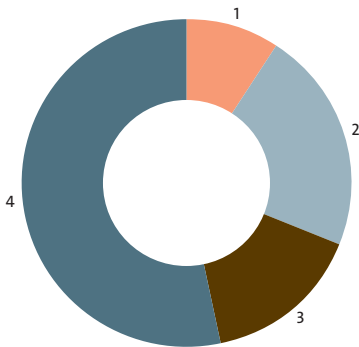
Information on Self-Access Center «Hönggerberg» users

1	As a complement to a language course	767
2	Independent, i.e. not doing a language course simultaneously	1498



University affiliation of Self-Access Center «Hönggerberg» users

1	UZH	349
2	ETH	1763
3	other	153



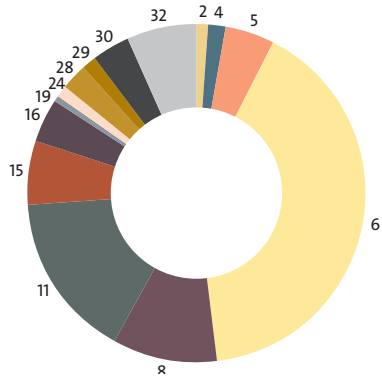
Tutored events and services at Self-Access Center «Hönggerberg»

	Number of events and services	Number of participants
Learning workshops	3	31
Language meet-ups	7	102
Book clubs	5	55
Games evenings	17	51
Total	32	239

Anzahl Angebote

Tandem placements

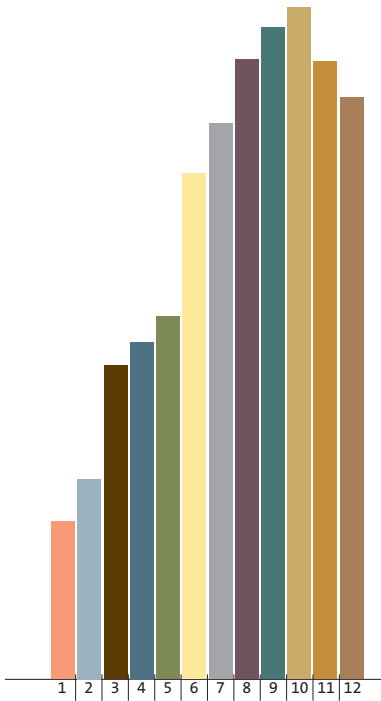
26



Placement figures below 10 are not included in the graph.

Tandem placements in 2017

	Language being learnt	Number of placements
1	Albanian	2
2	Arabic	19
3	Armenian	1
4	Brazilian-Portuguese	22
5	Chinese	68
6	German	571
7	Danish	5
8	English	141
9	Farsi	5
10	Finnish	1
11	French	224
12	Hebrew	6
13	Hindi	4
14	Indonesian	1
15	Italian	86
16	Japanese	59
17	Cantonese	2
18	Catalan	1
19	Korean	10
20	Coratian	3
21	Lithuanian	2
22	Malayalam	1
23	Modern Greek	9
24	Dutch	13
25	Norwegian	2
26	Polish	3
27	Portuguese	8
28	Russian	36
29	Swedish	20
30	Swiss-German	49
31	Serbian	3
32	Spanish	94
33	Tamil	1
34	Thai	1
35	Czech	3
36	Turkish	4
37	Hungarian	1
38	Vietnamese	2
	Total	1483



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

Events and collaborations

Events

Sprachenzentrum Now we're talking!

On the occasion of the its 15th anniversary, the Language Center ran the following events in order to raise its visibility:

- 28 • In FS17, the Language Center posted student testimonials on its website in and about all languages it offers.
- From 15 to 19 May 2017, people were invited to take part in language quizzes and games evenings at several UZH and ETH locations. The upper UZH canteen and the ETH Polyterrasse canteen offered menus from the cultural regions of our target languages; visitors were also informed about the Language Center's program.
- On 7 and 8 November 2017, several events took place in the atrium of the UZH main building and in the atrium of the ETH main building, including crash courses, a writing marathon, multi-lingual guides tours, and language games.

The testimonials and events were highly popular and thus achieved the desired effect.

Center Day of 9 June 2017

The Center's outing in the reporting period consisted of a hike from Brugg to Wildegge Castle, where after lunch various workshops and guided tours were offered in and around the castle. Afterwards, the group returned to Zurich via Wildegge and Brugg. The weather was good, and the outing offered many opportunities for the exchange of ideas in various constellations, including with retired colleagues.

Training workshop, 24 November 2017

The workshop, which was run by Libor Štěpánek, Assistant professor for English and Director of the Language Center of Masaryk University in Brno (Czech Republic), was entitled Creative Teachers, Creative Learners: Creativity as an Integral Part of Language Teaching and Learning. It gave participants a practical

insight into opportunities for promoting creativity in language teaching. Libor Štěpánek presented creativity in the context of various theoretical concepts and subsequently invited participants to exchange ideas in groups and identify and discover strategies for promoting learner creativity in their own language classes.

The workshop was also open to member institutions of the SSH (Association of Language Centres at Swiss Higher Education Institutions) and proved popular among these guests.

Development and training in the individual units

The planned expansion in HS18 of the program in German as a foreign language is a challenge for the German unit that the team is keen to embrace. In particular, the group of lecturers who teach beginner courses are constantly involved in coordinating and specializing their courses. For all lecturers, the annual exchange in the professional association LEDAFIDS (association of teachers of German as a foreign and second language at Swiss universities) is an important opportunity for professional development and national collaboration.

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. As a unit, there was a discussion about the consequences of the abolishing of compulsory attendance as of FS17 and on various methods used to gather student feedback. In addition, one of the lecturers offered a training workshop to interested colleagues from the whole Language Center on the use of the game-based Kahoot web platform.

The annual training workshop in the English unit in August 2017 focused on academic writing from the perspective of lecturers from various disciplines. Four ETH and UZH professors and academic staff members from a range of subject areas were invited to a panel discussion. The unit thus gained an insight into its guests' experience with regard to students' academic writing in English. The guests gave short presentations – based on questions distributed in advance – on their

own experience with academic writing in their specific subject areas. The subsequent discussion exemplified how important academic writing skills are to all present. All mentioned interdisciplinarity as a particular challenge. The support services offered to students by the various departments and faculties ranged from guidelines on academic writing to voluntary writing courses. The guests subsequently expressed an interest in courses on academic writing. The provision of online materials for students was also mentioned, and we drew our guests' attention to the Study Platform for Academic English, which the Language Center offers via Moodle.

For the lecturers in the Romance languages unit, exchange and reflection in 2017 occurred both in the unit as a whole and in individual language teams. The latter also went beyond the Language Center. In the Romania team, lecturers discussed the consequences of the abolishing of compulsory attendance in FS17. No negative consequences were observed as a result of this measure with regard to the way courses ran. In addition, the team discussed didactic challenges regarding the opening up of Romania courses to the new target group, UZH and ETH Zurich alumni. The team also discussed the possible effects of the introduction of a single course fee for students taking courses in various formats as of HS18.

The introduction of the new specialized language courses for the Faculty of Law and the Faculty of Medicine also led to discussions among lecturers. The new courses in Italian and Spanish for medical students are co-taught, and the courses in French for law and medical students were developed by the course controller in cooperation with other lecturers.

All teams had an opportunity to exchange ideas with colleagues from the member institutes of the SSH-CHES at the Creative Teachers, Creative Learners: Creativity as an Integral Part of Language Teaching and Learning workshop in November 2017. The Italian team also exchanged ideas on course materials with colleagues from member institutes, while the Spanish team took part in the third meeting of Spanish teachers at Lucerne University (see chapter on collaborations, Association of

Language Centres at Swiss Higher Education Institutions [SSH-CHES] <https://ssh-ches.ch>).

On agreement, individual lecturers attended additional conferences and training workshops.

Lecturer Forum

In the reporting period, as in previous years, the Lecturer Forum was run twice as a platform for information and exchange. On 31 March 2017, events for the Language Center's anniversary project (Sprachenzentrum. Now we're talking!) were presented, as were the results of the evaluation of course dropouts, undertaken in HS16. The follow-up of 16 March 2017 to the Language Center evaluation was also discussed. As always, upcoming events were mentioned; lecturers were informed about current measures taken to avoid the re-classification of Language Center lecturers as administrative-technical staff of UZH. At the end of the forum, the Vice President for Arts and Social Sciences, Professor Gabriele Siegert, introduced herself to those present. To finish off, the new student testimonials were presented, and while refreshments were served, the Language Center celebrated the successful conclusion of the testimonial project.

At the Lecturer Forum on 27 October 2017, the achievement of goals and services offered in 2017 was reviewed, and in a preview, new goals and the financial situation for 2018 were presented. Information was also given on the course evaluation (LVB) planned for FS18 and on coming events.

Collaborations

Collaboration with UZH Career Services

In collaboration with UZH Career Services, the lecture entitled Job Applications in English was held in spring and fall semesters 2017. The Language Center also offered CV checks at the fourth Lange Nacht der Karriere (long night of careers) on 16 November 2017 in cooperation with Career Services.

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As part of the Lange Schreib-Nacht (long night of writing) organized by the heads of the libraries of the Faculty of Arts and Social Sciences on 30 November 2017, the Language Center ran a writing marathon. The event was highly valued, and the organizers expressed an interest in offering more writing marathons in future.

Staff exchange with partner organizations at European universities

As in 2016, the promotion of benchmarking, organizational development, and training through staff exchanges – initiated in 2011 – continued, despite difficult circumstances. Staff exchanges were run as part of the Swiss-European Mobility Program and continued to be funded by Switzerland. Language Center staff benefited from the experience and expertise of incomings, who gave presentations and held subsequent discussions. However, in 2017, as in the previous year, there was little demand for outgoing exchanges. The Language Center continues to seek partner institutes for additional exchanges.

Outgoings 2017:

- Instituut voor Levende Talen (ilt) I KU
Leuven Language Institute 1

Incomings 2017:

- Agricultural University of Athens 1
- Instituut voor Levende Talen (ilt) I KU
Leuven Language Institute 1
- Masarykova Univerzita, Brno 1

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

On 13 December 2016, the former IG-FHS was re-formed as a new independent association under the name Verband der Sprachenzentren an Schweizer Hochschulen (SSH) / Association des Centres de langues des Hautes Ecoles Suisses (CHES) (Association of Language Centres at Swiss Higher Education Institutions – SSH). The association's new website went online in October 2017. The association is a collective member of VALS-ASLA.

Heads of the SSH met on several occasions in Fribourg to discuss issues relating to leadership and management. The SSH also praised the initiative of Spanish lecturers from its member organizations for organizing an annual meeting and for setting up an organizing committee for this purpose.

After a series of successful meetings, the third meeting of Spanish lecturers took place on 8 June 2017 at the University of Lucerne. Spanish lecturers from the language centers of the tertiary institutes in Lucerne and Winterthur; Basel University, Bern University, and UZH/ETH Zurich; and Bern University of Applied Sciences took part. They discussed sustainable learning assessments and cognitive grammar and its implementation in neuro-didactics. The exchange, as in the previous year, concluded with a presentation of learning materials.

International Conference of German Language Lecturers (iDT – Internationale Tagung der Deutschlehrerinnen und Deutschlehrer)

The XVI International Conference of German Language Lecturers (iDT) took place in Fribourg/CH from 31 July to 4 August 2017. More than 1,700 people attended and took part in a wide-ranging program, which included issues relating to content, frameworks, and culture (www.idt-2017.ch). The Language Center contributed to the organization of the conference: Staff were actively involved in various ways: as the person responsible for the cultural program (Ueli Bachmann), as co-responsible person for the organization of section work (Cornelia Steinmann), and as leader of a section (Claudio Conzani).

Resources

Staff

Permanent employment

Most of the courses and services offered by the Language Center are delivered by permanent lecturers. Casual additional 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.

Permanent employment expressed as full-time equivalents	Management and administrative staff	Lecturers		
		Total	Permanent	Non-permanent
Modern languages	7.85	21.24	18.59	2.65
Ancient languages	2.75	0.93	0.85	0.08

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

In addition to remuneration on the basis of services rendered, the modern languages added teaching contracts to its forms of employment as of FS17. 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 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	420	949	0
Ancient languages	0	0	33

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	26	60	1560
Self-Access Center «Zentrum»	13	various	2595
Self-Access Center «Hönggerberg»*	6	various	1398
Student assistants, secretariat	2	various	136
Ancient Greek tutors	2	16	32
Latin tutors	2	58 resp. 12	70

* Salaries of assistants at the Self-Access Center «Hönggerberg» were paid directly by ETH Zurich.

Budget and financial statement

Modern languages – Cost center for UZH and ETH Zurich

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Source of funds	Budget 2016	Financial statement 2016	Budget 2017	Financial statement 2017
UZH contributions	1'638'076	1'639'949	1'622'700	1'685'887
ETH contributions	1'500'000	1'501'716	1'500'000	1'500'000
Course fees and other income	1'336'000	1'335'827	1'547'400	1'397'401
Total	4'474'076	4'477'492	4'670'100	4'583'288

The figures listed above show the Level 3 operation results (Be 3), which include social security contributions. The funding levels from each university were budgeted proportionally to the average number of participants from all participant groups for 2014-2016 (52% UZH, 48% ETH), according to the agreement between the Executive Board of the University of Zurich and the Executive Board of ETH Zurich.

On 30 November 2017, a new agreement between the UZH and ETH Zurich regarding the Language Center was signed. According to this new agreement, from 2017, no final settlement will be made with ETH Zurich. Rather, from 2018, both universities will pay a fixed amount to cover the Center's operating costs relating to its common (UZH/ETH Zurich) central courses. These fixed amounts are agreed for 4 years. 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 unexpected lower takings from central courses.

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 2017	Financial statement 2017
UZH contributions	94'300	101'881

The figures listed above show the Level 3 operation results (Be 3), which include social security contributions.

Ancient languages – Cost center for UZH

Source of funds		Budget 2016	Financial statement 2016	Budget 2017	Financial statement 2017
UZH contribution	Be2*	532'300	525'020	499'300	462'723
	Be3**	532'300	604'852	499'300	533'110

*budgeted by the Language Center

** budgeted by the UZH Accounts Department (Be3 is represented as Be2 in SAP)

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Reduced expenditure in the ancient languages was due primarily to the cancellation of one Latin course in HS17.

Modern languages – Cost center for ETH

In the reporting period, ETH Zurich invested additional funds for services at the Self-Access Center «Hönggerberg».

Source of funds		Budget 2016	Financial statement 2016	Budget 2017	Financial statement 2017
ETH contribution	Staff				78'108.35
	Operating costs and infrastructure*		8'590.92		47'599.59
	Total	100'000	8'590.92	100'000	125'707.94

*Buildings, rent, IT, building maintenance: Costs are excluded; ETH Zurich settles these accounts directly with the relevant department

Expenditure in 2017 was higher than that budgeted for, as the setting up of the SAC occurred mostly in 2017, and not as originally planned in 2016.



Appendix

Board of Trustees of the Language Center

President

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

Zurich University representatives

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

Prof. Dr. Gabriele Siegert, Vice President for Arts and Social Sciences UZH (representative of the UZH Executive Board)

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

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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)

Dr. Barbara Czarniecki, Scientific Secretary to the Rector ETH / Rector's Staff, ETH Zurich

Dr. Ulvi Doguoglu, Director, Vice President, Faculty of Arts and Social Sciences, 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

Responsible for the cultural program (according to the statements in programs and final reports) at the XVI International Conference of German Language Lecturers (iDT), Fribourg/CH, 31 July to 4 August 2017.

Dr. Beate Beer

36 «Jason in der Unterwelt? - Zum Katabasis-Motiv in Valerius Flaccus *Argonautica*», Conference: Intertextualität und Intermedialität in der römischen Literatur, Giessen, 6-7 July 2017

«Verba-Sammler über Res-Sammler: Aulus Gellius (2. Jh.) und Ashley Cooper (18. Jh.)», Conference: *Varietas/Poikilia - Auf den Spuren einer bunten Philologie*, Basel, 26-28 October 2017

lic. phil. Claudio Consani

Introductory workshops for language mentors of Students across borders (in collaboration with Cornelia Steinmann), University of Zurich, 7 July / 25 August and 10 November 2017

Dr. Anna Dal Negro

«*L'Academic Italian Word List e la sua competenza in diversi stadi di apprendimento*», XXXV Romanistentag, Zurich, 8-12 October 2017

Dr. Daniel Henseler

«Russland zu Gast», presentation at the Hotelfachschule Belvoirpark Zurich, 27 June 2017

Dr. Qiuhua Hu

«Chinas Modernisierung und Wang Guowei's wissenschaftliches Programm», Chinazentrum-Monumenta Serica, Bonn, 21 June 2017

Dr. Sabina Schaffner

«Self management», The Ninth Wulkow Meeting of Directors of Language Centres in Higher Education in Europe, Frankfurt (Oder), 19-21 January 2017

«Table-Ronde: Centres de langues universitaires: des salles multimédias aux espaces multifonctions», Maison des Langues, University of Geneva, 25 August 2017

«Services and Program Development of the UZH and ETH Zurich Language Centre», Staff exchange with the Instituut voor Levende Talen (ilt), KU Leuven Language Institute, Leuven, Belgium, 17 October 2017

«Collaboration and decision-making», Workshop at the Language Centre of Masaryk University, Brno, Czech Republic, 30 November 2017

«Self management», Workshop at the Language Centre of Masaryk University, Brno, Czech Republic, 1 December 2017

lic. phil. Cornelia Steinmann

Introductory workshops for language mentors of Students across borders (in collaboration with Claudio Consani), University of Zurich, 7 July / 25 August and 10 November 2017

Responsibility for the organization of section work (in collaboration with Malgorzata Barras) at the XVI International Conference of German Language Lecturers (iDT), Fribourg/CH, 31 July to 4 August 2017

Dr. Eva Mira Youssef

«Arabic Papyri (1st - 4th / 7th - 10th c.): Script Developments, the Dating Issue, and Links to Koranic Studies» Paleo-Qur'anic Manuscript Conference, Central European University, Budapest, 6 May 2017

Publications

Dr. Daniel Henseler

«Wo Russland endet. Katerina Poladjans und Henning Fritschs Reisebericht über Russisch-Fernost». In: Literaturkritik.de 1/2017

«Korruption und Freiheit am Ochotskischen Meer. Viktor Remizov porträtiert in seinem Roman „Asche und Staub“ ein Russland fernab der Zentren». In: Literaturkritik.de 2/2017

«Russlands Wirbelsäule, oder: Sein und Schein im Ural. Olga Slawnikowas Roman „2017“». In: Fixpoetry 3/2017
«Von alltäglichen Sehnsüchten und Träumen. Viktorija Tokarjewa bleibt in ihren neuen Erzählungen sich selbst treu». In: Literaturkritik.de 6/2017

«Eine Odyssee durch die Sprache. Michail Schischkin bereist in „Die Eroberung von Ismail“ die Literatur und die eigene Biografie». In: Literaturkritik.de 9/2017

«Dominante und rezessive Gene. Ljudmila Ulitzkaja fragt in ihrem Roman „Jakobsleiter“ nach der Verbindung zwischen den Generationen». In: Literaturkritik.de 11/2017

M.A. Nicoletta Rivetto

Review of «Sprachwissenschaft und Fremdsprachendidaktik: Zum Verhältnis von sprachlichen Mitteln und Kompetenzentwicklung». Publ. Bürgel, Christoph & Siepmann, Dirk. Schneider Hohengehren Verlag. Baltmannsweiler 2016. In: Zeitschrift für Romanische Sprachen und ihre Didaktik 11,2 (2017), pp. 140–142

lic. phil. Cornelia Steinmann

«Selbstevaluierung im Unterricht. Da stehe ich - Da will ich hin», Magazin Sprache, online at: <https://www.goe-the.de/de/spr/mag/idt/thi.html>

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