University of Zurich UZH | ETH zürich

Language Center

Annual report

20 Years
Language Center UZH | ETH

2022

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# Why still learn languages?



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

The past year provided the Language Center with an opportunity to look back and forward. «Veinte años no es nada», «20 years, that's nothing», as the tango song says, and yet it has certainly been a time for reflection. The Language Center is now firmly established at ETH Zurich and UZH, guaranteeing both universities a wide range of courses and services to meet the general demand, as well as more and more specialized, tailor-made courses designed to meet targeted needs (see, for example, p. 15-18). The Language Center beat several of its own records last year and was quickly able to respond to unforeseen events such as the war in Ukraine with a special program for refugees. Things are really going well for the Language Center!
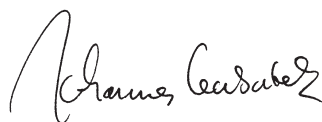
Anniversaries are also moments of gratitude, and here I would like to thank Dr Sabina Schaffner and the wonderful team of lecturers and administrators at the Language Center, as well as those responsible at supporting institutions. (I would also like to take this opportunity to thank the Language Center's Board of Trustees for their work in accompanying these processes.) And my special thanks go to all those who have used the services of the Language Center as participants.

An event that will also affect the Language Center in future occurred last year, at first almost unnoticed, eventually making a huge splash. Advanced machine text generation joined the equally advanced automatic translation tools in an incredibly advanced form. Why should we still write texts ourselves (by the way: Who is writing this text right now?), and why should we still learn languages when we have such fantastic tools? Some still mutter that programs can't translate modern poetry and can't write first-class scientific, philosophical, or otherwise innovative texts. But the development is under way at breakneck speed, and ChatGPT and Neuroflash are so incredibly good that I shudder. How far will this go in the next few years?

At the latest, when the robots of the future organize their own drinks reception, then we humans, locked-out and enviously pressing our noses against the windows, may well think about whether we shouldn't have redefined our role sooner. If we become replaceable in more and more areas, we will have to find new roles: Despite all the digitalization and automation, we must arrange for a new humanization of society. This includes, centrally, the role of language and of languages, our most human assets.

People generally want to speak and write themselves because this corresponds to our own nature; we want to feel languages alive in us and encounter people in them, we want to speak because we are human, even if machines do the same. The future of the Language Center is exciting. I would argue that we need it more than ever – less and less for basic understanding and for communication, for which there will also be machines – but more and more for the unique experience of recognizing others – even those who speak other languages – in ourselves. In this spirit, I wish the Language Center all the best for the next 20 years!

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

# 20 years young

**Dr. Sabina Schaffner**
Language Center Director

In the year of its 20th anniversary, the Language Center of UZH and ETH Zurich developed a wide range of services and courses in various forms for both universities in 13 modern languages, plus Latin and Ancient Greek.

As in 2021, the number of participants in the courses offered to UZH and ETH, as well as those offered exclusively to UZH and to UZH Faculty of Arts and Social Sciences, continued to grow compared to the previous year.

In its anniversary year, the Language Center set a new record: 10,848 course participants benefited from the broad range of language courses offered in 2022. Around 2,000 people also took advantage of learning consultations and coaching and participated in learning workshops, game nights, and tutorials at our two Self-Access Centers, which recorded over 4,000 visits. For fully autonomous learners, the Language Center also arranged 1,306 tandem partnerships, over 11% more than the previous year.

We are pleased to report that there continues to be a great deal of interest in English tailor-made courses. In the reporting period, one of our partner university, Zurich University of the Arts (ZHdK), commissioned its first tailor-made course. The special report on pages 15-18 offers deeper insights into our tailor-made courses.

It is particularly important to us that the Language Center was once again able to make a contribution to supporting refugee students in 2022: In 2022, 70 people attended our START! Study German and English language programs for UZH refugee students (some took multiple courses), while 6 additional German courses were made available to 122 Ukrainian students, who were also provided with support services by our Self-Access Center.

It gives me great pleasure that our Language Center, in its 20th year, has once again successfully met the language learning needs of the members of our two sponsoring universities, UZH and ETH Zurich, as well as our partner universities, Zurich University of Teacher Education (PHZH) and ZHdK. This was also confirmed by the panel speakers at our anniversary conference on 10 June 2022. For more information about the conference, see page 22. Our anniversary film will also provide a humorous insight into our work.

On behalf of all employees, I would like to thank the sponsoring universities, UZH and ETH, for the continued trust placed in our services and which we experienced at our anniversary conference.

I wish you a stimulating read!

S. Schaffner

Dr. Sabina Schaffner
Language Center Director

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# Facts & figures

**This section contains the most important facts and figures about our program and services.**

**The appendix contains additional information.**

# The Language Center's course program

The Language Center of UZH and ETH Zurich provides services for members of both universities and selected partner universities.

The largest service area are the courses financed by UZH and ETH (pages 10-11, 21- 25) and the range of additional services offered in consulting, coaching, and – at our Self-Access Centers – autonomous and cooperative learning (pp. 14, 28-30).

In addition, the Language Center runs a range of courses financed separately by the UZH specifically for UZH members (pages 12, 26).

The Language Center also runs special courses for refugees, financed by the Arcas Foundation (page 12).

In a fourth service area, language acquisition modules in ancient and modern languages, also financed by the UZH, are offered within some study programs of the UZH Faculty of Arts and Social Sciences (pages 13, 26).

The Language Center also develops tailor-made courses financed by various ETH and UZH institutes and units (pages 15-18, 27-28).

Finally, ETH funds the Self-Access Center at the Hönggerberg campus (pages 14, 29-30).

The following chart represents the total participant numbers in our regular semester and tailor-made courses:



Tailor-made: 940
PhF: 955
UZH: 492
UZH und ETH: 8353
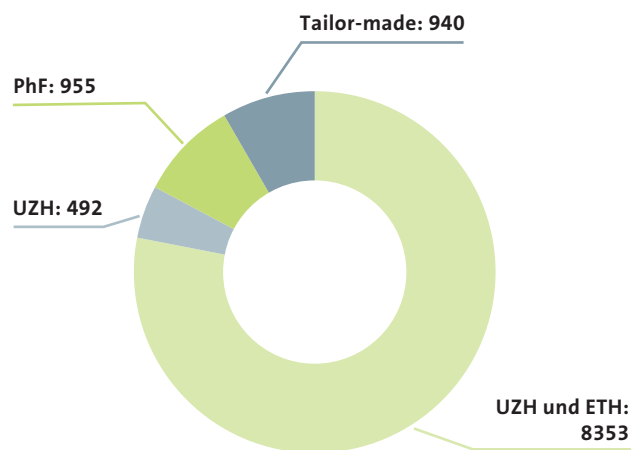
We develop and run language courses in the following areas:

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

The charts on pages 8 to 11 relate to the entire course program and range of training services offered by the Language Center, as described above.

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# The Language Center's course program

## Number of course participants by university, 2022 und 2021

| Course participants | Participants 2022 | Percentage 2022 | Participants 2021 | Percentage 2021 | Balance |
|---|---|---|---|---|---|
| UZH students | 3487 | 32.1% | 3613 | 34.2% | -126 |
| UZH PhF students | 854 | 7.9% | 832 | 7.9% | 22 |
| START! Study students | 174 | 1.6% | 0 | 0.0% | 174 |
| UZH CAS/DAS/MAS students | 26 | 0.2% | 15 | 0.1% | 11 |
| UZH PhD students | 317 | 2.9% | 397 | 3.8% | -80 |
| UZH academic staff | 192 | 1.8% | 219 | 2.1% | -27 |
| UZH admin staff | 67 | 0.6% | 55 | 0.5% | 12 |
| UZH tailor-made students | 8 | 0.1% | 30 | 0.3% | -22 |
| UZH tailor-made  PhD/staff | 129 | 1.2% | 128 | 1.2% | 1 |
| UZH alumni with membership | 23 | 0.2% | 32 | 0.3% | -9 |
| UZH alumni without membership | 29 | 0.3% | 38 | 0.4% | -9 |
| **UZH total** | **5306** | **48.9%** | **5359** | **50.7%** | **-53** |
| ETH students | 3383 | 31.2% | 3090 | 29.2% | 293 |
| ETH CAS/DAS/MAS students | 27 | 0.2% | 17 | 0.2% | 10 |
| ETH doctoral students | 793 | 7.3% | 754 | 7.1% | 39 |
| ETH academic staff | 421 | 3.9% | 404 | 3.8% | 17 |
| ETH admin staff | 46 | 0.4% | 58 | 0.5% | -12 |
| ETH tailor-made students | 123 | 1.1% | 121 | 1.1% | 2 |
| ETH tailor-made doctoral students/staff | 593 | 5.5% | 619 | 5.9% | -26 |
| ETH alumni with membership | 57 | 0.5% | 48 | 0.5% | 9 |
| ETH alumni without membership | 14 | 0.1% | 12 | 0.1% | 2 |
| **ETH total** | **5457** | **50.3%** | **5123** | **48.5%** | **334** |
| **PHZH\* members** | **29** | **0.3%** | **31** | **0.3%** | **-2** |
| **ZHdK\* members** | **39** | **0.4%** | **56** | **0.5%** | **-17** |
| ZHdK tailor-made | 17 | 0.2% | 0 | 0.0% | 17 |
| **Total for the program** | **10848** | **100%** | **10569** | **100%** | **279** |

*PHZH: Zurich University of Teacher Education, ZHdK: Zurich University of the Arts

### Course participants by university



PHZH: 29  3  4  ZHdK: 56

ETH: 5457  UZH: 5306

2022
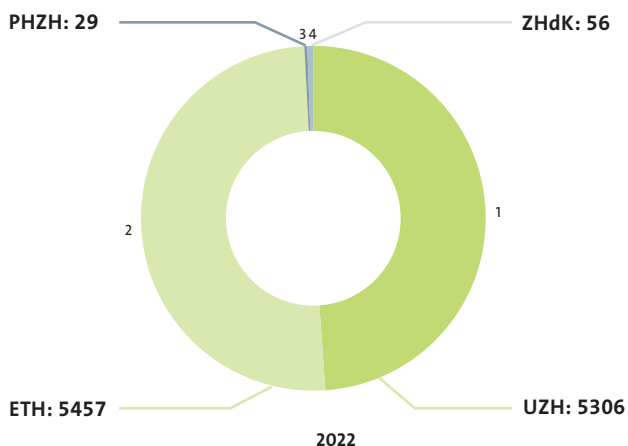
## Course formats*

| Unit | Face-to-face | Remote | Blended | Total |
|---|---|---|---|---|
| Ancient languages | 15 | 2 | 0 | 17 |
| German as a foreign language | 173 | 8 | 0 | 181 |
| Other languages | 55 | 1 | 0 | 56 |
| English | 97 | 25 | 1 | 123 |
| Romance languages | 154 | 7 | 0 | 161 |
| **Total** | **494** | **43** | **1** | **538** |

*including tailor-made courses

# Total number of courses and participants by language, 2022 und 2021

| Languages | Courses in 2022 | Courses in 2021 | Participants in 2022 | Participants in 2021 | Participants in 2022 in % | Participants in 2021 in % |
|---|---|---|---|---|---|---|
| Ancient Greek | 2 | 2 | 59 | 55 | 0.5% | 0.6% |
| Arabic | 8 | 8 | 152 | 167 | 1.4% | 1.7% |
| Brazilian Portuguese | 8 | 8 | 133 | 145 | 1.2% | 1.5% |
| Chinese | 10 | 10 | 250 | 224 | 2.3% | 2.3% |
| German as a foreign language (DaF) | 181 | 172 | 3723 | 3339 | 34.3% | 34.3% |
| English | 123 | 124 | 2030 | 2136 | 18.7% | 13.0% |
| French | 51 | 57 | 914 | 1011 | 8.4% | 10.5% |
| Italian | 44 | 44 | 922 | 869 | 8.5% | 9.0% |
| Japanese | 13 | 12 | 361 | 325 | 3.3% | 3.4% |
| Latin | 15 | 13 | 677 | 617 | 6.2% | 6.4% |
| Modern Greek | 4 | 4 | 51 | 48 | 0.5% | 0.5% |
| Russian | 13 | 13 | 366 | 377 | 3.4% | 3.9% |
| Swedish | 7 | 7 | 138 | 160 | 1.3% | 1.7% |
| Spanish | 58 | 61 | 1063 | 1096 | 9.8% | 11.3% |
| Ukrainian | 1 | 0 | 9 | 0 | 0.1% | 0.0% |
| **Total course program** | **538** | **535** | **10848** | **10569** | **100%** | **100%** |

\* including tailor-made courses

## Course participants by language



2022
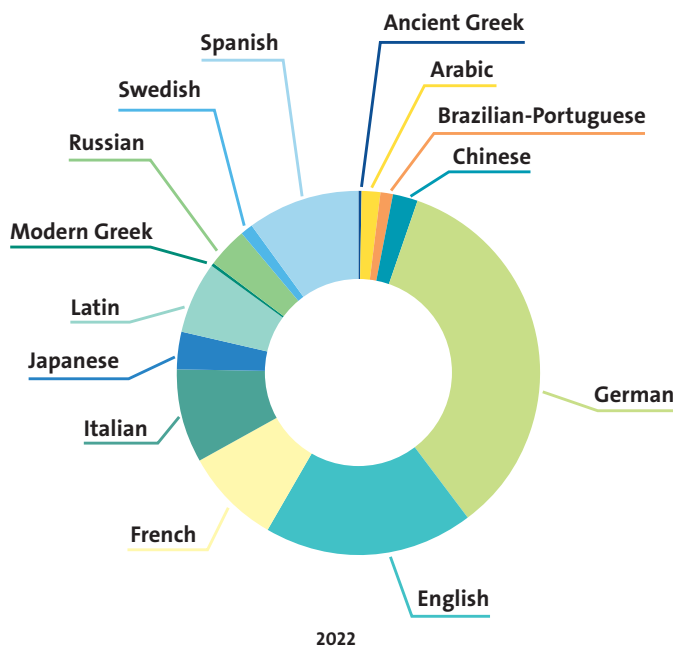
Due to the small number of course participants, Ukrainian cannot be represented in the graph.

## Exported course results by university and Language Center unit

| Unit | UZH | PhF-Stud. | ETH | Total |
|---|---|---|---|---|
| Ancient languages | 45 | 179 | 10 | 234 |
| German as a foreign language | 774 | 0 | 1'327 | 2'101 |
| Other languages | 292 | 107 | 485 | 884 |
| English | 284 | 41 | 276 | 601 |
| Romance languages | 908 | 86 | 686 | 1'680 |
| **Total** | **2'303** | **413** | **2'784** | **5'500** |

UZH members: in UZH and ETH and in UZH program
PhF students: UZH members in PhF language modules; for these modules, "fails" are also exported.
ETH members: in UZH und ETH program

# UZH and ETH course program

## Number of course participants in the UZH and ETH program by university

| | Participants in courses in the UZH and ETH program | 2022 | 2022 in % | 2021 | 2021 in % |
|---|---|---|---|---|---|
| | UZH students | 2965 | 34.9% | 3046 | 37.0% |
| | START! Study students | 133 | 1.6% | | |
| | UZH CAS/DAS/MAS students | 26 | 0.3% | 15 | 0.2% |
| | UZH PhD students | 306 | 3.6% | 389 | 4.7% |
| | UZH academic staff | 187 | 2.2% | 214 | 2.6% |
| | UZH admin staff | 63 | 0.7% | 51 | 0.6% |
| | UZH alumni with membership | 21 | 0.2% | 31 | 0.4% |
| | UZH alumni without membership | 27 | 0.3% | 33 | 0.4% |
| **1** | **UZH total** | **3728** | **43.9%** | **3779** | **45.9%** |
| | ETH students | 3342 | 39.4% | 3073 | 37.3% |
| | ETH CAS/DAS/MAS students | 27 | 0.3% | 17 | 0.2% |
| | ETH PhD students | 791 | 9.3% | 751 | 9.1% |
| | ETH academic staff | 414 | 4.9% | 404 | 4.9% |
| | ETH admin staff | 46 | 0.5% | 58 | 0.7% |
| | ETH alumni with membership | 56 | 0.7% | 48 | 0.6% |
| | ETH alumni without membership | 14 | 0.2% | 12 | 0.1% |
| **2** | **ETH total** | **4690** | **55.3%** | **4363** | **53.0%** |
| **3** | **PHZH members** | **29** | **0.3%** | **31** | **0.4%** |
| **4** | **ZHdK members** | **39** | **0.5%** | **56** | **0.7%** |
| | **Total by university** (UZH und ETH program) | **8486** | **100%** | **8229** | **100%** |
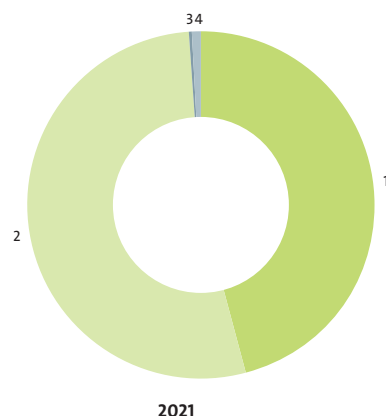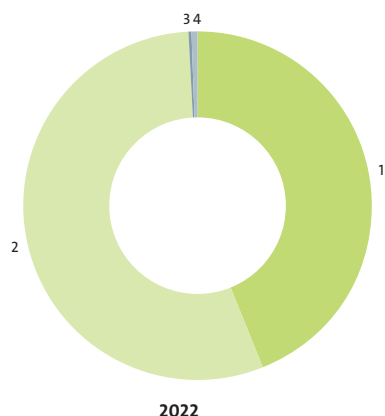
2022



2021

# UZH and ETH course program

## Course participants by languages

**Total number of course participants, UZH and ETH program courses (all target groups)**
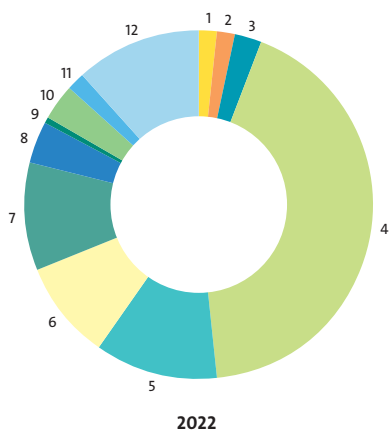


**2022**

| | Languages | 2022 | 2022 in % | 2021 | Balance |
|---|---|---|---|---|---|
| 1 | Arabic | 152 | 1.8% | 167 | -15 |
| 2 | Brazilian Portuguese | 133 | 1.6% | 145 | -12 |
| 3 | Chinese | 206 | 2.4% | 166 | 40 |
| 4 | German as a foreign language (DaF) | 3685 | 43.4% | 3286 | 276 |
| 5 | English | 953 | 11.2% | 1047 | -104 |
| 6 | French | 772 | 9.1% | 865 | -93 |
| 7 | Italian | 834 | 9.8% | 780 | 54 |
| 8 | Japanese | 314 | 3.7% | 289 | 25 |
| 9 | Modern Greek | 51 | 0.6% | 48 | 3 |
| 10 | Russian | 286 | 3.4% | 284 | 2 |
| 11 | Swedish | 138 | 1.6% | 160 | -22 |
| 12 | Spanish | 953 | 11.2% | 992 | -39 |
| 13 | Ukrainian | 9 | 0.1% | 0 | 9 |
| | **Total for all target groups** (UZH und ETH program) | **8486** | **100%** | **8229** | **124** |

## Financial resources for UZH and ETH program
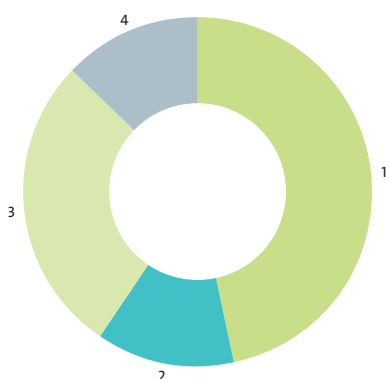


| Unit | | 2022 in % | 2021 in % |
|---|---|---|---|
| 1 | German as a foreign language | 46.74% | 44.49% |
| 2 | English | 12.94% | 14.90% |
| 3 | Romance languages | 27.59% | 28.15% |
| 4 | Other languages | 12.73% | 12.46% |
| **Total cost** (UZH und ETH program) | | 100% | 100% |

Due to the strategic reduction in the number of English language courses in the UZH/ETH program, the overall financial resources in this area shifted in favor of German as a foreign language. These figures do not take into account the proportionally bigger self-financing share of the German as a foreign language unit.
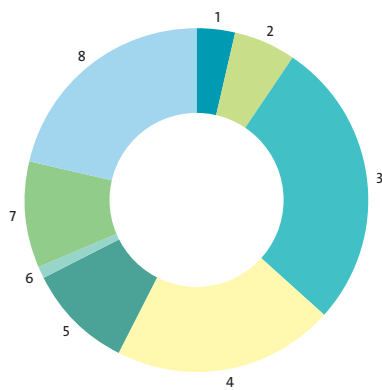
## German as a foreign language courses for refugees

| Language | Number of courses | Number of participants |
|---|---|---|
| German as a foreign language for Ukrainian refugees | 6 | 122 |

Of these courses, 2 intensive courses were financed by the UZH/ETH solidarity fund, and 4 semester courses were financed in equal parts by the two universities.
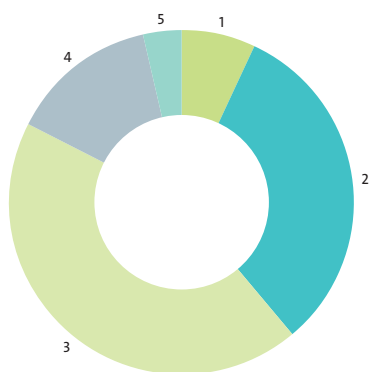
# UZH course program

## Course participants UZH



**2022**

| UZH members | | 2022 | 2021 |
|---|---|---|---|
| 1 | Chinese | 17 | 29 |
| 2 | German as a foreign language | 31 | 32 |
| 3 | English | 128 | 172 |
| 4 | French | 97 | 103 |
| 5 | Italian | 47 | 44 |
| 6 | Latin (reading course) | 15 | 0 |
| 7 | Russian | 47 | 54 |
| 8 | Spanish | 110 | 104 |
| **Total** | | **492** | **538** |

## UZH financial resources



**2022**

| Unit | | 2022 in % | 2021 in % |
|---|---|---|---|
| 1 | German | 7.15% | 7.10% |
| 2 | English | 31.82% | 35.32% |
| 3 | Romance languages | 43.61% | 43.57% |
| 4 | Other languages | 13.90% | 14.01% |
| 5 | Latin | 3.52% | 0% |
| **Total cost** (UZH program) | | **100%** | **100%** |

The distribution of resources by language corresponds to the overall program strategy and learner needs.

## START! Study program

| Language | Number of courses | Number of participants |
|---|---|---|
| German as a foreign language | 8 | 123 |
| English | 4 | 51 |
| **Total** | **12** | **174** |

30 people participated in our START! Study program in FS23 and 40 in HS22. In other words, a total of 174 course places were taken up by a total of 70 course participants.

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# UZH Faculty of Arts and Social Sciences (PhF) course program

## Course participants in the UZH Faculty of Arts and Social Sciences program
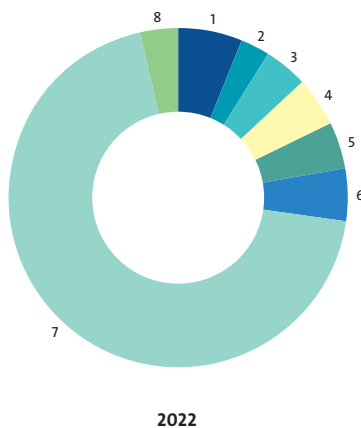
| Course participants | | Students with language acquisition requirements | Other target groups* | Total 2022 | Total 2021 |
|---|---|---|---|---|---|
| 1 | Ancient Greek* | 24 | 35 | 59 | 55 |
| 2 | Chinese | 27 | | 27 | 29 |
| 3 | English | 41 | | 41 | 40 |
| 4 | French | 45 | | 45 | 43 |
| 5 | Italian | 41 | | 41 | 45 |
| 6 | Japanese | 47 | | 47 | 36 |
| 7 | Latin* | 595 | 67 | 662 | 617 |
| 8 | Russian | 33 | | 33 | 39 |
| **Total** | | **853** | **102** | **955** | **904** |

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

**2022**

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## Financial resources UZH Faculty of Arts and Social Sciences
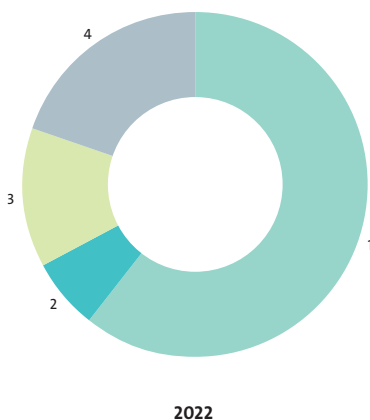
| Unit | | 2022 in % | 2021 in % |
|---|---|---|---|
| 1 | Ancient languages | 60.78% | 60.60% |
| 2 | English | 6.45% | 6.50% |
| 3 | Romance languages | 13.23% | 13.22% |
| 4 | Other languages | 19.54% | 19.67% |
| **Total cost** (Faculty of Arts and Social Sciences program) | | **100%** | **100%** |

**2022**

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

# Self-Access Centers (SACs)

## Visitor numbers at the SAC Zentrum



**14**
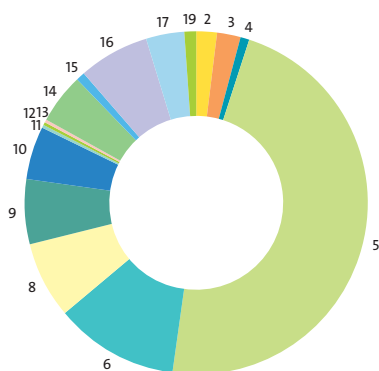
## SAC Zentrum: Number of visitors in 2021 by language

|   | Sprache | SLZ Zentrum |
|---|---|---|
| 1 | Ancient Greek | 2 |
| 2 | Arabic | 76 |
| 3 | Brazilian Portuguese | 85 |
| 4 | Chinese | 37 |
| 5 | German | 1810 |
| 6 | English | 449 |
| 7 | Finnish | 2 |
| 8 | French | 277 |
| 9 | Italian | 240 |
| 10 | Japanese | 194 |
| 11 | Latin | 8 |
| 12 | Modern Greek | 10 |
| 13 | Polish | 4 |
| 14 | Russian | 188 |
| 15 | Swedish | 30 |
| 16 | Swiss German | 254 |
| 17 | Spanish | 144 |
| 18 | Hungarian | 2 |
| 19 | No details | 33 |
| **Total 2022** | | **3845** |

## Number of loans SAC Zentrum
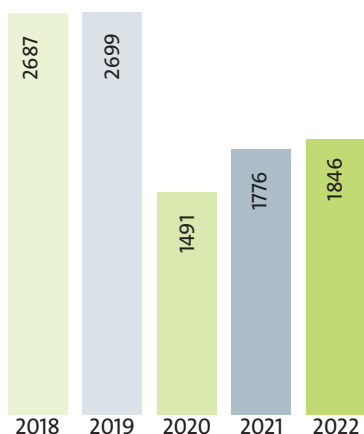


Visitor numbers for SAC Hönggerberg cannot be recorded, as the room is also freely accessible outside of staff supervision hours. Furthermore, all services (learning activities, learning consultations, information events, and media lending) are currently also offered remotely.
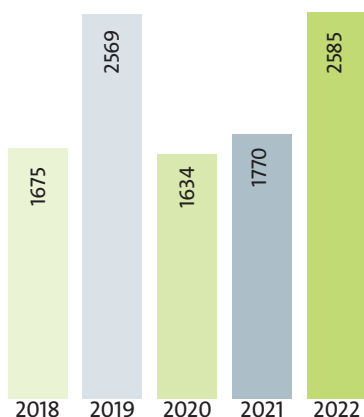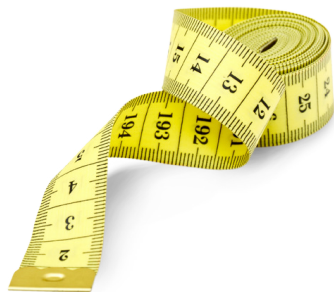
## SAC Hönggerberg: Number of loans since 2017



## Number of loans SAC Hönggerberg
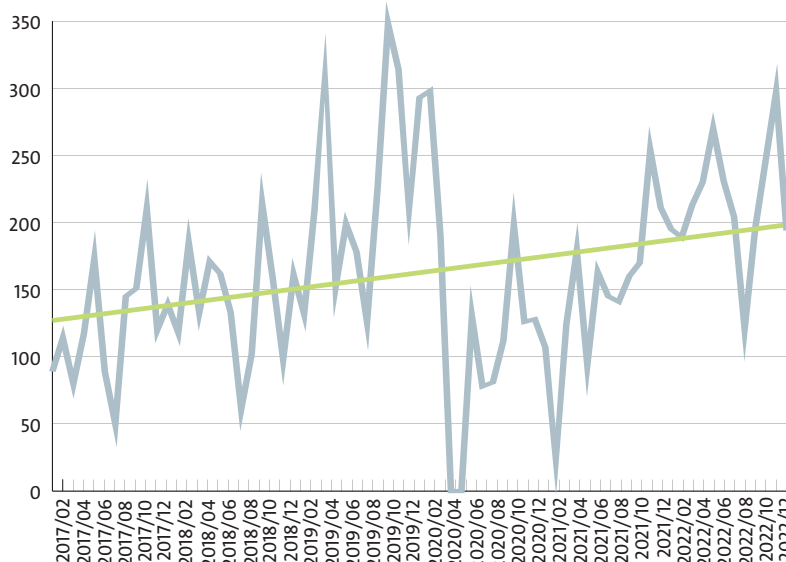
# Special report:
# The tailor-made program for English

**Dr. Michelle Norgate, Head of the English unit**

It will come as no surprise to many that English is the second largest language at the Language Center, following German as a foreign language. English has been popular since the start of the Language Center, but things couldn't have changed more in the past 20 years than they have in English learning and teaching. While initially, English was taught as a general foreign language starting at beginner level, English beginners have become rare, and our focus has shifted to teaching English communication skills at much higher levels for academic, scientific, research, and workplace purposes. The result is a much wider variety of the types and formats of courses and services that we now offer in the English Unit of the Language Center.

Our regular 7- and 14-week semester courses still make up the bulk of our work. These are available to UZH and ETH students, PhD and doctoral candidates, academic and administrative-technical staff, and members of Zurich University of Teacher Education (PH) and Zurich University of the Arts (ZHdK). But for the past decade, we have diversified our program to include individual coaching, writing consultations available through our Writing Center, and most importantly, a wide range of courses designed to meet the needs of specific groups.

Our tailor-made courses are tailored to the needs of specific groups of learners, taking into account their levels of English and work backgrounds; the course schedule; the format of lessons; and most importantly, the content of the course. Our past courses have ranged from a two-hour lecture for an interdisciplinary research group on how to convert scientific English to English for a general audience; through courses comprising five half-day workshops on scientific writing for PhD/doctoral and Master's students from various faculties, departments,

and research groups; to 14-week courses for ETH security and emergency staff.

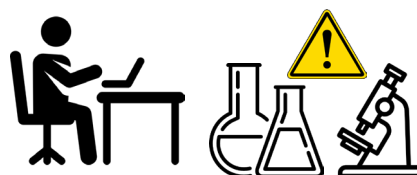## Types of tailor-made courses

Our tailor-made courses can be divided into two main groups:

1.) Workplace communication for administrative and technical staff (ATP)

2.) academic and scientific courses for postdocs, PhD/doctoral students, and Master's students.

**1. Workplace communication**

Our tailor-made workplace communication courses focus on content specific to the workplace needs of staff; in addition, our interactive lessons also contain an element of team-building. Team members join in improving their English as a team, and this can also aid communication within teams. A tailor-made course also means that the organizer has control of the course schedule, allowing staff to attend who are not always on campus when a suitable semester course would take place.

Where possible, we create teaching materials from material provided by the course participants or organizers. For example, a group of security staff that need to be able to react quickly in emergency situations might provide us with their emergency procedures in German, from which we can create English-language simulations and case studies. Administrative staff might provide (anonymized) samples of their own emails, which are then used as a basis for grammar and vocabulary work.
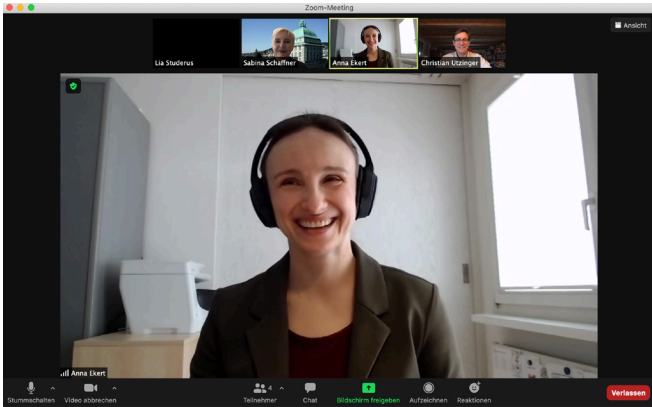
If requested, we offer tailor-made courses online..

## 2. Scientific and academic tailor-made writing courses

With the level of general English skills steadily rising, one might ask why people need English language support throughout their university careers. However, our experience shows that regardless of increasing general English language skills, there is still a considerable need for support in academic and scientific English communication. Effective communication for academic research and study needs to be learnt at some point, and those who gain good skills are likely to prosper in their academic and professional lives.

*«This course helped me understand that writing is not a magical process, but a skill you must practice, practice, and practice again [...]. [...] As I am in the beginning of my PhD, I did not have a clear image of how important it is to practice writing.»\**

In 2015, the English Unit initiated a pilot project – the Academic Writing for Specific Purposes (AWSP) project – to deliver tailor-made writing courses to target groups from specific disciplines. Several ETH departments and UZH faculties who were deemed to have discipline-specific writing needs at PhD and Master level were contacted. The pilot was to run in 2016 and gave our partners the chance to trial an English AWSP course for their students, funded by the Language Center. The intention was that from 2017, the partners would take over the cost and administration of subsequent AWSP courses.

The AWSP pilot project was a resounding success. In 2016, the Language Center's English unit delivered 14 courses in total. Nine repeat courses with six partners out of a total of eight were agreed for 2017, and the program has seen continual growth since then. (For more details see page XX of this report.)

**Benefits of tailor-made courses**

- **Focus on communication**: Tailor-made writing courses allow participants to concentrate on the language-related, communicative aspects of their writing in their field, whether they are working on reports, proposals, theses, scientific publications, or other texts. Language Center writing lecturers provide highly valued feedback that focuses on improving the quality and clarity of participants' written communication.

- **Improving specific writing skills**:
Most students at the master's or PhD/doctoral level can function well enough on a daily basis in English, but this does not mean that they are able to write at the level required for publications, conferences, and other official submissions. In a tailored writing course, they can improve their written communication and also become aware of their own strengths and weaknesses as academic or scientific writers, learn to troubleshoot their own sentence structures and grammar, and identify areas where further work is needed.

- **Learning from «model» texts**: Participants in tailor-made courses are urged to collect texts from their target publications as model texts for their own writing. In our courses, participants then learn to analyze these model texts to identify the structural and linguistic conventions that are particular to their field, target journal, or conference.

*«Diving deep into grammar rules that are important - not only, but especially also - for scientific writing was very refreshing! Many classes of this type only scratch the surface.»\**

- **Peer interaction**:

Tailor-made courses offer course participants a unique opportunity to work with other writers from closely related – but often still different – fields and areas of focus. Participants bring to the course the different habits, beliefs, and conventions of their various research groups. The exchange and interaction that ensues is highly productive, making writers aware of the range of different styles, structures, and choices available to them.

*«The course taught me a lot about my personal writing style, how I can improve it or handle certain issues and what generally to look out for when writing different parts of a paper.»\**

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*«I found it valuable that we had enough time to exchange ideas with other people, some of whom came from other research fields. In this way, I developed a more integrated understanding on how to write and express certain ideas.»\**

**An example of a tailor-made writing course**

Our most popular tailor-made writing course format consists of five half-day sessions that include the whole writing process, from defining an audience to submitting texts for review and publication (see box). Participants are encouraged to turn in drafts and revisions of three (or more) texts. Where possible, this is writing that they are working on outside of the course – for example, parts of research articles, proposals, theses, or reports. They can thus use the writing course input and feedback to focus on the language and communication aspects of texts that they are writing anyway.

During the course, participants receive wide-ranging feedback on the structure, clarity, and language of their texts. Based on such feedback, they revise their texts for a final portfolio. We are able to issue 2 ECTS points for a 20-unit course if desired by the organizer. At the end of the course, each participant completes an evaluation form, which is then sent to the organizer along with a final report on the course by the lecturer.

**Sample program for a 20-unit writing course**

**Week 1**
Defining of your audience
Using resources for vocabulary and phrasing
Writing reader-friendly sentences

**Week 2**
Creating flow in texts
Analyzing typical paragraph structures
Editing texts: Writing workshop with peer editing

**Week 3**
Identifying typical structures for introductions and abstracts
Citing sources
Writing complex sentences, with grammar review

**Week 4**
Writing complex sentences, with grammar review
Analyzing elements of papers: Methods, describing data, results
Editing texts: Writing workshop with peer editing

**Week 5**
Showing caution and confidence: Establishing a coherent stance
Finding effective editing strategies
Submitting texts for review and publication
Editing texts: Writing workshop with peer editing

Our tailor-made courses are available to groups from UZH, ETH Zurich, Zurich University of Teacher Education (PH), and Zurich University of the Arts (ZHdK). For more information on workplace communication courses, contact the Head of English, Dr Michelle Norgate (michelle.norgate@sprachen.uzh.ch); and for academic and scientific writing courses, contact our Academic Writing Coordinator, Dr Kimberly Lewis (kimberly.lewis@sprachen.uzh.ch).

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*Die Zitate stammen aus anonymisierten Rückmeldungen von Teilnehmenden verschiedener Tailor-made-Schreibkurse.

# Appendix

**This appendix contains additional information about our services.**

# Strategic plans and goals 2022

**The following goals were reached and relevant measures implemented in 2021:**

### Resources
The necessary funds have been secured to support future salary costs in selected teaching development projects.

### Processes
The Language Center's database architecture is better adapted to the main processes.

### Services
Course planning for 2022 and 2023 includes various didactically effective teaching formats (face-to-face, blended, online).

Projects for a selection of new courses have been implemented (START! Study; German as a foreign language for Ukrainian students; Ukrainian language course).
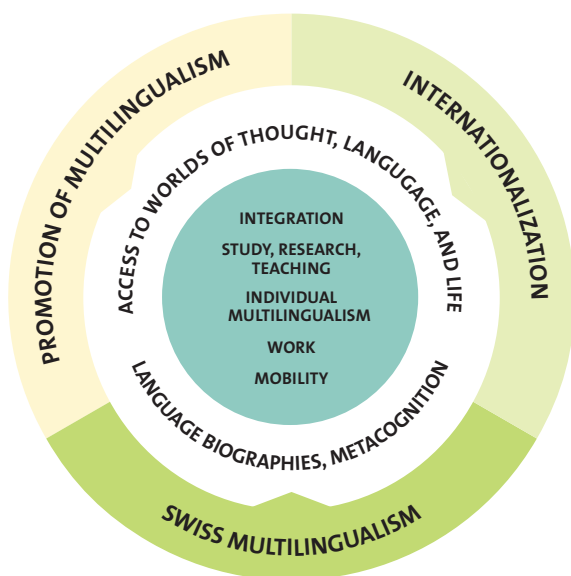
### Communication
The activities for the Language Center's 20th anniversary are successfully implemented.

# UZH und ETH course program

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

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



The concrete planning of our program takes into account, both strategically and according to demand, the contribution of individual languages and corresponding linguistic levels to the following areas of interest: integration; study, research, and teaching; individual multilingualism; work; and mobility.

## Position paper on teaching at the Language Center

The position paper on teaching at the Language Center of the UZH and ETH Zurich, developed in 2021, was used as the framework for planning the courses offered in the reporting period.

This position paper is based on our teaching experience during the COVID-19 pandemic and our resulting thoughts on teaching.

The position paper defines the strategic orientation of language teaching at the Language Center of UZH and ETH Zurich, in particular, with regard to how our courses are delivered.

In accordance with university teaching at UZH, face-to-face teaching remains a central component of university teaching at the Language Center.

**The standard course format at the Language Center is to remain enriched face-to-face teaching**, in which asynchronous self-study elements are introduced in the form of blended learning.

Since a significant part of the language acquisition process consists of skills building, our language lessons will not be streamed or recorded.

**Synchronous hybrid teaching** (face-to-face teaching with streaming) is not envisaged, since the simultaneous monitoring of students in the classroom and online is enormously time-consuming for the lecturers and not effective for either group of course participants.

**Synchronous online teaching with asynchronous elements** can be undertaken in selected courses where this format would add value over face-to-face teaching.

Selected examples include:
- Real life skills, where cultural facilities can be easily accessed online.
- Location-neutral services, where individual support can be given more flexibly (Writing Center)
- Demand-based format changes, to facilitate an exchange with people outside of UZH (international classrooms and virtual partnerships)
- German as a foreign language for Switzerland (M)OOC for incoming students before the start of the semester.

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# Panel of the 20th anniversary conference of 10 June 2022 on «The Language Center's Contribution to Teaching at UZH and ETH»

On the occasion of the Language Center's 20th anniversary, we held a panel discussion with representatives of the various UZH and ETH stakeholder groups. The discussion surrounded the future direction of the Language Center and took place on 10 June 2022 as part of our anniversary conference. The panel confirmed our strategic orientation, and two desiderata for future development arose. These have been added (in light turquoise) to the chart below:

• An element of digital competence in the use of machine translation tools should be integrated into the curricula of all language courses. The necessary professional training of lecturers and the subsequent definition of relevant learning outcomes are planned for 2023.

• International cooperations: An UZH Online Survival course in German as a foreign language, designed for prospective students, is planned. It is to be financed by special UZH funds and implemented in 2024. The participation of the Language Center in a Una Europa bachelor's degree module entitled «Multilingualism» is also planned.



**«The Language Center's Contribution to Teaching at UZH and ETH»: Desiderata**
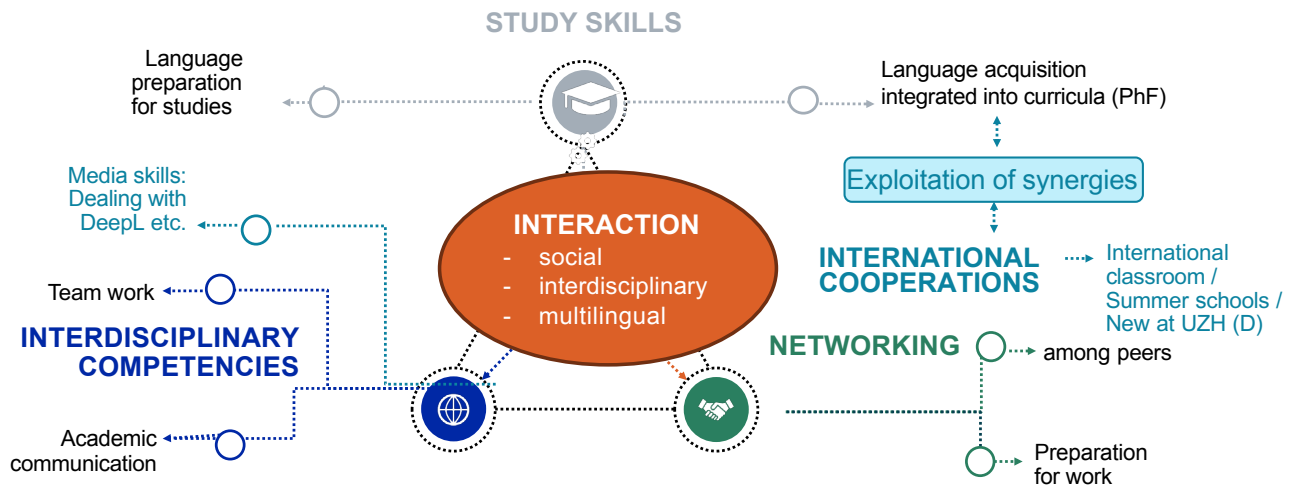
# German as a foreign language (DaF)

We were able to offer two target-group-specific intensive courses for Ukrainian student refugees before HS22 thanks to additional funds from the two universities; in the fall semester we were able to expand our regular course program by 4 additional A-level semester courses. In addition, at the very start of the war against Ukraine, the SAC provided learning consultations and ran some specific supervised learning groups.

For the first time, in HS22, we ran an A-level German as a foreign language course which was designed specifically for ETH professors. This ran as a pilot project in collaboration with the ETH Office for Faculty Affairs.

The number of courses in the third-party funded START! Study program was increased, and more diversity of courses could be offered. For the group that started in HS22, we were able to offer an intensive course at B1 level and one at B2 level. We continued to offer two cour-

ses at different levels during the semester specifically for this target group. START! Study course participants were also able to enroll in a second semester course from our regular student program.

The biggest challenge for the German unit was the high demand, which has continued or increased somewhat over the years. Regarding our intensive courses, for example, the demand for A-level courses in HS22 could not be fully met. In the program for PhD/doctoral students, we offered extra courses at B1 and B2 levels.

## Other languages

In the third year of the pandemic, demand for these courses, which for didactic reasons are conducted exclusively in person, continued unabated. In some courses, the number of participants was higher than in the previous year.

The continuing high number of participants in some introductory courses, especially in Chinese, Japanese, and Russian, was a didactic challenge in the year under review. However, there was a decline in Arabic and Swedish

In HS22, a course entitled Ukrainian: Introduction to Language and Culture A0-A1.1 was offered for the first time. The one-semester introductory course was aimed at members of our universities with little or no knowledge of Russian who wanted to gain an initial insight into the Ukrainian language and culture for study-related, professional, or private reasons.

## English

The English program as it stands seems to meet the needs of those wishing to improve or consolidate their English skills. As has been the case in previous years, the tailor-made course program continues with almost the same number of unique courses as the semester course program. In terms of the number of lessons, the tailor-made program made up about 25% of all lessons.

There was a negligible reduction in the number of semester courses and course participants in 2022. In 2022, the English unit ran two fewer courses than in the previous year. As the level of English among first-year students continues to rise over the years, the English unit has focused more on higher-level scientific English writing courses. In 2022, we offered three courses at B1 and six courses at B2 levels. All other courses, excluding those in the START! Study program, were at B2-C1 (currently a popular and well-attended level) or above. The number of courses at B1 and B2 levels is likely to decrease further.

As a result of staff changes, we were able to consolidate our semester courses to ensure greater efficiency while also meeting the anticipated increase in the number of tailor-made courses in the mid-term. For more information about our tailor-made program, see the Special Feature in this report on pages 15-18.

The START! Study English courses, introduced in 2021, are now well established, and the second group started their two-semester course in HS22. We continue to offer two courses, one at A1 and one at A2.2 level (with 8 and 11 participants, respectively, in 2022). Another 13 START! Study course participants with English levels at or above B1 participated in various regular semester courses.

The Writing Center, where participants can book a 45-minute consultation with a writing expert, continues to be in high demand. As usual, all slots for consultations were filled by the end of the semester.

## Romance languages

In 2022, after evaluating our experience with online teaching, we integrated various forms and formats of assessments – such as portfolios, oral examinations via Zoom, and written online examinations – into our in-person classes.

Due to low demand from participants and in accordance with the wishes of our lecturers, only very few parallel courses were held online. We consider face-to-face teaching to offer significant added value for didactic re-

asons (direct and indirect perception of and feedback on the learning process) and for social reasons (socialization, spontaneous interaction).

Regarding our strategic orientation, the decrease in participants from the target groups of PhD/doctoral students, staff, and alumni, especially in French but also in Spanish, posed a challenge. As a result, fewer funds were available to cross-finance additional course places for students.

## Brazilian Portuguese

All courses in Brazilian Portuguese took place as planned at the Zentrum campus as semester courses; participant numbers remained the same. Following the demand, we would like to expand our program to include courses beyond the B1 level. The «Português brasileiro A2-B2: Música popular urbana» course was also well received. A further wish would be a wider variety of courses, with additional courses offering a thematic focus, given the socio-cultural diversity of the Portuguese-speaking world.

## French

In the year under review, the French courses offered at the Zentrum and Hönggerberg campuses ran as planned as in-semester and pre-sessional courses. The demand for A2-B1 levels is growing, due to the large number of international students and researchers and a tendency towards lower French competencies among Swiss high school graduates. We were just able to meet the demand with our current program..

## Italian

In 2022, Italian language courses were once again offered at the Zentrum and Hönggerberg campuses. While the courses offered at the B1-B2/C1 levels met the demand, we were not able to meet the demand at the A1-A2 beginner level. Given the demand for Italian courses, the resumption of pre-sessional modules is desirable.

## Spanish

Spanish courses were once again offered at the Zentrum and Hönggerberg campuses. In addition, 4 parallel courses were offered online. The demand at A1 level could not be met with the existing number of courses. A stronger differentiation of the range of coures from level B1 onwards, and additional pre-sessional courses, would be needed to meet the demand for Spanish courses.
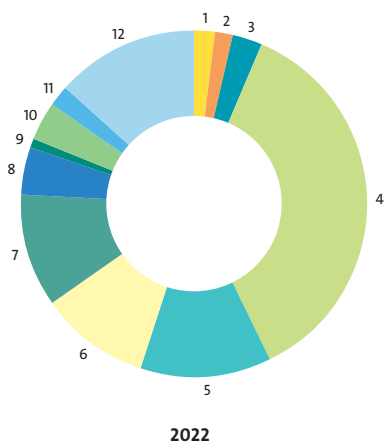
## Ancient languages

The Heureka V lecture series was offered once again with success on behalf of the ETH D-GESS; the number of participants was very high, at 58.

# Course participants by language and target group

## Bachelor's and Master's students



**2022**

| | Languages | 2022 | 2021 |
|---|---|---|---|
| 1 | Arabic | 129 | 145 |
| 2 | Brazilian Portuguese | 105 | 130 |
| 3 | Chinese | 178 | 134 |
| 4 | German as a foreign language | 2292 | 2029 |
| 5 | English | 777 | 849 |
| 6 | French | 638 | 681 |
| 7 | Italian | 668 | 627 |
| 8 | Japanese | 280 | 255 |
| 9 | Modern Greek | 44 | 34 |
| 10 | Russian | 238 | 234 |
| 11 | Swedish | 125 | 146 |
| 12 | Spanish | 826 | 854 |
| 13 | Ukrainian | 7 | 0 |
| **Total number of students** (UZH and ETH program) | | **6307** | **6118** |

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## PhD/doctoral students, CAS/DAS/MAS students, academic and admin staff, alumni
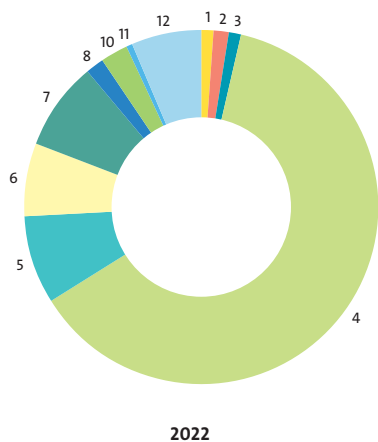


**2022**

| | Sprachen | 2022 | 2021 |
|---|---|---|---|
| 1 | Arabic | 23 | 21 |
| 2 | Brazilian Portuguese | 28 | 15 |
| 3 | Chinese | 28 | 32 |
| 4 | German as a foreign language | 1'270 | 1'257 |
| 5 | English | 166 | 198 |
| 6 | French | 134 | 184 |
| 7 | Italian | 166 | 153 |
| 8 | Japanese | 34 | 34 |
| 9 | Modern Greek | 7 | 14 |
| 10 | Russian | 48 | 50 |
| 11 | Swedish | 13 | 14 |
| 12 | Spanish | 127 | 138 |
| 13 | Ukrainian | 2 | 0 |
| **Total number of other target groups*** (UZH and ETH program) | | **2'046** | **2'110** |

*including PHZH und ZHdK members

# UZH course program

The course program run for the UZH is fully funded through UZH funds and course fees.

The courses, taught in person and offered in Chinese, German, English, French, Italian, Russian, and Spanish, are geared to the specialized needs of UZH staff and the high demand for general language courses.

The total number of participants (538) is approximately the same as in the previous year (532). In English, French, and Russian, however, the number of participants decreased compared to 2021.

After the Latin reading course had to be cancelled in the previous year due to low participant numbers, the course, entitled Love Stories of Ovid, filled well in HS22, with 15 participants.

# UZH Faculty of Arts and Social Sciences (PhF) course program

In 2022, we once again offered a range of language acquisition modules (most at 4 lessons a week): Basic Latin (Parts 1 and 2), Basic Greek (6 lessons a week), Basic Chinese (Parts 1 and 2), Academic English C1 (Part 1 and 2), Français B2 (Part I), Français C1 (Part 2), Italiano A2 (Part 1), Italiano B1 (Part 2), Basic Japanese (Parts 1 and 2), Basic Russian (Parts 1 and 2). These courses have been integrated into the curriculum since HS19 and are therefore exempt from fees for students of numerous Bachelor's and Master's programs of the Faculty of Arts and Social Sciences. For Latin, we also ran an intensive version of the basic Latin course (Basic Latin Express) at 7 lessons a week. In FS22, the two courses Latin II (Latinum, 5 lessons/week) and Greek II (Graecum, 6 lesson/week) were also offered.

In most of the exclusively in-person modern language courses, the number of participants increased slightly in 2022 (234 students) compared to 2021 (231 students).

In most study programs with compulsory language acquisition, Latin was a compulsory module, so students could only choose modern language courses if they had acquired an acceptable level of Latin at high school (Matura or equivalent at a "Gymnasium")..

Demand for Latin courses (over 50 people per course) is still very high, even after a fifth parallel course was introduced in 2021. It will be important to observe how the number of participants develops. It may be necessary to offer another course or to limit the number of places.

One of the Basic Latin parallel courses was conducted online and will continue to be offered in an online-only format due to the high demand.

# Further services

## Tailor-made program

| Tailor-mades | 2022 program | Participants 2022 | 2021 program | Participants 2021 |
|---|---|---|---|---|
| DaF | 0 | 0 | 1 | 21 |
| English | 42 | 870 | 41 | 877 |
| Italian* | 6 | 70 | 6 | 56 |

*Die Teilnehmenden der Tailor-made-Kurse Italienisch sind im Gesamtangebot bei den Studierenden ETH mitgezählt, da die Kurse im Kursadmin-System eingetragen sind.

## English

In 2022, we ran a total of 42 tailor-made English courses; 12 were run for UZH departments (11 for PhD students and postdocs, 1 for Master's students) and 27 for various ETH units (6 for Master's students, 15 for doctoral students, postdocs, and MAS students, and 6 for administrative-technical staff). In addition, for the first time in 2022, 3 courses were offered for our partner university, ZHdK. Two of these courses were held online and one in person. Of these 3, one was a writing course for PhD students and two were workplace communication courses for administrative staff. These courses were well received, and we are currently exploring the possibility of extending our collaboration to future semesters.

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

## Italian

The existing Italiano per medici courses at A1, A2, and A2- B1 levels were continued as before. The D-HEST secures two thirds of the course places through its financial contribution; the other places are open to UZH members.

**English tailor-made-courses for ZHdK**

| Client | Title | Number of courses | Number of lessons | Target group | Number of participants |
|---|---|---|---|---|---|
| ZHdK Continuing Education | English for Office Writing / Writing Emails in English | 2 | 7 | Mitarbeitende | 8 |
| ZHdK Research Commission PhD | Doctoral and research writing | 1 | 20 | PhD students | 9 |

**English tailor-made-courses for UZH**

| Client | Title | Number of courses | Number of lessons | Target group | Number of participants |
|---|---|---|---|---|---|
| UZH Department of Economics | Writing an MA thesis in economics | 1 | 20 | Master's students | 8 |
| UZH Department of Economics | Writing (in) economics | 1 | 20 | PhD students | 15 |
| Neuroscience Center Zurich | Neuroscience writing course | 1 | 24 | PhD students | 15 |
| Life Sciences Zurich | Writing Fellow Training | 1 | 24 | PhD students | 15 |
| UZH Department of Psychology | Writing research articles in psychology | 3 | 60 | PhD students | 36 |
| UZH Department of Sociology | Academic Writing in English for Sociologists | 1 | 20 | PhD students | 15 |
| UZH Banking & Finance | Writing for publication in banking and finance | 1 | 20 | PhD students | 7 |
| UZH Computer Science (IFI) | Scientific writing for PhD students | 2 | 40 | PhD students | 17 |
| University Children's Hospital Zurich | Writing for publication at the University Children's Hospital Zurich | 1 | 20 | Researchers | 9 |
| **Total** | | **12** | **248** | | **137** |

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**English tailor-made-courses for ETH**

| Client | Title | Number of courses | Number of lessons | Target group | Number of participants |
|---|---|---|---|---|---|
| D-ARCH; Digital Fabrication | Scientific writing in a multidisciplinary context | 1 | 6 | MSc students | 13 |
| D-BAUG (2 clients) | Writing support/ writing workshop | 3 | 7 | MSc students | 53 |
| D-GESS, Institute of Science, Technology and Policy | Reading in English workshop (ISTP) | 1 | 8 | MSc students | 10 |
| D-MTEC | Academic writing course for D-MTEC MSc students | 1 | 36 | MSc students | 47 |
| D-BAUG (Greydient) | Writing at Greydient | 1 | 8 | Doctoral students | 15 |
| CSCS ETH Ticino | Technical and scientific writing | 1 | 20 | Doctoral students | 16 |
| D-ERDW (Graduate Collective) | Collaborative writing | 1 | 15 | Doctoral students | 15 |
| D-HEST (IfN) | Writing for publication at the Institute for Neuroscience | 1 | 18 | Doctoral students | 15 |
| D-INFK | Writing for publication in computer science (WPCS) | 4 | 80 | Doctoral students | 41 |
| D-MATL | Writing for publication in materials science | 1 | 20 | Doctoral students | 18 |
| D-MAVT | Scientific writing for publication in engineering | 2 | 40 | Doctoral students | 31 |
| Doctoral Administration | Scientific writing skills | 4 | 10 | Doctoral students | 400 |
| ETH Zürich, Safety, Security, Health and Environment (SSHE) | Workplace communication (levels A1 – B2) | 6 | 168 | Admin and technical staff | 42 |
| **Total** | | **27** | **436** | | **716** |

# Coaching

| Number of coaching sets | 2022 | 2021 |
|---|---|---|
| German as a foreign language | 10* | 8* |
| English | 4 | 16 |
| Romance languages | 2 | 1 |

*Sets of private lessons

# Language certifications

| Number of certifications | 2022 | 2021 |
|---|---|---|
| German as a foreign language | 7 | 4 |
| English* | 5 | 3 |
| Romance languages | 20 | 11 |

*incl. English Assessment Test

# Learning consultations

| Number of learning consultations | 2022 | 2021 |
|---|---|---|
| German as a foreign language | 12 | 18 |
| English | 13 | 12 |
| Romance languages | 65 | 55 |

# Self-Access Centers (SACs)

## SAC Zentrum

In 2022, the SAC returned to normal operations and thus almost exclusively to face-to-face services and events. The language meet-ups, including special events such as «Unterwegs in Zürich» (out-and-about in Zurich) and our Mini Film Clubs, accounted for the largest share. Most events were held for German as a foreign language learners, following the actual demand of SAC users. Our program also included courses in Arabic, English, French (from HS22), Italian, Japanese, Portuguese (from HS22), Russian, Spanish, and Swiss German(in alphabetical order).

In the second half of the year, the number of users increased significantly, which also led to a slight increase in the annual average compared to the previous year. However, the pre-pandemic level has not yet been reached. The media stock was further expanded and adapted to current needs. Loans also increased somewhat, although we still do not offer interlibrary loans and courier services.

In the first half of 2022, the war in Ukraine had a strong impact on the work done at the SAC. The first students from Ukraine arrived shortly after the beginning of the semester, so they could not be included in language courses that were already in progress. Instead, the SAC offered learning consultations tailored to their needs at short notice (with a focus on German and English language acquisition). During the semester, these consultations resulted in three German as a foreign language learning groups at A1, A1.2 and A2-B1 levels. These groups were supervised by SAC student assistants until the start of regular courses in August. We were also able to integrate some students into existing SAC language meet-ups.

The informal cooperation between the SAC and the START! Study program continues. In addition to introductions for participants of this program, we also provided further training for START! Study language café staff and others interested in providing language support, in cooperation with the Language Center German unit.

## SAC Hönggerberg

In 2022, we attempted to gradually move the SAC Hönggerberg services back on site in various ways, without completely abandoning the proven innovations of the past semesters. For example, we increased the daily on-site presence of support staff from four to six hours, thus improving our support for our users.

In addition, most learning activities were conducted in person. However, we left some evening events online and partially enabled hybrid delivery, where participants could attend on-site events via Zoom.

In order to arouse the interest of one target group that resides at Hönggerberg, we introduced «Coffee breaks languages and architecture». This enabled us to reach a very heterogeneous and interested audience, even if the number of participants was not very high.

For the most part, our learning consultations have been back on site since 2022. For those who would have to make a considerable effort to attend in person at Hönggerberg, however, we have always made online consultations possible.

To our great pleasure, several course groups from the Language Center came to visit us in person and were able to get to know and try out our services.

Finally, in cooperation with colleagues from other language centers (Cambridge, Paderborn, Leipzig), we once again held individual workshops entitled «Learning to Learn»; these were well attended and represented an exciting exchange for us staff as well.

All in all, it was an intense year at the edge of the pandemic. With the partial shift of our services moving to the SAC library, the number of registrations for our learning activities decreased slightly compared to the previous year (from 1102 to 1019). However, media loans (see table p. 14) rose to a record high.
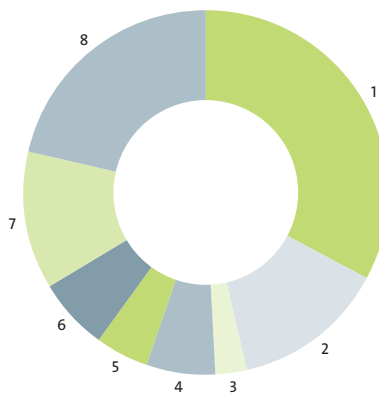
## Tutored Events at SAC Zentrum
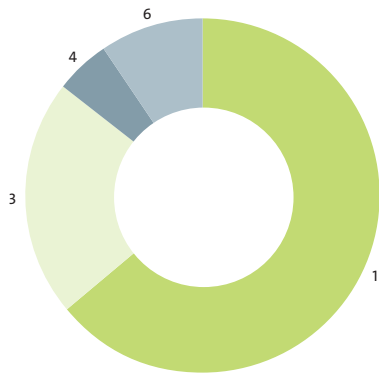


**Number of participants SAC Zentrum**

| Events | | Number of events | Number of participants |
|---|---|---|---|
| 1 | Language meet-ups | 53 | 666 |
| 2 | Book clubs | 0 | 0 |
| 3 | Games events | 41 | 206 |
| 4 | Tandem Information events | 4 | 88 |
| 5 | Introduction to autonomous learning | 0 | 0 |
| 6 | Ukraine | 5 | 89 |
| **Total** | | **103** | **1049** |

## Tutored Events at SAC Hönggerberg



**Number of participants SAC Hönggerberg**

| Events | | Number of events | Number of participants |
|---|---|---|---|
| 1 | Language meet-ups | 18 | 336 |
| 2 | Book clubs | 9 | 137 |
| 3 | Writing workshops | 4 | 29 |
| 4 | AUSSERordentlich! Learning a language at the museum | 5 | 62 |
| 5 | Coffee breaks languages and architecture | 5 | 49 |
| 6 | Film clubs | 4 | 65 |
| 7 | Grand tours | 6 | 125 |
| 8 | Information events | 6 | 216 |
| **Total** | | **57** | **1019** |

## Information about SAC users*

| | SAC Zentrum |
|---|---|
| Independent, i.e. not doing a language courses | 2117 |
| Tutored events | 1728 |

## University affiliation of SAC users*

| Hochschule | SAC Zentrum |
|---|---|
| UZH | 2403 |
| ETH | 1151 |
| Other / no details | 291 |

*No data on users could be recorded for the SAC Hönggerberg, since the room is freely accessible outside of SAC staffing hours. Furthermore, all ser¬vices (learning activities, learning consultations, information events, and media lending) are currently also offered remotely.

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# Tandem placements

## Placements from 2006 to 2022



| Year | Placements |
| --- | --- |
| 2006 | 402 |
| 2007 | 510 |
| 2008 | 800 |
| 2009 | 860 |
| 2010 | 925 |
| 2011 | 1290 |
| 2012 | 1417 |
| 2013 | 1580 |
| 2014 | 1662 |
| 2015 | 1713 |
| 2016 | 1575 |
| 2017 | 1483 |
| 2018 | 1247 |
| 2019 | 1205 |
| 2020 | 959 |
| 2021 | 1174 |
| 2022 | 1306 |
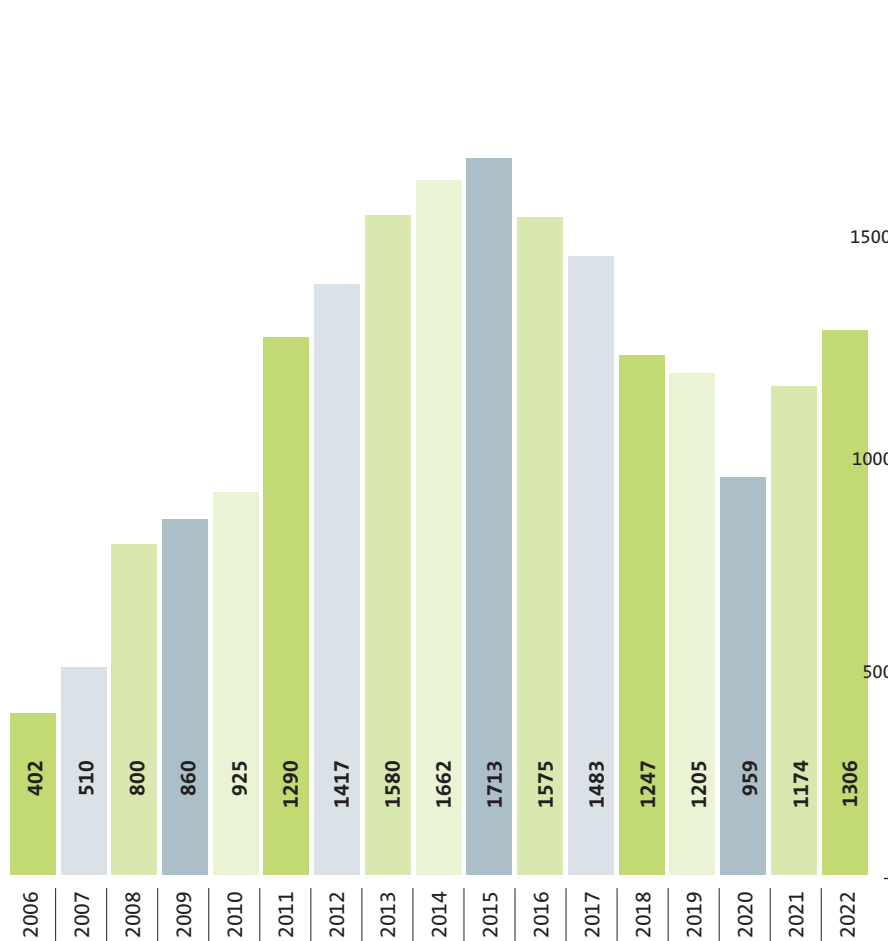
## 2022 placements

| Language being learnt | No. of placements |
| --- | --- |
| Albanian | 1 |
| Arabic | 11 |
| Brazilian-Portuguese | 9 |
| Chinese | 68 |
| Croatian | 1 |
| Danish | 3 |
| Dutch | 7 |
| English | 122 |
| Estonian | 1 |
| Farsi | 3 |
| Finnish | 2 |
| French | 158 |
| Georgian | 1 |
| German | 526 |
| Hebrew | 2 |
| Hindi | 1 |
| Hungarian | 2 |
| Icelandic | 2 |
| Italian | 85 |
| Japanese | 49 |
| Korean | 23 |
| Modern Greek | 7 |
| Norwegian | 3 |
| Polish | 3 |
| Portuguese | 5 |
| Russian | 35 |
| Serbian | 3 |
| Spanish | 108 |
| Swedish | 15 |
| Swiss-German | 40 |
| Czech | 3 |
| Turkish | 6 |
| Ukrainian | 1 |
| **Total** | **1306** |

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# Events and collaborations

## Cooperation with UZH Career Services

Four in-person workshops were offered in 2022: Each semester, one workshop on Job applications in English and one on Writing cover letters in English were held as part of the UZH Career Services event program.

## Cooperation with the Office for Continuing Education

### Center for University Teaching and Learning

In 2022, an English unit lecturer taught a didactica workshop entitled Teaching in the English-speaking classroom and a two-day seminar entitled Teaching in English.

### UZH Continuing Education

As part of the English at Work program for UZH emplo¬yees, a total of 16 courses were taught by Language Center lecturers:

- *Im Arbeitsalltag auf Englisch kommunizieren* (Communicating in one's daily work): 2 online and 2 in-person courses with a total of 28 participants
- *Englischsprachige Texte im Büroalltag* (English texts in daily office life): 2 online and 2 in-person courses with a total of 25 participants
- *E-Mails auf Englisch verfassen* (Writing emails in Eng¬lish): 8 online courses with a total of 45 participants

In 2022, as part of the Program for Professors, the (revised) «Administrative German for Professors» course was run with 4 participants, and the new «German as a Foreign Language: Coaching for Professors» course ran with 7 participants.

## Cooperation with the Europa Institute Zurich

An English unit lecturer taught modules entitled «Legal English Skills: Communication skills, legal correspondence» as part of the Europa Institute's CAS Legal English andCommon Law (2 workshops in FS22 and 1 in HS22).

## Staff exchanges with partner institutions at European universities

The promotion of benchmarking, organizational deve¬lopment, and continuing education through staff ex¬change projects, which had been introduced in 2011, could be reinstated in 2022.

An exchange with the Language Center of the Martin Luther University Halle-Wittenberg took place in FS22, with mutual visits at director level, and in HS22, exchanges between German as a Foreign Language and Spanish lecturers took place at our location.

The study coordinator of the Language Center of the University of Leipzig also visited us in HS22. The exchange related to strategic planning through discussions with the director and unit heads, through observations in selected courses, and through visits to both Self-Access Centers. Against this background, our guest gave an online lecture on the promotion of learning autonomy.

## Association of Language Centers at Swiss Higer Education Institutions (SSH-CHES-CSU)

https://ssh-ches.ch

At the online General Meeting of 4 February 2022, Elisabeth Paliot was elected the new co-president, succeeding Stephan Meyer.

The meeting included reports from the various working groups and on CercleS activities. In addition, a decision was made to add an Italian version of the association's title to its name: CSUS (Associazione dei centri linguistici delle scuole universitarie svizzere); the statutes will be adapted accordingly. The second General Meeting took place on 4 November 2022 at the University of Bern.

On 18 February 2022, a panel discussion entitled The Medium is the Teaching Method: The Old, the New, and the New Normal in Language Learning and Teaching

was held as part of the online **VALS-ASLA Research Forum**, using the fishbowl method.

## Meeting of Italian lecturers at Swiss language centers

On 31 August 2022, a small group of Italian lecturers from language centers of Swiss universities once again created the opportunity for an exchange of ideas. Present were teachers from Lausanne, Lucerne, and Zurich. The main topic on the agenda was the role of electronic translation tools in our courses.

## CercleS (European Confederation of Language Centres in Higher Education)

www.cercles.org

After the last international conference in September 2020, which took place in hybrid form at Masaryk University in Brno, the 2022 conference – the first since the pandemic – was held on 15-17 September 2022, at ISCA, The Porto Accounting and Business School in Porto, Portugal. The title of the conference was *XVII CercleS International Conference 2022: The Future of Language Education in an Increasingly Digital World: Embracing Change*.

The event included a post-celebration of the association's 30th anniversary (in 2021), with a panel discussion on the future direction of the association, the appointment of honorary members (including extraordinarily appointed Ukrainian colleagues), and a big birthday party.

In 2022, the association held regular webinars on didactic and leadership-related topics as well as on selected topics from its own journal, *Language Learning in Higher Education (LLHE)*, in order to promote networking and peer learning among members.

Follow-up activities to the Spring 2021 CercleS survey, Impact of the COVID-19 Pandemic on Language Teaching in Higher Education, led to the formulation of quality criteria for the various formats in which language teaching and learning can be delivered.

Following webinars and workshops on the topic, the key findings were incorporated into a position papier designed for use by university administrators and guidelines for language center administrators. These were presented at the CercleS conference.

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# Staff

## Permanent employment

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

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

| Permanent employment expressed as full-time equivalents | Management and admin staff | Lecturers | | |
|---|---|---|---|---|
| | | Total | Monthly salary | Hourly wage |
| Modern languages | 8.26 | 24.83 | 19.61 | 5.26 |
| Ancient languages | 1.90 | 0.72 | 0.72 | 0.00 |

## Service contracts and services provided by third parties

In addition to remuneration on the basis of services rendered, in 2022, some individual services were once again remunerated on the basis of substitute employment (illness substitution) and three flat-rate payments (2 x 28 lessons, 1 x 10.5 lessons). Some of the Ancient Greek courses were taught by a lecturer who is employed by a Cantonal high school. Library work was undertaken by a librarian employed by a different UZH unit.

## Student assistants and tutors

| | Number of staff | Number of hours per person | Total number of hours |
|---|---|---|---|
| DaF Intensive Course assistants (incl. START! Study and courses for Ukrainians) | 29 | 60 | 1740 |
| Self-Access Center Zentrum | 8 | various | 2144 |
| Self-Access Center Hönggerberg* | 5 | various | 1361 |
| Student assistants, Secretariat | 1 | various | 5.33 |

*Salaries of assistants at the Self-Access Center Hönggerberg are paid directly by ETH Zurich.
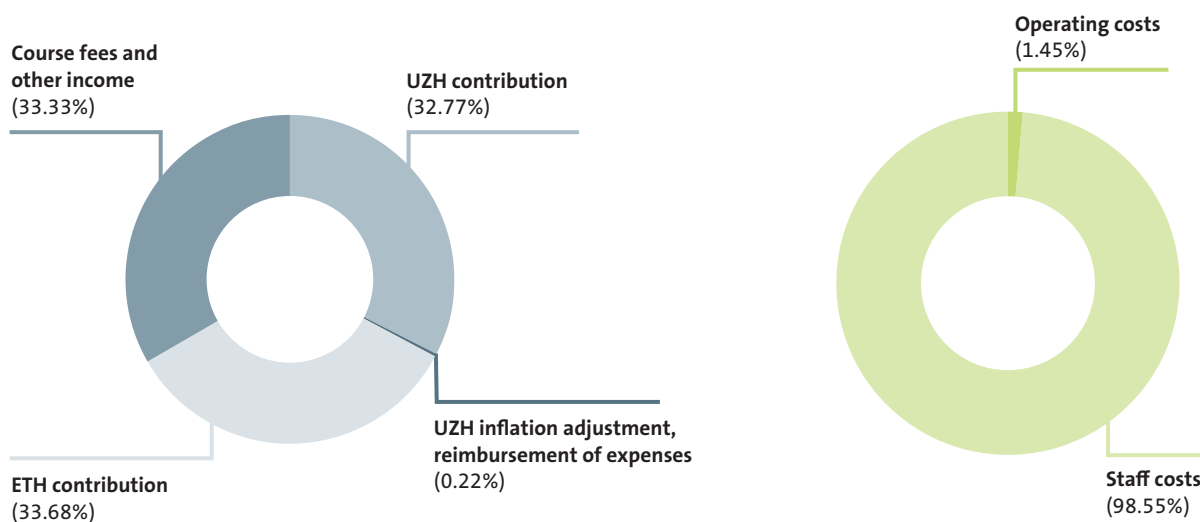
# Budget and financial statement

## UZH and ETH Zurich program

| Source of funds 2022 | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|
| UZH contribution | 1,500,000 | 1,500,000 | 0 |
| UZH inflation compensation and refund for substitute teachers | 5,800 | 9,896 | -4,096 |
| ETH contribution | 1,538,000 | 1,541,668 | 3,668 |
| Language Center funds (service fees and other income) | 1,508,000 | 1,525,617 | 17,617 |
| **Total (in CHF)** | **4,551,800** | **4,577,181** | **25,381** |

| Resources 2022 | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|
| Operating costs | 60,700 | 66,996 | 6,296 |
| Staff costs | 4,558,600 | 4,544,549 | -14,051 |
| **Total (in CHF)** | **4,619,300** | **4,611,545** | **-7,755** |

| | | | |
|---|---|---|---|
| **Final balance 2022 (in CHF)** | | | **-33,136** |

Course fees and other income (33.33%)

UZH contribution (32.77%)

Operating costs (1.45%)

ETH contribution (33.68%)

UZH inflation adjustment, reimbursement of expenses (0.22%)

Staff costs (98.55%)

On the basis of the financial model defined in the agreement on the Language Center between UZH and ETH Zurich and signed on 30 November 2017, since 2018, both universities agree to contribute a fixed amount of funds towards the Language Center's common core program. Additional funds can be made available on agreement for separate services offered solely to UZH members or solely to ETH Zurich members. Losses and profits for the joint services are borne solely by UZH.

The 2022 financial statement shows a positive balance. The small additional expenditure in operating funds due to the events in the anniversary year was fully offset by increased income. Finally, a small reduction in staff costs contributed to the positive final balance.

# Budget and financial statement

## UZH program

UZH invested separate funds for language courses for UZH students in the reporting year 2022. Due to comparatively lower course enrollments, the balance is slightly negative.

| Source of funds | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|
| UZH contribution | 162,100 | 162,100 | 0 |
| Course fees | 60,00 | 45,262 | 14,738 |
| **Income (in CHF)** | **222,100** | **207,362** | 14,738 |

| Resources 2022 | Budget 2022 | Financial statment 2022 | Balance |
|---|---|---|---|
| Staff costs | 222,100 | 215,619 | -6,481 |

| | | | |
|---|---|---|---|
| **Final balance 2022 (in CHF)** | | | **8,257** |

## UZH PhF program

| Source of funds | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|
| UZH contribution* | 614,500 | 638,870 | 24,370 |

*incl. CHF 13'500 operating funds from PhF

The additional expenditure is due to the demand-driven need to run an additional Basic Latin course in HS22 and to higher structurally-determined wage costs.

## Third-party funds (START! Study courses)

| Revenue 2022 | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|
| Third-party funds (*Research contributions without consideration*) | 98,000 | 40,188 | 57,812 |
| Course fees (tailor-made income) | 15,000 | 29,700 | -14,700 |
| **Total** | **113,000** | **69,888** | **43,112** |

| Expenses 2022 | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|
| Staff costs | | 78,869 | 78,869 |
| Operating costs | | 1,506 | 1,506 |
| **Total** | **0** | **80,375** | **80,375** |

| | | | |
|---|---|---|---|
| **Final balance 2022 (in CHF)** | | | **10,487** |

The negative result in 2022 will be offset in 2023 with the funds from the Arcas Foundation in the amount of CHF 33,305.

# Budget and financial statement

## Tailor-made program

| Revenue 2022 | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|
| Contributions from UZH and ETH institutes and programs | 256,000 | 273,112 | -17,112 |

| Expenses 2022 | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|
| Staff costs | 257,000 | 264,075 | 7,075 |

| Final balance 2022 (in CHF) | | | -10,037 |
|---|---|---|---|

## ETH program

ETH invested separate funds for the services of the SAC Hönggerberg in 2022..

| Source of funds | | Budget 2022 | Financial statement 2022 | Balance |
|---|---|---|---|---|
| ETH contribution | Staff | 45,000 | 41,479 | 3,521 |
| | Operations and infrastructure* | 45,000 | 46,146 | -1,146 |
| | Total (in CHF) | 90,000 | 87,625 | 2,375 |

*Excluding real estate, rent, IT, and building maintenance costs. These are covered by the relevant ETH unit.
** Operation and infrastructure costs (incl. total cost of part-time employment of Anna Dal Negro, invoiced to UZH).

The 2022 Language Center's anniversary film was also financed through the ETH program.

# Board of Trustees of the Language Center

# Presentations and publications

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

At the end of the Language Center's anniversary event and 2022, the voices of the "Urstimmen" performers continue to resonate.

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