



University of
Zurich ^{UZH}

ETH zürich

Language Center

Annual report

2021





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Defying the Pandemic

4



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

The pandemic shook up our world. Now we all hope – step by step – to regain our old lives, which will certainly not be the same as before in every respect. Although the restrictions slowed down many things, the reverse is also true. For example, there has been a real boom in language learning. Digital apps, in particular, have seen impressive growth rates: The Duolingo platform, for example, increased its number of users exponentially within a few weeks of the start of the pandemic; in the UK and India, it tripled within a single month. People who were forced to withdraw into their homes experienced a desire to utilize their time productively; on the other hand, the wish to communicate in the past two years was often only met online.

Whereas online platforms experienced a boom, a traditional university language center, which had been based largely on face-to-face teaching, had a much more difficult time. The fact that our Language Center was able to survive this period so well and that it was able to record an all-time high of almost 10,000 course participants in 2021, should not be taken for granted. Rather, this figure shows that we reacted extremely flexibly to the changing situation and regulations. Online courses – where possible – were combined with face-to-face teaching, and various creative solutions allowed the Language Center's program to remain highly attractive. In fact, the huge number of language learning apps served to highlight the differences in how quickly a learner can progress, and in the results, between professionally guided learning practice and purely independent lear-

ning tools. In addition, the value of teaching guided by experienced teachers and personal contact has become even more apparent. The Language Center, with its high-quality program and its staff's flexibility, was able to defy the pandemic!

Indeed, the Language Center was able to expand its range of services in the midst of this situation, and in this Annual Report, I particularly recommend the special report by Ueli Bachmann on the university preparation courses for refugees – here, the Language Center has made an essential contribution to the linguistic integration of refugees and towards their chances of studying in Zurich.¹

I would like to take this opportunity to thank the director Sabina Schaffner and her team for all they achieved in 2021!

A handwritten signature in black ink, reading 'Johannes Kabatek'. The signature is fluid and cursive, with a large initial 'J'.

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

¹The war in Ukraine has brought this area into another, frightening light, and this war, once again, and beyond the terrible language of weapons, underlines the necessity of human communication and understanding.

Languages provide access



Dr. Sabina Schaffner
Language Center Director

In 2021, which continued to be shaped by COVID-19, the Language Center of UZH and ETH Zurich developed a broad range of services and implemented these in a variety of formats for both universities in 12 modern languages plus Latin and Ancient Greek.

The number of participants in the courses offered to UZH and ETH Zurich, those offered separately to UZH, and those run for the UZH Faculty of Philosophy continued to grow compared to the previous year, as they had in 2020.

We are also delighted with the increased demand from members of our partner universities and the further growth in the number of participants in our tailor-made English courses.

The face-to-face and online learning services in autonomous learning, offered by our Self-Access Centers, were also very well attended. In addition to the increased demand for language learning tandems, these programs testify to the considerable interest in language learning that the Language Center's target groups display.

Of particular note are the German as a foreign language courses we offered under the START! Study program for refugees who are also prospective UZH students. These courses were extraordinarily challenging and fulfilling. This report provides an exciting insight into these courses (page 15ff).

In 2021, around 9,600 course participants took advantage of our broad language learning program – a new record – and around 3,000 visitors were provided with learning consultations, tailor-made courses, learning workshops, games evenings, and tutorials at our two Self-Access Centers. Overall, the SACs recorded over 4,000 visits. For fully autonomous learners, the Language Center also arranged over over 1,000 tandem learning partnerships.

It fills me with joy and pride that our Language Center has continued to meet the language learning needs of students, staff, and alumni of its two sponsoring universities, as well as members of PHZH and ZHdK, even in these challenging times.

Along with all staff, I would like to thank the University of Zurich and ETH Zurich for their continued faith in our services.

I wish all those interested in the Language Center an exciting read!

A handwritten signature in black ink, reading 'S. Schaffner' in a cursive script.

Dr. Sabina Schaffner
Language Center Director

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 offers services to members of both universities and selected partner universities.

The largest area of service is the course program funded by UZH and ETH (see pages 10-11, 21-25), plus the various consultations, coaching, and – at the Self-Access Center – autonomous and cooperative learning services (see pages 14, 28-30).

In addition, the Language Center runs a course program funded exclusively by UZH for UZH members (see pages 12, 26).

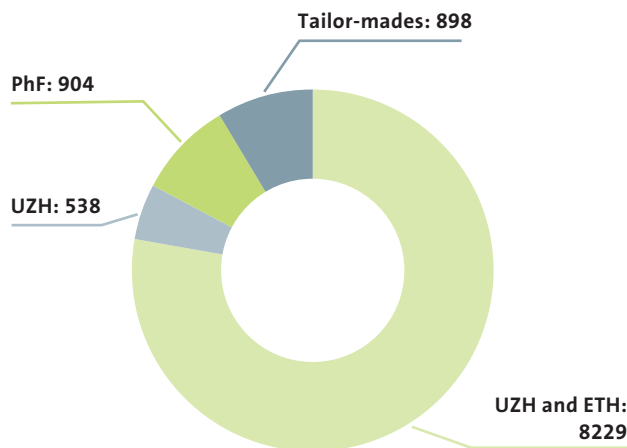
The Language Center also runs targeted courses for refugees, funded by the Arcas Foundation (pages 12, 15-18).

A third area of service consists of ancient and modern language courses also funded by UZH and offered specifically for selected study programs of the UZH Faculty of Arts and Social Sciences (PhF) (see pages 13-26).

Finally, the Language Center offers tailor-made courses to various clients; these are provided to and funded by various UZH and ETH institutes and units for whom these courses are specifically developed (see pages 27-28).

ETH funds the Self-Access Center at its Höggerberg campus (see pages 14, 29-30).

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



The course program consists of the following language units:

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

The figures on pages 8-11 relate to the complete program offered by the Language Center, as described above.

The Language Center's course program

Number of course participants by university, 2021 and 2020

Course participants	Participants 2021	Percentage 2021	Participants 2020	Percentage 2020	Balance
UZH students	3613	34.2%	3469	34.8%	146
UZH PhF students	832	7.9%	788	7.9%	43
UZH CAS/DAS/MAS students	15	0.1%	9	0.1%	6
UZH PhD students	397	3.8%	369	3.7%	29
UZH academic staff	219	2.1%	236	2.4%	-17
UZH admin staff	55	0.5%	72	0.7%	-17
UZH tailor-made students	30	0.3%	34	0.3%	-4
UZH tailor-made PhD/staff	128	1.2%	162	1.6%	-34
UZH alumni with membership	32	0.3%	34	0.3%	-2
UZH alumni without membership	38	0.4%	40	0.4%	-2
UZH total	5359	50.7%	5213	52.3%	148
ETH students	3090	29.2%	3141	31.5%	-56
ETH CAS/DAS/MAS students	17	0.2%	24	0.2%	-7
ETH doctoral students	754	7.1%	816	8.2%	-60
ETH academic staff	404	3.8%	334	3.3%	69
ETH admin staff	58	0.5%	58	0.6%	0
ETH tailor-made students	121	1.1%	131	1.3%	-10
ETH tailor-made doctoral students/staff	619	5.9%	156	1.6%	463
ETH alumni with membership	48	0.5%	33	0.3%	15
ETH alumni without membership	12	0.1%	13	0.1%	-1
ETH total	5123	48.5%	4706	47.2%	413
PHZH* members	31	0.3%	13	0.1%	18
ZHdK* members	56	0.5%	38	0.4%	18
Total for the program	10569	100%	9970	100%	597

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

Exported ECTS points by university and Language Center unit

Unit	UZH	PhF stud.	ETH	Total
Ancient languages	30	213	5	248
German as a foreign language	730	0	1271	2001
Other languages	317	104	467	888
English	411	40	311	762
Romance languages	1078	88	685	1851
Total	2566	445	2739	5750

UZH members: in UZH and ETH and in UZH program
PhF students: UZH members in PhF language modules
ETH members: in UZH und ETH program

Course formats*

Unit	Face-to-face	Remote	Blended	Total
Ancient languages	7	8	0	15
German as a foreign language	125	46	0	173
Other languages	29	25	0	54
English	39	44	0	83
Romance languages	83	87	0	170
Total	283	210	0	493

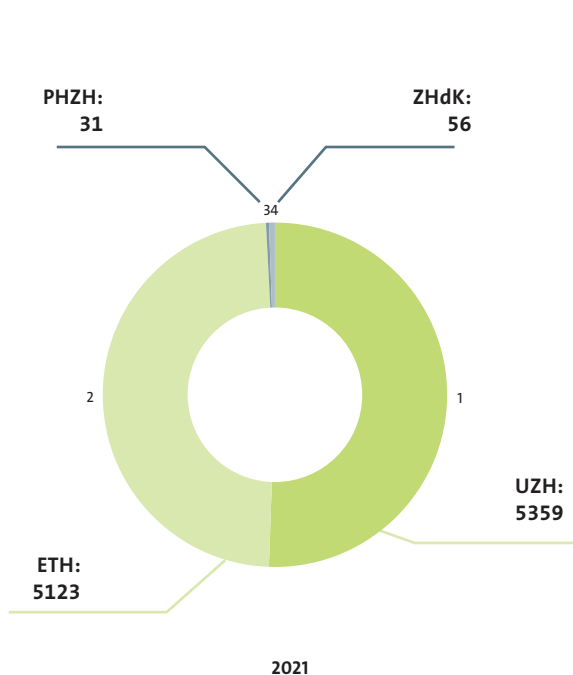
*excluding tailor-made courses

Total number of courses and participants by language, 2021 and 2020

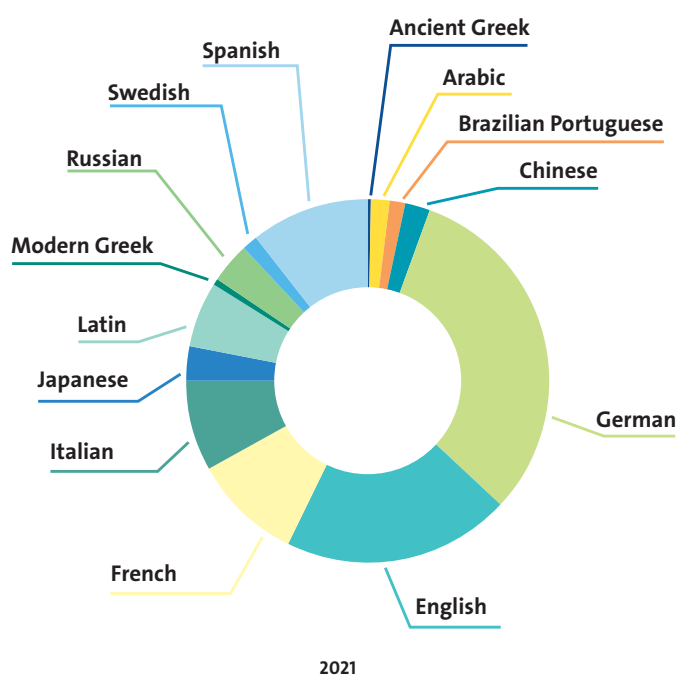
Languages	Courses in 2021	Courses in 2020	Participants in 2021	Participants in 2020	Participants in 2021 in %	Participants in 2020 in %
Ancient Greek	2	2	55	46	0.6%	0.5%
Arabic	8	7	167	146	1.7%	1.5%
Brazilian Portuguese	8	8	145	146	1.5%	1.5%
Chinese	10	9	224	190	2.3%	1.9%
German as a foreign language (DaF)	172	171	3339	3297	34.3%	33.1%
English	124	123	2136	1646	13.0%	16.5%
French	57	57	1011	1016	10.5%	10.2%
Italian	44	46	869	924	9.0%	9.3%
Japanese	12	12	325	288	3.4%	2.9%
Latin	13	13	617	646	6.4%	6.5%
Modern Greek	4	4	48	50	0.5%	0.5%
Russian	13	14	377	361	3.9%	3.6%
Swedish	7	7	160	155	1.7%	1.6%
Spanish	61	57	1096	1059	11.3%	10.6%
Total course program	535	530	10569	9970	100%	100%

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Course participants by university



Course participants by language

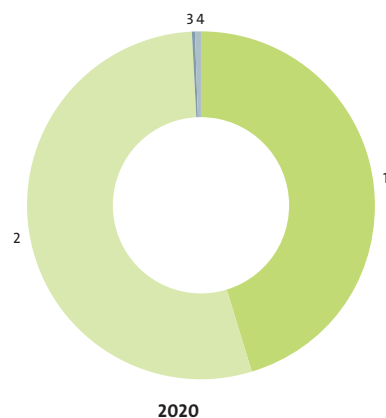
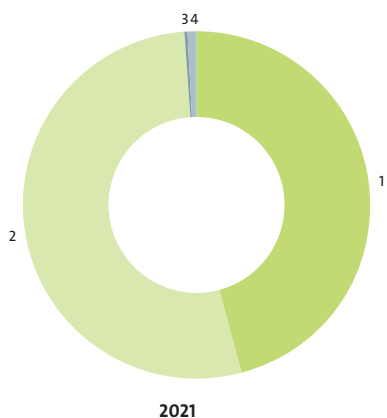


UZH and ETH course program

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

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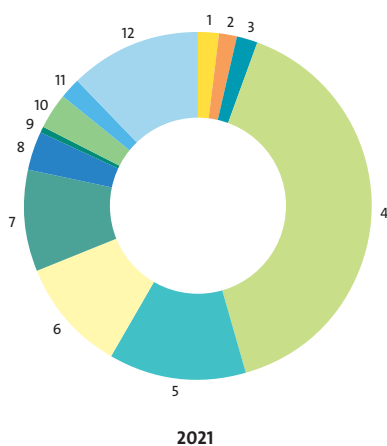
Participants in courses in the UZH and ETH program	2021	2021 in %	2020	2020 in %
UZH students	3046	37.0%	2943	36.4%
UZH CAS/DAS/MAS students	15	0.2%	8	0.1%
UZH PhD students	389	4.7%	347	4.3%
UZH academic staff	214	2.6%	232	2.9%
UZH admin staff	51	0.6%	68	0.8%
UZH alumni with membership	31	0.4%	31	0.4%
UZH alumni without membership	33	0.4%	37	0.5%
1 UZH total	3779	45.9%	3666	45.3%
ETH students	3073	37.3%	3103	38.4%
ETH CAS/DAS/MAS students	17	0.2%	24	0.3%
ETH PhD students	751	9.1%	811	10.0%
ETH academic staff	404	4.9%	334	4.1%
ETH admin staff	58	0.7%	58	0.7%
ETH alumni with membership	48	0.6%	32	0.4%
ETH alumni without membership	12	0.1%	13	0.2%
2 ETH total	4363	53.0%	4375	54.1%
3 PHZH members	31	0.4%	13	0.2%
4 ZHdK members	56	0.7%	37	0.5%
Total by university (UZH and ETH program)	8229	100%	8091	100%



UZH and ETH course program

Course participants by languages

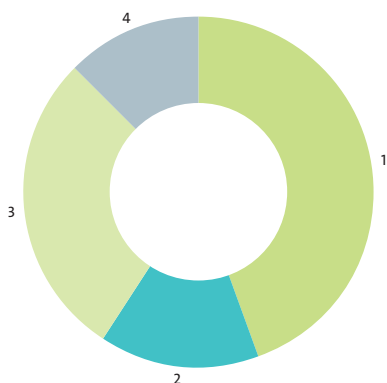
Total number of course participants, UZH and ETH program courses (all target groups)



Sprachen	2021	2021 in %	2020	Balance
1 Arabic	167	2.0%	146	20
2 Brazilian Portuguese	145	1.8%	146	-1
3 Chinese	166	2.0%	169	-3
4 German as a foreign language (DaF)	3286	39.9%	3236	50
5 English	1047	12.7%	1076	-29
6 French	865	10.5%	880	-15
7 Italian	780	9.5%	753	27
8 Japanese	289	3.5%	259	30
9 Modern Greek	48	0.6%	50	-2
10 Russian	284	3.5%	290	-6
11 Swedish	160	1.9%	131	29
12 Spanish	992	12.1%	955	37
Total for all target groups (UZH and ETH program)	8229	100%	8091	137

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Financial resources for UZH and ETH program



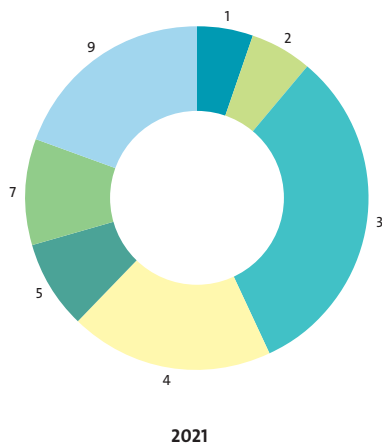
Unit	2021 in %	2020 in %
1 German as a foreign language	44.49%	43.25%
2 English	14.90%	14.29%
3 Romance languages	28.15%	29.56%
4 Other languages	12.46%	12.90%
Total cost (UZH und ETH program)	100%	100%

The resources used by the Romance languages and Other languages units are slightly less than in the previous year, due to higher numbers of course participants in each course. For German as a foreign language and English, the reverse is true – due to lower numbers of course participants, the resources used were slightly higher than in the previous year.

UZH course program

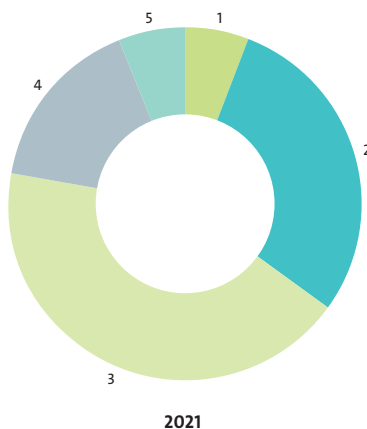
Course participants UZH

12



UZH members	2021	2020
1 Chinese	29	0
2 German as a foreign language	32	33
3 English	172	139
4 French	103	99
5 Italian	44	66
6 Latin (reading course)	0	24
7 Russian	54	43
8 Swedish	0	24
9 Spanish	104	104
Total	538	532

UZH financial resources



Unit	2021 in %	2020 in %
1 German	7.10%	6.43%
2 English	35.32%	28.82%
3 Romance languages	43.57%	42.59%
4 Other languages	14.01%	15.82%
5 Latin	0%	6.34%
Total cost (UZH program)	100%	100%

The distribution of resources across languages was strategically tailored to the (discipline-specific) needs of UZH students in various languages. The proportion of Other languages courses dropped slightly due to the cancellation of part of the program

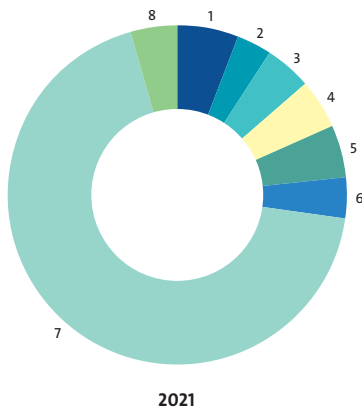
START! Study program

Language	Number of courses	Number of participants
German as a foreign language	3	63
English	2	26
Total	5	89

For more information about the START! Study courses for refugees, see our special report (pages 15ff) and the appendix to this report (page 36).

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

Course participants in the UZH Faculty of Arts and Social Sciences program



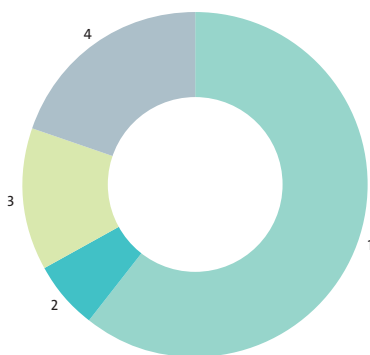
2021

Course participants	Students with language acquisition requirements	other target groups*	Total 2021	Total 2020
1 Ancient Greek*	35	20	55	46
2 Chinese	29	0	29	21
3 English	40	0	40	34
4 French	43	0	43	37
5 Italian	45	0	45	47
6 Japanese	36	0	36	29
7 Latin*	565	52	617	622
8 Russian	39	0	39	28
Total	832	72	904	864

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

Financial resources UZH Faculty of Arts and Social Sciences



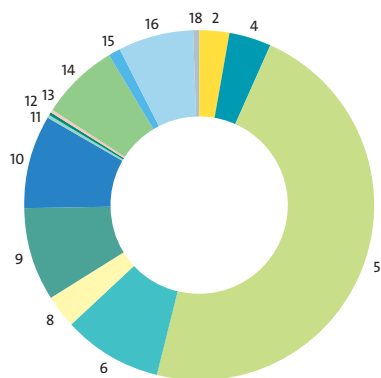
2021

Unit	2021 in %	2020 in %
1 Ancient languages	60.60%	59.08%
2 English	6.50%	6.75%
3 Romance languages	13.22%	13.73%
4 Other languages	19.67%	20.44%
Total cost (Faculty of Arts and Social Sciences program)	100%	100%

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

Self-Access Centers (SACs)

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Visitor numbers at the SAC Zentrum

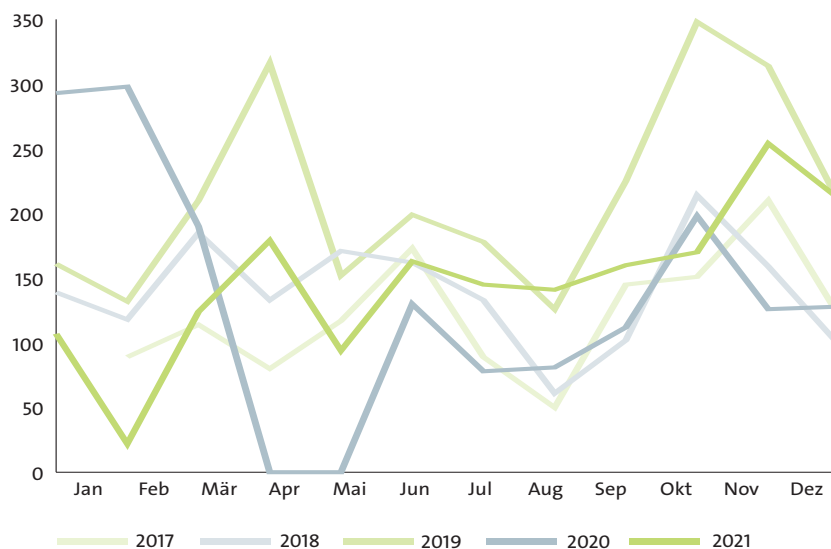
SAC Zentrum: Number of visitors in 2021 by language

Language	SAC Zentrum
1 Ancient Greek	8
2 Arabic	98
3 Brazilian Portuguese	8
4 Chinese	146
5 German	1789
6 English	350
7 Finnish	2
8 French	117
9 Italian	329
10 Japanese	329
11 Latin	11
12 Modern Greek	10
13 Polish	12
14 Russian	268
15 Swedish	47
16 Spanish	258
17 Hungarian	6
18 No details	14
Total 2021	3802

Visitor numbers for SAC Höggerberg 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-Höggerberg: Number of loans since 2017

Year	Number of loans
2017	1338
2018	1675
2019	2569
2020	1634
2021	1770



START! Study university preparation course for refugees

Ueli Bachmann, Head of the German as a Foreign Language unit

Origins

On 20 September 2015, we read in the press that ETH and UZH had decided to offer German courses for refugees. The refugee crisis had arrived at the Zurich universities. The universities, students, and Language Center lecturers showed a great willingness to help the refugees cope with their situation. There were collection campaigns for clothes and everyday objects, autonomous schools offered language courses, and the authorities became active.

On 4 November 2015, a University of Zurich working group met for an initial exchange of ideas. The meeting was convened by Thomas Tschümperlin from the UZH President's Services, and representatives from the International Relations Office, the Student Services, the Admissions Office, the Student Financial Aid Office, and the Language Center's German as a foreign language (DaF) unit were invited. Through Barbara Czarniecki from the ETH Rector's Staff, we also maintained contact with ETH, and representatives of the VSUZH completed the group and reported on the activities of students, especially those of the highly committed Students across borders group.

It soon became clear to the working group that the university needed to focus its attention on helping those refugees who had a realistic chance of eventually studying at the University of Zurich in the foreseeable future; these people already had the necessary prerequisites for university study, with the exception of German language skills. The group therefore limited itself to creating opportunities that would help refugees integrate into the UZH. The acquisition of German language skills remained central to these efforts.

Starting in the spring semester of 2017, an initial two-year pilot phase was introduced. The International Relations Office was responsible for the conception, coordination, and communication of measures to support refugees at UZH. The Office's most important project initially was the introduction of a trial semester for qualifying refugees. The UZH News newsletter of 30.11.2016 stated:

The *Schnuppersemester* (trial semester) project is organized by the UZH Student Association (VSUZH) in co-

operation with the Amnesty International University Group Zurich and is supported by the UZH International Relations Office. ... During the trial semester, refugees will be mentored by UZH students ...

In response to this first trial semester (Spring Semester 17), Cornelia Steinmann, head of the Language Center's Self-Access Center, purchased learning media relevant to the new target group and trained several student assistants as advisors for these learners.



In addition, the Language Center ran two crash courses in German as a foreign language teaching practice for students who wished to help refugees acquire German language skills.

As of fall semester of 2019, we were able to include refugees into our regular DaF courses, and in fall semester 2020, in close cooperation with Sara Elmer from the International Relations Office, we introduced an additional intensive preessional DaF course for this target group, funded by various foundations.

START! Study

The next major pilot project was introduced in fall semester 2021, initially funded by third parties and entitled START! Study – University Integration Program at UZH. The Language Center continues to contribute significantly to this program with its regular courses and its expanded intensive and semester courses. Two English courses have been added to the program.

The START! Study – University Integration Program at UZH is designed to help refugees who have the potential to overcome obstacles on their path towards further education or training at tertiary level. The following indicators for achieving this goal are:

- At least 80% of participants who complete the program have participated regularly in the program activities.
- At least 80% of participants improve their German language skills after 2 semesters by at least one level of the Common European Framework of Reference for Languages.
- At least 50% of participants obtain a tertiary-level education or training position within 15 months of completing the program.

Thus, the goal for German as a foreign language is to prepare participants linguistically for participation in Swiss tertiary-level education. In concrete terms, this means in most cases that the participants are able to pass one of the external examinations recognized for university admission at C1 level.

Given the painful biographies of people in this target group, a C1 exam is of existential importance. However, acquiring language skills at this level takes much more time than circumstances generally allow. Thus, it is problematic for some of those affected to realistically assess their own language skills and to remain motivated to attend courses at the most suitable level.



If we want to help with language acquisition in a meaningful way, we may often have to destroy people's hopes of reaching their goals within externally imposed time limits, and thus also within time limits envisaged by course participants. Self-assessments are often dictated by an emergency situation and unfortunately are often reinforced by language courses that people have attended previously. We are thus often forced to destroy such expectations and confront people with the new reality regarding the language level needed for university study. In our courses, it may also become apparent that traumatized people may struggle with the demands of alien customs, norms, and the binding nature of academic life in Switzerland, the understanding of gender roles, the requirements for technical skills and devices, work conduct, and personal initiative.

Voices of those affected

Shishai has already passed a C1 exam. For him, our courses are important because course materials and exercises are geared towards academic work, giving him a chance to consolidate and reflect on what he has already learned. Shishai's main goal is to be able to express himself comprehensively at an academic level.

For Jawid, the DaF Start! Study program is important, «because it not only provides me with the most academic method for learning German, but it also gives me the means to achieve my study goals.» He appreciates that students can interact with each other and thus experience different perspectives on learning. He finds it difficult that «participants may not have a similar understanding», that is, that they have very different language levels. For Jawid, «It is true that to continue my studies I need to understand the German language. However, it is also an extraordinary privilege for me to acquire knowledge of one of the richest languages. My passion has always been philosophy, and the German language is considered the richest language of philosophy. For me, this course is the golden gate to a better future.» He has no further wishes: «Qualified lecturers and instructors, a friendly environment, up-to-date materials, and the most effective teaching methods – I already have everything I could wish for.»



Kholud would like an increase in the number of weekly lessons in such important courses. She says, «Apart from the length of the course, there are many advantages. Some of these are that very highly trained teacher[s] teach us there, and they provide us with lots of useful tips, so that we can overcome many of the difficulties that arise because of foreign languages.»

Lea Gass teaches the refugees in these specially designed intensive and semester-long courses. A particular challenge Lea faces is to close the gap between students' perception of their language skills and an external perception of their language level, in other words, to transform unrealistic ideas about a student's possible learning progress into their willingness to patiently undergo the necessary steps and take responsibility for their own learning. An increase in a teacher's input does not necessarily lead to an increase in a student's language skills if a student's efforts are insufficient – there is much potential for frustration on all sides. The pressure

on the students to succeed is always noticeable. On the other hand, however, the motivation to acquire the language and academic culture of students' new country is particularly high. Lea finds her exchange with the students and their different and new views exciting, and she gains a satisfaction from accompanying her classes and being able to help students improve their language skills, even if it is impossible to meet the needs and demands of each and every course participant. The challenge for Lea is also much greater in this program than in her other courses. However, the students' urgency to learn German quickly and to achieve a C1 level certificate also has a motivating effect on each lesson.

Personally, it has been – and still is – an extraordinarily pleasant experience in that a university – generally such a complex and slow-acting institution – has been able to react to acute socio-political challenges relatively quickly and with such commitment (even before and beyond COVID-19). It was exciting to experience how

a general concern led to initial spontaneous reactions, then to further projects, and finally to institutionalized partial solutions that can now be optimized further. Of course, new, additional financial resources have become necessary, and until these have been approved and secured at a political level, it is essential that third-party bridging funds – i.e., the courageous commitment of contributing foundations – continue to be made available.

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Rarely have I experienced how separate departments and offices within our institution can work together so efficiently, in a goal-oriented and content-focused manner, initially as a spontaneous working group and then within newly created structures.

In Sara Elmer and Chantal Marquart of the START! Study program run by the International Relations Office, we now have committed and competent clients and partners with whom solutions can be sought and found through direct consultation, and we also feel fully supported by the university management. I find such committed cooperation in the face of the unsolvable misery of the world meaningful.

It gives me great pleasure to be able to take a few steps with our new target group of refugees towards their integration and as part of their challenging forays into the German language towards a full university education.

Appendix

This appendix contains additional information about our services.

Strategic plans and goals 2021

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

Resources

The amount of operating costs contributed by the PhF for the co-financing of basic Latin modules is defined.

Processes

The Language Center's database architecture is better adapted to the main processes. (Part II)

20

Services

The various teaching formats (face-to-face, hybrid/blended, online) have been examined in terms of their didactic effectiveness, options for choice, and economy of delivery.

The course plan for 2021 includes various didactically effective teaching formats (face-to-face, hybrid/blended, online).

Communication

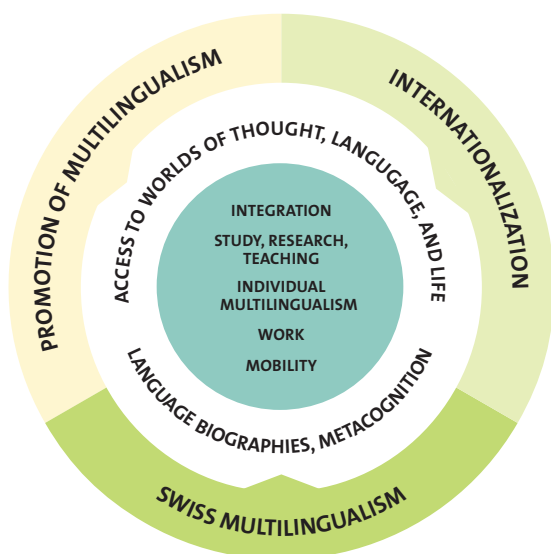
The Language Center website has been optimized according to its user-friendliness / improved visual communication / streamlining and prevention of redundancy / terminological standardization. (Part II)

The plan for implementing possible events for the Language Center's 20th anniversary in 2022 and the foundations for planning have been completed.

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

In the reporting period, the Language Center compiled a position paper on teaching at the Language Center of UZH and ETH Zurich.

This position paper is based on our teaching experience during the COVID-19 pandemic and our resulting thoughts on teaching at the Language Center of the UZH and ETH Zurich. As a starting point, the paper takes into account both the university context and the current discussion on the future of teaching at UZH launched by the Vice-President Education and Student Affairs, as well as the Language Center's program strategy. The paper also incorporates Language Center teaching evaluations conducted in FS20 and HS20, research results on digital (language) teaching, university recommendations on education, and the results of other international surveys on university language teaching under COVID-19 conditions.

The aim of the Language Center's position paper is to define the future strategy for teaching at the Language Center and to identify related fields of action. It addresses the Board of Trustees representatives of our two sponsoring universities – UZH and ETH Zurich – and Language Center members and clients. The paper also contributes to the (inter)national discussion on the positioning of university language centers.

In accordance with university teaching policy at the UZH, face-to-face teaching remains the core component of our work at the Language Center. The Language Center cannot and should not be competing with commercial online language learning services.

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*.

Asynchronous hybrid teaching (face-to-face teaching in half classes every second week, plus self-study) should take place only in exceptional cases, as the lear-

ning efficacy is found to be incommensurate with the effort involved.

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
- In situations where autonomy might be integrated as a specific learning goal

German as a foreign language (DaF)

Since HS21, we have offered courses in the START! Study program. We now offer two intensive courses and one semester course (FS and HS) at various levels. More information about this program is included in our special report.

The most important challenge of 2021 was to offer our DaF courses in a meaningful way in terms of teaching methodology, and with the least possible loss of content and quality, given that all teaching was online in the spring semester. Further, in the fall semester we needed to decide how to use our newly acquired digital tech-

niques and skills effectively on return to face-to-face classes, thus implementing blended learning methods according to our experience.

Student demand for our courses was not significantly lower than in previous years, even though the drop in the number of exchange programs was noticeable to the DaF unit. In the program for PhD/doctoral students, demand was so good that we duplicated more courses than we cancelled. Overall, the demand increased, compared to the previous year.

We suspect that the second COVID-19 year may have allowed some interested parties a little more time for language study. Furthermore, the fact that online courses are not dependent on location was a deciding factor for a number of PhD/doctoral students, and German classes proved to be one of the many online activities that gave people a chance to communicate and have social contact with peers.

Other languages

In HS21, the new Chinese V course, with a focus on oral competence, was held for the first time. Participants also practiced their listening, reading, and writing skills by working with the texts and audio/video with the support of additional tools such as pop-up dictionaries and writing on a computer.

Supervising participants in courses with large numbers of participants proved to be didactically challenging in 2021.

In the second year of the pandemic, demand for courses in these languages remained steady – in some cases, the number of participants was higher than in the previous year.

English

One of our tailor-made courses (Academic Writing Course for ETH D-MTEC MSc students) was further developed into a gamified course, which was run for the first time in HS21. The new format was very well received by the students. Gamification is a concept in which students can determine their own learning objectives and accumulate points for various tasks.

The English unit is currently concerned with the use of translation programs such as DeepL and Google Translate by its course participants. Some unit members suspect that more and more students are writing essays in their native language and then translating them electronically into English, and this is proving especially critical in written assignments and exams. The English unit is involved in discussions with other universities, especially with colleagues from the TU9 group in Germany. During an internal workshop in August 2021, the English unit discussed the effective use of these tools and assessment.

In 2021, the English unit ran seven fewer courses than in the previous year. This drop in courses is a result of the ongoing increase in demand for tailor-made courses at PhD/doctoral and Master's levels. As the level of English among first-year students has continued to rise over the years, the English unit has focused more on higher-level academic English writing courses. This is also reflected in the drop in demand for B1 and B2 level courses.

Our Cambridge C1 Advanced and Cambridge C2 Proficiency exam preparation courses proved very popular. Although the Cambridge exams – unlike IELTS and TOEFL – are not academic exams, they are recognized worldwide for academic mobility; in addition, many participants also take them to improve their chances on the Swiss job market.

The Writing Center, where participants can book a 45-minute consultation with a writing expert, continues to be in high demand. As a result, we have had to limit the number of slots per person to two per semester.

Romance languages

Based on our experience with remote teaching, the unit discussed basic didactic methods regarding the forms and formats of its assessments (portfolios, oral exams via Zoom, written online exams). Didactically proven methods will continue to be used for face-to-face teaching.

Brazilian Portuguese

All courses in Brazilian Portuguese were held as planned at the "Zentrum" location (insofar as face-to-face instruction was possible) as semester courses and with the same number of participants. According to demand, an expansion and the continuation of the program beyond B1 level is desirable.

French

In 2021, French courses were again offered as planned at the Zentrum, ETH Hönggerberg, and UZH Irchel campuses, insofar as classroom instruction was possible. The number of preessional courses was increased and B1 level included.

The demand for A2-B1 levels is growing due to the large number of international students and researchers, and due to the lower French skills of Swiss Matura students. The demand for French courses was just met with the existing program.

Italian

In 2021, Italian language courses were again offered at the Zentrum and ETH Hönggerberg campuses, insofar as face-to-face courses were possible, or online, as planned.

The demand in for A1 beginner courses was just met with the existing program; the number of A2-B1 level courses offered proved to be adequate.

According to demand, the resumption of preessional courses is desirable.

Spanish

In 2021, the Spanish program was again offered at the Zentrum and ETH Hönggerberg campuses, insofar as classroom instruction was possible, or online, as planned.

The demand at A1 level could not be met with the existing courses. A stronger differentiation of the program from B1 level and the addition of preessional courses is desirable in order to meet demand.

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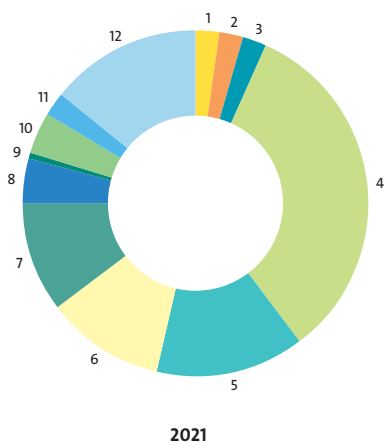
Ancient languages

In FS21, Language Center lecturers ran the Heureka V: Forms of State in Social Debate in Antiquity and Today lecture series on behalf of the ETH D-GESS as part of its Science in Perspective program. The *Heureka* lecture series was started in spring semester 2007 and has now reached its fifth thematic block. Until FS19, the event was funded by the Language Center; since FS20, it has been funded by D-GESS directly. Although the event took place only online due to COVID-19, numerous students again took part.

Course participants by language and target group

See pages 10-11 for more figures

Bachelor's and Master's students

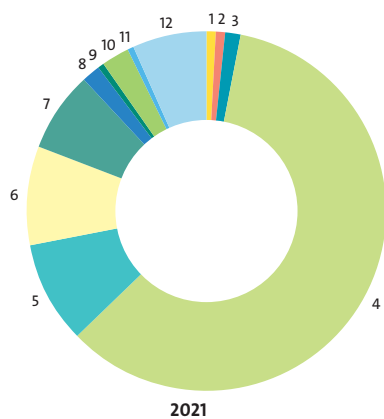


Language	2021	2020
1 Arabic	145	125
2 Brazilian Portuguese	130	126
3 Chinese	134	149
4 German as a foreign language	2029	2051
5 English	849	861
6 French	681	722
7 Italian	627	601
8 Japanese	255	220
9 Modern Greek	34	33
10 Russian	234	225
11 Swedish	146	121
12 Spanish	854	812
Total number of students* (UZH und ETH program)	6118	6046

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*incl. PHZH and ZHdK students up to FS20

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



Language	2021	2020
1 Arabic	21	14
2 Brazilian Portuguese	15	13
3 Chinese	32	15
4 German as a foreign language	1257	1159
5 English	198	196
6 French	184	137
7 Italian	153	132
8 Japanese	34	29
9 Modern Greek	14	13
10 Russian	50	50
11 Swedish	14	9
12 Spanish	138	115
Total number of other target groups* (UZH and ETH program)	2110	1882

*incl. PHZH and ZHdK students from HS20 on

UZH course program

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

Our Chinese, German, English, French, Italian, Russian, and Spanish courses are geared towards the subject-specific needs and the high demand for general language courses among UZH members. The number of course participants in English, French, and Russian courses grew compared to 2020.

26 Unfortunately, the Latin reading course could not be run in HS21 due to low demand.

In total, the number of participants (538) remained at about the same level as in the previous year (532).

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

In 2020, as in HS19 we ran a range of courses for Bachelor's and Master's students of the Faculty of Arts and Social Sciences. These courses are integrated into the PhF curriculum and are therefore free of charge. Each module consists of four lessons a week during the semester. The following courses are offered by the Language Center: Basic Latin (Parts 1 and 2), Basic Greek, Basic Chinese (Parts 1 and 2), Academic English C1 (Parts 1 and 2), French B2 (Part 1), French C1 (Part 2), Italian A2 (Part 1), Italian B1 (Part 2), Basic Japanese (Parts 1 and 2), and Basic Russian (Parts 1 and 2).

We also offered a more intensive version of the Basic Latin course (Basic Latin Express) at seven lessons a week. In FS21, we also ran Latin II (Latinum) and Greek II (Graecum).

In most modern languages courses, the number of participants increased in 2021 (232 students) compared to 2020 (196 students).

In most of the study programs with compulsory language acquisition requirements, Latin was a compulsory module, so that modern language courses could

only be chosen if a student had acquired Latin in their Matura (or equivalent) at high school.

Due to the ongoing high demand for Latin courses, a fifth Basic Latin course was added to the four existing courses in HS21. One of these courses was offered online. The online course was met with a great response, so that in the future one course will always be offered online.

When the courses were restarted in HS21, no change was observed in the demand for Latin and Greek courses. Numbers remained high, and the additional Basic Latin course alleviated at least some of the pressure. Nevertheless, three of the five courses had over 50 participants.

The transition from the online teaching in FS21 to face-to-face teaching in HS21 went smoothly. Some elements from the online mode (e.g. film sequences) were adopted as supplementary and enriching blended learning elements in the face-to-face courses.

Further services

Tailor-made program

Tailor-mades	2021 program	Participants 2021	2020 program	Participants 2020
DaF	1	21	2	28
English	41	877	36	313
Italian*	6	56	4	58

* The participants of the Italian tailor-made courses have been added to the total number of ETH students, following how they appear in our course admin system.

German

In 2020, we once again ran a beginner German course for students of the European and Chinese Business Management MAS. Twenty-one participants enrolled.

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

In 2021, of 41 tailor-made English courses, 31 were run for ETH units (6 for Master's students; 17 for MAS students, doctoral students, and postdocs; and 8 for administrative-technical staff); 10 were run for UZH departments (9 for PhD students and postdocs and 1 for Master's students). It was pleasing that the 4 online courses for ETH doctoral administrators were very well received, with a total of 432 participants. These courses contributed significantly to the massive increase in the number of tailor-made course participants compared to the previous year.

The English unit once 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).

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English tailor-made courses for UZH

Client	Title	Number of courses	Number of lessons	Target group	Number of participants
Department of Economics	Writing an MA thesis in economics	1	20	Master's students	9
Department of Economics	Writing (in) economics	1	20	PhD students	15
UZH Neuroscience Center Zurich	Neuroscience writing course	1	24	PhD students	15
UZH Department of Psychology	Writing research articles in psychology	2	40	PhD students	25
UZH Department of Psychology	Writing research articles in psychology	1	20	PhD students	12
UZH Banking & Finance	Writing for publication in banking and finance	1	18	PhD students	15
UZH Computer Science (IFI)	Scientific writing for PhD students	1	20	PhD students	15
UZH Computer Science (IFI)	Scientific writing II	1	20	PhD students	16
University Children's Hospital Zurich	Writing for publication at the University Children's Hospital Zurich	1	20	Researchers	15
Total		10	202		137

English tailor-made courses for ETH

Client	Title	Number of courses	Number of lessons	Target group	Number of participants
D-BAUG (2 clients)	Writing support for MSc students/ Good writing workshop	2	3	MSc students	25
D-GESS, Institute of Science, Technology and Policy	Reading in English workshop (ISTP)	1	8	MSc students	18
D-MTEC	Academic writing course for D-MTEC MSc students	3	95	MSc students	78
D-ARCH; Digital Fabrication	Workshop academic writing/ Scientific writing workshop	3	12	DoMA*	24
ETH FRS (Future Resilient Systems)	Writing for publication at Singapore-ETH Centre I + II	2	36	Doctoral students	30
D-HEST (IfN)	Writing for publication at the Institute for Neuroscience	1	18	Doctoral students	13
D-INFK	Writing for publication in computer science (WPCS)	3	60	Doctoral students	41
D-ITET	Effective paper writing in systems security	1	18	Doctoral students	6
D-MATL	Writing for publication in materials science	2	40	Doctoral students	17
D-MAVT	Scientific writing for publication in engineering	1	20	Doctoral students	15
Doctoral Administration	Scientific writing skills	4	10	Doctoral students	432
ETH Safety, Security, Health, Environment (SSHE)	Workplace communication (levels A1 – B2)	8	224	Admin and technical staff	41
Total		31	544		740

* DoMA = PhD/doctoral students, academic staff, MAS students

Coaching

Number of coaching sessions	2021	2020
German as a foreign language	8*	4
English	16	29
Romance languages	1	2

*Sets of private lessons

Language certifications

Number of certifications	2021	2020
German as a foreign language	4	6
English*	3	4
Romance languages	11	5

*incl. English Assessment Test

Learning consultations

Number of learning consultations	2021	2020
German as a foreign language	18	13
English	12	8
Romance languages	55	65

Self-Access Centers (SACs)

SAC Zentrum

Once again, in 2021, the COVID-19 pandemic left its mark on the Self-Access Center's services and user numbers. A large number of services took place online, especially in the first half of the year. In the second half of the year, it became increasingly possible to offer services in person, and the opening hours were increased to almost pre-pandemic levels. Both developments had a positive effect on the number of users, which rose significantly compared to the previous year. There was also a slight increase in the number of loans. However, as loans by mail and courier were still not possible, they did not reach 2019 levels.

German as a foreign language once again accounted for most of our work in 2021. Also included in the program were events and services for Arabic, Chinese, English, Italian, Japanese, Russian, Swiss-German, and Spanish (listed alphabetically).

New additions to the program in summer 2021 were guided city walks in German, Swiss German, Russian, and Italian. Participants were taken to various sights and notable places in Zurich in the target language, and they gave presentations prepared in advance in that language.

In addition, a new form of language meeting was tested in which learners support each other in learning their first languages, similar to the way tandem partnerships work. In contrast to classic tandem learning, these groups in the language combinations German-Chinese and German-Italian were each supported by an SAC staff member, and participants were given concrete tips on materials and learning activities.

Due to a staff member's extended health-related absence, no introductions to autonomous learning were offered in 2021, and the number of tandem information evenings had to be reduced.

Regarding media, particular mention should be made about the expansion of the Korean language collection and – with the help of external funding – of media to support participants in the START! Study program.

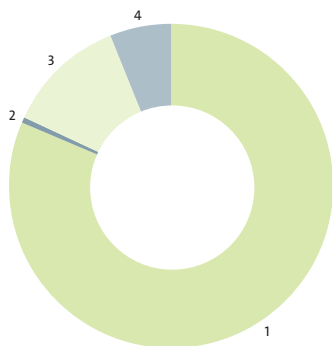
SAC Höggerberg

2021 was a year of uncertainty for the Höggerberg Self-Access Center, demanding a high level of flexibility from staff. Depending on the changing pandemic regulations, we tried several times – and not always successfully – to entice visitors back on site, including by offering hybrid services. Our many online activities, conversely, met with great interest again this year.

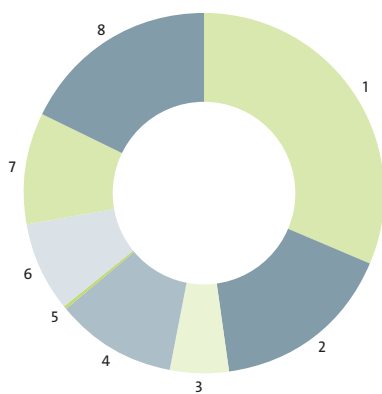
The total number of registrations for our learning activities has continued to rise, from 798 in 2020 to 1102 in 2021 (+ 27%). In addition, it is positive to note that we have a considerable number of regular visitors who sign up for our services repeatedly, some for more than one language.

Despite the hardships of working from home, we have tried to make the best of the situation and have tested a collaboration with other self-access centers (including Bremen and Paderborn in Germany, and Freiburg in Switzerland). This has allowed us to accommodate visitors when online services are not fully booked and to offer external activities to a few of our users. Likewise, we were able to exchange speakers among other centers for virtual info events and thus offer exciting new topics to our Zurich audience. This also met with interest.

In 2021, we made an effort to give easier access to our media: Our users can now order holdings from the entire Swisscovery network without having to come to the Self-Access Center. Swisscovery is new and still takes some getting used to, but in its first year, 15.8% of our loans were booked remotely. While this is not ideal for enticing our users back on site and getting them to see the Self-Access Center as a physical meeting place, it has certainly been an important service in a year that was once again marked by severe limitations. In general, media circulation has recovered somewhat compared to 2020. In 2021 we issued 1770 media items, up from 1634 in 2020, but still down from 2019, before COVID-19, when the number of loans was 2569.



Number of participants



Number of participants

Tutored events at SAC Zentrum

Events	Number of events	Number of participants
1 Language meet-ups	54	789
2 Book clubs	1	6
3 Games events	21	116
4 Tandem Information events	3	57
5 Introduction to autonomous learning	0	0
Total	79	968

Tutored events at SAC Höggerberg

Events	Number of events	Number of participants
1 Language meet-ups	20	346
2 Book clubs	10	182
3 Writing workshops	4	57
4 AUSSErordentlich! Learning a language at the museum	5	121
5 Approfondimento delle competenze di italiano	1	3
6 Film clubs	5	88
7 Grand tours	5	110
8 Information events	6	195
Total	56	1102

Information about SAC users*

	SAC Zentrum
Independent, i.e., not doing a language course	1253
Tutored events	2549

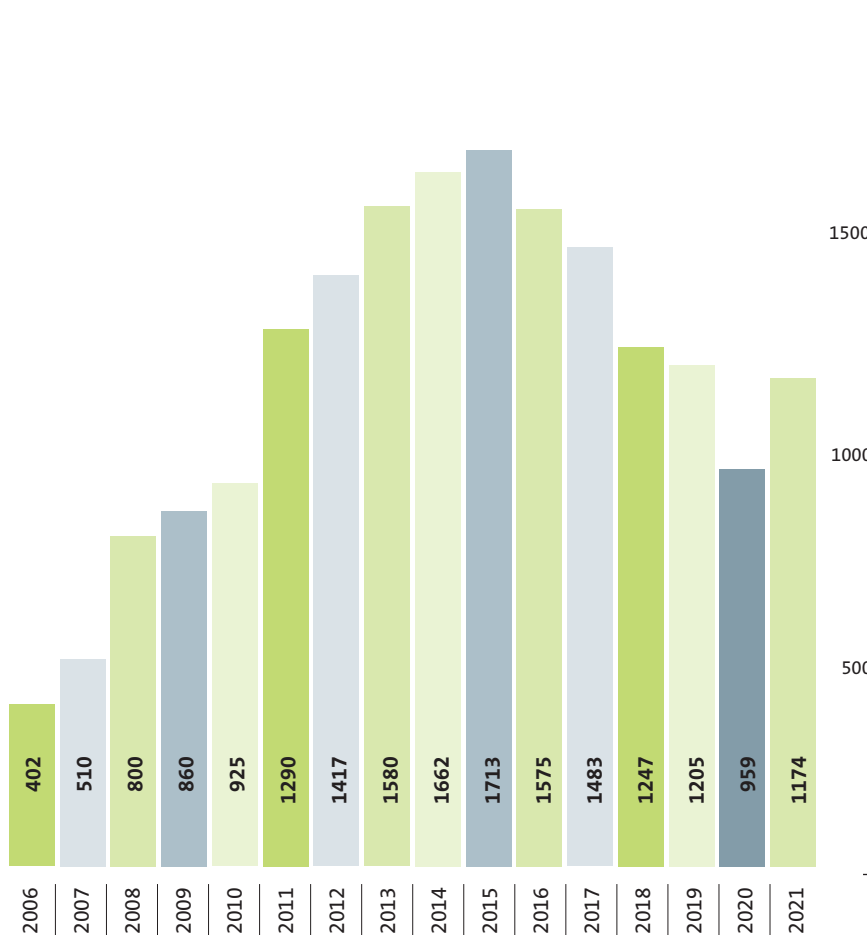
University affiliation of SAC users*

University	SAC Zentrum
UZH	2049
ETH	1456
Other / no details	297

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

Tandem placements

Placements from 2006 to 2021



2021 placements

Language being learnt	Number of placements
Albanian	1
Arabic	10
Brazilian Portuguese	6
Chinese	69
Danish	3
German	453
English	107
Farsi	3
Finnish	1
French	168
Hebrew	1
Hindi	3
Icelandic	1
Italian	91
Japanese	26
Cantonese	1
Korean	30
Modern Greek	11
Dutch	7
Norwegian	1
Polish	1
Portuguese	2
Rhaeto-Romanic	1
Rumanian	1
Russian	23
Swedish	10
Swiss-German	51
Spanish	88
Tamil	1
Thai	1
Hungarian	1
Urdu	1
Total	1174

Events and collaborations

Collaboration with UZH Career Services

One webinar entitled «Job applications in English» and one entitled «Writing cover letters in English» were held as part of the UZH Career Services event program.

Cooperation with the Office for Continuing Education

32 Center for University Teaching and Learning

In 2021, an English unit lecturer taught a 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 employees, a total of 16 courses were taught by Language Center lecturers:

- *Im Arbeitsalltag auf Englisch kommunizieren* (Communicating in one's daily work): 4 online courses with a total of 30 participants
- *Englischsprachige Texte im Büroalltag* (English texts in daily office life): 4 online courses with a total of 31 participants
- *E-Mails auf Englisch verfassen* (Writing emails in English): 8 online courses with a total of 62 participants

In 2021, a new course entitled *Administrative German for Professors* was held with 7 participants as part of the in-house continuing education program for professors.

Cooperation with the Europa Institute Zurich

In HS21, an English unit lecturer taught a workshop entitled *Legal English Skills: Communication skills, legal correspondence* as part of the Europa Institute's CAS Legal English.

Staff exchanges with partner institutions at European universities

The promotion of benchmarking, organizational development, and continuing education through staff exchange projects, which had been introduced in 2011, could not be carried out as planned in 2021 due to the

pandemic. The previously approved but postponed visit to the Language Center by University of Leipzig staff had to be cancelled. Instead of the planned visit, a workshop on internal communication took place.

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

<https://ssh-ches.ch>

The general meetings were held via Zoom on 5 February 2021 and 5 November 2021.

On 7 May 2021, a working group met via Zoom to discuss management issues, in particular, employment conditions at the individual member institutions. The working group on teaching issues met several times to exchange ideas on digital teaching.

The **online training workshops** in May and June 2021 on student assessment and evaluation in higher education were a success. Documents and the recording of the two keynote speakers are available on the association's website.

CercleS (European Confederation of Language Centres in Higher Education)

www.cercles.org

The association celebrated its 30th birthday in 2021. Several activities were postponed until the following year, most notably till the association's conference in September 2022, **XVII CercleS International Conference 2022: The Future of Language Education in an Increasingly Digital World: Embracing Change, 15-17 September 2022**, at IS-CAP, the Porto Accounting and Business School, in Porto, Portugal. A glimpse into CercleS's eventful history is in the June issue of its e-bulletin, where various presidents report on their activities.

On 16 April 2021, a [webinar](#) was held on the [anniversary issue \(10.22\)](#) of the association's journal, Language Learning in Higher Education.

In addition, the association successfully conducted regular webinars on didactic and leadership-related topics in the context of COVID-19 to promote networking and peer learning among its members.

The CercleS survey, Impact of the COVID-19 Pandemic on Language Teaching in Higher Education, launched on 30 March 2021, closed on 6 May. The survey was designed to examine the conditions and modes of delivery of language teaching and learning in higher education during the COVID-19 pandemic; to define quality criteria for the various formats of language teaching and learning; and to gather information for future planning of professional development events by CercleS. The working group analyzed the results of both surveys, which were aimed at teachers and managers. Preliminary results were presented in a webinar on 30 June 2021 and are available on the CercleS YouTube channel. From September to November 2021, further presentations were made at international conferences, and workshops were run on the didactic implications for future language teaching in higher education and on a policy statement based on the survey results. The results will be incorporated into position papers for university administrators, on the one hand, and language center administrators, on the other.

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.

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Permanent employment expressed as full-time equivalents	Management and admin staff	Lecturers		
		Total	Monthly salary	Hourly wage
Modern languages	7.84	24.53	20.46	4.07
Ancient languages	1.90	0.71	0.71	0.00

Service contracts and services provided by third parties

In addition to remuneration on the basis of services rendered, in 2021, some individual services were once again remunerated on the basis of substitute employment (illness and paternity substitutions) and one flat-rate payments (one 28-lesson course). 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	22	60	1320
DaF START! Study assistants	3	60	180
SAC Zentrum	8	various	2092
SAC Höggerberg*	5	various	1115
Student assistants, Secretariat	1	various	4

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

Budget and financial statement

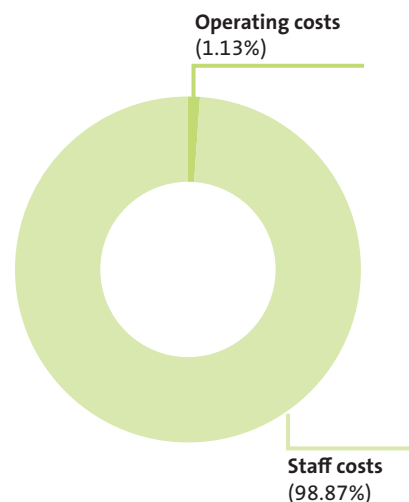
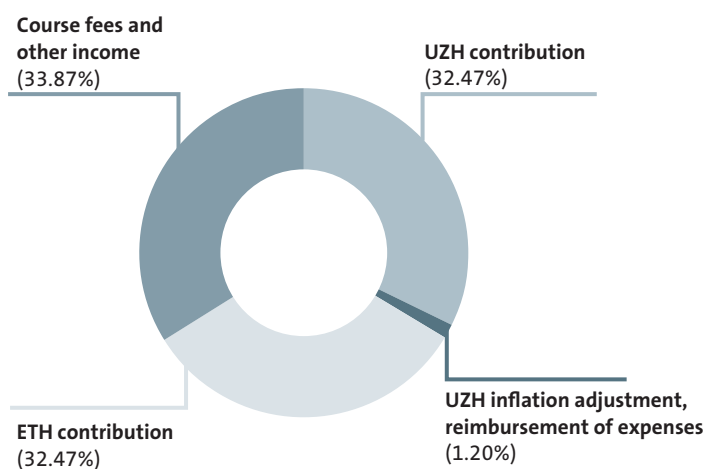
UZH and ETH Zurich program

Source of funds 2021	Budget 2021	Financial statement 2021	Balance
UZH contribution	1,500,000	1,500,000	0
UZH inflation compensation and refund for substitute teachers	55,300	55,300	0
ETH contribution	1,500,000	1,500,000	0
Language Center funds (service fees and other income)	1,414,500	1,564,539	-150,039
Total (in CHF)	4,469,800	4,619,839	-150,039

Resources 2021	Budget 2021	Financial statement 2021	Balance
Operating costs	63,800	50,902	-12,898
Staff costs	4,406,000	4,471,876	65,876
Total (in CHF)	4,469,800	4,522,778	52,978

Final balance 2021 (in CHF)	Balance
	-97,061

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On the basis of the new financial model defined in the agreement on the Language Center between UZH and ETH Zurich and signed on 30 November 2017, since 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.

Despite the extraordinary conditions under COVID-19, the 2021 financial statements are almost balanced.

The additional staff costs were almost completely offset by a reduction in operating expenses. Course revenues exceeded the budgeted amount despite the COVID-related adaptations to the course formats.

Budget and financial statement

UZH program

The UZH invested additional funds in 2021 for language courses for UZH participants.

Source of funds	Budget 2021	Financial statement 2021	Balance
UZH contribution	170,900	170,900	0
Course fees	47,600	50,434	-2,834
Income (in CHF)	218,500	221,334	-2,834

Resources 2021	Budget 2021	Financial statement 2021	Balance
Staff costs	218,500	217,481	-1,019

Final balance 2021 (in CHF)			-3,853
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UZH PhF program

Source of funds	Budget 2021	Financial statement 2021	Balance
UZH contribution	589,500	622,771	+33,271

The additional costs resulted from the need to add a Basic Latin course due to high demand that had not been budgeted for in FS21, as well as to structurally higher salary costs.

Third-party funds (START! Study courses)

Revenue 2021	Budget 2021	Financial statement 2021	Balance
Third-party funds <i>Research contributions without consideration</i>	98,000	98,000	0
Course fees (tailor-made income)	15,000	15,660	660
Total	113,000	113,660	660

Expenses 2021	Budget 2021	Financial statement 2021	Balance
Staff costs		63,810	63,810
Operating costs		2,383	2,383
Total	0	66,193	66,193

Final balance 2021 (in CHF)			-47,467
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The third-party funds allocated in 2021 are also allocated for the following year. The CHF 47,467 are therefore counted as a credit balance for third-party funds in 2022.

Budget and financial statement

Tailor-made program

Revenue 2021	Budget 2021	Financial statement 2021	Balance
Contributions from UZH and ETH institutes and programs	240,000	262,308	-22,308
Expenses 2021			
Staff costs	237,400	244,820	7,420
Final balance 2021 (in CHF)			-17,488

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ETH program

In 2021, ETH proficed additional funds for services offered by the Self-Access Center Höggerberg.

Source of funds	Budget 2021	Financial statement 2021	Balance
ETH contribution Staff	45,000	34,111	-10,889
Operations and infrastructure*	45,000	41,129	-3,871
Total (in CHF)	90,000	75,240	-14,760

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

The budget was not exhausted because less supervision was needed at the center due to the pandemic and ensuing lockdowns.

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Presentations and publications

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



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

From left to right: Andrea Suter, Ueli Bachmann, Sandra Lazzeri, Veronika Heinz, Michelle Norgate, Martin Amann, Cornelia Steinmann, Sabina Schaffner, Christian Utzinger, Aleksandar Ćetković, Anna Dal Negro, Caroline Röthlin, Eva Burri, Jérôme Holbein, and Nicoletta Rivetto. Absent are: Paula de Avila, Nathalie Dietrich, and Lia Studerus.

Impressum

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