



University of
Zurich ^{UZH}

ETH zürich

Language Center

Annual report 2015





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Preamble by the Director



Dr. Sabina Schaffner

Director of the Language Center of UZH and ETH

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The Language Center increased its program by 8% in 2015, compared to the previous year. The program was again based on the principles governing the Language Center's strategic development plan agreed in 2013. According to these principles, the Language Center offers courses for the purposes of study, research and teaching, integration, academic mobility, future professional careers, and the promotion of individual multilingualism. These principles were reflected in the number of course participants: A good third of all learners attended German as a foreign language courses during the reporting period. One third attended Romance language courses (Brazilian Portuguese, French, Italian, and Spanish); over 17% attended English courses; and around 13% attended Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, and Swedish courses.

Brazilian Portuguese, the most desired addition to the course program according to the 2012 needs analysis, was launched in HS15. However, since the Language Center's general terms and conditions allow UZH and ETH Bachelor and Master students to take our courses free of charge, the development of the course program for this target group cannot be steered through income from courses. For this reason, the increased demand cannot always be met. This was the case in the reporting period, in particular regarding German as a foreign language, French, Spanish, Arabic, Russian, and Swedish.

Following the trend of the past few years, there was a clear preference for German and English, followed by French, among PhD students and staff. Overall, these

target groups express less demand for a diversified course program than Bachelor and Master students. The shift to decentralized courses, a trend which has been observed for several years, was once again evident in this reporting period: The English unit expanded its program by offering a range of tailor-made courses to PhD programs and institutes of the University of Zurich and ETH. The demand for tailor-made language courses for UZH and ETH Zurich administrative and technical staff also increased compared to the previous year.

The Romance languages unit offered support to mobility students in 2015 through its courses and services for language testing, namely, through its TEF test for French, its DELE test preparation courses for Spanish, and its autonomous learning materials for the Italian CELI, CILS, and PLIDA certificates.

Over the past four years there has been a growing demand for autonomous and cooperative language learning services and tandem placements through the Self-Access Center (SAC); this trend continued in 2015. The SAC offered 15 learning workshops in a range of languages as a form of cooperative learning, and it increased its range of learning materials and consultation options, including the tutor helpdesks offered by student assistants. The number of visitors to the SAC has continued to grow over the years, and more tandem placements were registered in 2015 than in the previous year.

The activities in the area of (inter)national and inter-university cooperation were also important in the reporting period: At an institutional level, the realization of staff exchange projects that run over several years with two LERU universities, Helsinki University and Humboldt-Universität zu Berlin, as well as with other partners, contributed significantly to the the Language Center's benchmarking efforts and to its organizational development. Staff from the Language Center presented at conferences at Masaryk University in Brno, Czech Republic, 15-17 January 2015, and at the Bremen Symposium at the University of Bremen, 20-21 February 2015, among other events; and were involved in the "Einführung in die Didaktik des Deutschen als

Fremdsprache" course (introduction to the teaching of German as a foreign language) at the Department of German Studies of the University of Zurich.

Internal training sessions were undertaken by the individual units; in addition, the "Vocabulary" workshop, which took place on 20 November 2015, was run for Language Center lecturers and colleagues from the member organizations of the IG-FHS (interest group for foreign language teaching at Swiss tertiary institutes).

With its versatile, strategic, and needs-oriented language learning program and the consolidated cooperation between a wide variety of interested parties, the Language Center was able, in 2015, to meet the highly diverse language learning needs of almost 8,700 course participants; over 500 people who attended learning workshops and tailor-made courses; 5,542 visitors to the Self-Access Center; and over 1,700 tandem partners.



Dr. Sabina Schaffner
Director of the Language Center of UZH and ETH

Foreword by the President of the Board of Trustees



Prof. Dr. Andreas Kilcher
Chair for Literature and Cultural Studies of ETH Zurich

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Language and migration

For months now we have been under the impression of the flight of tens of thousands of people from war and crisis areas in the Middle East and Africa. What this means for the refugees – giving up a life under threat for an uncertain future, in many cases to save their very existence – we can barely comprehend. One of the challenges at the new locality resides in the language situation, and with it the need for a chance to make oneself understood, or even more fundamentally, of social action. Indeed, migration means not only physical and economic displacement, but also a basic linguistic shift: the abandonment of a familiar linguistic environment and the arrival in new and unfamiliar linguistic environments – and as a result, a fundamental social uncertainty. Those who travel voluntarily as tourists or mobility students can expand their language skills in advance and adjust to their new linguistic environment in a targeted way, quite apart from the fact that they are not under duress. The situation of refugees is different, however. When they flee, they are usually barely prepared, and they leave because of a primary existential hardship. By contrast, learning a language initially appears to be secondary. However, language is key to refugees, both in their real daily lives and in the way they experience their own extraterritorial situation.

A historical comparison shows the way in which language is experienced by refugees, namely the flight of tens of thousands of people, most of whom were being pursued for racial and political reasons, that is, Jewish and Left-Wing people from National-Socialist

Germany after 1933. In exile, spread across all continents, German speaking Jews and intellectuals experienced in particular the issue of language as a fundamental problem, which they consequently reflected upon in a variety of ways. There are three ways in which language issues affected them: first, the negative experience of language loss, or even of voicelessness; second, the positive perception of the (old) language as the only remaining, to some extent intellectual instance of home; and third, the experience of a hybrid language of exile, which stands between cultures and which takes on the features of diaspora: creolization, hybridization, and mixed forms.

To give just one example of the first, primary experience, here is a quotation from the German-Jewish philosopher Günther Anders. Immediately after the Reichstag fire in 1933, he fled from Berlin to Paris with his then-wife Hannah Arendt, from there to New York in 1936, in 1939 to Los Angeles, in 1943 back to New York, and in 1950 to Vienna. In his diary *Die Schrift an der Wand* (the writing on the wall), he described the refugees' language situation in an impressive way as the transition to a stammer: "[...] *wer in einer neuen, gar für ihn ungültigen Welt neu beginnen oder gar dieses Neubeginnen wiederholen muss, der ist ja nicht nur von Land zu Land verschlagen, sondern auch von Sprache zu Sprache. Und das bedeutet, [...] dass er plötzlich verurteilt ist, einige Etagen unterhalb seines Niveaus mit der Umwelt zu verkehren, und dass sich diese Primitivierung als Bumerang auswirkt: dass der Stammelnde nun nämlich von der Umwelt, die ja keine Zeit dazu hat, Gründen nachzugehen oder auf diese Rücksicht zu nehmen, nach dem niederen Rang seines Sprechens eingestuft wird. Dieser Vorgang ist in der Tat nicht nur quälend, auch nicht nur demütigend, sondern wirklich verhängnisvoll. Niemand kann sich jahrelang ausschliesslich in Sprachen bewegen, die er nicht beherrscht und im besten Falle nur fehlerfrei nachplappert, ohne seinem inferioren Sprechen zum Opfer zu fallen. Denn wie man sich ausdrückt, so wird man. Unterscheidungen, die wir als Sprechende nicht machen können (nicht mehr oder noch nicht), die spielen bald auch für uns als sinnliche oder moralische Wesen keine Rolle mehr. [...] Stammer sind so viele von uns geworden, Stammer sogar in beiden Sprachen: Denn während wir unser*

Französisch, Englisch oder Spanisch noch nicht gelernt hatten, begann unser Deutsch bereits Stück für Stück abzubröckeln, und zumeist so heimlich und allmählich, dass wir von dem Verlust [...] wenig bemerkten.”¹

Organizations like the Language Center of the University of Zurich and ETH Zurich can help to mitigate the situation experienced by refugees then and now. It’s a good sign that ETH President Lino Guzzella suggested last September that the Language Center of UZH and ETH Zurich offer language courses for academics among the refugees. This move has led, among other things, to the establishment in both universities of working groups which, on behalf of the executive boards of both universities, are assessing measures to integrate prospective students with a refugee background quickly and easily. Regardless of how the working groups’ recommendations are implemented in future under the given conditions, it becomes clear that the Language Center has a very special mission in our current times of migration.



Prof. Dr. Andreas Kilcher
Chair for Literature and Cultural Studies of ETH Zurich

¹ Translation by Dr Michelle Norgate:

He who has to begin again in a new, for him even invalid, world or who has to undertake a new beginning several times, is displaced not only from country to country but also from language to language. And that means [...] that he is suddenly condemned to engage with his environment at several floors beneath his own level, and that this primitivization has the effect of a boomerang: The environment of the stammerer, which has no time to investigate the reasons or to take these into consideration, ranks him according to the low level of his speech. This process not only causes anguish and is humiliating, but is disastrous. Nobody can operate for years exclusively in languages that he doesn’t master – and in the best case can only accurately parrot others – without falling prey to his inferior speech, because the way in which one expresses oneself is the way one becomes. Distinctions that we as speakers cannot make (no longer or not yet), these soon cease to be relevant to us, who are sensory or moral entities. [...] So many of us have become stammerers, stammerers in both languages even: Because when we had not yet learnt French, English, or Spanish, our German had already begun to crumble bit by bit, and mostly so furtively and gradually that we barely noticed the loss.

Strategic plan and goals 2015

The following goals were reached, and corresponding measures were implemented in 2015:

Development of the course program

The Latin reading course has been launched:

- Development of the curriculum in consultation with the Faculty of Arts and Social Sciences (implementation HS15)

8 Some cooperative projects to develop courses have been implemented together with program coordinators and with Central Services from the UZH and ETH:

- Brazilian Portuguese course with support from the Institute of Romance Studies
- Tailor-made courses for UZH and ETH PhD programs and service organizations

The DaF Turbo course is part of the regular course program and is supported by UZH and ETH stakeholders:

- A course for 20 UZH and ETH PhD students was offered
- The course program was marketed by SUEZ and stakeholders

Communication

The effectiveness of communication via the SUEZ website has been evaluated:

- Online evaluation in FS15
- Adaptation of online information as necessary

The effectiveness of communication about the SUEZ course program for users has improved:

- Central coordination of all communication and marketing measures
- Provision of revised flyers and posters
- Provision of flyers for specific target groups
- Facebook page

Quality management

The effectiveness of the existing self-evaluation methods has been assessed, and scenarios for optimization of these methods are agreed:

- Feedback on the findings by email in HS15; discussion of the results in the units at the Lecturer Forum in HS15

The quality of teaching in all SUEZ courses has been evaluated:

- A Student Course Evaluation (Lehrveranstaltungsbeurteilung, LVB) was done in HS15 in cooperation with the UZH Information Technology division
- The results are included in the evaluation of the SUEZ by the UZH Evaluation Office
- The results are communicated according to the regulations, and necessary measures are implemented

The following goals and measures had to be postponed until the following year:

Some cooperative projects to develop courses have been implemented in cooperation with program coordinators and with Central Services from the UZH and ETH:

- Planning of a program for French for legal practitioners
- Update of the existing English for law courses
- English is offered as a compulsory elective for Bachelor and Master students in the MNF / ETH departments

Course program

Ancient languages

The third part of the “Heureka” lecture series (Humans in Antiquity: Biographies, Roles, Careers) was offered as a compulsory elective on the ETH D-GESS program in FS15 for the last time. This course was offered in addition to the regular basic Latin (Latinum) and Ancient Greek (Graecum) courses run for the Faculty of Arts and Social Sciences to prepare students for the supplementary examinations. In FS16, a new cycle, “Heureka IV,” will be introduced (Ancient Metropolises: The Significance of Urban Centers in the Graeco-Roman Cultural Space).

In HS15, a new Latin reading course was offered for the first time. This has repeatedly been requested by students. The course is aimed primarily at students with previously acquired Latin skills (Latin high-school diploma, Latinum). The course is based on a specific topic, and the students’ language skills (forms, syntax, vocabulary) are reviewed and improved through work on texts and in exercises.

In HS15, the topic was “Hannibal ad portas”, which was very well received by UZH and ETH students alike. The highly motivated group gave very good course evaluations, and a further course is planned for 2016.

German as a foreign language

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

In the program offered to students, we were not able to meet the demand for intensive courses and semester courses for beginners, even though the HS14 cuts resulting from financial constraints were reversed. At the upper levels (from B1 on), the demand for course places grew once again during the reporting period;

here we were able to meet the increased demand. In the large-group courses (lectures on vocabulary and grammar, Swiss-German dialect comprehension course), the DaF unit noted a high demand but also a high drop-out rate. The vocabulary lecture has been offered in a double period format since HS15, and PhD students now have to pay to attend.

In cooperation with the UZH and ETH International Relations offices, the DaF unit is seeking solutions that will allow all interested exchange students to attend a course in 2016 – especially with regard to the intensive courses. As no additional funding can be made available, an increase in class sizes is planned.

In the program offered to PhD students, the DaF Turbo course was once again filled and took place. Regarding the post-beginner level, the SUEZ was able to offer an additional three parallel courses at short notice and meet the increased demand.

There was also a high demand for the Swiss-German dialect course for German speakers and very advanced German language students. The new conversation course at A2 level also filled up quickly.

Other languages

As in previous years, courses in Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, and Swedish were very popular. Following the Language Center’s program development principles, the courses offered in these languages serve above all to promote individual multilingualism and mobility.

Most popular are the courses at A1 level, although the number of students taking follow-on courses at A2 level continues to increase. The reading courses in Arabic and Japanese are also in high demand.

With regard to Arabic, Chinese, Japanese, Polish, and Russian, the SUEZ has cooperation agreements with the Institute of Asian and Oriental Studies and the Department of Slavonic Studies. These cooperations allow advanced SUEZ students to take consecutive

courses, join study trips, and gain admission to language tests. From 2016, SUEZ students can also take Egyptian and Lebanese courses at the Institute of Asian and Oriental Studies.

All of these languages are very popular among UZH and ETH members and are attended by students from a wide variety of degree courses. The ECTS points they attain from all courses from A1 level can be accredited towards their D-GESS compulsory elective requirements.

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English

Following the Language Center's program development principles, our course program in English promotes above all linguistic competence for study, research, and teaching purposes, as well as for academic mobility. The core program meets the needs of all target groups.

The Language Center continued to run 2 courses in Medical English at the B2 and C2 levels as part of the Faculty of Medicine's compulsory elective 2 module (Wahlpflicht-Modul 2) of its specialized study program (Mantelstudium: Specialized study in biomedical sciences. Foundations II).

TOEFL and IELTS test preparation courses

Ten TOEFL test preparation courses with a total of 127 participants were offered to PhD, Bachelor, and Master students, MAS students, and academic staff. Four IELTS test preparation courses with a total of 52 participants were also offered. Participants are charged a course fee of CHF 220 for these seven-week courses, which consist of a 90-minute lesson a week. The number of courses appears to meet the current demand.

Tailor-made courses

The following language courses were designed and run for UZH and ETH PhD students. These courses are valued in particular for their discipline-specific profiles and for the opportunities they offer to participants to analyze texts and gain peer feedback.

- UZH Department of Psychology: Writing Research Articles in Psychology: 2 courses of 20 units, plus individual coaching
- UZH Neuroscience Center Zurich: Neuroscience Writing Course: 1 course of 24 units
- UZH Department of Informatics: Scientific Writing for Informatics: 1 course of 20 units
- UZH Department of Political Science: Writing Skills: 1 workshop of 3 units plus 7 coaching units
- ETH D-MATH Seminar for Statistics: Academic Writing for D-MATH Statistics Doctoral Students: 1 course of 20 units in total
- NCCR Digital Fabrication ETH: Abstract Writing Workshop for PhDs: 1 workshop of 5 units
- ETH Institute of Food, Nutrition and Health: Writing course for doctoral students: 2 courses of 16 units in total

The following tailor-made language course was developed and run for ETH Master students:

- D-MTEC: Academic Writing for D-MTEC MSc Students: Initial lecture plus 2 courses of 35 units in total

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

- ETH Facility Management: English for Technical Staff A1-A2: 6 courses of 80 units (45 minutes each) and 34 units of 60 minutes
- ETH Department of Physics Mechanical Workshop: Workplace English for Technical Staff: 2 courses of 50 units in total
- UZH Human Resources: Conversation and Email Coaching: 1 course of 12 units

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

- Beginners Workplace Communication A2: 1 course of 30 units
- Lower-intermediate Workplace Communication B1: 1 course of 30 units
- Upper-Intermediate Workplace Communication B2: 1 course of 28 units

The Academic Writing for Specific Purposes (AWSP) coordinator launched several pilot projects funded by the SUEZ in collaboration with the study coordinators responsible for a range of degree programs. The demand far exceeded expectations, so that a total of six projects – four with ETH Departments and two with UZH faculties – are planned. Further project applicants who could not be considered for the pilot project decided to commission the SUEZ to run equivalent fee-based tailor-made courses. In order to meet the huge demand, a further two freelance lecturers were recruited. The pilot courses will run in FS16. The English unit now has six freelancers who teach tailor-made courses as and when the need arises.

Collaboration with UZH Career Services and ETH Career Centre

- UZH Career Services: Job Applications in English: 2 lectures of 4 units in total
- UZH Career Services and ETH Career Centre: CV Checks in English at the Long Night of the Career (Lange Nacht der Karriere) event: 15 hours in total

Coaching

The following individual and group coaching formats are available: TOEFL/IELTS Intensive Training for Academic Mobility; Email Writing for University Staff; Academic Writing Coaching for all target groups; and speaking/pronunciation coaching. The coaching sessions continue to be popular among students and staff who are looking for an alternative to a course and who require individual support in specific areas of language use.

Romance languages

The overall strategic goals of the Language Center, and the effects of increased staff costs, meant that the financial restrictions that had led to the cuts in HS14 could not be reversed for French, Italian, and Spanish. In HS15, however, the long-planned Brazilian Portuguese program was launched. Thus, the Language Center's language portfolio was expanded to match the findings of the 2012 needs analysis.

Brazilian Portuguese

The new Brazilian Portuguese program was introduced in HS15. A share of course places was allocated to students from the Institute of Romance Studies (RoSe), in proportion with the level of funding provided by the RoSe. The program is to consist of five courses a year, covering A1-B1 levels. The Language Center is responsible for planning the content of the courses, and the course coordinator is employed by the Language Center. The needs of RoSe students are taken into consideration in the course curricula. In HS15, two parallel courses at A1 level and one course at A2 level were initially offered. The demand was high, and these courses filled soon after enrolments opened. The number of course participants from the UZH and ETH is more or less equal.

French

Following the Language Center's program development principles, the course program in French promotes, in particular, language competence for study, research, and teaching purposes, for academic mobility, and for professional careers in Switzerland.

As a result of the incorporation of the CEFR language level grid for self-evaluation into the enrolment form, the classes were more homogeneous than in earlier semesters. The reason for including the grid was to encourage learners to reflect on their own language level and for the SUEZ to gather more accurate information about students' existing language skills.

The French A1 beginner level made up a small part of the course program, as always. The number of courses at this level matched the demand, which came mainly from international learners who wish to learn French for personal, study, and/or professional reasons.

The increasing demand at A2-B1 level could not be fully covered. From the B2 level on, the demand was barely covered – both quantitatively and qualitatively – by the program, which is differentiated according to (academic) skills. The program allows students to develop their French language skills for study abroad and for their

future professions. The French program consists largely of semi-autonomous modules; these were initially introduced for didactic reasons and later used to reduce costs.

The services providing individual support were used by a few interested individuals; these services include the fee-based tailor-made courses, e.g. in the preparation of presentations, publications, and job interviews.

- 12 The demand for language courses during the semester breaks has grown, and an expansion of the course program in this area needs to be considered.

The introduction of the French for Law course, which was planned in accordance with the findings of the 2012 needs analysis, was postponed as a strategic goal for the following year. The Language Center collected data on behalf of the Faculty of Law from law students who attended a language course in HS15. The results will be discussed with the faculty in 2016, and the course is to be planned in collaboration with the faculty.

Italian

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

The main focus of the Italian program was once again at the beginner A1-A2 level. The demand for these courses could not be completely met.

The modules from B1 level on, which focus on specific skills, proved a success in terms of quality and quantity; these courses are becoming increasingly popular.

The modules in the semester breaks remain a valid and popular complement to the semester program and could also be extended in future.

Spanish

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

As in previous semesters, the greatest demand for Spanish was in the beginner A1 level. The number of courses offered at this level could not fully cover the demand. The A2 level courses met the demand in terms of quantity but needs a greater differentiation between the individual courses and could also be complemented by modules offered in the semester breaks. This was confirmed in a survey undertaken in FS15 among participants enrolled in courses above B1 level.

In the A1 level courses, the semi-autonomous model using the Aula Virtual de Español by the Instituto Cervantes (AVE) appears to have reached its limits: The AVE learning platform has not been updated by the Instituto Cervantes for some time and is therefore technically outdated. At the end of 2015, the Romance languages unit, with the help of its Spanish lecturers, decided to develop new curricula for the A1-B1 levels. These are to be implemented in HS16.

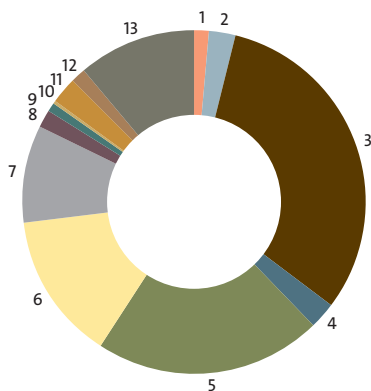
The demand for the fee-based DELE exam preparation courses at B1-B2 and C1-C2 levels was equal to that of the previous year.

Language courses by language

Number of courses in the ancient languages in spring semester (SS) and fall semester (FS) 2015

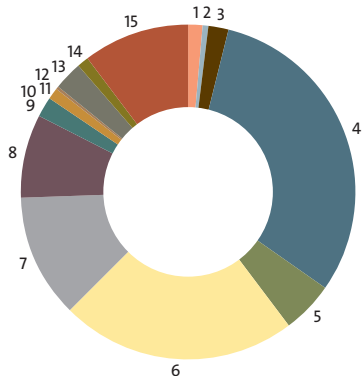
The following courses in ancient languages were run: 7 Latin courses each semester, 1 Ancient Greek course in the spring semester and 2 Ancient Greek courses in the fall semester. In SS15 the Heureka lecture series was offered once more as part of the D-GESS compulsory elective program. The new Latin reading course was launched in FS15.

Number of courses* in the modern languages in the spring and fall semesters of 2014



	Language	SS14	FS14	Total in 2014
1	Arabic	3	3	6
2	Chinese	5	6	11
3	German as a foreign language (DaF)	66	63	129
4	DaF intensive	11	12	23
5	English	45	43	88
6	French	31	26	57
7	Italian	18	20	38
8	Japanese	3	4	7
9	Modern Greek	2	2	4
10	Polish		1	1
11	Russian	4	6	10
12	Swedish	3	3	6
13	Spanish	22	23	45
	Total	213	212	425

Number of courses* in the modern languages in the spring and fall semesters of 2015

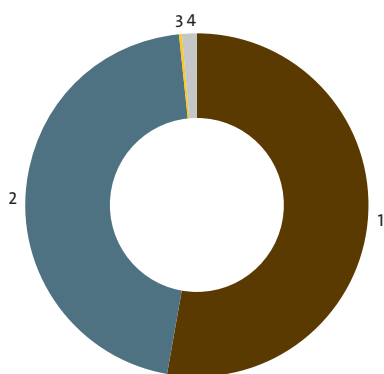


	Language	SS15	FS15	Total in 2015
1	Arabic	3	4	7
2	Brazilian Portuguese		3	3
3	Chinese	4	5	9
4	German as a foreign language (DaF)	68	71	139
5	DaF intensive	11	12	23
6	English	50	54	104
7	French	28	27	55
8	Italian	17	19	36
9	Japanese	4	5	9
10	Latin		1	1
11	Modern Greek	2	2	4
12	Polish	1	1	2
13	Russian	5	7	12
14	Swedish	3	3	6
15	Spanish	22	24	46
	Total	218	238	456

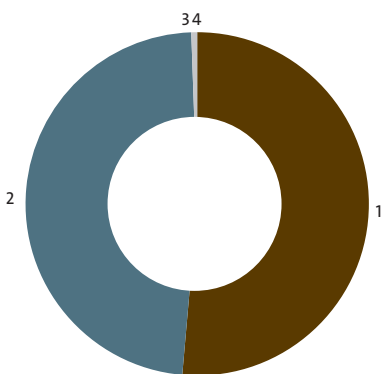
* excluding learning workshops and consultations

Number of course participants by university

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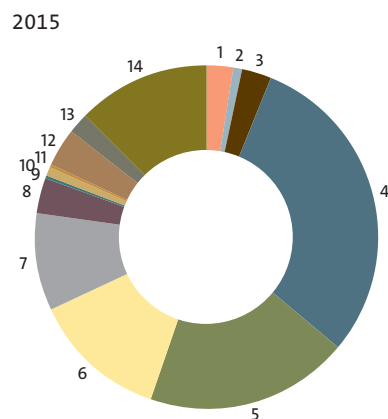


	2014	Participants	Percentage
	UZH students	3416	41.80%
	UZH MAS students	7	0.09%
	UZH doctoral students	487	5.96%
	UZH academic staff	249	3.05%
	UZH administrative staff	73	0.90%
1	Total UZH	4232	51.80%
	ETH students	2429	29.74%
	ETH MAS students	38	0.47%
	ETH doctoral students	907	11.10%
	ETH academic staff	400	4.90%
	ETH administrative staff	76	0.93%
2	Total ETH	3850	47.14%
3	PHZH students	21	0.26%
4	ZHdK students	65	0.80%
	Grand total for 2014	8168	100%



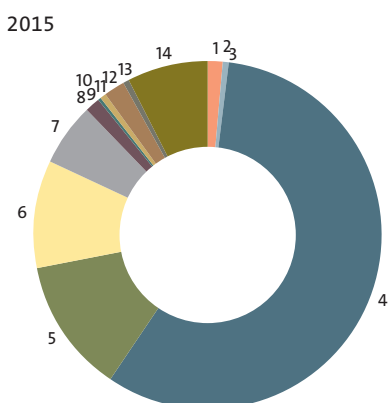
	2015	Participants	Percentage
	UZH students	3573	41.09%
	UZH MAS students	19	0.22%
	UZH doctoral students	558	6.42%
	UZH academic staff	266	3.06%
	UZH administrative staff	69	0.79%
1	Total UZH	4485	51.58%
	ETH students	2622	30.15%
	ETH MAS students	36	0.41%
	ETH doctoral students	1094	12.58%
	ETH academic staff	327	3.76%
	ETH administrative staff	85	0.98%
2	Total ETH	4164	47.88%
3	PHZH students	14	0.16%
4	ZHdK students	33	0.38%
	Grand total for 2015	8696	100%

Number of course participants by language and target group



UZH, ETH, PHZH, and ZHdK students		2014	2015
1	Arabic	141	164
2	Brazilian Portuguese	–	45
3	Chinese	190	185
4	German as a foreign language (DaF)	1796	1868
5	English	1147	1193
6	French	754	801
7	Italian	556	580
8	Japanese*	181	195
9	Latin	–	19
10	Modern Greek*	49	52
11	Polish*	13	16
12	Russian*	220	235
13	Swedish *	110	114
14	Spanish	774	775
	Total	5931	6242

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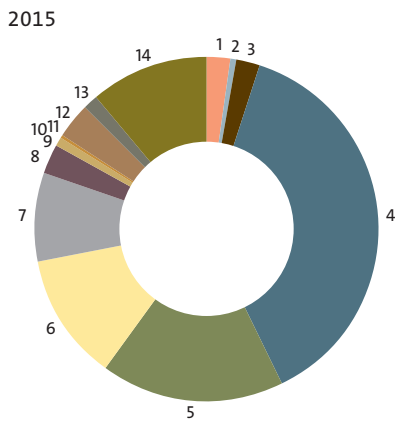


DOMA*		2014	2015
1	Arabic	33	36
2	Brazilian Portuguese	–	15
3	Chinese	29	3
4	German as a foreign language (DaF)	1199	1410
5	English	271	302
6	French	276	251
7	Italian	156	141
8	Japanese*	25	36
9	Latin	–	1
10	Modern Greek*	10	14
11	Polish*	2	5
12	Russian*	57	47
13	Swedish *	18	15
14	Spanish	161	178
	Total	2237	2454

*DOMA = MAS students, doctoral students, academic staff, and administrative staff

Total number of course participants by language

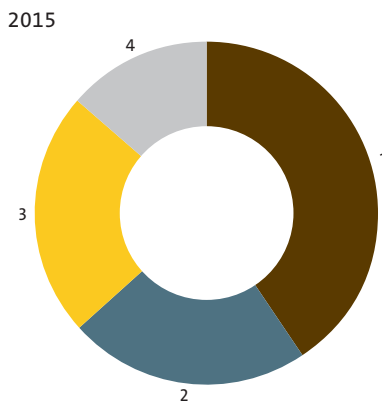
16



Total number of participants (all target groups)		2014	2015	2015 in %
1	Arabic	174	200	2.30%
2	Brazilian Portuguese	–	60	0.69%
3	Chinese	219	188	2.16%
4	German as a foreign language (DaF)	2995	3278	37.70%
5	English	1418	1495	17.19%
6	French	1030	1052	12.10%
7	Italian	712	721	8.29%
8	Japanese*	206	231	2.66%
9	Latin	–	20	0.23%
10	Modern Greek*	59	66	0.76%
11	Polish*	15	21	0.24%
12	Russian*	277	282	3.24%
13	Swedish *	128	129	1.48%
14	Spanish	935	953	10.96%
	Total	8168	8696	100%

*In 2015, the number of participants in these 7 courses represented 12.84 % of the total number of participants.

Resources used by language



Unit		2014 in %	2015 in %
1	German	41.05%	40.79%
2	English	19.43%	22.70%
3	Romance languages	26.03%	23.16%
4	Other languages	13.49%	13.35%
		100%	100%

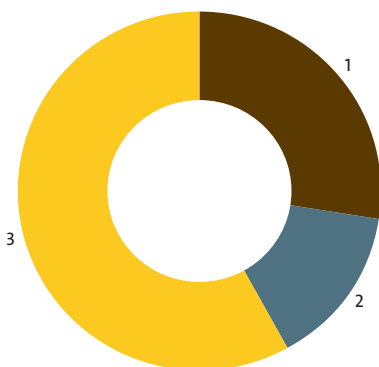
The resources used in any given language are roughly proportionate to the number of participants taking courses in that language. Deviations are due to differing didactic formats, class sizes, and forms of employment.

Additional services

Tailor-made courses

		2014	2015
1	Tailor-made courses and coaching packages	31	40
2	Number of participants	234	285

Language consultations



Unit		Number of consultations
1	German as a foreign language	19
2	English	10
3	Romance languages	40
	Total	69

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German as a foreign language

In 2015, 15 language-learning consultations were held with Bachelor, Master, and PhD students to discuss issues surrounding their German language skills. These consultations with the head of unit tend to take around 45 minutes and highlight individual ways in which people can work on specific areas of their language needs, either independently from a language course and/or as a supplement to a Language Center course.

Romance languages

Around 40 learners contacted the Romance languages unit for a learning consultation in order to assess their language level, to identify their learning needs and goals, to evaluate their learning plans, and to help them find the right Language Center course or service. The first point of contact for a language consultation for all Romance languages is the head of unit; depending on the type of enquiry, interested parties are sometimes referred to a specialist Language Center lecturer.

Certification of language level

The German and Romance languages units issue certificates confirming mobility students' language levels. These are often issued at very short notice. After the student has done a self-assessment using the Dialang test or using the reference grid of the Common European Framework Reference for Languages, they can arrange a consultation, in which, for a fee, a lecturer will confirm their language level. The demand for this service has increased markedly for all Romance languages, including for the recently introduced Portuguese. The Language Center offers an internal test for language-level assessment in English. By request from the UZH Mobility Office, the Language Center is currently assessing the viability of free language level certifications.

Tests

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	SS15	FS15	Total for 2015
Number of German admission tests			
Test taken	29	51	80
Passed	22	37	59
Number of Latin tests			
Test taken	80	33	113
Passed	67	23	90
Number of Ancient Greek tests			
Test taken	12	0	12
Passed	11	0	11
Number of TEF tests			
Test taken	19	19	19

German entrance examination

The number of enrolments for German entrance administration administered by the Language Center increased slightly against the previous year. In the spring session, considerably more candidates took the test (29 compared to 16 in FS14); 59 candidates passed the test in 2015; in 2014, 48 had passed. One candidate from the University of Lucerne took and passed the test in spring 2015; in fall there were three.

Exams in ancient languages

The number of enrolments for Latin and Ancient Greek examinations dropped considerably in 2015 compared to 2014 (Latin: from 255 to 130; Ancient Greek: from 22 to 12). The pass rates in both languages were higher than in the previous year (Latin: 79.65%; Ancient Greek: 91.66%).

TEF tests (Test d'Evaluation de Français)

In 2015, as in the previous year, 19 people took the TEF test. As a result of this high demand, an additional session was offered in FS15.

English Assessment Test

At the end of 2015, the English Assessment Test that was developed internally in 2009 was listed on the Language Center website with our other courses for the first time. This allows interested parties to enroll for the test online. The demand for this fee-based test increased dramatically as a result. The test is designed to support mobility and assesses participants' English language level on the basis of a 75-minute test (light version) or 90-minute test (full version).

Self-Access Center

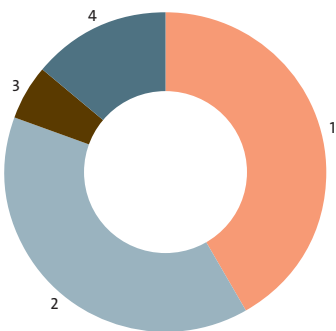
The Self-Access Center once again remained true to its concept in 2015: On the one hand, it was used for individual autonomous language learning, and on the other for a wide variety of forms of cooperative learning (learning workshops, tutorates, play evenings, book clubs, and tandem information evenings). New in the program are book clubs for German as a foreign language in the summer semester break, and in French during the fall semester. In book club meetings, participants read several texts at their own language level and have the opportunity to give short presentations about their texts, participate in discussions, and write short critiques. The clubs are designed to help students enjoy their reading, improve their vocabulary, practice speaking and writing, and motivate each other to learn.

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Also new in the SAC program is Brazilian Portuguese: The SAC has made available an initial selection of learning materials (easy readers, DVDs, teaching materials, and links) for Portuguese. Further, the tutor helpdesk has been expanded to include Portuguese.

In comparison to the previous year, the number of users and loans of media went up slightly, partly thanks to the longer opening hours that were introduced in the fall semester.

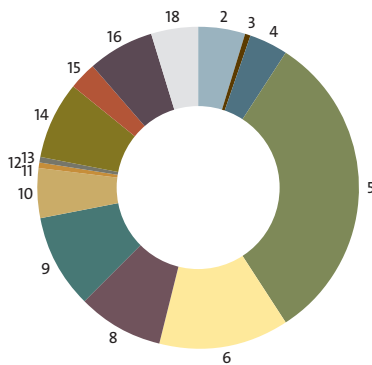
Tutorial services at the Self-Access Center



Number of events

	Number of events	Number of participants
Learning workshops	15	251
Tutorials	14	60
Book clubs	2	46
Games evenings	5	54

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Participant figures below 10 are not included in the graph.

Number of visits to the Self-Access Center by language

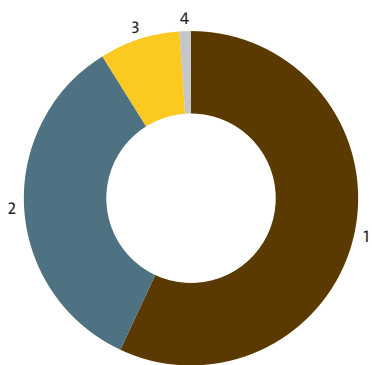
1	Ancient Greek	5
2	Arabic	267
3	Brazilian Portuguese	39
4	Chinese	210
5	German	1743
6	English	725
7	Finnish	5
8	French	481
9	Italian	520
10	Japanese	276
11	Latin	24
12	Modern Greek	12
13	Polish	28
14	Russian	420
15	Swedish	166
16	Spanish	368
17	Hungarian	6
18	no details	247
	Total for 2015	5542

Excludes visits accompanied by a lecturer

Information on SAC users

1	As a complement to a language course	2153
2	Independent, i.e. not doing a language course simultaneously	2605
3	Learning workshop	706
4	no details	84

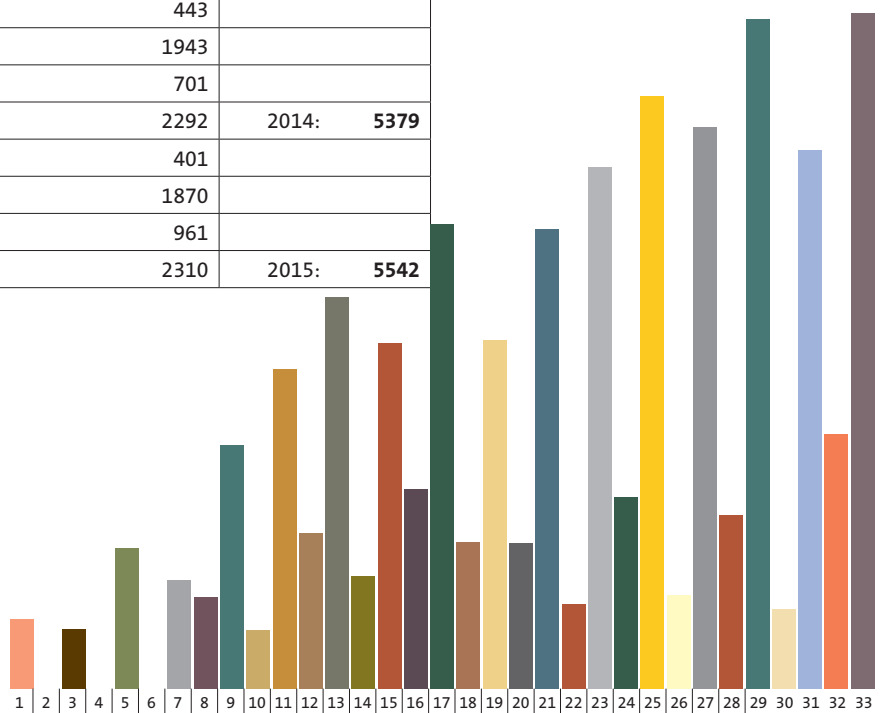
Includes multiple answers, e.g. learning workshop plus complement to a language course.



University affiliation of SAC users

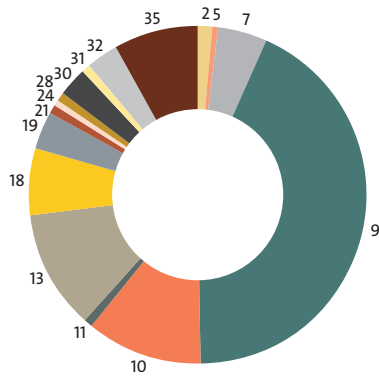
1	UZH	3156
2	ETH	1895
3	other	439
4	no details	52

Number of visitors to the SAC since 2007			
	Semester / Semester break	Number of visitors	Annual total
1	Fall semester 2007	368	
2	Semester break 2007/08	39	
3	Spring semester 2008	335	
4	Summer semester break 2008	90	
5	Fall semester 2008	596	2008: 1060
6	Semester break 2008/09	39	
7	Spring semester 2009	492	
8	Summer semester break 2009	437	
9	Fall semester 2009	924	2009: 1892
10	Semester break 2009/10	331	
11	Spring semester 2010	1169	
12	Summer semester break 2010	644	
13	Fall semester 2010	1398	2010: 3542
14	Semester break 2010/11	505	
15	Spring semester 2011	1251	
16	Summer semester break 2011	785	
17	Fall semester 2011	1633	2011: 4174
18	Semester break 2011/12	613	
19	Spring semester 2012	1261	
20	Summer semester break 2012	610	
21	Fall semester 2012	1617	2012: 4101
22	Semester break 2012/13	442	
23	Spring semester 2013	1817	
24	Summer semester break 2013	758	
25	Fall semester 2013	2045	2013: 5062
26	Semester break 2013/14	443	
27	Spring semester 2014	1943	
28	Summer semester break 2014	701	
29	Fall semester 2014	2292	2014: 5379
30	Semester break 2014/15	401	
31	Spring semester 2015	1870	
32	Summer semester break 2015	961	
33	Fall semester 2015	2310	2015: 5542



Tandem placements

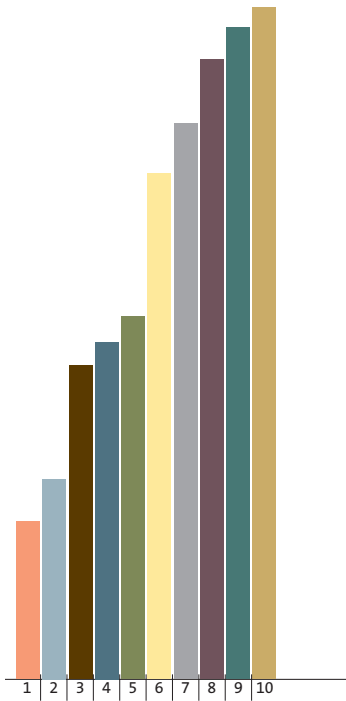
22



Placement figures below 10 are not included in the graph.

Tandem placements in 2015

	Language being learnt	Number of placements
1	Amharic	1
2	Arabic	23
3	Armenian	1
4	Azerbaijani	1
5	Brazilian Portuguese	13
6	Bulgarian	1
7	Chinese	75
8	German	709
9	Danish	3
10	English	182
11	Farsi	11
12	Finnish	2
13	French	188
14	Hebrew	7
15	Hindi	5
16	Indonesian	2
17	Icelandic	1
18	Italian	107
19	Japanese	59
20	Catalan	1
21	Korean	14
22	Croatian	4
23	Kurdish	1
24	Modern Greek	10
25	Dutch	7
26	Norwegian	6
27	Polish	3
28	Portuguese	10
29	Romanian	6
30	Russian	46
31	Swedish	17
32	Swiss-German	47
33	Serbian	2
34	Slovakian	2
35	Spanish	131
36	Swahili	1
37	Tamil	1
38	Czech	4
39	Turkish	6
40	Hungarian	1
41	Urdu	1
42	Uzbek	1
	Total for 2014	1713



Tandem placements since 2006

	Year	Total
1	2006	402
2	2007	510
3	2008	800
4	2009	860
5	2010	925
6	2011	1290
7	2012	1417
8	2013	1580
9	2014	1662
10	2015	1713



Events and collaborations

Events

Center Day (Zentrumstag) of 5 June 2015

As an alternative to the Center Conference, which is dedicated to non-language-specific further training, an excursion – the so-called Center Day – is held for all Language Center staff members every other year. The excursion in the reporting period was a hiking trip from Flaach to Rheinau, where the group had lunch. Afterwards, people could choose between a visit to Rheinau Abbey or a visit to the center for musicians on the Rhine island (Musikinsel Rheinau). The excursion continued with a trip to Laufen Castle at the Rhine Falls by boat, and from there back to Zurich. The weather was excellent and the excursion gave everyone a chance to talk to each other in various groupings.

Training workshop, 20 November 2015

The topic of the training workshop of 20 November 2015 was “Vocabulary.” Participants chose one of three non-language-specific workshops: “Vocabulary A1/A2,” “Academic vocabulary,” and “Specialized vocabulary.” The aim of the workshops was to make visible and preserve knowledge and skills regarding vocabulary teaching at the Language Center. Participants were to gain at least one concrete, practical suggestion for classroom vocabulary work and get feedback on at least one area of their own vocabulary work. Each group discussion was moderated by a Language Center head of unit and a colleague from another language center. The training workshop was also open to lecturers from the member organizations of the IG-FHS (interest group for foreign language teaching at Swiss tertiary institutes), the Swiss umbrella organization for language centers at tertiary institutes.

Development and training in the units

The excellent cooperation in the German as a foreign language unit once again came to the fore last year in terms of organizing substitute teachers, collaboratively correcting and running the entrance examination, conceptualizing the new “DaF Turbo” course, and preparing training sessions for the unit. The two-day DaF retreat was particularly intense and challenging. At

that event, new concepts and curricula were developed for beginner-level courses.

The UZH Center for University Teaching and Learning organized a one-day workshop for the lecturers in the Other languages unit of the Language Center. The workshop, held on 2 June 2015, was entitled “Bewerten und Benoten – zwischen Bildungsidealen und Testtheorie” (assessment and grading – between educational ideals and test theory). The participants developed assessment and grading processes suitable for their own context; these were based on test theory and anchored in the relevant education goals, and they were also practically applicable. The presenters gave input, followed by discussions, and the lecturers worked on their own test examples, for which they then got feedback from their colleagues and the experts. The event was considered to be very practice-oriented and was seen as another opportunity to promote an exchange of ideas among the lecturers of this linguistically heterogeneous group.

The English unit undertook a series of internal peer observations and exchanges of ideas in interest groups, with a focus on the curricula and learning materials used in class. Particular attention was given to the agreements on the Language Center’s corporate identity in relation to the layout and design of course programs and learning materials. Several members of the unit gave presentations at conferences in their areas of interest.

For the lecturers in the Romance languages unit, the exchange of ideas and reflection was the focus in 2015, particularly in the individual language teams. This occurred not only within the Language Center but also in collaboration with other IG-FHS member institutes. In FS15, French team members reflected on their course programs, course syllabuses, activity-oriented and task-based teaching, and the targeted promotion of intercultural competencies; this was accentuated by the visit of a colleague from the HU Berlin, who participated actively in the teaching of Language Center courses and who also provided opportunities for discussion through her presentation and examples of her own teaching.

The Italian team discussed intensively the syllabuses of the beginner A1-A2 levels and analyzed various teaching materials. A milestone was set with a first meeting with the Italian teachers from the language centers of Basel, Lucerne, and Lausanne. The exchange and reflection with these teachers was very productive and is to continue. The visit to the Helsinki language center by a Language Center Italian lecturer gave new perspectives and suggestions.

- 26** The Spanish team thoroughly analyzed the current Spanish program, partly on the basis of specific responses from course participants. The team also sought an exchange with colleagues from the Basel and Lucerne language centers. The focus was on assessment tests and on the use of new media. The training workshop that was run by the Language Center in HS15 provided a useful opportunity to deepen these new contacts.

The introduction of a new lecturer for Brazilian Portuguese, who alone teaches the whole course program, involved lecturers from the various Romance languages teams and once again gave rise to an exchange of ideas in this non-language-specific unit. The fact that Brazilian Portuguese is offered in collaboration with the Institute of Romance Studies (RoSe) also led to a fruitful collaboration with an external institute, specifically, with a colleague who teaches (European) Portuguese at the RoSe.

The Language Center's quality management system continues to make an important contribution to further training: At the Lecturer Forum (Dozierendenforum) of 23 October 2015 there was a discussion about the results from the survey of lecturers on the quality management system; subsequently, an agreement was reached to keep the current system. This system consists of a range of options for (self)evaluation, plus the standard Student Course Evaluation (Lehrveranstaltungsbeurteilung, LVB); the latter is carried out every fifth semester. After a trial period of several years, the lecturers have now been given the responsibility for applying the system. They can choose the format and timing of its implementation according to their needs. The units can

also reach separate agreements. New lecturers are to be introduced to the system by the unit heads and are requested to try out each element once.

Lecturer Forum (Dozierendenforum)

In the reporting period, the Lecturer Forum, which was introduced in 2008 as a means of exchanging information and ideas, was held for the second time in both the spring and fall semesters. On 27 March 2015, lecturers were informed about the Language Center evaluation; questions and requests regarding employment conditions were dealt with; and an agreement to put items suggested by lecturers on the agendas of future Lecturer Forums was reached. On 23 October 2015, there was a review of the year that was coming to a close; a preview of future goals was given; and the financial parameters and events for the coming year were outlined. After a discussion, it was also decided that for the planning of future Lecturer Forums – starting in 2016 – the preparation committee would include a lecturer representative.

Collaborations

Collaboration with UZH Career Services and the ETH Career Center

In collaboration with UZH Career Services, the “Job Applications in English” lecture was offered in the spring and fall semesters of 2015. The “Lange Nacht der Karriere” (long night of careers) was held for the second time on 12 November 2015. The Language Center, in cooperation with UZH Career Services and the ETH Career Center, held 20-minute and 10-minute English CV checks at both universities, respectively.

Staff exchanges with partner organizations at European universities

The facilitation of benchmarking, organizational development, and training through staff exchange projects, which began in 2011, was continued in 2015 despite more difficult conditions. The Erasmus agreements with the language centers of the LERU tertiary institutes of Humboldt and Helsinki universities

were renewed to 2016 in order to continue exchanges among academic staff in coming years. The staff exchange projects were financed – like all mobility programs in Switzerland – by the Swiss-European Mobility Programme, both for incoming and outgoing staff.

Outgoings 2015:

- Language Centre of Humboldt-Universität zu Berlin 1
- Language Centre of the University of Helsinki 2
- Modern Language Center of the Technische Universität Berlin 1

Incomings 2015:

- Language Centre of Humboldt-Universität zu Berlin 1
- Language Centre of the University of Helsinki 1
- Settore Abilità Linguistiche dell’Università degli Studi di Parma 1

IG-FHS (interest group for foreign language teaching at Swiss tertiary institutes)

Since October 2014, the Language Center director has been acting as co-president of the IG-FHS along with two colleagues, one from the University of Basel Language Centre and one from the Language Centre EPFL. Following the success of the international CercleS 2014 conference (www.cercles2014.org), which took place in Fribourg (CH) on 4-6 September 2014, the association’s goal for 2015 and 2016 was to support bottom-up initiatives from lecturers from its member organizations and to open up existing training courses at individual institutes to colleagues from other member institutes.

First meeting of the Italian lecturers from the IG-FHS member language centers at Basel, EPFL, Lucerne, and Zurich universities

The Italian lecturers of the language centers of the EPFL, Lucerne University, Basel University, and the UZH/ETH Zurich met for the first time on 20 January 2015 at Lucerne University. After the discussion about similarities and differences in the various language-

learning programs and an exchange of ideas, materials were also exchanged. A continuation of this cooperation is planned.

First meeting of the Spanish lecturers from the IG-FHS member language centers at Basel, Lucerne, and Zurich universities on 4 June 2015 in Zurich

On 4 June 2015, the first meeting of Spanish lecturers of the language centers of Lucerne University, Basel University, and the UZH/ETH Zurich was held at Zurich University. On the agenda was the use of IT in the classroom and the development and use of assessment tests. In future, annual meetings are planned; in 2016, the University of Basel Language Centre will host the meeting.

The training workshop that was held at the Language Center of UZH and ETH Zurich on 20 November 2015 on vocabulary was attended by 27 lecturers from IG-FHS member organizations.

The General Assembly of 11 March 2016 is planning to hold a discussion about the future direction of the association. Subsequently, there will be an assessment of the dual identity of the IG-FHS as interest group of the VALS-ASLA (Swiss Association for Applied Linguistics) and as the Swiss section of CercleS.

On 29 January 2016, the training event on MAGICC (Modularising Multilingual and Multicultural Academic Communication Competence) took place at the University of Zurich under the direction of Brigitte Forster Vosicki, University of Lucerne. The event was organized by IG-FHS. The workshop demonstrated how lecturers could put into practice when working with students some of the tools designed as part of the EU MAGICC project (2011-2014). Teaching scenarios and concrete tasks for developing and assessing multi-lingual and multi-cultural academic communication skills were presented.

Evaluation of the Language Center by the UZH Evaluation Office

Evaluation process

According to the evaluation regulations of the University of Zurich (2000), the Board of the University commissions the UZH Evaluation Office to undertake regular, cyclical evaluations of all university bodies. The Language Center was first evaluated in 2007/2008; the current evaluation is its second. In December 2015, the Language Center submitted its self-evaluation report and a report on the results of the Student Course Evaluation (Lehrveranstaltungsbeurteilung, LVB), which was done in HS15 across all language courses. The Evaluation Office produced a report on the survey done among the Language Center lecturers.

- 28** The following steps are planned for the following year: On 20 January 2016, there was a site visit by the experts, who interviewed various Language Center groups and held talks with various UZH and ETH bodies who work with the Language Center. In the follow-up, there will be an expert report, to which the Language Center will be requested to respond. On the basis of all reports and position statements, the Evaluation Office will then compile an overall evaluation report.

Position statements on the final report and the follow-up procedure on compiling measures are planned for 2017.

Resources

Staff

Permanent employment¹

Most of the services offered by the Language Center are covered by permanent lecturers. In FS15, as in previous years, the overall permanent workload was temporarily increased, in accordance with the demand for courses and services. In HS15, the percentage of permanent work was increased for many lecturers; non-permanent additional work assignments are now calculated on an hourly basis. The teaching component of the total workload of the heads of unit and the director are not accounted for in the graph.

	Management and administrative staff	Lecturers		
		Total	Permanent	Non-permanent
Modern languages	7.89	18.63	15.34	3.29
Ancient languages	1.85	1.13	1.13	

29

¹ Full-time equivalents

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

In addition to the services provided by lecturers on a fixed employment basis, some services were performed through teaching appointments and Language Center service contracts. Some of the Latin and Ancient Greek courses were taught by lecturers who are employed by a Cantonal high school.

	Number of teaching appointments ²	Services contracts ²	Services provided by third parties ²
Modern languages	7	108	
Ancient languages	2		35

² Number of weekly contact hours

Student assistants and tutors

	Number of staff	Number of hours per person	Total number of hours
Assistants in the German as a foreign language Intensive Courses	27	60	1620
Self-Access Center: Assistants, tutors	8	variable	1904
Ancient Greek tutors	2	16	32
Latin tutors	8	variable ³	125

³ Between 6 and 40 hours

Budget and financial statement

Cost center Modern languages

Source of funds	Budget 2014	Financial statement 2014	Budget 2015		Financial statement 2015	
UZH contributions	1,748,088	1,679,065	1,754,400	54.8 %	1,774,583	53%
ETH contributions	1,489,112	1,488,982	1,500,000	46.2 %	1,573,687	47%
Course fees and other income	1,103,500	1,113,680	1,369,300		1,268,151	
Total	4,340,700	4,281,727	4,623,700		4,616,421	

30

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

The proportion of funding from both universities – according to the agreement between the Executive Board of the University and the Executive Board of ETH Zurich – was calculated on the basis of the percentage of participants from each university for 2012-2014. This contribution calculation replaces the previous one, which related only to the current year. Article 5 of the Agreement between the University of Zurich and ETH Zurich regarding the Language Center of the University of Zurich and ETH Zurich of 9 December 2010 is to be adjusted in 2016. The slightly higher costs in the financial statement can be explained on the one hand by the additional staff costs (additional costs for substitutions cannot not be budgeted and are not refunded in their entirety; allowances for years of service); on the other hand, income from courses was less than anticipated.

Cost center Ancient languages

Source of funds		Budget 2014	Financial statement 2014	Budget 2015	Financial statement 2015
UZH contribution	Be2	537,500	513,201	540,500	540,087
	Be3	*537,500	584,569	540,500	609,015

* Be3 appears as Be2 in the university's enterprise application software (SAP).

Appendix

Board of Trustees of the Language Center

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

31

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Dr. Ulvi Doguoglu, Staff Manager, Office of the Vice President for Arts and Social Sciences UZH

lic. phil. Christine Martinez, lecturer representative, Language Center

Dr. Sabina Schaffner, Director Language Center

Presentations

Dr. Ueli Bachmann

«Einführung in die Didaktik des Deutschen als Fremdsprache» am Deutschen Seminar der Universität Zürich zusammen mit DaF-DozentInnen des Sprachenzentrums, Frühjahrssemester 2015

32 Unterricht des Moduls «Sprechdidaktik» im CAS DaF/DaZ an der ZHaW mit Frank Kauffmann, 14. November 2015

Mitarbeit im Tagungsteam der IDT 2017 in Fribourg als Verantwortlicher für das Kulturprogramm

lic. phil. Claudio Consani

«Die Schülerinnen und Schüler zum kohärenten Sprechen bringen». Workshop im Rahmen des Jahrestreffen HSK (Heimatliche Sprache und Kultur) organisiert vom Volksschulamt der Bildungsdirektion des Kantons Zürich, 14. April 2015

Dr. Paola Casella

«Strategie umoristiche nella scrittura drammatica di Pirandello», Annual Conference of the Canadian Society for Italian Studies, Sorrento (IT), 19. Juni 2015

Dr. Anna Dal Negro

«Der Tutoren-Helpdesk am Selbstlernzentrum der Universität und ETH Zürich», Bremer Symposium 2015, Inhalt & Vielfalt: Neue Herausforderungen für das Sprachenlernen und -lehren an Hochschulen, Universität Bremen, 20. Februar 2015

Dr. Daniel Henseler

«Russland zu Gast», Vorträge an der Hotelfachschule Belvoirpark Zürich, 28. Juli und 8. September 2015

lic. phil. Frank Kauffmann

«Us em Näbel use, aber richtig. On aspects of Swiss Mentality», Excellence Foundation Zurich & Departement für Volkswirtschaft der UZH, 19. Oktober 2015

lic. phil. Franziska Kreis

«Mündliche Prüfungen auf dem Niveau A1/A2», Vortrag an der Konferenz des Schwedischen Instituts für

Schwedischlehrer/innen im Ausland («Svenska institutets konferens för svensklärare i utlandet»), Stockholm, 20.-22. August 2015

Dr. Sabina Schaffner

«Peer-Coaching as a means of effective solution-finding and resource-oriented staff development». Language Centres in Higher Education: Sharing Innovations, Research, Methodology and Best Practices. Masaryk University, Brno, 15.-17. Januar 2015

«Selbstmanagement. Gut Führen», Workshop für Leitende von deutschen Sprachenzentren, Berlin, 17.-18. September 2015

lic. phil. Cornelia Steinmann

Mitarbeit im Tagungsteam der IDT 2017 in Fribourg als Ko-Verantwortliche für die 35 Sektionen

M.A. Alessia Tarantino

«Tracce: teaching materials from high school to university» für die Sprachlehrkräfte des Sprachenzentrums der Universität Helsinki, Finnland, 5. Februar 2015

Publications

lic. phil. Claudio Consani

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Dr. Anna Dal Negro

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