



University of
Zurich ^{UZH}

ETH zürich

Language Center

Annual report 2016





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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 number of courses in Language Center's core course program in modern languages dropped in 2016 by about 3%. Several factors contributed to this drop, including cost-cutting measures: for financial reasons, we did not employ substitute teachers for some courses that were cancelled due to maternity leave. Other factors included low demand for certain courses, resulting in the cancellation of a few fee-based courses; in other cases, teachers who usually teach core courses were shifted to tailor-made courses; and finally, in some cases, courses were cancelled due to a lack of teachers. However, the courses that ran were fuller, and overall, the number of course participants remained more or less the same as in the previous year, despite the lower number of courses.

In 2016, the course program was once again strategically oriented towards the Language Center principles, adopted in 2013, regarding its program development; according to these principles, our language courses are offered as a means to enhance course participants' linguistic competence for the purposes of integration, study, research and teaching, and academic mobility; for their professional careers; and for the promotion of individual multi-lingualism. This was reflected in the number of course participants: In the reporting period, over a third of all course participants attended German as a foreign language (DaF) courses. Another third attended Romance language courses (Brazilian-Portuguese, French, Italian, and Spanish). Another 16% attended English courses, and just under 13% took courses in the other languages combined, namely Arabic, Chinese, Japanese, Modern Greek, Polish, Russian, and Swedish. In 2016, the Brazilian-Portuguese courses – launched in Fall Semester 2015 – were

expanded, resulting in a 50% increase in the number of participants in this language.

According to the Language Center's statutes, language courses are offered free of charge to UZH and ETH Zurich Bachelor and Master students. Since we are unable to generate income from courses offered to these target groups, we were unable to expand this section of our program in the reporting period to match the increasing demand. In the reporting period, this affected in particular Brazilian-Portuguese, French, Spanish, Arabic, Japanese, Russian, and Swedish.

As in previous years, English and German courses, followed by French courses, were the most popular choices among PhD students and staff.

Overall, in keeping with the demand of these target groups, their course program is less diversified than the program designed for Bachelor and Master students. For PhD students, the shift towards non-core courses which has been observable in past years was visible also in the reporting period: The number of English tailor-made courses developed for various PhD programs and institutes of UZH and ETH Zurich doubled in the reporting period. In addition, in the reporting period, the English unit ran 14 new courses for Master and PhD students in various UZH and ETH partner institutes under the Academic Writing for Specific Purposes (AWSP) pilot project. These courses were completed successfully and received excellent reviews from participants. In many cases the partner institutes will continue to offer the course designed for their purposes in 2017 at their own cost.

As in previous years, support for mobility students was offered by the Romance languages unit in 2016 in the form of certifications, including the TEF test for French, the DELE preparation course for Spanish, and self-study materials for the CELI, CILS, and PLIDA Italian certificates.

In addition, the German as a foreign language and Romance languages units now offer a certification of language level, which is based on participants' (self) assessment, while in English, UZH and ETH Zurich

students and staff can take an internal language test to establish their language level.

The number of enrolments for the German admission exam commissioned by the UZH dropped in 2016, compared to the previous year.

In the ancient languages, the number of participants in Latin courses continued to drop, due to the cancellation of the compulsory requirement of Latin in several additional degree programs run by the Faculty of Arts and Social Sciences. Simultaneously, the number of participants in the Latin reading course and the "Heureka" lecture series, which is in the ETH D-GESS SiP course program, proved popular, and the number of Latin and Ancient Greek tests increased on last year's figures.

In the reporting period, compared to the previous years, there was no increase in demand for autonomous and cooperative language learning services at the Self-Access Center or for tandem partnerships. For the Self-Access Center, this was due to a lack of resources, which resulted in fewer learning workshops and shorter opening hours. The Self-Access Center was preoccupied in 2016 with the preparations to open another Self-Access Center located at Hönggerberg in February 2017. At this second location, starting in Spring Semester 17, there will be media and language services for German, English, French, Italian, and Spanish. The establishment of a second center also entailed a re-organization of the existing, centrally located Self-Access Center, which needed to be prepared in 2016.

The activities in the area of (inter)national and inter-university collaborations were also important in 2016:

- On 29 January 2016, the Language Center hosted the MAGICC (Modularising Multilingual and Multicultural Academic Communication Competence at Bachelor and Master Level (www.magicc.eu) workshop, organized by the IG-FHS (interest group for foreign language teaching at Swiss tertiary institutes) umbrella organization. This was the first collective further education conference offered to lecturers from all member organizations.

- Staff exchanges, which are important to the Language Center in that they facilitate benchmarking and organizational development, continued in 2016. European staff exchanges were funded by the Swiss-European Mobility Programme.
- Language Center staff gave presentations at the XIV Cercles International Conference on 22-24 September 2016 at the Università della Calabria in Italy. They also presented at other (inter)national conferences in Freiburg/Fribourg, Winterthur, Italy, Columbia, and South Africa and published articles in peer-reviewed journals and anthologies.

Institutional learning was promoted through activities in the individual units, and also in cooperation with UZH's Center for University Teaching and Learning, which participated in the Language Center's Center Conference on Continuous Assessment in Language Teaching on 10 June 2016.

The Language Center offers services that are varied, strategically focused on demand, and based on consolidated cooperation with a range of responsible parties. Thanks to this, in the reporting period, the Language Center met the needs of almost 9,700 course participants and over 1,000 additional UZH and ETH Zurich staff and students who took advantage of language consultations, tailor-made courses, learning workshops, games evenings, and tutored events; 4,724 people visited the Self-Access Center, and 1,500 tandem partnerships were set up. Thus, a total of almost 15,000 UZH and ETH Zurich staff and students benefited from the Language Center's courses and services in 2016.



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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The Language Center of UZH and ETH Zurich is not a static organization – it is highly dynamic. Like the universities it serves, it is located in a global environment. In particular, this means that the Language Center needs to be able to react to the shifting and changing needs of its ever more mobile students and staff and to the requirements associated with the internationalization of teaching and research. These developments reveal one thing: Language competence is becoming increasingly important in academia. These are the challenges related to teaching and research – in the present and future – which the Language Center of UZH and ETH Zurich faces.

The 2016 evaluation of the Language Center shows that the Center has achieved its goals with considerable success. The Language Center is ready for a multilingual future in the sciences!

A handwritten signature in black ink, appearing to read 'A. Kilcher', written in a cursive style.

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

Strategic plan and goals 2016

The following goals were reached and relevant measures implemented in 2016:

Resources and support processes

The funding model with the existing proportional funding calculation between UZH and ETH was assessed by the two universities' Executive Boards. A sustainable alternative solution was found.

- The Language Center's statutes were adapted accordingly (to be implemented in 2017)
- The existing internal tools used for course planning and financial planning were evaluated and improved, i.e. replaced where necessary
- The lecturers' room (KOL F-102) was fitted out and has since been used regularly as an addition to the Babylonia room (KOL P47c)
- The meeting room at ETH (HG D41.2) was fitted out and has since been used for learning consultations and coaching
- The project for importing course results into the UZH's SAP system was successfully completed
- A project for exporting course results from the Language Center to ETH is planned (anticipated implementation: 2017)

Services

German as a foreign language

- The level-A course coordinator and the German as a foreign language team continued to review their course program with a view towards re-conceptualizing the beginner level German program
- Information on the German as a foreign language curriculum was prepared and is ready to be uploaded to the website
- The enrolment process is planned in such a way that the improvements can be implemented in 2017

English

- Information regarding the efficacy (learning success) and the satisfaction of students and partners was compiled for all AWSP projects
- Follow-on courses are planned; these are to be funded by the project partners
- The results of the evaluation will be used to develop any follow-on courses

- Curriculums for follow-on courses and contracts for those courses were ready by the end of 2016
- The legal English courses were assessed in cooperation with the Faculty of Law; the curriculum was adapted
→ The Faculty of Law did not wish to have the curriculum changed

French

- A curriculum for a specialist language course for law students was prepared
→ According to the survey and preliminary discussions, some key parameters for the development of the curriculum were identified. Development of the curriculum needs to be finalized before the course takes place in 2017

External communication

- The SUEZ decided which languages would be represented in the new testimonials
- A concept for the format and placement of the testimonials on the Language Center website was completed
- The testimonials were produced and will go online at the beginning of 2017

(Inter)national networks

- The IG-FHS assessed whether and under which circumstances it would undertake a project to create an internal language-level certification or language tests starting 2017

The following goals had to be postponed until 2017:

Services

Latin / Modern languages

- The Language Center is represented in the Faculty of Arts and Social Sciences working group which deals with the integration of language learning courses into the Faculty's degree courses under Bologna 2020

The following goals could not be achieved:

Resources and support processes

- In its extended financial plan (EFP) for 2017-2019, the Language Center applied for an additional 40% HR assistant position
 - An application for the position was made but was not included in the EFP
- Discussions about the possible allocation of a room for coaching and a classroom at Höggerberg are concluded
 - The allocation of a room for coaching and a classroom was not considered feasible
 - Instead, on the suggestion of the ETH Rector's Office, it was decided to establish a small Self-Access Center at Höggerberg, and preparations for this were initiated. The new SAC will be financed through endowments for the first three years and will open at the beginning of Spring Semester 17

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Successfully completed project goals (see above)

Transfer of course achievement data SUEZ – UZH

Since 2007, the Language Center has repeatedly requested a project whose goal would be to have students' and PhD students' results from language courses transferred directly to the UZH. In Spring Semester 16, we were able to implement a project to automatically transfer course results. The course results entered into the SUEZ course administration database can now be exported into the UZH SAP system. From there, they are processed by the individual faculties and are recorded as "accredited" or "recognized" course results on participants' academic records. After discussion with the faculties, it was decided that only successful results would be exported.

A project for transferring course results to ETH is planned for 2017.

Students testimonials

Eleven short videos of students – speaking in and about various languages – were filmed in 2016 with the help of the UZH's Multimedia & E-Learning Services (MELS). The final 4 testimonials will be completed by April 2017. The testimonials will be posted on the Language Center's

website in Spring Semester 17. The project will be concluded and the final product presented at the Lecturer Forum on 31 March 2017.

In 2016, the Language Center started planning events to celebrate its 15-year anniversary. The main aim of the following events is to increase the Language Center's visibility:

Sprachenzentrum
Now we're
talking!

From **15 to 19 May 2017**, the Language Center will run **language quizzes and game evenings** at various UZH and ETH locations. In addition, the upper UZH Mensa and the ETH Polyterrasse Mensa will offer **meals from the regions** where various languages that the Language Center offers are used. Information on the Language Center's course program will also be made available.

On **7 and 8 November 2017**, a range of language events, including **crash courses, a writing marathon, multilingual guided tours, and language games** will take place in the UZH Lichthof and in the ETH Lichthof.

Course program

Ancient languages

The number of participants in the Ancient Greek (Graecum) basic courses for the UZH Faculty of Arts and Social Sciences in preparation of the supplementary examination did not change significantly between 2015 and 2016. The number of participants in Latin courses dropped in 2016 compared to previous years as a result of the abolition in Fall Semester 15 of the compulsory requirement of Latin in art history, philosophy, English, and German language degree courses.

In Spring Semester 16, a new cycle of the “Heureka” lecture series ran as part of the Science in Perspective study program offered by the ETH D-GESS. The lecture series was entitled “Heureka IV: Ancient Metropolises: The Significance of Urban Centers in the Graeco-Roman Cultural Space.” It was once again well attended.

The Latin reading course took place for the second time in Spring Semester 16. The course is aimed primarily at students with previously acquired Latin skills (Latin high-school diploma, Latinum). The “Omnia vincit amor: Love poetry in mythology” course was again very popular among UZH and ETH students. In Fall Semester 16, the topic of the course was “Augustus – The First Roman Princeps.”

German as a foreign language

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

Regarding courses offered to students, the demand at the beginner level in the intensive courses and semester courses was met – without a need to expand the program – by increasing the number of participants in existing classes from 20 to 28, with a maximum of 30. However,

this resulted in a markedly higher workload for the lecturers, an increased shortage of suitable classrooms, and a deterioration of the quality of instruction, as individualized teaching in class was significantly compromised. This latter point may also have had an effect on dropout rates.

At the higher levels, the demand was comparable with that of previous years and was largely met. The B1-level courses, however, had longer waiting lists that we were unable to reduce.

The Language Center also made a contribution to the measures decided on by the UZH Executive Board on 14 July 2016 regarding access to university for refugees. The following services were conceived and prepared and should be available in 2017:

- Specialized consultations and self-study options at the Self-Access Center for those refugees who are keen to study
- Learning support for volunteer student instructors who teach German language courses

In the program for PhD students and staff, all but two courses – the Swiss-German dialect course and the second Hi-speed beginner course – took place, mostly at full capacity.

Thanks to targeted advertising, we were able to start a third year-long DaF Turbo course in August 2016 with the necessary number of participants, after the 11 of the initial 20 participants successfully completed the second DaF Turbo course in June 2016.

At all levels, from A1-C1, the courses offered to PhD students and staff filled well, and the demand for course places was met. However, because many participants are inflexible regarding course times, it was not possible to offer those on waiting lists places in alternative parallel courses at the same level, where places were still available. Unfortunately, the demand for the Swiss-German dialect course for German speakers was too low to run the course in both the spring and autumn semesters.

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.

- 10 The demand can just be met in most languages; in the non-European languages and Russian, however, this is only possible thanks to large class sizes. Swedish is in particularly high demand for mobility purposes, and an additional course for outgoings is highly desirable.

The most popular courses are at A1 level, although the number of students who enrolled in follow-on language courses at A2 level increased in 2016, as it had in the previous year. Both the Arabic media course, which was offered for the first time, and the Japanese reading course, which has been in the program for some time, proved to be highly popular. In Fall Semester 16, we offered a German-medium course entitled *Arabisch: Kultur einer Sprache, Sprache einer Kultur* (Arabic: Culture of a language, language of a culture). The course dealt with the role of religion, literature, science, and cultural products, and the cultural significance of Arabic.

Places in all languages in this group are highly sought after among UZH and ETH Zurich students and staff, and they are attended by participants from a wide variety of disciplines. ECTS points that are gained in A1 courses and above can be accredited under the ETH D-GESS Science in Perspective program.

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 cooperative agreements allow advanced SUEZ students to take consecutive courses, join study trips, and gain admission to language tests.

Language Center students who have successfully completed Arabic IV can take individual modules in the

Lebanese dialect course offered by the Institute of Asian and Oriental Studies (namely, the three-hour Lebanese course in the Spring Semester and the summer course in Lebanon). Students get a certificate for the ECTS points they acquire.

In the reporting period, the teaching material introduced in the beginner Chinese courses in 2015 was evaluated. It was decided that two different course books would be used in the parallel courses in order to give students various means for learning Chinese characters and to allow the lecturers to use differing approaches to the material.

In April 2016, several lecturers in this group assessed the language learning options available to learners who – either through family ties or in other ways – already have a connection to the language they wish to learn. In Fall Semester 17, we will launch a learning workshop in Russian for students from a Russian-language background. The focus will be on improving writing and spelling, reading comprehension, and style. We envisage offering various learning modules, which can be combined. The format will include a language assessment (in consultation with the lecturer), independent module work (in groups), and testing of achievements and evaluation, allowing students to gain ECTS points. The learning workshop will run as a pilot; the experience gained from it can then be applied to other languages and possibly used to develop other learning workshops.

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 und IELTS test preparation courses

Eleven TOEFL test preparation courses with a total of 156 participants were offered to PhD, Bachelor, and Master students, MAS students, and academic staff. Four IELTS test preparation courses with a total of 56 participants were also offered. Participants are charged a course fee of CHF 220 for these seven-week courses, which consist of one 90-minute lesson a week. The demand for TOEFL courses has increased, and we were able to run one course more than in 2015. The number of courses meets the current demand.

Tailor-made courses

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

- UZH Department of Psychology: Writing Research Articles in Psychology: 3 courses of 20 units, plus individual coaching (1 course more than in 2015)
- 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

The coordinator for the Academic Writing for Specific Purposes (AWSP) project, in cooperation with those responsible for various UZH and ETH degree programs, was able to offer the following courses at Master and PhD (and in one case Bachelor) level. (These courses ran mostly as pilot projects funded by the Language Center. Applicants for such courses who could not be considered for the funded pilot project decided to pay for their courses themselves as part of the Language Center's tailor-made option.)

ETH	Course title	Funded by	Units
D-MATL Materials 1	Academic writing for D-MATL doctoral students	SUEZ	20
D-MATL Materials 2	Academic writing for D-MATL doctoral students	D-MATL	16

D-MTEC 2	Academic writing for D-MTEC MSc students	SUEZ	35
D-MTEC 3	Academic writing (MSc) for D-MTEC MSc students	D-MTEC	35
D-BAUG 1	Academic writing for D-BAUG MSc students	SUEZ	20
D-BAUG 2	Academic writing for D-BAUG MSc students	SUEZ	20
D-INFK Institute for Pervasive Computing 1	Academic writing for PC doctoral students	SUEZ	20
D-INFK Institute for Pervasive Computing 2	Academic writing for PC doctoral students	SUEZ	20

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UZH	Course title	Funded by	Units
Institute of Education (IfE)	Academic writing for IfE Master's students	SUEZ	20
HiS Department of History 1	Academic writing for HiS bachelor students	SUEZ	20
HiS Department of History 2	Academic writing for HiS bachelor students (Teil 2)	HiS	20
Department of Economics UZH	Writing (in) Economics	DoE	20

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

- BLZ University Hospital Zurich: English for Animal Attendants A0-A1: 1 course of 30 60-minute units
- IB Bauten und Betrieb ETH Zurich: English for Technical Staff A1-A2: 6 courses of a total of 80 45-minute units and 36 60-minute units
- Institute for Geotechnical Engineering: Advanced English Workplace Communication: 2 courses of a total of 12 60-minute units and 8 75-minute units

The following workplace communication training courses were provided at 9 language levels for staff from the ETH Safety, Security, Health, Environment unit:

- A0: 2 courses of a total of 54 45-minute lessons
- A1: 2 courses of a total of 54 45-minute lessons
- A2: 2 courses of a total of 48 45-minute lessons
- B1: 2 courses of a total of 48 45-minute lessons
- B2: 2 courses of a total of 48 45-minute lessons
- C1: 2 courses of a total of 56 45-minute lessons

In addition, 22 lessons from the 6 courses started in 2015 were taught in January and February 2016.

The Language Center's English Unit now employs 6 freelance teachers who are available to teach tailor-made courses as needed.

Collaboration with UZH Career Services

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- Job Applications in English: 2 lectures of 4 units in total
- Writing Cover Letters in English: 3 workshops of a total of 12 units
- CV checks auf English at the Lange Nacht der Karriere (long night of careers): 8 hours

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 led to the cuts in HS14 could not be reversed for French, Italian, and Spanish. However, thanks to good earnings from fee-paying participants, we were able to offer two parallel courses in Spanish at short notice in order to meet the increasing demand at A2 level.

Brazilian-Portuguese

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

the course program is supported strategically and financially by the Institute of Romance Studies. Since 2016, all Brazilian-Portuguese courses are also included in the ETH D-GESS Science in Perspective program.

After the successful launch in Fall Semester 15 of the Curso básico A1 and the Curso básico A2, the new follow-on Curso intermédio B1 was also offered.

The needs of Romance languages students were discussed with the responsible chairs at the Institute of Romance Studies (RoSe). RoSe course curriculums were also taken into consideration. In particular, there was an exchange of ideas with RoSe's (European) Portuguese lecturer; this enabled us to offer a complementary course program. The number of participants from UZH and ETH Zurich was more or less equal; contrary to expectations, however, the number of RoSe participants was small.

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 usual, the A1 beginner courses made up a small part of the French course program. The number of courses offered at this level met the demand; these courses were attended primarily by international students who wish to learn French for personal, study, and/or professional reasons.

The ever-increasing demand for A2-B1-level courses could not be completely met. From level B2 on, the demand was more or less met, both quantitatively and qualitatively; the course program is differentiated according to (academic) skills and supports students who wish to develop their French language skills for a study exchange or for their future jobs.

In future, the program in this area needs to be expanded, since English language teaching and learning in schools is growing. The French program consists largely of

semi-autonomous modules; these were initially introduced for didactic reasons and later used to reduce costs.

Fewer and fewer students with Swiss high-school certificate (Matura) in French are at the desired B2 level; further, the heterogeneity of participants' language skills has increased due to the increasing internationalization of both universities. Consequently, the content of the Orientation A2-B1 course and other B1-level courses were redesigned.

The services providing individual support were not used in the reporting period; these services include the fee-based coaching, e.g. in the preparation of presentations, publications, and job interviews. The pre-sessional modules at advanced level are an ideal complement to the French course program.

The planning of the French for specific purposes Français du droit (Legal French) course (an outcome of the 2012 needs analysis) started in 2016; the courses will be offered in 2017. The Language Center undertook a survey, requested by the Faculty of Law, among students attending French courses in Fall Semester 15. In fall 2016, discussions were held with the head of student advisory services in order to determine the target audience and learning needs of potential course participants. Law students who have been on an exchange to a French-speaking university were questioned specifically about their experience regarding the language skills needed, and a needs analysis was done among Faculty of Law students. In addition, Faculty of Law lecturers who offer classes and lectures in French language were contacted in Fall Semester 16. Suitable language lecturers were recruited to teach the new courses.

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 demand for Italian courses was once again mainly at the A1-A2 beginner level. The semester courses did not entirely meet the demand. The high demand at A1 beginner level could not be covered.

The course content and learning goals for the A1-A2 beginner level were evaluated and analyzed by the Italian team; various learning materials were tested in the courses, new materials were developed (e.g. for the Quizlet learning platform), and the student surveys were evaluated.

The courses at A2 level and the skills oriented modules from B1 level onward proved successful, both qualitatively and quantitatively, and remained popular.

In Spring Semester 16, a new Italian for specific purposes course – Italiano fuori dall'aula B1-C1 – with a focus on art history was offered; in this course, students acquire deeper oral and written skills and improve their academic proficiency.

The pre-sessional modules once again acted as an important complement to the semester program.

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.

The demand in the A1-A2 beginner courses has grown to such an extent that all courses at both levels are full in a few minutes after enrolments open.

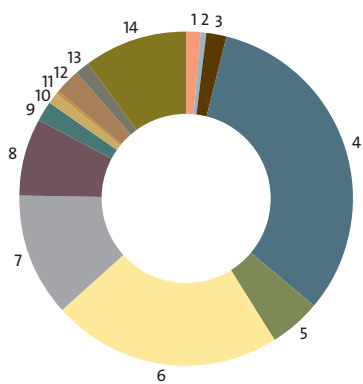
The B1-level program met the demand, but a clearer differentiation between the courses and the addition of pre-sessional complementary courses are desirable. The Realidades del mundo hispano B2-C1 course was offered for the first time in Spring Semester 16. It promotes communicative and intercultural competence, and it focuses on current issues from society, economics, politics, and culture.

In Fall Semester 16, the Spanish team ran the A1-level and B1-level courses for the first time on the basis of the newly developed curriculums and using the new learning materials that had been created and/or developed to meet the needs of the target audience. The Aula Virtual de Español run by the Instituto Cervantes (AVE) will no longer be used in face-to-face courses.

14 The number of participants in the fee-based DELE test preparation courses at B1-B2 and C1-C2 was comparable to the previous year. They were taught for the first time using the OLAT learning platform and with materials developed by the lecturers, replacing the AVE platform.

Modern languages: Statistics

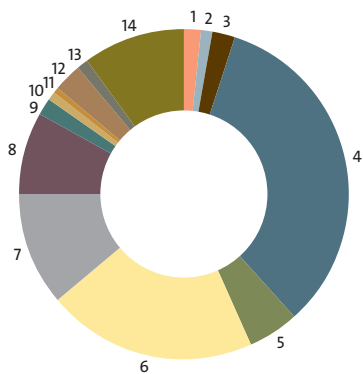
Number of courses* in the spring and fall semesters of 2015



	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)	73	77	150
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	Modern Greek	2	2	4
11	Polish	1	1	2
12	Russian	5	7	12
13	Swedish	3	3	6
14	Spanish	22	24	46
	Total	223	243	466

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

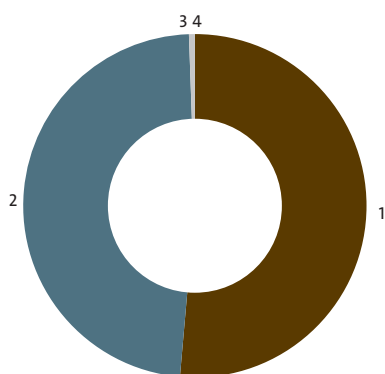


	Language	SS16	FS16	Total in 2016
1	Arabic	3	5	8
2	Brazilian Portuguese	3	2	5
3	Chinese	4	6	10
4	German as a foreign language (DaF)	75	75	150
5	DaF intensive	11	12	23
6	English	48	45	93
7	French	25	25	50
8	Italian	17	19	36
9	Japanese	3	5	8
10	Modern Greek	2	2	4
11	Polish	1	1	2
12	Russian	5	7	12
13	Swedish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

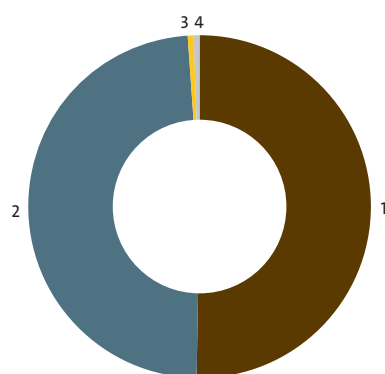
* excluding learning workshops and consultations

Number of course participants by university

16

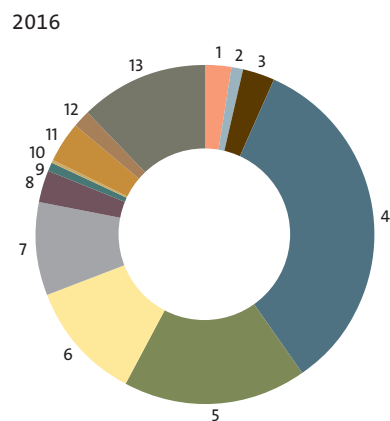


	2015	Participants	Percentage
	UZH students	3561	41.04%
	UZH MAS students	19	0.22%
	UZH doctoral students	557	6.42%
	UZH academic staff	266	3.07%
	UZH administrative staff	69	0.80%
1	Total UZH	4472	51.55%
	ETH students	2615	30.15%
	ETH MAS students	36	0.41%
	ETH doctoral students	1094	12.61%
	ETH academic staff	327	3.77%
	ETH administrative staff	85	0.98%
2	Total ETH	4157	47.91%
3	PHZH students	14	0.16%
4	ZHdK students	33	0.38%
	Grand total for 2015	8676	100%



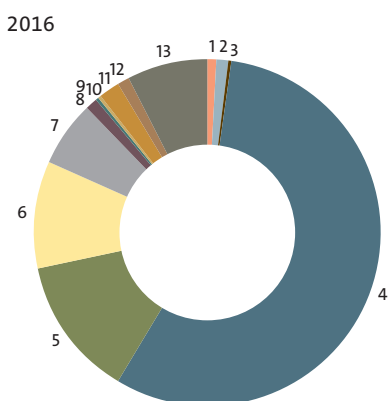
	2016	Participants	Percentage
	UZH students	3496	40.26
	UZH MAS students	12	0.14
	UZH doctoral students	491	5.66
	UZH academic staff	294	3.39
	UZH administrative staff	74	0.85
1	Total UZH	4378	50.30
	ETH students	2680	30.86
	ETH MAS students	32	0.37
	ETH doctoral students	953	10.97
	ETH academic staff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

Number of course participants by language and target group



UZH, ETH, PHZH, and ZHdK students		2015	2016
1	Arabic	164	171
2	Brazilian Portuguese	45	69
3	Chinese	185	184
4	German as a foreign language (DaF)	1868	2109
5	English	1193	1087
6	French	801	707
7	Italian	580	562
8	Japanese*	195	189
9	Modern Greek*	52	47
10	Polish*	16	17
11	Russian*	235	251
12	Swedish*	114	101
13	Spanish	775	757
Total		6223	6251

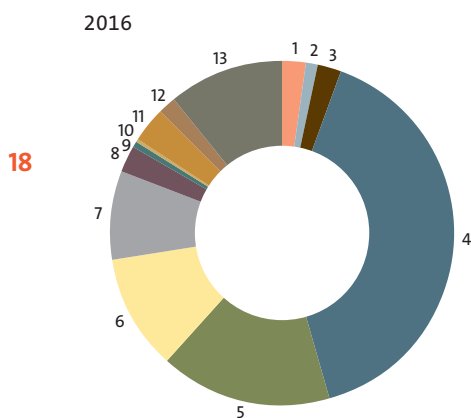
17



DOMA*		2015	2016
1	Arabic	36	23
2	Brazilian Portuguese	15	30
3	Chinese	3	7
4	German as a foreign language (DaF)	1410	1370
5	English	302	317
6	French	251	242
7	Italian	141	148
8	Japanese*	36	27
9	Modern Greek*	14	12
10	Polish*	5	5
11	Russian*	47	47
12	Swedish*	15	23
13	Spanish	178	182
Total		2454	2433

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

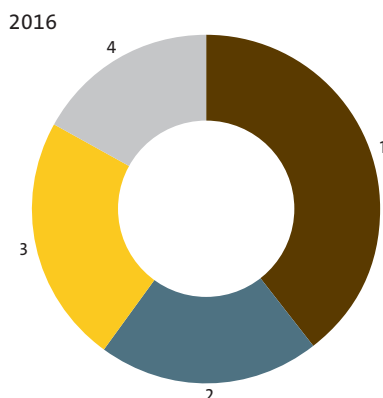
Total number of course participants by language



Total number of participants (all target groups)		2015	2016	2016 in %
1	Arabic	200	194	2.23
2	Brazilian Portuguese	60	99	1.14
3	Chinese	188	191	2.20
4	German as a foreign language (DaF)	3278	3479	40.06
5	English	1495	1404	16.17
6	French	1052	949	10.93
7	Italian	721	710	8.18
8	Japanese*	231	216	2.49
9	Modern Greek*	66	59	0.68
10	Polish*	21	22	0.25
11	Russian*	282	298	3.43
12	Swedish *	129	124	1.43
13	Spanish	953	939	10.81
Total		8696	8684	100%

*In 2016, the number of participants in these 7 courses represented 12.71 % of the total number of participants.

Modern languages: Resources



Unit		2015 in %	2016 in %
1	German	40.79	39.66
2	English	22.70	20.58
3	Romance languages	23.16	23.07
4	Other languages	13.35	16.69
		100	100

The percentage of total resources used for each language more or less correlates to the percentage of total participant numbers in the regular semester courses for each language. Deviations are due to differing didactic formats, class sizes, and forms of employment.

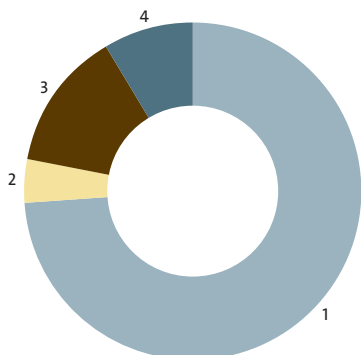
Ancient languages: Statistics

Number of courses in Spring Semester and Fall Semester 2016

The following ancient language courses 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 Spring Semester 16 the «Heureka» lecture series was offered once again in the ETH Zurich D-GESS Science in Perspective program. The Latin reading course was offered in both semesters.

Total number of course participants by language course

2016



Number of course participants: Ancient languages		2015	2016
1	Basic Latin courses	540	465
2	Latin reading courses	20	26
3	Basic Ancient Greek courses	90	85
4	Heureka (in spring semesters)	30	53
Total		680	629

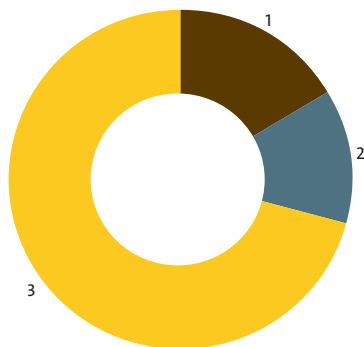


Additional services

Tailor-made courses

		2015	2016
1	Tailor-made courses and coaching packages	40	52
2	Number of participants	285	523

Language consultations



Unit		Number of consultations
1	German as a foreign language	14
2	English	11
3	Romance languages	60
	Total	85

German as a foreign language

In 2016, 14 (15 in 2015) 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 take around 45 minutes and offers individual ways in which people can work on specific areas of their language learning, either independently from a language course and/or as a supplement to a Language Center course.

English

Eleven learning consultations regarding the acquisition of English language skills were held in 2016 (10 in 2015). The participants included UZH and ETH Zurich staff and Bachelor, Master, and PhD students. These consultations with the head of unit take around 60 minutes and highlight individual ways in which people can work on specific areas of their English language skills.

Romance languages

Around 60 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

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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 Common European Framework Reference for Languages grid, they can arrange a consultation in which, for a fee, a lecturer will confirm their language level.

The demand in all Romance languages remained constant at 1-2 a semester for French and Italian, and 2-4 a semester for Portuguese and Spanish. The same is true for German as a foreign language, where demand is typically for 1-2 certificates a semester. Against a fee, the English unit offers an internal test to certify people's English language level.

Since Fall Semester 16, an alternative allows course participants to request a confirmation of their language level from their lecturer after they have successfully completed a language course.

Tests

	SS16	FS16	Total for 2016
Number of German admission tests			
Test taken	15	51	66
Passed	9	41	50
Number of Latin tests			
Test taken	105	41	146
Passed	79	29	108
Number of Ancient Greek tests			
Test taken	20		20
Passed	20		20
Number of TEF tests			
Test taken	4	4	8

23

German entrance examination

The number of enrolments for the German entrance examination run by the Language Center decreased against the previous year. In particular, far fewer candidates did the test in the Spring session (only 15, compared to 29 in Spring Semester 15). A total of 50 candidates passed the exam in 2016, compared to 59 in 2015. One candidate from the University of Lucerne took the exam in the Spring Semester, and 3 took it in the Fall Semester; 2 of these passed the exam.

Exams in ancient languages

The number of enrolments for the Latin and Ancient Greek examinations increased slightly in 2016, compared to 2015 (Latin: from 130 to 167; Ancient Greek: from 12 to 20). The pass rates in both languages are comparable to previous rates (Latin: 74.97%; Ancient Greek 100%).

TEF tests (Test d'Evaluation de Français)

In 2016, 8 people took the TEF test, half as many as in the previous year. Past experience shows that variations in demand are common and are due to various factors outside our control.

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 along with our other English courses. Enrolments were thus made possible via the online form. In 2016, 8 people took the test.

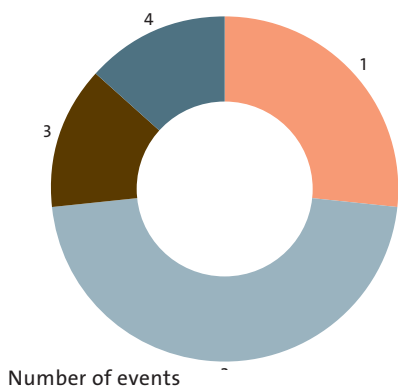
Self-Access Center

24

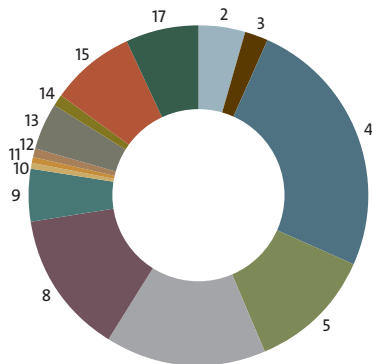
The Self-Access Center (SAC) experienced some significant changes in 2016: In the second quarter of 2016, the ETH Zurich Rectorate submitted a request that the Language Center create a concept for an additional small Self-Access Center located at Hönggerberg. This was clearly a positive acknowledgement of the achievements of the Self-Access Center in the past 10 years. The task itself proved complex and placed a high demand on the workload of the two heads of the SAC. In the second half of 2016 they were mainly preoccupied with re-organizing the existing, centrally located Self-Access Center and with preparing for the new center at Hönggerberg, which is due to open in February 2017. In addition to these tasks, the website had to be adapted and relevant stakeholders informed of the new development.

These developments, along with funding cuts, resulted in shorter opening hours at the Self-Access Center and a reduction in the number of guided self-study options available at the SAC. There was also a drop in visitor numbers.

Tutorial services at the Self-Access Center



	Number of events	Number of participants
Learning workshops	8	241
Tutorials	14	75
Book clubs	4	35
Games evenings	4	56
Total	30	407



Participant figures below 10 are not included in the graph.

Number of visits to the Self-Access Center by language

1	Ancient Greek	8
2	Arabic	221
3	Chinese	102
4	German	1184
5	English	557
6	Finnish	4
7	French	725
8	Italian	643
9	Japanese	235
10	Latin	23
11	Modern Greek	28
12	Polish	36
13	Russian	217
14	Swedish	44
15	Spanish	386
16	Hungarian	7
17	no details	322
	Total for 2016	4742

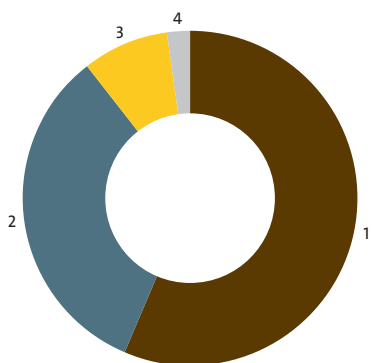
25

Excludes visits accompanied by a lecturer

Information on SAC users

1	As a complement to a language course	1965
2	Independent, i.e. not doing a language course simultaneously	2118
3	Learning workshop	575
4	no details	84

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

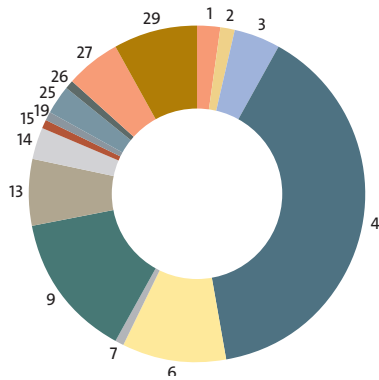


University affiliation of SAC users

1	UZH	2676
2	ETH	1569
3	other	397
4	no details	100

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
34	Semester break 2015/16	445	
35	Spring semester 2016	1816	
36	Summer semester break 2016	637	
37	Fall semester 2016	1844	2016: 4742

Tandem placements

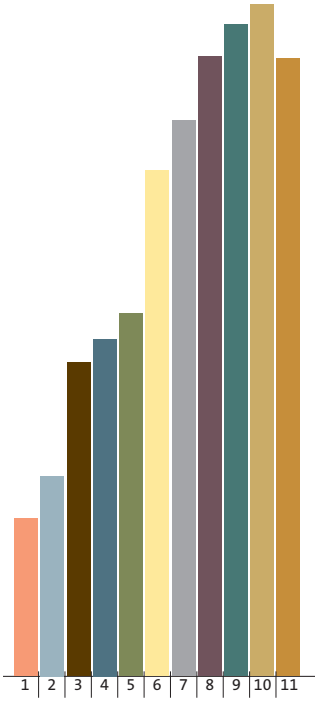


Placement figures below 10 are not included in the graph.

Tandem placements in 2016

	Language being learnt	Number of placements
1	Arabic	34
2	Brazilian Portuguese	23
3	Bulgarian	69
4	Chinese	592
5	German	2
6	Danish	152
7	English	10
8	Farsi	2
9	Finnish	213
10	French	2
11	Hebrew	7
12	Hindi	3
13	Indonesian	95
14	Italian	46
15	Japanese	14
16	Korean	2
17	Croatian	1
18	Modern Greek	8
19	Dutch	12
20	Norwegian	4
21	Polish	6
22	Portuguese	7
23	Punjabi	1
24	Romanian	3
25	Russian	42
26	Swedish	11
27	Swiss-German	81
28	Serbian	2
29	Spanish	121
30	Tadschikisch	1
31	Tamil	2
32	Thai	1
33	Czech	2
34	Turkish	3
35	Usbek	1
	Total for 2016	1575

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Tandem placements since 2006

	Year	Total
1	2006	402
2	2007	510
3	2008	800
4	2009	860
5	2010	925
6	2011	1290
7	2012	1417
8	2013	1580
9	2014	1662
10	2015	1713
11	2016	1575

Events and collaborations

Events

Center Conference (Zentrumskonferenz) of 10 June 2016

The topic of the 10 June 2016 Center Conference was Continuous Assessment in Language Teaching. Following a presentation by Balthasar Eugster, deputy head of the UZH's Center for University Teaching and Learning, Language Center staff worked in groups and discussed selected content issues. Subsequently, staff regrouped, and the results of the discussions were presented. A panel discussion with Q&A (with Balthasar Eugster and Ute Woschnack, head of curriculum development at the Faculty of Arts and Social Sciences) allowed us to expand on the findings from the groups. The topic was selected partly in light of the planned cancellation of the compulsory attendance rule as a precondition for acquiring ECTS points at the Language Center.

Development and training in the units

The excellent collaboration in the German unit once again proved invaluable in 2015. In addition to the collaborative correction process and the running of the German entrance examination, the team of lecturers who teach at A level re-conceptualized the DaF beginner course program: From Spring Semester 17, the learning paths through the A1 and A2 levels will be further modularized and will allow for varying learning intensities and durations of study, allowing people to tailor their German language learning according to their own needs and capacity.

The lecturers of other languages undertook further individual training by attending conferences on didactic topics in their specific language. Together, they discussed the consequences of the cancellation of the compulsory attendance rule in Spring Semester 17 and the concomitant adaptations needed in the course program and course descriptions. Peer exchanges and quality control measures that are recommended by SUEZ continue to take place, although external circumstances such as schedule clashes sometimes hinder such actions. Peer observations, for example, are difficult to arrange.

In relation to the new AWSP courses, and in light of the fact that almost all English teachers are now involved in tailor-made courses and the number of such courses is increasing, the team looked at how best to develop new materials and courses for specific target audiences in one-off courses. In the annual team workshop, team members exchanged ideas and materials used for tailor-made courses. The use of corpora in language teaching was also presented and discussed. In addition, the freelance tailor-made teachers met for the first time as a team in a very successful half-day skills-exchange workshop. The workshop was highly appreciated, and team members expressed the wish to meet regularly in future. The next meeting has already been arranged for FS 2017.

For the lecturers in the Romance languages unit, exchanges and reflection took place in 2016 in the unit as a whole and also in the various individual language teams, for the latter, also outside the Language Center. In the Romania team, the possible consequences of the cancellation of the compulsory attendance rule in Spring Semester 17 were considered, and the concomitant adaptations to the course program and course descriptions were discussed and implemented in the individual language teams.

The French team analyzed and improved its course program and course content in order to be able to react in a more flexible way to the heterogeneity of pre-existing language skills among their course participants. The Italian team adapted the syllabuses of its A1-A2 beginner courses and developed common-use additional materials.

The Spanish team developed new course curriculums for its A1-B1 levels and introduced these in Fall Semester 2016. In June they attended the second meeting with colleagues from the member institutes of the IG-FHS in Basel. The focus was on teaching materials, writing, and the use of new media.

The new lecturer for Brazilian-Portuguese, who alone represents the entire program in that language, was in touch with core subject lecturers in the Institute of

Romance Studies throughout the year and regularly participated in their events.

Lecturer Forum (Dozierendenforum)

In the reporting period, the Lecturer Forum, established in 2008 as a platform for exchanging information and ideas, took place twice. The preparation group for Lecturer Forums was expanded to include a lecturer representative. In Spring Semester 16, on 8 April 2016, the president of the Board of Trustees A. Kilcher attended the Lecturer Forum. At that session, the expert feedback from the Language Center evaluation was presented and discussed (in addition, information on coming events was communicated). Further, initial information on the event designed to raise the visibility of the Language Center in 2017 was presented. Those present were also informed about the transfer of course results between the Language Center and UZH.

In the session of 28 October 2016 (Fall Semester 16) discussion points (working and employment conditions at the SUEZ, financial parameters) from the complete evaluation report (Gesamtevaluationsbericht – GEB) and the events of the coming year were presented and discussed. Also on the agenda were the status of the planning of the Sprachenzentrum – Now we're talking! anniversary project and the second Self-Access Center planned for Spring Semester 17 at Hönggerberg.

Collaborations

Collaboration with UZH Career Services

In collaboration with UZH Career Services, a lecture entitled Job Applications in English was offered in Spring and Fall Semesters 16. The Lange Nacht der Karriere (long night of careers) was held for the third time on 10 November 2016, and two Language Center staff members undertook 20-minute English CV checks.

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 2016, as

in the previous year, despite more difficult conditions. Staff exchanges were funded by the Swiss-European Mobility Programme. The Erasmus agreement with two LERU language centers – Humboldt University and Helsinki University – were extended to 2016 as a means of continuing to promote exchange among academic staff in the year to come. Language Center staff benefited from the experience and expertise of all incoming exchange members. Visitors gave presentations with subsequent discussions. However, it became evident in 2016 that demand for SUEZ staff to visit other centers was small. As a result, the Language Center is seeking other partner organizations so as to ensure additional exchange options.

The staff exchange projects – like all Swiss mobility programs – were funded both for incomings and outgoing by Switzerland's Swiss-European Mobility Programme.

Outgoings 2016:

- Talencentrum, Rijksuniversiteit Groningen 1

Incomings 2016:

- Language Centre of the Humboldt University Berlin 1
- Zentrum für Sprachlehre (center for language learning) of the University of Paderborn 1
- Language Center of Stellenbosch University, South Africa 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. In 2015 and 2016, the group's goal was to support lecturers from partner institutes in bottom-up initiatives whose aims were to organize training conferences and/or to open up existing further education programs at individual institutes to colleagues from partner institutes:

MAGICC Workshop

Language Center of UZH and ETH Zurich, 29 January 2016

The first common training conference for lecturers from all partner institutes was dedicated to examining the tools produced between 2011 and 2014 in the EU project entitled Modularising Multilingual and Multicultural Academic Communication Competence at Bachelor and Master Level (www.magicc.eu). The initial presentation was given by Brigitte Forster Vosicki, head of the Language Centre of the University of Lausanne and coordinator of the EU MAGICC project. She presented the skills descriptors for multi-lingual and intercultural academic and job-specific communication skills and their concomitant evaluation criteria and grids. Subsequently, in groups, the 30 participants discussed pedagogical scenarios and concrete tasks for developing and evaluating these skills. The participants from the partner institutes found this initial workshop to be an inspiring exchange on the topic.

association that represents the political needs of its members and which is also a platform for managers and teachers. Future activities will be planned by various commissions. Under its new name (Verband der Sprachenzentren an Schweizer Hochschulen SSH / Association des Centres de langues des Hautes Ecoles Suisses CHES) and with adapted statutes, the former IG-FHS will be an independent association and will also be a collective member of VALS-ASLA, rather than the working group of the latter.

Second meeting of Spanish lecturers from the IG-FHS member language centers of Basel, Lucerne, and Zurich on 9 June 2016 at the University of Basel

After last successful meeting last year, the second meeting of Spanish lecturers took place on 9 June 2016 at the University of Basel. Participants came from the language centers of Lucerne University of Applied Sciences and Arts, the University of Applied Sciences and Arts Northwestern Switzerland FHNW (Olten), the Universities of Basel, Bern, Lausanne, Zurich/ETH Zurich, and Bern University of Applied Sciences; Huber Publishing was also represented. On the agenda were the following topics: New (online) teaching and learning materials and Writing in Spanish language classes. Networking was of particular importance; participants discussed the possibility of forming a Swiss association of Spanish teachers at tertiary institutes – so far, no final decision about such an association has been made.

Mission statement process: IG-FHS changes its name to SSH

At two workshops (11 March and 3 June 2016), delegates from various partner institutes, with an external moderator, discussed the future direction of the IG-FHS and developed a mission statement. The stimulating exchange showed that members perceived a need for an

Evaluation of the Language Center by the UZH Evaluation Office

Following the first evaluation in 2007/2008, the Language Center was evaluated again in 2015/2016. The process was as follows: In December 2015, the self-evaluation documentation (SEDOK) was submitted. In the next stage, a report was written on the results of the Fall Semester 15 survey of all language courses. The Evaluation Office also produced a report on the questionnaire completed by Language Center lecturers. On 20 January 2016, the experts undertook a site visit at the Language Center. They interviewed various Language Center staff teams and held talks with UZH and ETH organizational units that work with the Language Center. After the expert report was completed, position statements were collected, and the Evaluation Office then produced an overall evaluation report (GEB), which includes position statements made by the Language Center.

The follow-up discussion at which measures are to be agreed will take place on 16 March 2017.

Resources

Staff

Permanent employment¹

Most of the services offered by the Language Center are covered by permanent lecturers. Casual additional teaching assignments are remunerated on an hourly basis.

The teaching component of the total workload of the heads of unit and of the director are accounted for in the Management and administrative staff graph.

	Management and administrative staff	Lecturers		
		Total	Permanent	Non-permanent
Modern languages	7.89	20.57	16.56	4.01
Ancient languages	1.85	2.2	1.13	0.27

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¹ Full-time equivalents

Service contracts and services provided by third parties

In addition to the services provided by employed staff, some staff were paid flat rates for their teaching assignments; Language Center service contracts were used as a basis for such payments. Some of the Latin and Ancient Greek courses were taught by lecturers who are employed by a Cantonal high school.

	Services contracts ²	Services provided by third parties ²
Modern languages	132	
Ancient languages		35

² Number of weekly contact hours

Student assistants and tutors

Due to budget cuts in the reporting period, in the modern languages, the number of hours of work of German as a foreign language assistants and of student assistants at the Self-Access Center had to be reduced. Regarding the ancient languages, the Latin tutorate had to be shortened.

	Number of staff	Number of hours per person	Total number of hours
Assistants in the German as a foreign language Intensive Courses	26	60	1'560
Self-Access Center: Assistants, tutors	10	variable	1'703
Student assistants secretariat	2	variable	116
Ancient Greek tutors	2	16	32
Latin tutors	4	variable	96

Budget and financial statement

Cost center Modern languages

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Source of funds	Budget 2015	Financial statement 2015	Budget 2016		Financial statement 2016	
UZH contributions	1,754,400	1,774,583	1,638,076	52.2 %	1,639,949	52.2%
ETH contributions	1,500,000	1,573,687	1,500,000	47.8 %	1,501,716	47.8%
Course fees and other income	1,369,300	1,268,151	1,336,000		1,335,827	
Total	4,623,700	4,616,421	4,474,076		4,477,492	

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

Following the agreement between the Executive Board of the University and the Executive Board of ETH Zurich, the proportion of funding from each university was set, for the budget and for the balance of accounts, on the basis of the average number of participants from each university in 2014-2016.

The UZH made an additional CHF 62,000 available in retrospect to enable the Language Center to offer services to UZH students.

Cost center Ancient languages

Source of funds		Budget 2015	Financial statement 2015	Budget 2016	Financial statement 2016
UZH contribution	Be2	540,500	540,087	532,300	525,020
	Be3	540,500	609,015	532,300	604,852

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

Appendix

Board of Trustees of the Language Center

President

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

Zurich University representatives

until 30.09.16: Prof. Dr. Jens Andermann, Institute of Romance Studies, Faculty of Arts and Social Sciences UZH

from 01.10.16: Prof. Dr. Johannes Kabatek, Institute of Romance Studies, Faculty of Arts and Social Sciences UZH

until 31.07.16: Prof. Dr. Otfried Jarren, Vice President for Arts and Social Sciences UZH

from 01.08.16: Prof. Dr. Gabriele Siegert, Vice President for Arts and Social Sciences UZH (representative of Executive Board of the University)

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

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ETH Zurich representatives

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

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

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

Non-voting members (advisory role)

Dr. Barbara Czarniecki, Scientific Secretary to the Rector ETH

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

Workshop zum Thema «rezitieren – intonieren – interpretieren», International conference Performing foreign languages. Interdisciplinary approaches to foreign language learning. Università del Piemonte Orientale; Vercelli, 29.-30. September 2016

36 M.A. Jean-Philippe Coen

«Pratique de l'enseignement du FLE dans le contexte suisse alémanique», Apprendre, enseigner et travailler avec le français ou en français dans un environnement plurilingue et pluriculturel (journée en l'honneur de Mme Prof. Aline Gohard-Radenkovic), Université de Fribourg, 15. Juni 2016

Dr. Anna Dal Negro

«LA competenza passiva dell'Academic Italian Word List», XIV Cercles International Conference, Università della Calabria, Italien, 22. September 2016

Dr. Daniel Henseler

«Russland zu Gast», Vorträge an der Hotelfachschule Belvoirpark Zürich, 21. Juni und 12. November 2016

lic. phil. Frank Kauffmann

Workshop «Some theatre sport methods as a starting point for improvisations»; International conference Performing foreign languages. Interdisciplinary approaches to foreign language learning. Università del Piemonte Orientale; Vercelli, 29.-30. September 2016

Dr. Paschal Maher

«The discourse functions of semi-technical vocabulary in student academic legal writing» European Legal English Teachers' Association Conference; Winterthur, Oktober 2016

Dr. Joaquín Ruano

«Para qué sirve la literatura», Eröffnungsvorlesung des Masters in Literatur der Universidad Pedagógica y Tecnológica de Colombia; Tunja (Boyacá), 2. September 2016

Dr. Sabina Schaffner

«Dealing with competing needs in language acquisition and language development in a Swiss academic context. Language Learning in the Digital Era: Challenges and Opportunities for Global Universities». Panel One – Policy and strategy.

Veranstalter: Leon de Stadler, University of Stellenbosch; Piet Desmet, Leuven University; Stéphane Charitos, Columbia University; Nelleke Van Deusen-Scholl, Yale University.

Stellenbosch Institute of Advanced Studies (STIAS), South Africa. 1.-3. November 2016

«Principles and challenges of program planning and financial planning at a LC serving two universities», 14th XIV CercleS International Conference 2016: Enhancing Learners' Creative and Critical Thinking: The Role of University Language Centres; Università della Calabria, Italien, 22.-24. September 2016

Publications

Dr. Daniel Henseler

«Gebrochene Biografien. Zwei Romane führen den russischen Schriftsteller Alexander Ilitschewski im deutschsprachigen Raum ein». In: Literaturkritik 3/2016

«Von Armeniern und Altkommunisten. Neuere Prosa aus Rumänien». In: RGOW 3/2016, S. 24-25

«Kein Überblick. Rudolf Neuhäusers Essayband „Russische Literatur 1780–2011. Literarische Richtungen – Schriftsteller – kulturpolitisches Umfeld“ lässt einiges zu wünschen übrig». In: Literaturkritik 8/2016

«Irrungen und Wirrungen im Kaukasus. In Alissa Ganijewas neuem Roman soll Hochzeit gehalten werden». In: Literaturkritik 11/2016

Dr. Qiuhua Hu

Konfuzianisches Ethos und westliche Wissenschaft. Wang Guowei (1877-1927) und das Ringen um das moderne China; Monumenta Serica Monograph Series LXVII. Routledge, Oxford 2016, S. 445

Dr. Paschal Maher

«The use of semi-technical vocabulary to understand the epistemology of a disciplinary field.» *Journal of English for Academic Purposes*, Vol 22, 2016

M.A. Nicoletta Rivetto

Rezension von «Mythos Grammatik? Kompetenzorientierte Spracharbeit in Französischunterricht». Hgg. v. Küster, Lutz & Krämer, Ulrich. Klett-Kallmeyer: Seetze 2013. In: *Zeitschrift für Romanische Sprachen und ihre Didaktik* 10,1 (2016), S. 184 - 188

Rezension von «Perspektiven der Mündlichkeiten». Hgg. v. Burwitz-Melzer, Eva & Königs, Frank & Riemer, Claudia. Narr Verlag: Tübingen 2014. In: *Zeitschrift für Romanische Sprachen und ihre Didaktik* 10,2 (2016), S. 149 - 154

Dr. Joaquín Ruano

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Dr. Sabina Schaffner

Sprache und Coaching-Erfolg. In: Wegener, Robert / Deplazes, Silvia / Hasenbein, Melanie / Künzli Hansjörg / Ryter, Annamarie / Uebelhart, Beat (Hg.): *Coaching als individuelle Antwort auf gesellschaftliche Entwicklungen*. Wiesbaden: Springer, S 468-478

Dr. Eva Mira Youssef

«The Earliest Paper Documents in the Vienna Collection Revisited», in: *Chronique d'Égypte* 90 (2015), 431-443

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