



University of Zurich^{UZH}

ETH zürich

Language Center

Annual Report





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Why German as a foreign language is so important

4



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

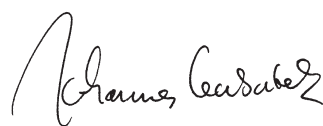
Everywhere we turn, there are signs of upheaval, leaving us to wonder how stability can persist in such uncertainty. The extent of the upheavals resulting from the pandemic may only become clear with time and distance. Reporting on the Language Center, I find myself drawn to broader issues: A lone Russian president with a lonely worldview believes he can reshape his world through a cruel attack on his neighbor, while, here in Zurich, we find ourselves bridging linguistic divides, teaching Ukrainian as a foreign language and German to Ukrainians. During lockdown, students immersed themselves in an English-dominated Netflix world, leading to a growing preference for English on Zurich's school playgrounds, even among Swiss-German speakers, complete with distinctive uptalk and various language features. Zurich's universities are also embracing an increasingly international, English-speaking environment, potentially diminishing the importance of German. Once, in Australia, I heard a representative of the largest German academic exchange organization remark "German might be useful for social purposes" while promoting study visits to German-speaking countries. So has German become just a fun language for leisure time?

In this report, Ueli Bachmann sums up his years of work in German as a foreign language (DaF), the largest unit at the Language Center. Do we still need language courses solely for "social purposes" in this post-pandemic landscape? This old debate has gained fresh urgency in our times. Central to the discussion is the elusive definition of "need." While English might suffice for

daily interactions, and tools such as DeepL aid written communication, a deeper consideration emerges from an economic viewpoint. In German-speaking Switzerland, German is essential, not only for social niceties but also for professional advancement after graduation. However, the significance of language transcends economic factors; language is part of the fabric of our society. It is not just a commercial tool; rather, the economy is linguistically constructed, reflecting the essence of human creation. Yet beyond these pragmatic concerns lies a deeper truth: As residents of Switzerland, our connection to German goes beyond utility. It forms the cornerstone of our cultural and linguistic identity, fostering a sense of belonging beyond transactional factors. This need for linguistic integration is not externally imposed but arises from within, encompassing more than our ability to order a cup of coffee.

The change of heads of the DaF unit at the end of August 2023 marks a significant moment: Ueli Bachmann dedicated 29 years to teaching at UZH and ETH Zurich, playing a pivotal role in shaping the Language Center for 21 years as head of DaF and later as its deputy director. On behalf of the Board of Trustees, I extend our heartfelt gratitude to him for his dedication. Moving forward, the DaF unit remains a cornerstone of the Language Center, reflecting the ongoing importance of German language teaching. German proficiency remains indispensable for navigating academic pursuits and daily life in Switzerland. The DaF unit at the Language Center will persist in its mission to establish the groundwork for studying and thriving in Switzerland.

In September 2024, there will be another change of management at the Language Center, but more on that next year. For now, we look back with gratitude and satisfaction on the achievements of 2023 and thank Sabina Schaffner and her team for the service the Language Center provides for UZH and ETH Zurich.



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

Language learning is popular!



Dr. Sabina Schaffner
Director Language Center

In 2023, the Language Center of UZH and ETH Zurich once again offered a broad range of services and implemented these in a variety of formats for both universities in 12 modern languages, and Latin and Ancient Greek.

After several years of growth, the overall number of participants in our courses, most of which are face-to-face, declined slightly. However, the number of participants in the courses for UZH and ETH and in the courses for the UZH Faculty of Arts and Social Sciences continued to rise.

Our language courses remained highly sought-after, with a total of 10,776 participants. Additionally, approximately 3,000 people sought coaching, writing, and learning consultations, participating in learning workshops, games evenings, and tutorials across our two Self-Access Centers, which collectively recorded over 4,000 visits. The Language Center also facilitated 1,075 tandem learning partnerships for independent learners. We are also pleased to report an ongoing interest in tailor-made English writing courses, including courses for our partner university, Zurich University of the Arts (ZHdK).

The Language Center was also able to make a contribution in supporting refugee students in 2023: In the reporting year, 47 people attended several courses from our START! Study German and English programs for prospective students at UZH, while 86 Ukrainian students were admitted to 8 additional German courses

and were able to take advantage of our Self-Access Centers' support services.

It fills me with pride and joy that our Language Center has clearly met the language learning needs of the members of our two sponsoring universities, UZH and ETH Zurich, and our partner universities, Zurich University of Teacher Education (PHZH) and ZHdK, even in times of machine translation and Chat GPT.

Ueli Bachmann, Head of DaF and deputy director until the end of August 2023, is firmly of the opinion that this success is also linked to our holistic approach to language learning and the connections made between course participants that takes place in our language learning programs. Read his reflections on this on pages 16-18.

On behalf of our entire team, I extend heartfelt thanks to UZH and ETH Zurich for their continued trust in our services.

I hope you find this report engaging and informative.

A handwritten signature in black ink, appearing to read 'S. Schaffner'.

Dr. Sabina Schaffner
Director Language Center

Facts & figures

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

The appendix contains additional information.

The Language Center's course program

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

The largest service area are the courses financed by UZH and ETH (pages 10-11, 21-26) and the range of additional services offered in consulting, coaching, and – at our Self-Access Centers – autonomous and cooperative learning (pages 15, 30-32).

The Language Center also runs an additional range of courses financed by UZH for members of UZH (pages 13, 29).

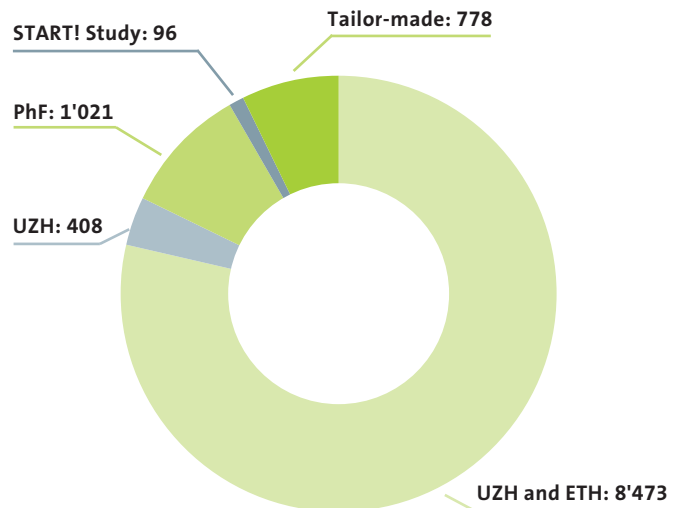
In 2023, the Language Center offered target-group-specific special courses for refugees in the START! Study for UZH program (page 13).

In a fourth service area, the UZH also funds language acquisition modules in ancient and modern languages for selected study programs within the UZH Faculty of Arts and Social Sciences (pages 14, 29-30).

Finally, the Language Center designs and runs tailor-made courses for various units and institutes at UZH and ETH Zurich, who fund these services separately (pages 12, 27-28).

ETH Zurich funds the Self-Access Center at the Hönggerberg campus (pages 15, 30-32).

The following chart represents the total number of participants in our regular semester and tailor-made courses:



We develop and run language courses in the following areas:

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

The charts on pages 8 and 9 relate to the entire course program and range of training services offered by the Language Center, as described above.

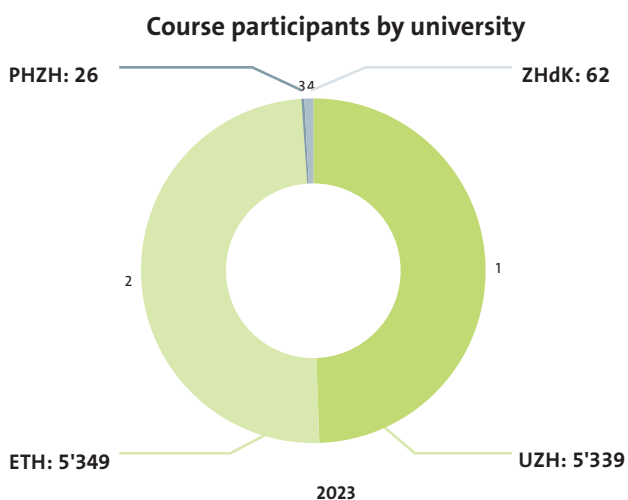
The Language Center's course program

Number of course participants by university, 2023 and 2022

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Course participants	Participants 2023	Percentage 2023	Participants 2022	Percentage 2022	Balance
UZH students	3'341	31.1%	3'487	32.1%	-146
UZH PhF students	942	8.8%	854	7.9%	88
START! Study students	141	1.3%	174	1.6%	-33
UZH CAS/DAS/MAS students	41	0.4%	26	0.2%	15
UZH PhD students	327	3.0%	317	2.9%	10
UZH academic staff	217	2.0%	192	1.8%	25
UZH administrative staff	52	0.5%	67	0.6%	-15
UZH tailor-made students	72	0.7%	8	0.1%	-8
UZH tailor-made PhD students/staff	136	1.2%	129	1.2%	-2
UZH alumni with membership	36	0.3%	23	0.2%	13
UZH alumni without membership	34	0.3%	29	0.3%	5
UZH total	5'339	49.5%	5'306	48.9%	-48
ETH students	3'471	32.2%	3'383	31.2%	165
ETH CAS/DAS/MAS students	25	0.2%	27	0.2%	-2
ETH doctoral students	709	6.6%	793	7.3%	-84
ETH academic staff	441	4.1%	421	3.9%	20
ETH administrative staff	75	0.7%	46	0.4%	29
ETH tailor-made students	118	1.1%	123	1.1%	-82
ETH tailor-made doctoral students/staff	439	4.1%	593	5.5%	-154
ETH alumni with membership	56	0.5%	57	0.5%	-1
ETH alumni without membership	15	0.1%	14	0.1%	1
ETH total	5'349	49.6%	5'457	50.3%	-108
PHZH* members	26	0.2%	29	0.3%	-3
ZHdK* members	49	0.5%	39	0.4%	10
ZHdK tailor-made	13	0.1%	17	0.2%	-4
Total program	10'776	100%	10'848	100%	-153

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



Course formats*

Unit	Face-to-face	Remote	Blended	Total
Ancient languages	15	1	0	16
German as a foreign language	186	10	0	196
Other languages	55	2	0	57
English	92	13	5	110
Romance languages	155	11	0	166
Total	503	37	5	545

*including tailor-made courses

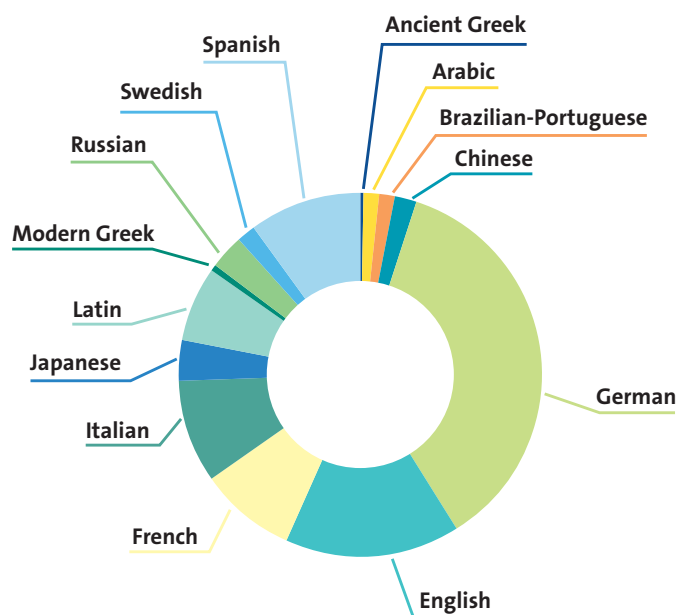
Total number of courses and participants by language, 2023 and 2022

Languages	Courses in 2023	Courses in 2022	Participants in 2023	Participants in 2022	Participants in 2023 in %	Participants in 2022 in %
Ancient Greek	2	2	51	59	0.5%	0.5%
Arabic	8	8	150	152	1.4%	1.4%
Brazilian Portuguese	8	8	137	133	1.3%	1.2%
Chinese	10	10	217	250	2.0%	2.3%
German as a foreign language (DaF)*	196	181	3'879	3'723	36.0%	34.3%
English*	110	123	1'680	2'030	15.6%	18.7%
French	52	51	930	914	8.6%	8.4%
Italian*	48	44	988	922	9.2%	8.5%
Japanese	14	13	392	361	3.6%	3.3%
Latin	14	15	706	677	6.6%	6.2%
Modern Greek	4	4	68	51	0.6%	0.5%
Russian	14	13	350	366	3.2%	3.4%
Swedish	7	7	161	138	1.5%	1.3%
Spanish	58	58	1'067	1'063	9.9%	9.8%
Ukrainian	0	1	0	9	0.0%	0.1%
Total program	545	538	10'776	10'848	100%	100%

* including tailor-made courses

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Course participants by language



2023

Exported course results by university and Language Center unit

Unit	UZH	PhF Stud.	ETH	Total
Ancient languages	18	233	4	255
German as a foreign language	790	0	1'294	2'084
Other languages.	252	111	542	905
Englisch	267	60	241	568
Romance languages	929	91	740	1'760
Total	2'256	495	2'821	5'572

UZH members: in UZH and ETH and in UZH program

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

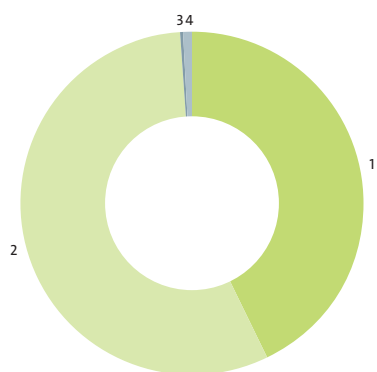
ETH members: in UZH und ETH program

UZH and ETH course program

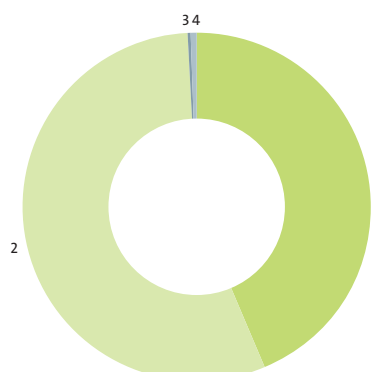
Number of course participants in the UZH and ETH program by university

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Participants in courses in the UZH and ETH program	2023	2023 in %	2022	2022 in %
UZH students	2'920	34.5%	2'965	35.1%
START! Study students	40	0.5%	85	1.0%
UZH CAS/DAS/MAS students	39	0.5%	26	0.3%
UZH PhD students	309	3.6%	306	3.6%
UZH academic staff	209	2.5%	187	2.2%
UZH administrative staff	48	0.6%	63	0.7%
UZH alumni with membership	29	0.3%	21	0.2%
UZH alumni without membership	31	0.4%	27	0.3%
1 UZH total	3'625	42.8%	3'680	43.6%
ETH students	3'457	40.8%	3'342	39.6%
ETH CAS/DAS/MAS students	25	0.3%	27	0.3%
ETH PhD students	706	8.3%	791	9.4%
ETH academic staff	441	5.2%	414	4.9%
ETH administrative staff	75	0.9%	46	0.5%
ETH alumni with membership	56	0.7%	56	0.7%
ETH alumni without membership	15	0.2%	14	0.2%
2 ETH total	4'775	56.4%	4'690	55.6%
3 PHZH members	25	0.3%	29	0.3%
4 ZHdK members	48	0.6%	39	0.5%
Total by university (UZH and ETH program)	8'473	100%	8'438	100%



2023

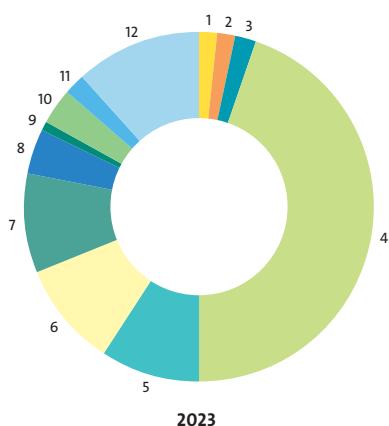


2022

UZH and ETH course program

Course participants by languages

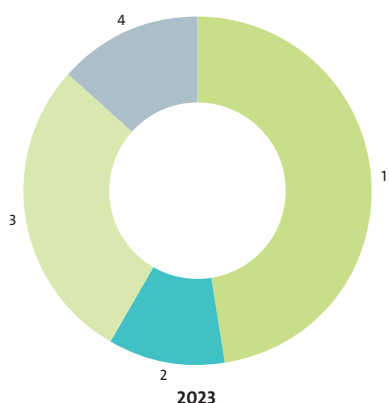
Total number of course participants, UZH and ETH program courses (all target groups)



Languages	2023	2023 in %	2022	Difference between 2022 and 2023
1 Arabic	150	1.8%	152	-2
2 Brazilian Portuguese	137	1.6%	133	4
3 Chinese	179	2.1%	206	-27
4 German as a foreign language	3'774	44.5%	3'637	137
5 English	786	9.3%	953	-167
6 French	819	9.7%	772	47
7 Italian	789	9.3%	834	-45
8 Japanese	343	4.0%	314	29
9 Modern Greek	68	0.8%	51	17
10 Russian	289	3.4%	286	3
11 Swedish	161	1.9%	138	23
12 Spanish	978	11.5%	953	25
13 Ukrainian	0	0.0%	9	-9
Total for all target groups (UZH and ETH program)	8'473	100%	8'438	35

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Financial resources for UZH and ETH program



Unit	2023 in %	2022 in %
1 German as a foreign language	47.76%	46.74%
2 English	10.84%	12.94%
3 Romance languages	28.10%	27.59%
4 Other languages	13.30%	12.73%
Total cost (UZH and ETH program)	100%	100%

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

German as a foreign language courses for refugees

Language	Number of courses	Number of participants
German as a foreign language for Ukrainian refugees	8	86

Of these courses, in FS23 4 additional semester courses were financed in equal parts by the two universities, and in HS23, ETH financed one course, and UZH financed 3.

Tailor-made program

Tailor-made courses

Language	Courses 2023	Number of participants 2023	Courses 2022	Number of participants 2022
German as a foreign language	2	9	0	0
English	41	692	42	870
Italian	6	77	6	70

12

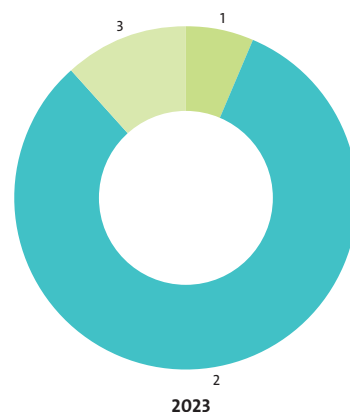
Course participants in tailor-made courses by university

Participants in tailor-made courses	2023	2023 in %	2022	2022 in %
UZH students (Bachelor's and Master's)	72	9.3%	8	0.9%
UZH PhD students and staff	127	16.3%	99	11.4%
1 Total UZH	199	25.6%	107	12.3%
ETH students (Bachelor's and Master's)	118	15.2%	123	14.1%
ETH doctoral students and staff	430	55.3%	593	68.2%
2 Total ETH	548	70.4%	716	82.3%
ETH/UZH students	0	0.0%	0	0.0%
ETH/UZH PhD/doctoral students and staff	18	2.3%	30	3.4%
3 Total UZH/ETH*	18	2.3%	30	3.4%
4 ZHdK course participants	13	1.7%	17	2.0%
Total by university (tailor-made program)	778	100%	870	100%

* UZH/ETH refers here to joint institutes

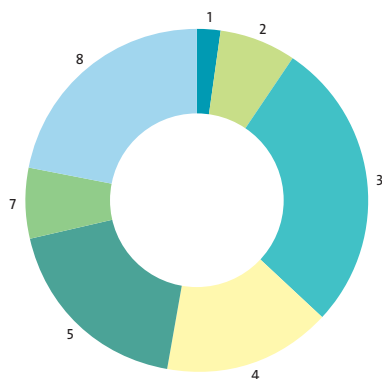
Percentage of tailor-made courses by language

Unit	2023 in %
1 German as a foreign language	6.4%
2 English	82.0%
3 Romance languages	11.6%
Total cost	100%



UZH course program

Course participants UZH

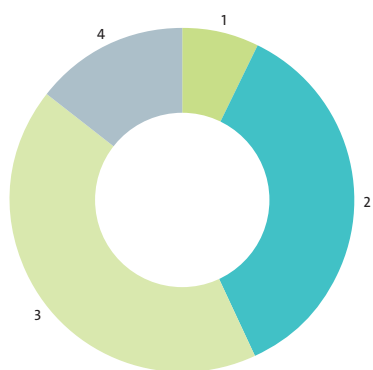


2023

UZH members	2023	2022
1 Chinese	10	17
2 German as a foreign language	29	31
3 English	112	128
4 French	65	97
5 Italian	76	47
6 Latin (reading course)	0	15
7 Russian	27	47
8 Spanish	89	98
Total	408	480

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UZH financial resources



2023

Unit	2023 in %	2022 in %
1 German as a foreign language	7.30%	7.15%
2 English	35.94%	31.82%
3 Romance languages	42.57%	43.61%
4 Other languages	14.20%	13.90%
5 Latin	0.0%	3.52%
Total cost (UZH program)	100%	100%

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

START! Study program

Language	Number of courses	Number of participants	Participants in regular courses*
German as a foreign language	6	67	33
English	4	29	12
Total	10	96	45

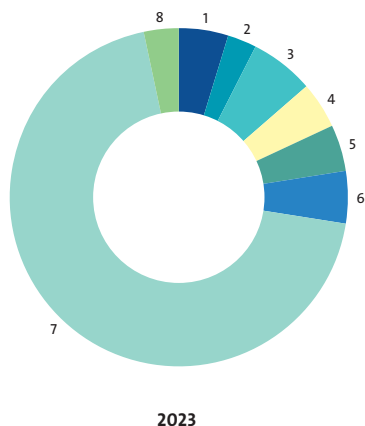
*These participants are included in the figures for the relevant courses

The 141 course places filled by START! Study participants represent 27 enrolled participants in the spring semester and 20 in the fall semester. In other words, 47 participants took up 141 course places.

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

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

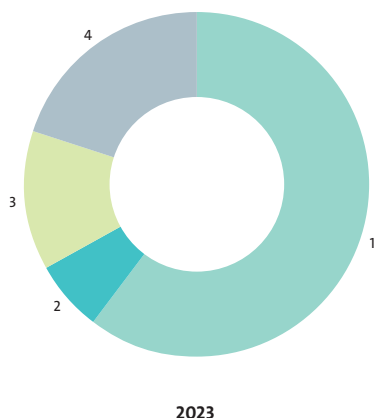
14



Course participants	Students with language acquisition requirements	Other target groups*	Total 2023	Total 2022
1 Ancient Greek*	34	17	51	59
2 Chinese	28	0	28	27
3 English	61	0	61	41
4 French	46	0	46	45
5 Italian	46	0	46	41
6 Japanese	49	0	49	47
7 Latin*	644	62	706	662
8 Russian	34	0	34	33
Total	942	79	1'021	955

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

Financial resources UZH Faculty of Arts and Social Sciences

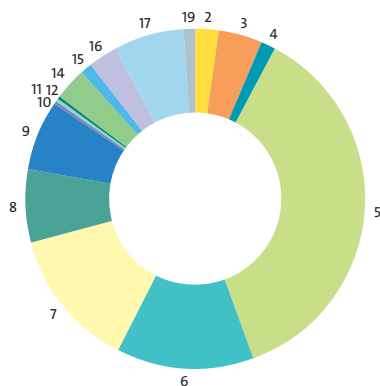


Unit	Language	2023 in %	2022 in %
1	Ancient languages	60.52%	60.78%
2	English	6.47%	6.45%
3	Romance languages	13.25%	13.23%
4	Other languages	19.77%	19.54%
Total cost	(Faculty of Arts and Social Sciences program)	100%	100%

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

Self-Access Centers (SACs)

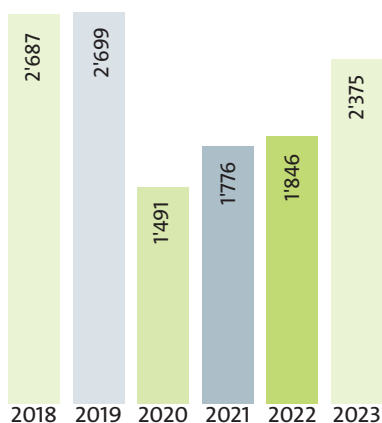
Visitor numbers at the SAC Rämistrasse



SAC Rämistrasse: Number of visitors in 2023 by language

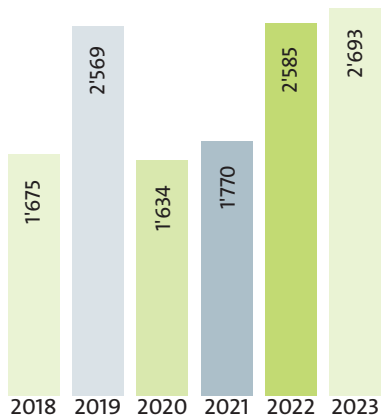
Language	SAC Rämistrasse	
1	Ancient Greek	1
2	Arabic	87
3	Brazilian Portuguese	164
4	Chinese	47
5	German	1'388
6	English	496
7	French	508
8	Italian	259
9	Japanese	261
10	Korean	6
11	Latin	7
12	Modern Greek	11
13	Polish	2
14	Russian	122
15	Swedish	36
16	Swiss German	104
17	Spanish	259
18	Hungarian	2
19	No details	32
Total 2023		3'792

Number of loans SAC Rämistrasse



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

Number of loans SAC Höggerberg



SAC Höggerberg: Number of loans since 2017



Special report: We have optimized our language learning program – Has it improved?

In this contribution, Dr Ueli Bachmann looks back on his many years of experience before and after the Language Center was founded. The text reflects his personal perception of past developments.

The title question may appear provocative at first glance, likely due to the contrast between two distinct perspectives. However, I contend that quality factors are subject to optimization processes only to a small degree. To assess the qualitative advancement of language teaching, we must consider two separate inquiries that operate on vastly different planes. One concerns our ability to effectively adapt to evolving social and higher education policy landscapes, while the other revolves around our capacity to proficiently, effectively, and consistently address the ongoing challenges inherent in language acquisition, whether this is regarding our native tongue or a foreign language.

The past 29 years, during which I have taught German as a foreign language at UZH and ETH Zurich, headed the DaF unit at the Language Center, and acted as deputy director of the Language Center, have been marked by countless optimization processes, which I would like to look back on here.

When the Language Center was established 21 years ago, it merged the foreign language courses offered by

the philological departments of UZH and the then-Department XII of ETH Zurich. This restructuring enhanced the visibility of the existing language courses. As a result, these were no longer dependent on individual departments but were designed, planned, and developed according to demand within a joint Language Center directly of the two universities, overseen by a board of trustees.

In the DaF unit, the modest 27 courses offered in 1994 grew to an impressive 225 in 2023. Such growth was made possible largely due to the implementation of course fees. Semester-course class sizes have been scaled down from 40-70 participants to 18-28, and intensive courses have moved from 140 to a more manageable 40 learners. This has led to learning groups that are more homogeneous in terms of more tailored learning objectives and participants' prior language skills. Furthermore, the adoption of the Common European Framework of Reference for Languages (CEFR) and the introduction of compulsory course enrollments, facilitated by a course administration system, have simplified the administration of our classes. Participants are now better organized into appropriate language levels, and resources are now applied cohesively and effectively to the various learner groups of the two universities.

For our DaF lecturers, the initial group of three befriended but autonomous lecturers has evolved into a cohesive team of 17 lecturers. These foster a vibrant professional exchange and actively engage in ongoing training, both within the Language Center, which offers 14 foreign languages, and beyond. Their teaching is integrated into a structured curriculum, adhering to established educational principles, and staff members undergo regular evaluations and remain attuned to changing educational needs.

Initially, teaching contracts were financially attractive but subject to job insecurity due to temporary annual contracts and ambiguous job descriptions. These have now transitioned into stable, permanent positions. The roles are clearly defined in terms of employment regulations and the content of contracts. Nevertheless, employees and employers still benefit from a degree of

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Before the foundation of the Language Center: Ueli Bachmann in a German as a foreign language class in 2000

flexibility regarding employment levels, ensuring mutual satisfaction and adaptability.

In the years leading up to and following the decision of the two Zurich universities to establish a joint Language Center, Swiss universities were grappling with a financially driven imperative to streamline their foreign language courses. Options included either discontinuing courses that were not integrated into language programs; outsourcing language courses; or transferring courses to centralized language centers. Over time, the last approach became the norm. However, one unfortunate consequence of is that foreign language lecturers, who are no longer affiliated with a specific faculty or department, have lost opportunities to be involved in hands-on educational research, academic projects, and the organization of expert conferences.

Since the establishment of the Language Center, the optimization of foreign language teaching at tertiary level has seen significant advancement. Our courses now align with the acquisition of ECTS points, necessitating proof of performance through examinations and continuous assessment. Exchange students are an important target group in our courses, some of which are tailored specifically to their needs. The curriculum progression in our language courses is ambitious and well thought-through, and we continue to integrate new course materials and media into our courses. In particular, in the wake of the COVID-19 pandemic, digital elements have become integral to our teaching. All our classes now include at least some digital elements, compulsory or optional, including flipped classroom models, alternative online events, and various digital tools and exercises in face-to-face sessions. Regular evaluations of our courses are conducted as part of the course assessments run by UZH (*Lehrveranstaltungsevaluation* – LVE). Additionally, lecturers are encouraged to run their own evaluations to identify areas for improvement and implement resulting suggestions into their lesson planning. The Language Center also conducts periodic surveys on specific aspects such as course timings, locations, formats, funding, and ECTS credit transfer. The results of these surveys inform the planning and refinement of our course program.

Evaluation and optimization processes are integral to the daily operations of the Language Center. Despite the considerable progress made, I still wonder whether our language teaching has genuinely advanced over the past three decades. Do our students find it easier to learn a foreign language now? Will the digital revolution reshape language teaching in the long run and also enhance its efficiency and student motivation?

So let us also consider the other aspect of the quality of language teaching, which I believe is inseparable from the quality of our very language skills. Our language skills likely evolve very slowly and may not be significantly altered within a single generation, yet they could be overlooked.

At my age, I harbor concerns about the potential neglect of relational content, creativity, and the physical and sensory aspects of language and language acquisition in our society. This neglect could have profound implications for humans, who are defined by language.

The significance of language in human life has become particularly evident to me as I have had the privilege of witnessing my granddaughter navigate the world during her early childhood. It is remarkable to observe that her foremost and most pressing needs – prior even to eating and sleeping – are centered around connection. From the very first weeks of her life, her capacity to communicate astounded me; she could discern and respond to facial expressions and non-verbal cues in a meaningful and joyful manner. It appears to me that the ability to empathize is a fundamental component for survival. Communication serves as the gateway to existence; from the outset, our understanding of the world – in real terms – is based on attentive observation and a nuanced deciphering of our early caregivers' responses. Exploring the world entails establishing a relationship with it, a process that is mentally stimulating yet profoundly physical, inevitably accompanied by feelings of joy. As verbal language gradually unfolds in myriad small steps, an individual engages in a journey of breaking down barriers and gaining freedom, as they gain a more sophisticated grasp of language and more options for action. The acquisition of one's first language vividly illustrates the considerable time and energy

invested, driven by patience and intrinsic motivation, in achieving linguistic proficiency.

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These insights further solidify my belief that language acquisition is inherently relational. The process of mastering individual language structures and forms is deeply rooted in an interactive journey of exploration and creative engagement with the world and interpersonal connections, bridging the realms of mind and body. The most enduring motivation to learn a language – fueled by the desire to uncover new worlds through different languages, forge fresh human connections, and commit the necessary time and effort to language acquisition – springs from this fundamental need to relate. Based on numerous classroom observations and abundant feedback from both learners and educators, I am convinced that understanding and being attuned to the essence of language itself, and the remarkable capacity of human language, remains pivotal to the quality of language teaching.

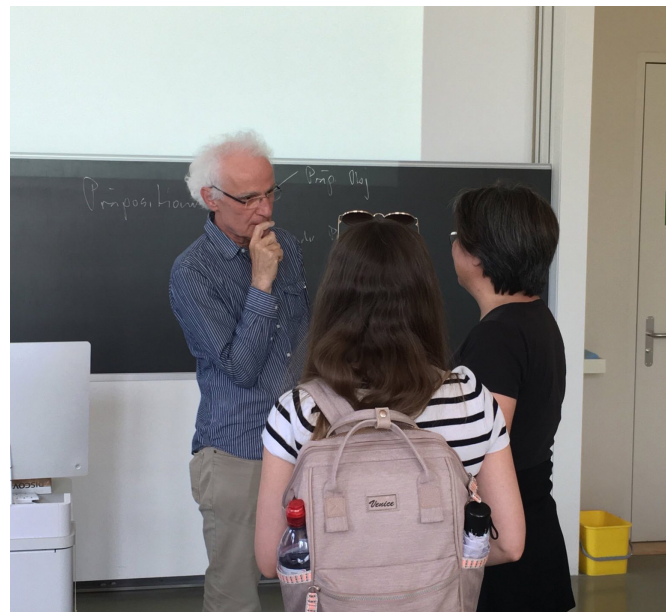
I believe that our meticulously optimized and extensively evaluated language teaching has only truly advanced over the years – and learning has only become easier – when it has enriched personal connections and facilitated the exploration of new worlds and experiences. In my view, assessing the efficiency of language acquisition in isolation from its impact on quality of life is inherently flawed, as our language skills are deeply intertwined with our overall well-being.

I am confident that over the past 21 years the Language Center has adapted its courses well to the evolving social and educational landscape. Furthermore, our lecturers have effectively communicated to numerous language learners the essence of language and its transformative potential.

The Language Center faces a unique challenge, particularly in our ever more digitalized society. It must strive to recognize and embrace the potential of human language, transcending mere information exchange and knowledge dissemination.

I am hopeful that the Language Center will be able to adapt dynamically to the changing landscape while

remaining committed to its holistic view of language. This perspective sees language as a medium that enhances our creativity and sensory experience, fosters pleasure, and improves the quality of human life.



After his last lecture: June 2023.

Appendix

This appendix contains additional information about our services.

Strategic plans and goals 2023

The following goals were reached and relevant measures implemented in 2023:

Ressources

The refurbishment of the Self-Access Center and the multi-media classroom at Rämistrasse 74 has been completed.

Sustainable funding for an additional Latin course has been secured.

20

Processes

The Language Center database programming is documented.

Services

All Language Center courses include a course element promoting digital literacy skills.

The project "Getting started: German at UZH" (online course) has been implemented.

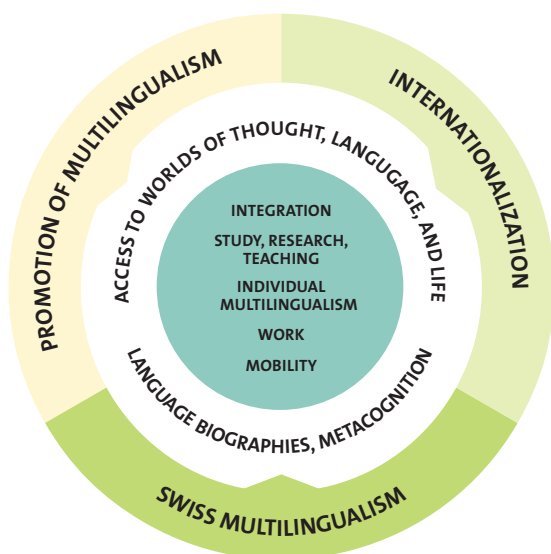
Communication

The "Multilingualism" module for Una Europa's Bachelor in European Studies has been developed.

UZH and ETH course program

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

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



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

Position paper on teaching at the Language Center

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

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

The position paper defines the strategic orientation of language teaching at the Language Center of UZH and

ETH Zurich, in particular, with regard to how our courses are delivered.

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

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

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

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

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

Selected examples include:

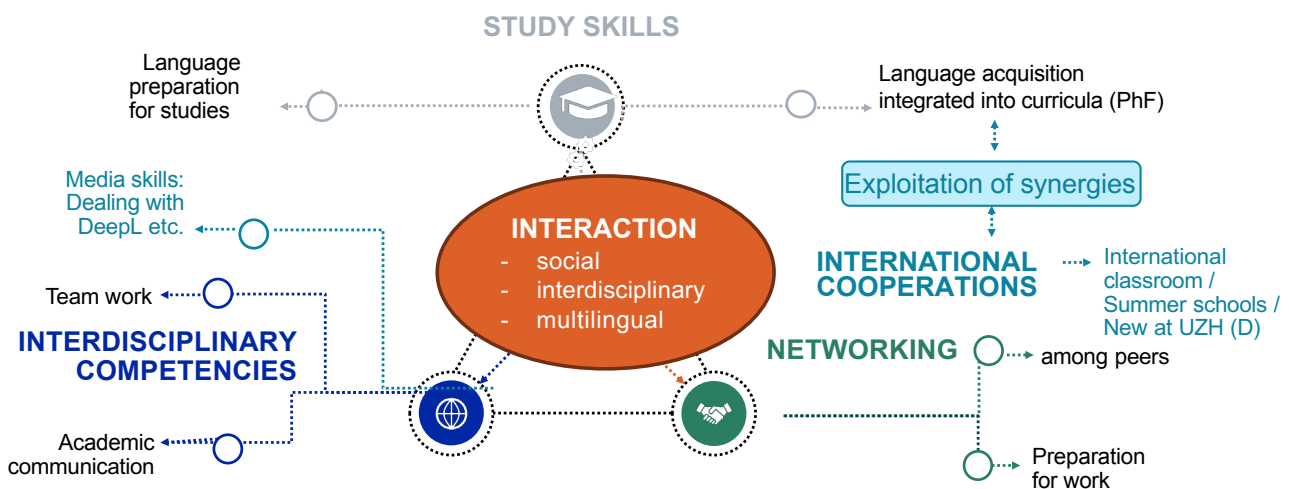
- Real life skills, where cultural facilities can be easily accessed online.
- Location-neutral services, where individual support can be given more flexibly (Writing Center)
- Demand-based format changes, to facilitate an exchange with people outside of UZH (international classrooms and virtual partnerships)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

The Language Center's Contribution to Teaching at UZH and ETH

On the occasion of the Language Center's 20th anniversary, we held a panel discussion with representatives of the various UZH and ETH Zurich stakeholder groups. The discussion surrounded the future direction of the Language Center and took place on 10 June 2022 as part of our anniversary conference. The panel confirmed our strategic orientation. The desiderata in pale turquoise in the graph below were included into our 2023 goals.

«The Language Center's Contribution to Teaching at UZH and ETH»: Desiderata

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Digital Literacy@SUEZ

In 2023, internal training courses on machine translation and generative language models were run by the SSH-CHES-CSUS. The objective, which earlier had been limited to the use of machine translation tools in accordance with Language Center's 20th anniversary event, was expanded at the beginning of 2023 to include the competent use of digital tools such as Chat GPT. A working group planned and presented curricular modules, including learning outcomes, on integrating digital literacy promotion in relation to language acquisition and academic communication at all language levels. From spring semester 2024, these modules will be incorporated into the curricula of all Language Center courses. The use of these curricular elements will be evaluated at the end of the spring semester 2024 to enable any adjustments as of fall semester 2024.

Internationalization / international cooperation

The "Getting started: German at UZH" online course for prospective students, made possible through special UZH funding, was developed and will be available from fall semester 2024 after a test run in spring semester 2024.

In 2023, at the request of the Office of the Vice President Education and Student Affairs, a concept was developed for a multilingual and interdisciplinary module entitled "Mehrsprachigkeitskompetenz" (multilingualism skills) as part of the "Languages and Cultures" track of the Joint Bachelor in European Studies at Una Europa. The planning of the "Languages and Cultures" track was postponed by one year.

German as a foreign language (DaF)

Our German courses were successfully held at the Zentrum and ETH Hönggerberg campuses in the reporting period. The continuing and sometimes increasing demand for semester and intensive courses remained our biggest challenge. Compared to the previous year, we expanded our range of courses from 155 to 162.

Thanks to the financial support of both universities, we were able to maintain our courses for refugee students from Ukraine initiated in 2022. Funding for these courses, which were previously funded equally by ETH Zurich and UZH, shifted to a ratio of 1:3 in fall semester 2023, with UZH financing the largest share and providing the majority of course participants. The additional semester courses we offered at A level helped with the high demand at that level somewhat, in addition to the admission of all Ukrainian refugees. The group-specific intensive courses were discontinued in favor of expanding the semester program, and those affected were able to join our existing intensive course program.

The pilot project "German courses for professors at ETH Zurich," which comprises 4 courses per semester, has been running successfully for three semesters; 27 professors have taken part in this multi-level program (A1.1-C2), in some cases on an ongoing basis. In addition, a tailor-made program for partners of academic staff was launched in fall semester 2023.

We plan to continue or merge these formats with the ETH Professorships Department in 2024. We may also be able to open this up to the UZH Professorships Department at the A level.

Other languages

In the reporting period, demand for the almost exclusively face-to-face courses in these languages remained unchanged. In Japanese, Modern Greek, and Swedish, the number of participants was higher than in the previous year, while there was a slight decline in other languages.

For the first time, the "Arabic V" course offered an investigation of Arabic poetry, in which the reading of Arabic poems was historically situated through Arabic prose texts and short videos; special attention was paid to how the poems had been adapted (e.g., setting them to music or using them for political purposes).

The survey conducted among our Russian learners on their motivation to learn Russian in light of the current situation showed that the current political developments had not had a negative impact on the majority of those surveyed; as a result, the numbers in most courses did not decline. The "Russian for insiders" course, which was held once again, was also very popular.

The continued high number of participants in some beginners' courses in 2023, particularly in Chinese, Japanese, and Russian, is to be addressed through additional courses in Chinese and Japanese in 2024.

English

The English program as it stands meets the needs of those wishing to improve or consolidate their English skills, increasingly with a strong focus on academic and scientific writing. In 2023, we ran 69 semester courses and 41 tailor-made courses. In terms of the number of units taught by the English team, which gives a better comparison between semester and tailor-made courses, the tailor-made program made up over one third of all lessons (713 units, including the START! Study courses and Medical English courses, compared to 669 in 2022). Semester courses, by comparison, amounted to 1800 units (incl. START! Study) in 2023. The total number of units (tailor-made plus semester courses) for 2023 was 2513, compared to 2713 in 2022 (although one course for 23 is still not accounted for at the time of writing, as it takes place in late January). For more information about our tailor-made program, see pages 27-28 of this report.

There was a reduction in the number of semester courses in 2023 from 81 in 2022 to 69 due to the resignation of a staff member in fall semester 2023 and a shift towards tailor-made teaching for the remaining team in order to consolidate and better fill our regular courses. The num-

ber of participants in our semester courses decreased from 1160 in 2022 to 988 in 2023, which shows that our strategy was indeed successful, and our semester courses were much better filled in 2023. In order to make up the shortfall in staff in fall semester 2023, we were able to hire a new staff member who will join the team in spring semester 2024.

24 As the level of English among members of both universities and across study/research levels continues to rise, the English unit has focused more on higher-level academic/scientific English writing courses. In 2022, we offered three semester courses at B1 and six at B2 levels. In 2023, this dropped to one course at B1 and two at B2 level. As this drop was partly due to staff shortages, we expect to reinstate one or two of these lower-level courses in future. All other courses, excluding those in the START! Study program, were at B2-C1 level (currently popular and well-attended) and above.

The Writing Center, where all UZH and ETH Zurich staff and students can book a 45-minute consultation with a writing expert, continues to be in very high demand, and we are able to double the number of slots for this service as of spring semester 2024, from 42 to 84 each semester or 168 slots over a 12-month period. As usual, all slots for consultations in 2023 were filled by the end of the year.

Romance languages

In 2023, the focus was on reflecting on the use of AI in our lessons – both as a tool for didactic planning and material creation and as a learning object. The exchange, stimulated by internal and external further training, was well received within the team. Further concrete steps are planned for spring semester 2024, and a review of our experience will follow at the end of spring semester 2024.

At the strategic planning level, the increase in course fees as of spring semester 2024 and the decision to use the additional funds for a small expansion of Romance languages as a language of mobility will open up new options for program development.



Brazilian Portuguese

All courses in Brazilian Portuguese took place as planned at the Zentrum campus as semester courses and with the numbers of participants comparable to the previous year. Given to demand, it would be desirable to continue this program beyond B1 level. A further wish remains the differentiation of the program by adding topical modules that take into account the socio-cultural diversity of the Portuguese speaking world.

French

In 2023, the French courses at the Zentrum and ETH Hönggerberg campuses continued to be offered as planned as semester courses and pre-sessional courses. Demand at A1 level is growing, in connection with the internationalization of both universities and the associated presence of students and staff with a school education that does not include French. Fortunately, there was an increase in the number of advanced courses in the re-

porting year – an additional course at B2 level was offered at short notice in fall semester 23. The number of learners who report a lack of prior knowledge of French despite having studied French for many years at school remains significant. Our goal in 2024 is to offer a specific course to meet this need; this could be combined with an international classroom project.

Italian

Italian courses were offered at the Zentrum and ETH Hönggerberg campuses in 2023. While the courses at B1-B2/C1 levels met the demand, we could not meet the demand adequately at the beginner A1-A2 levels. Given the demand, it would be desirable to resume offering pre-sessional modules; this will be considered when planning for 2024.

Spanish

Spanish courses were offered at the Zentrum and ETH Hönggerberg campuses in 2023. In addition, two parallel courses were offered online. The demand at A1 level could not be met with the existing range of courses. Given the demand, it would be desirable to differentiate the program more from B1 level onwards and supplement it with pre-sessional modules

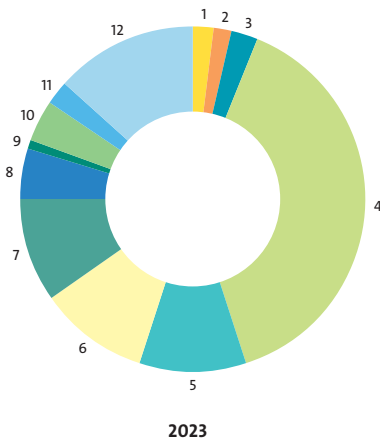


Course participants by language and target group

See pages 10-11 for more figures

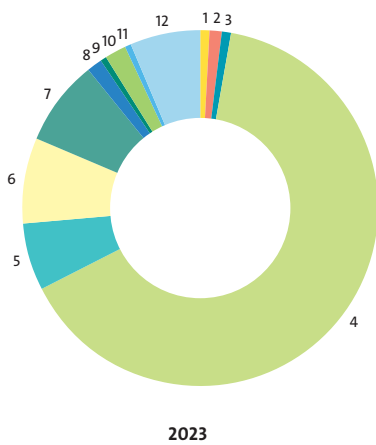
Bachelor's and Master's students

26



Languages	2023	2022
1 Arabic	132	129
2 Brazilian Portuguese	115	105
3 Chinese	161	178
4 German as a foreign language	2'511	2'292
5 English	658	777
6 French	661	638
7 Italian	628	668
8 Japanese	315	280
9 Modern Greek	55	44
10 Russian	247	238
11 Swedish	150	125
12 Spanish	851	826
13 Ukrainian	0	7
Total number of students (UZH and ETH program)	6'484	6'307

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



Languages	2023	2022
1 Arabic	18	23
2 Brazilian Portuguese	22	28
3 Chinese	18	28
4 German as a foreign language	1'330	1'270
5 English	128	166
6 French	158	134
7 Italian	161	166
8 Japanese	28	34
9 Modern Greek	13	7
10 Russian	42	48
11 Swedish	11	13
12 Spanish	127	127
13 Ukrainian	0	2
Total number of other target groups* (UZH and ETH program)	2'056	2'046

*incl. PHZH and ZHdK members

Tailor-made program: Additional information

German as a foreign language

Following the successful pilot project “Deutschkurse für die Professoren der ETH Zürich” (German courses for professors at ETH Zurich), a tailor-made program was developed for partners of professors, most of whom are part of the ETH dual-career program. Two courses are currently being offered at beginner level, and these were also opened up to UZH partners in fall semester 2023.

In the future, there are plans to convert the existing courses into a tailor-made format. Efforts are currently being made to establish a collaboration between the ETH and UZH Professorships Departments; this will be finalized in 2024.

English

In 2023, 14 of a total of 41 tailor-made English courses (compared to 42 in 2022) were held for UZH departments (9 for doctoral students, researchers, and post-docs, 4 for Bachelor's and Master's students, and one for administrative and technical staff (ATP)), including the Medical English courses at levels B2 and C1-C2 as part of the Faculty of Medicine's core elective 2 module (Wahlpflicht-Modul 2) of its specialized study program (Mantelstudium: Specialized study in biomedical sciences.

Foundations II). Twenty-three courses were held for ETH units (3 for Master's students, 16 for doctoral students and/or academic staff, and 4 for ATP). In addition, 2 courses were offered for joint UZH/ETH institutes and 2 for our partner institution, ZHdK.

The number of tailor-made courses – and thus also the number of course participants – decreased in 2023 compared to the previous year for various reasons: Some courses for smaller departments and institutes only take place every two years. Further, the courses offered by the Language Center compete with free courses offered by the ETH Library and with courses commissioned from other providers.

Italian

The existing "Italiano per medici" program with courses at A1, A2, and A2-B1 levels was continued as before. The D-HEST secures two thirds of the course places through its financial contribution, while the remainder is also available to members of the UZH.

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English tailor-made-courses for UZH

Client	Title	Number of courses	Number of lessons	Target group
UZH MeF: «Mantelstudium»	English for Medical Students	4	112	Master's students
UZH Department of Economics	Writing (in) economics	1	20	PhD students
UZH Department of Psychology	Writing research articles in psychology	2	40	PhD students
UZH Institute of Education	Writing for Publication in Education	1	20	PhD students
UZH Banking & Finance	Writing for publication in banking and finance	1	20	PhD students
UZH Institute for Computational Science (ICS)	Scientific writing in English for doctoral students	1	8	
UZH Computer Science (IFI)	Scientific writing for PhD students	2	40	PhD students
UZH/Children's Hospital	Writing for publication at the University Children's Hospital Zurich	1	20	Researchers
UZH Educational Development	English for Workplace Communication	1	16	Staff
Total		14	296	Participants: 199

English tailor-made-courses for ETH

Client	Title	Number of courses	Number of lessons	Target group
D-BAUG	Writing support	1	2	Master's students
D-BIOL	Writing scientific reports for MSc Biology	1	20	Master's students
D-GESS, Institute of Science, Technology and Policy	Reading in English workshop (ISTP)	1	8	Master's students
D-BAUG /Forschungszentrum Jülich	Scientific writing and research	1	6	Doctoral students
CSCS ETH Ticino	Presentations Workshop; Writing for communication in a scientific/technical context	2	24	Doctoral students
D-INFK	Writing for publication in computer science (WPCS)	4	80	Doctoral students
D-ITET/ NCCR Automation	Academic Writing for Publication	1	20	Doctoral students
D-MATL	Writing for publication in materials science	1	20	Doctoral students
D-MAVT	Scientific writing for publication in engineering	2	48	Doctoral students
Doctoral Administration	Scientific writing skills	4	13	Doctoral students
D-USYS, Atmospheric and Climate Science	Writing Workshop	1	3	Doctoral students
ETH Facility Services: Alarm Organization	Workplace Communication B1; English B1-B2	2	56	Staff (ATP)
ETH, Safety, Security, Health and Environment (SSHE)	Workplace communication (Kurse Niveau A1 bis B2)	2	56	Staff (ATP)
Total		23	356	Participants: 462

English tailor-made-courses for UZH/ETH

Client	Title	Number of courses	Number of lessons	Target group
Life Science Zurich Graduate School	Writing Fellow Training at Life Sciences Zurich	1	24	PhD students
Neuroscience Center Zurich (ZNZ)	Writing Research Articles in Neuroscience	1	24	PhD students, Postdocs
Total		2	48	Participants: 18

English tailor-made-courses for ZHdK

Client	Title	Number of courses	Number of lessons	Target group
ZHdK Continuing Education	Writing Emails in English	1	3.5	Staff
ZHdK PhD Research Commission	Doctoral and research writing	1	10	Master's students
Total		2	13.5	Participants: 13

UZH course program: Additional information

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

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

The total number of participants (408) is slightly below the previous year's level (480). The "Latin reading course" was not run in 2023. The next course is planned for fall semester 24.

In 2023, the Massive Open Online Course (MOOC) "Getting started: German at UZH" was developed with the help of the UZH University Teaching Fund. This autonomous online course is aimed at incoming UZH students but is available to all prospective students who have a Switch edu-ID login. A first test run is planned for fall semester 24.

The third-party funded START! Study program is in its third iteration. The format, which consisted of two DaF intensive courses (B1 and B2 levels) and two level- and target group-specific semester courses for German, were successfully maintained in 2023. Two level-specific semester courses in English were also continued. The option for participants to choose a second additional course from the semester program was also retained. This pilot project is scheduled to end in mid-2024, and a follow-up project has been launched.

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

In 2023, we once again offered a range of language acquisition modules, each consisting of 4 lessons a week during the semester; these have been integrated into the various faculty curricula since fall semester 2019 and are therefore exempt from fees for students of numerous Bachelor's and Master's degree programs at the Faculty of Arts and Social Sciences. Courses include: Basic Latin (Parts 1 and 2), Basic Greek (6 lessons a week), Basic Chinese (Parts 1 and 2), Academic English C1 (Part 1 and 2), Français B2 (Part I), Français C1 (Part 2), Italiano A2 (Part 1), Italiano B1 (Part 2), Basic Japanese (Parts 1 and 2), Basic Russian (Parts 1 and 2). For Latin, we also ran a more intensive version of the basic course (Basics of Latin express) of 7 lessons a week. Latin II (Latinum) and Greek II (Graecum) also took place in spring semester 2023.

Latin was a compulsory module in most study programs that have a compulsory language acquisition requirement, so modules in modern languages could only be chosen if students had already acquired Latin as a "Matura" subject (or equivalent) at high school.

Demand for the basic Latin courses remains very high: The number of participants (698) slightly exceeded the record number from 2022 (677). The courses are still very busy: There are places for 49-62 students on the 6 courses. In 2023, over 50 students were enrolled in the Basics of Latin express course (which offers the same material in one semester instead of two). The goal of enabling all registered students to take part in the course could only be achieved thanks to the great commitment of all lectu-

ers, who undertook extra work, especially with regard to grading papers.

As in the two previous years, one of the parallel Basic Latin courses was held as a purely online course. This course continued to generate considerable interest: This course was the first to be fully booked and also had the largest number of participants (62). A parallel course will continue to be offered as an online course.

30 In Ancient Greek courses, the numbers are in line with previous years (2023: 51; 2022: 59).

From fall semester 2024, participants whose degrees do not include a language acquisition requirement will pay a course fee for Latin and Greek courses (as they previ-

ously have for modern language courses). We are interested to see what effect this will have.

In most of the modern languages language acquisition modules that are taught exclusively face-to-face, the number of participants increased slightly in 2023 (264 students) compared to 2022 (234 students).

Further Services

Coaching

Number of coaching sets*	2023	2022
German as a foreign language	8 (65)	10
English	11 (33)	4
Romance languages	2 (48)	2

*number of sets of private lessons or coaching packages; in brackets: total number of lessons

Language certifications

Number of certifications	2023	2022
German as a foreign language	9	7
English*	2	5
Romance languages	10	20

*incl. English Assessment Test

Learning consultations

Number of learning consultations	2023	2022
German as a foreign language	14	12
English	13	13
Romance languages	50	65

Writing consultations

Number of consultations	2023	2022
German as a foreign language	13	5
English (Writing Center)	168	72

Self-Access Centers (SACs)

SAC Rämistrasse

In 2023, the SAC Zentrum changed its name to SAC Rämistrasse while retaining its tried and tested services. In 2023, supported cooperative learning options were offered in Arabic, German, English, French, Italian, Japanese, Portuguese, Russian, Swiss-German, and Spanish. The language meet-ups (including special formats such as "Unterwegs in Zürich" [out and about in Zurich] and a mini-series club) made up the largest share of these events. Most were held for DaF learners, which continues to be the largest SAC user group.

The number of users remained more or less stable compared to 2022. However, there were shifts in the number of users by language. The number of French and Portuguese users doubled, while the number of German users fell, which can be partly explained by the fact that the times available were not ideal. Loans have increased significantly compared to 2022, although interlibrary loans and courier orders are still not available.

Other priorities included modernizing the infrastructure, improving the visibility of the SAC, and optimizing internal procedures and processes, as well as expanding the available media. In summer 2023, the furniture and IT infrastructure were renewed, taking into account various user requirements. Most of the desks are now foldable and equipped with wheels. The permanently installed computers were replaced by laptops that can be used on site for those who have a library account.

The SAC Rämistrasse has implemented several projects to better advertise its services. For example, the range of short guides introducing the SAC for language course participants was further expanded. The content of the information events on autonomous learning was revised, and these events are now offered online and pre-sessionally in order to reach the widest possible audience. In addition, advertising on screens was relaunched in fall semester 2023, and work began on redesigning our promotion materials.

SAC Höggerberg

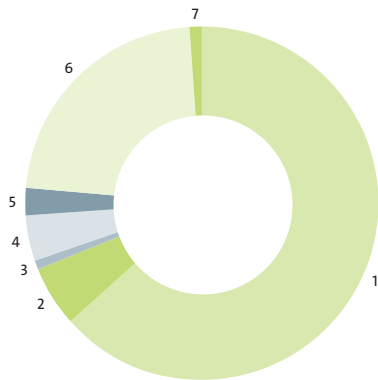
In 2023, a relatively large amount of time was invested in recruiting and training new student assistants. These are now gaining experience so they can provide our visitors with the best possible support.

In 2023, the program once again included language meet-ups on various cultural topics in order to promote discussions and exchange among our participants in the most motivating and interesting way possible. We ran book and film clubs in winter, and our virtual grand tours and museum visits to various countries were offered in summer. Finally, in the fall, we held our new "Sprachen lernen mit Liedern" (learning languages through songs) workshops, which also seem to be well received.

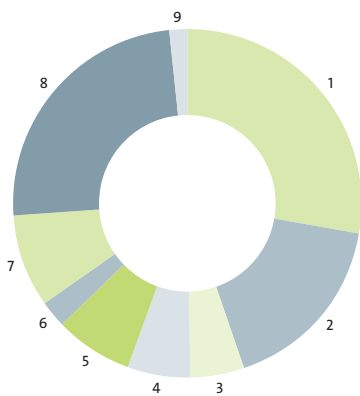
We also continued our collaboration with colleagues from other European language centers (Paderborn, Leipzig, Neuchâtel, and Brno) to offer our "Lernen lernen" (learning to learn) training sessions, which were again well attended this year. The topics proposed in 2023 were: Using artificial intelligence when writing in a foreign language, organizing a weekly schedule (with lots of language learning), learning in tandem, promoting speaking skills, and language learning with audio books.

Individual language consultations, class visits from the Language Center, and above all a lively borrowing of our media once again rounded off the Self-Access Center Höggerberg's program in 2023.

For various reasons (more face-to-face courses, student workload), the number of registrations for learning activities fell compared to the previous year (from 1019 to 783). However, media loans rose to a record high (see chart on page 15).



Number of participants SAC Rämistrasse



Number of participants SAC Höggerberg

Tutored events at SAC Rämistrasse

Events	Number of events	Number of participants
1 Language meet-ups	54	1'177
2 Language meet-up: Out and about in Zurich	4	104
3 Book clubs	1	14
4 Games events	52	80
5 Tandem Information events	4	44
6 Introduction for Language Center classes	62	418
7 Introduction to autonomous learning	1	18
Total	112	1'855

Tutored events at SAC Höggerberg

Events	Number of events	Number of participants
1 Language meet-ups	24	219
2 Book clubs	9	133
3 Writing workshops	4	39
4 Learning a language at the museum	5	46
5 Learning languages through songs	5	55
6 Film clubs	2	20
7 Grand tours	5	68
8 Information events	6	191
9 Learning languages with games	2	12
Total	62	783

Information about SAC users*

	SLZ Rämistrasse
Independent, i.e. not doing a language courses	1'937
Tutored events	1'855

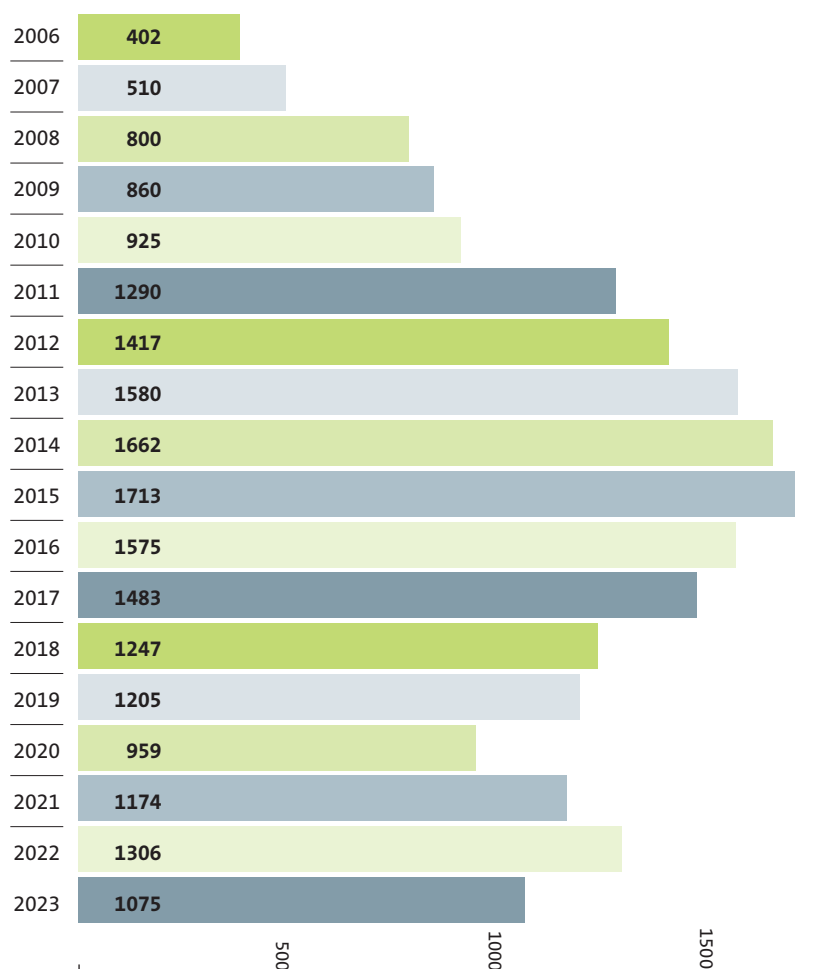
University affiliation of SAC users*

University	SLZ Rämistrasse
UZH	2'272
ETH	1'125
Other / no details	395

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

Tandem placements

Placements from 2006 bis 2023



2023 placements

Target language	number of placements
Arabic	8
Brazilian-Portuguese	9
Chinese	62
Croatian	2
Danish	3
Dutch	7
English	74
Farsi	3
French	170
German	424
Hebrew	2
Hindi	7
Hungarian	4
Indonesian	1
Italian	83
Japanese	43
Korean	19
Modern Greek	1
Norwegian	4
Polish	1
Portuguese	3
Russian	19
Serbian	2
Spanish	63
Swedish	2
Swiss-German	47
Tamil	2
Turkish	4
Ukrainian	4
Total	1'075

Events and collaborations

Cooperation with UZH Career Services

Four in-person workshops were offered in 2023: Each semester, one «Job applications in English» workshop and one «Writing cover letters in English» workshop were held as part of the UZH Career Services program.

Cooperation with the Office for Continuing Education

Center for University Teaching and Learning

In 2023 the «Teaching in German: Lehren in der Fremdsprache Deutsch» course was held as part of the UZH and ETH didactica program, and the «Teaching in the English-speaking classroom» workshop was run with a colleague from the university's Continuing Education department.

UZH Continuing Education

As part of the English at Work program for UZH employees, a total of 15 courses were taught by Language Center lecturers:

«Im Arbeitsalltag auf Englisch kommunizieren» (Communication at work): 4 online courses with a total of 52 participants

«Englischsprachige Texte im Büroalltag» (English tests for the office): 3 online courses with a total of 19 participants

«E-Mails auf Englisch verfassen» (Writing emails in English): 8 online courses with a total of 61 participants

In 2023, as part of the Program for Professors, a course entitled Administrative German for Professors was run with 7 participants.

Staff exchanges with partner institutions at European universities

The promotion of benchmarking, organizational development, and continuing education through staff exchange projects, which was introduced in 2011, enjoyed lively activity in 2023, although funding from UZH was only available for outgoings staff.

Existing contacts led to new exchanges:

A visit and a return visit took place between the Arabic lecturers and the Language Center of the University of Leipzig. An English lecturer from the Language Center of the University of Brno, Czech Republic, visited Zurich and gave a presentation on autonomous learning as part of the events offered at our Self-Access Center.

In addition, our lecturers made new contacts through a visit to Charles University in Prague, Czech Republic (French exchange) and to Jagiellonian University in Krakow, Poland, as part of the Erasmus+ Staff Week (Spanish exchange).

The director of the Language Center of the University of Oldenburg and the director of the Language Center of the Hebrew University of Jerusalem visited the Language Center. This resulted in a productive exchange for all parties about the many common issues at our language centers.

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

<https://ssh-ches.ch>

The General Meeting held on 10 March 2023 at the HEG Fribourg was chaired for the last time by Stefanie Neuner-Anfindsen and Elisabeth Paliot. At the meeting on 20-21 October 2023 at the USI in Lugano, Sara Cotelli was elected the new co-president.

On 15 June 2023, the SSH-CHES-CSUS held a Swiss-wide training course on machine translation literacy at the University of Neuchâtel (with a research colloquium on the following day), which was very well received by the lecturers. The members of the Digital Literacy@SUEZ project group were able to put forward their concerns and questions.

Meeting of Italian lecturers at Swiss language centers

In 2023, a group of Italian lecturers from Swiss university language centers met twice for an exchange. Lecturers from the universities of Basel, Lausanne, Lucerne, St. Gallen, Ticino, and Zurich were present.

The main topics were inclusive language use and the role of automatic translation tools and AI in our courses. In addition, a further training course was held under the direction of Sara Aloatti (lecturer in Italian didactics at UZH).

CercleS (European Confederation of Language Centres in Higher Education)

www.cercles.org

As a result of the findings of the panel discussion at the international CercleS conference in September 2022 on the future direction of CercleS, strategic goals for 2023 and 2024 were developed in collaboration with the coordinating committee. The focus was on developing and supporting activities for lecturers through scholarships and initiatives.

In 2023, the organization also successfully held regular webinars on didactic and leadership topics as well as on selected issues from its "Language Learning in Higher Education (LLHE)" journal in order to promote networking and peer learning among members. The webinar and workshop on machine translation and on cooperation projects within the framework of European cooperation were particularly successful.

Collaboration with the European Centre for Modern Languages of the Council of Europe was successfully continued through participation in the Professional Network Forum and a project submission.

The support for Ukrainian colleagues, which began in 2022, continued through free individual honorary memberships and additional scholarships for participation in university training courses.

Staff

Permanent employment

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

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

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Permanent employment expressed as full-time equivalents	Management and admin staff	Lecturers		
		Total	Monatslohn	Stundenlohn
Modern languages	8.74	24.47	20.28	4.20
Ancient languages	1.80	0.72	0.63	0.09

Service contracts and services provided by third parties

In addition to remuneration on the basis of services rendered, in 2022, some individual services were once again remunerated on the basis of flat-rate payments. Some of the Ancient Greek courses were taught by a lecturer who is employed by a Cantonal high school. Library work was undertaken by a librarian employed by a different UZH unit.

	Flat-rate payments (number of lessons)	Services provided by third parties
Modern languages	164	
Ancient languages		196

Student assistants and tutors

	Number of staff	Number of hours per person	Total number of hours
DaF Intensive Course assistants (inkl. START! Study)	29	88	1'676
Self-Access Center Rämistrasse	7	various	2'069
Self-Access Center Höggerberg*	5	various	1'400
Student assistants, Secretariat	1	various	15

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

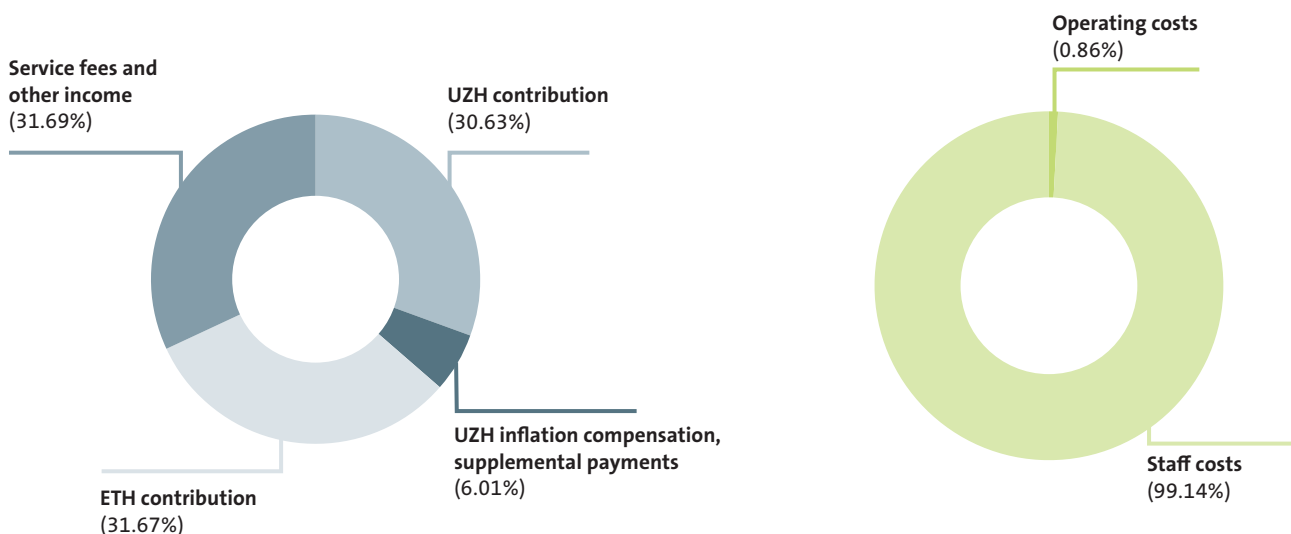
Budget and financial statement

UZH und ETH Zurich program

Source of funds 2023	Budget 2023	Financial statement 2023	Balance
UZH contribution	1'500'000	1'500'000	0
UZH inflation compensation and supplemental payments	264'500	294'300	-29'800
ETH contribution	1'547'800	1'550'900	-3'100
Language Center funds (Service fees and other income)	1'538'000	1'551'900	-13'900
Total (in CHF)	4'850'300	4'897'100	-46'800

Resources 2023	Budget 2023	Financial statement 2023	Balance
Operating costs	120'700	42'000	-78'700
Staff costs	4'737'600	4'836'700	99'100
Total (in CHF)	4'858'300	4'878'700	20'400

Final balance 2023 (in CHF)	-26'400
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On the basis of the financial model defined in the agreement on the Language Center between UZH and ETH Zurich and signed on 30 November 2017, since 2018, both universities agree to contribute a fixed amount of funds towards the Language Center's common core program. Additional funds can be made available on agreement for separate services offered solely to UZH members or solely to ETH Zurich members. Losses and profits for the joint services are borne solely by UZH.

The 2023 financial statement shows a positive balance. The higher staff costs were offset through additional income and lower spending on operating resources.

Budget and financial statement

UZH program

UZH invested separate funds for language courses for UZH students in the reporting year 2023.

Source of funds	Budget 2023	Financial statement 2023	Balance
UZH contribution	162'900	170'900	8'000
Course fees	48'400	48'100	300
Income (in CHF)	211'300	219'000	-7'700

Expenses 2023	Budget 2023	Financial statement 2023	Balance
Staff costs	211'300	219'000	7'700

Final balance 2023 (in CHF)			0
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UZH PhF program

Source of funds	Budget 2023	Financial statement 2023	Balance
UZH contribution*	654'400	649'200	-5'200

*incl. CHF 27'000 operating funds PhF

Third-party funds (START! Study courses)

Ertrag 2023	Budget 2023	Financial statement 2023	Balance
Third-party funds (Arcas Foundation)	8'400	8'400	0
UZH contribution	98'500	97'200	1'300
Total	106'900	105'600	1'300

Expenses 2023	Budget 2023	Financial statement 2023	Balance
Staff costs	93'000	87'900	-5'100
Operating costs	9'500	9'500	0
Total	102'500	97'400	-5'100

Final balance 2023 (in CHF)			-3'800
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Budget and financial statement

Tailor-made program

Revenue 2023	Budget 2023	Financial statement 2023	Balance
Contributions from UZH and ETH institutes and programs	234'500	250'500	-16'000

Expenses 2023	Budget 2023	Financial statement 2023	Balance
Staff cost	241'200	233'700	-7'500

Final balance 2023 (in CHF)			-23'500
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ETH program

ETH invested separate funds for the services of the SAC Höggerberg in 2023.

Source of funds	Budget 2023	Financial statement 2023	Balance
ETH contribution Staff	CHF 45'000	CHF 43'000	CHF 2'000
Operations and infrastructure*	CHF 45'000	CHF 44'000	CHF 1'000
Total (in CHF)	CHF 90'000	CHF 87'000	CHF 3'000

*incl. full salary cost for Anna Dal Negro's part-time position, which is charged to UZH.

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Director Language Center

Presentations and publications

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



Management and admin team



Missing from the pictures: our IT-team



On a new path...

Impressum

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