



NUI MAYNOOTH

Ólascas na hÉireann Mhá Nuad

**Quality Review of the
Language Centre
10-12 March 2010**

Peer Review Report

Peer Review Group:

External Reviewers: Dr Waldemar Martyniuk, Director of the
European Centre for Modern Languages,
Council of Europe;
Pól Ruiséal, Stiúrthóir Ionad na Gaeilge
Labhartha, UCC, Corcaigh.

Internal Reviewers: Dr David Redmond, Registrar, NUIM;
Dr Thomas O'Connor, Dean of Faculty of Arts,
Celtic Studies & Philosophy, NUIM.

1. Introduction

The overall contemporary context within which the Centre operates is clearly set out in part of the Introduction to the Self Assessment Report and we reproduce it here with minor emendations (with LC permission).

1.1. Departmental Profile

The principal mission of the Language Centre, in keeping with the Strategic Goals of the University and as we understood from our review discussions, is to provide quality language teaching and training which respond to changing educational environments both within the University and the community it serves. The Language Centre was established in 1971 to provide language support for the language departments and language tuition for the general public. The scope of the work of the Centre has widened considerably since its inception almost 40 years ago and now includes training of professional translators, training of teachers in Irish as a second language, language testing and a number of other cultural/teaching activities serving not only the local community but also the wider international university community.

1.2. Student profile

Language Centre learners (of whom we met a representative group) are varied and many. Most undergraduate language students are post-Leaving Certificate students who have entered university straight from secondary school. A high percentage nevertheless is made of mature students and this group will increase in number over the coming years. About 80% of students from the Department of Spanish are 'ab initio' learners while only about 10% of German students fall into this category. Students of French and Irish must have Leaving Certificate level to enter undergraduate courses. A small number of students of Irish enter via the Diplóma sa Ghaeilge. Courses in 'ab initio' Irish are taught to international, principally American, students who have joined the university through the Junior Year Abroad or the Erasmus programmes. Students taking the Diplóma sa Ghaeilge, the Diplóma Iarchéime san Aistriúchán agus san Eagarthóireacht (ar líne) and the Teastas i Múineadh na Gaeilge d'Aosaigh are all mature students, Irish, and from a variety of professional backgrounds. Candidates taking the TEG examinations come from a variety of professional and linguistic backgrounds.

1.3. Learning, teaching and research environment

While language teaching and training remain the key focus of the Language Centre activities, the environment in which its work takes place is significantly influenced by a number of key factors; among which are:

- Decreasing number of students taking languages at university nationally
- Increased internationalisation of the university campus
- Increased multilingualism nationally
- The introduction of the Official Languages Act 2003
- The closure of the Institiúid Teangeolaíochta Éireann (Institute of Linguistics) in 2003
- The introduction of the Common European Framework of Reference for Languages: learning, teaching, assessment (2001)
- Increased Internet accessibility

2. Self-Assessment Report (SAR)

The Report was well presented and gives a broad and accurate account of the many language programmes and activities taking place in the Centre. It highlighted difficulties which relate to understaffing, underfunding, lack of appropriate accommodation and a lack of central university planning. The Peer Review Group (PRG) expected to find in the SAR a detailed SWOT study, a more complete quality improvement plan as well as surveys providing a review of the Language Services within the university community and of attitudes to languages and language teaching in general. Further comprehensive synthesis of the individual course surveys could assist in the creation of a more cohesive set of conclusions regarding further improvement of these courses and of pedagogic approaches.

3. Main findings

The LC has developed and is conducting an impressive scope of activities – exceeding by far what may be considered a ‘standard’ service offered by a university language centre. It has accumulated unique expertise in language teaching and assessment and initiated networks within its discipline while expanding its offerings at academic, professional and community levels. This successful development is based on a number of strengths that the LC can rely on and offers clear opportunities for further expansion but has also created some challenges to be addressed in the nearest future. The LC strengths include:

- strong, energetic and efficient leadership, strong interpersonal skills of the LC director;
- highly devoted and qualified staff;
- flexible, need-driven mode of operations, open for innovations and new initiatives;
- openness and will to co-operate on university, community, national and international level.

Based upon the significant expertise and experience accumulated so far, the LC's services can be certainly expanded further in areas where the work already started, such as:

- EFL/ESOL courses;
- Certificate examinations in Irish;
- translation/interpretation into/from Irish;
- editing in Irish;
- testing and assessment – specifically by providing expertise in relating language assessment to European standards (Common European Framework of Reference for Languages and European Qualifications Framework);
- on-line courses;
- summer programmes.

The current wide-scope activities of the LC and the potential further expansion of its operations bring with them a number of challenges to be dealt with. These include:

- lack of strategy and focus, possible diffusion of efforts;
- lack of understanding for and recognition of non-standard activities undertaken by the LC among university authorities and faculty;
- understaffing (core team);
- insufficient and/or inadequate infrastructure;
- quality assurance, specifically related to off-campus activities;
- provision of adequate in-service teacher training;
- potential imbalance between on- and off-campus activities.

General conclusion:

The LC has certainly a potential to become local and national centre for excellence in language teaching and assessment. Sufficient expertise and experience is provided, links to international networks are well established – what is needed is a decision, a strategy, and an implementation plan. The PRG recommends to review and evaluate thoroughly what has been done and achieved so far by the LC, define strategic objectives to be reached by the LC in the nearest future, prioritise its activities, and provide appropriate means to ensure an adequate level of its services – in agreement with an overall language policy adopted by the university to begin with.

4. Specific recommendations

4.1. Overall strategy

The members of the Peer Review Group were impressed by the range of activity covered by the Centre, its many awards and by the positivity and energy of its small core staff. Even though languages such as Russian, Arabic, Japanese and Korean were not being taught, those that were included, were well subscribed and were delivered by a dedicated and enthusiastic staff in a professional manner. The Centre is involved successfully in the creation of courses on campus (e.g. language modules for the BA in Irish, French, German, Spanish; An Diplóma sa Ghaeilge) off campus (e.g. Teastas i Múineadh na Gaeilge d'Aosaigh, Teastas Eorpach na Gaeilge-TEG) and on line (e.g. Diplóma Iarchéime san Aistriúchán agus san Eagarthóireacht). Ba thábhachtach leis an PRG an bhéim chúramach, sholúbtha, straitéiseach a bhí á leagadh ar an nGaeilge bheo mar theanga oibre agus mar ábhar taighde agus teagaisc i gcomhthéacsanna éagsúla sa Lárionad Teanga. (Translations may be found in Appendix 3.) Given the breadth and depth of involvement in so many domains and in consideration of the various demands arising there from, it was considered important by the PRG that a process of re-evaluation, refocusing of overall activity, of strategic planning for the Language Centre be initiated.

Recommendations (1)

- That an Advisory Group on Language Policy at university level be established in consultation with the Language Centre, in the Faculty of Arts,
- That co-operation with other Faculties be explored with a view to creating further optional language modules for all students in applied skills domains,
- That strong links with the Department of Modern Irish be maintained and that possibilities of similar beneficial co-operation and of closer contact with the other Modern Languages Departments, be further explored,
- That a languages and bilingual policy document (relating to Irish) setting out general terms of reference, precise directions, clear priorities and objectives, be prepared – the university could re-evaluate in such a document the importance of its Language Centre's strategic function,
- That closer links with Oifig na Gaeilge be created in the context of the bilingual section of a languages policy document, of the general provisions of both the Universities Act (1997) and of the Official Languages Act (2003),
- That a Quality Improvement Plan based on the policy document be adopted, setting out specific actions, 'actors', timeframes, funding sources to be identified and carried through in the short term (1 year), medium term (2 years) and longer term (4 years),

- That annual and other reports be prepared in the contexts of general policy and within the parameters of targets delineated in the quality improvement plan.

Language Centre's Activities It was self-evident to the Peer Review Group (PRG) from the Self-Assessment Report and from meetings with the representatives of beneficiaries of its pedagogic services that the Language Centre is involved in a very wide range of specific language teaching activities within NUIM, in NUIM's hinterland and on line internationally, including the certificate course being run in the Centre Culturel Irlandais, Paris. These embrace the provision of particular courses in a number of languages for students and staff of the University, for members of the public and for external targeted groups *e.g.* Kildare Community Development, Fulbright Commission, and teacher training for teachers of adults.

4.2.1 Courses on campus

One hour of language teaching is provided in each year of the BA programme for each of the Departments of Irish, French, German and Spanish. The surveys show that a demand for modern digital language laboratories is increasing while over 40% of respondents in this domain would appreciate an extra hour of conversation class per week. Students of the *Dioplóma sa Ghaeilge* also seek an extra hour of conversation class and it would seem that the course held in Kilkenny would need some re-organisation. It was noted by the PRG that there exists a need for a supportive language infrastructure encouraging the setting up of language societies and the organising of extracurricular activities during which the various target languages could be used naturally. The other on campus courses *e.g.* the International Foundation Course for international students, the Intensive Summer Programme in English for prospective undergraduate and postgraduate overseas students, while operating within minimal staffing arrangements, work well.

Extra-mural courses in nine languages including Irish are available to staff, students and members of the public. While learners are very positive in relation to these courses there has been a significantly high drop-out rate since 2005 at 55%. Tá ag éirí go maith leis na foghlaimoirí sin a fhanann sna cúrsaí áfach agus go háirithe leosan a fhanann sna cúrsaí Gaeilge. Tá meon dearfach i leith na gcúrsaí seo á chur in iúl sna foirmeacha ais-eolais. (Translations may be found in Appendix 3.)

4.2.2 Courses off campus

Is léir go bhfuil gá leis an Teastas i Múineadh na Gaeilge d'Aosaigh (TGMA) agus tá méadú thar dhá bhliain ar líon na mac léinn ó 7 go 14. Tá ag éirí go sásúil leis an gCúrsa seo. (Translations may be found in Appendix 3.)

The Teastas Eorpach Gaeilge (TEG) while being innovative and pioneering offers all levels of the Common European Framework Reference except level C₂. With better resources all levels could eventually be covered. It is available with dedicated website and certain external organisations *e.g.* Fingal and South Dublin County Councils were given preparatory TEG courses. Some 460 students took TEG examinations in 2009. Its qualitatively validated

link to the renowned ALTE (Association of Language Testers in Europe) testing framework is also very important and renders to the TEG international standing.

EFL or English as Foreign Language courses as provided to Kildare Community Partnership are most successful but a much greater selection of courses at various fluency levels could be provided if some extra teaching staff were employed in this domain.

The Certificate in Irish Language and Contemporary Irish History and Culture is held throughout the academic year in the Centre Culturel Irlandais, Paris. This is a most worthwhile extension of the work of the LC and highly commended by PRG. It is a combination of language classes (55 hours) and cultural seminars (4). Some 46 learners attended 2008-9 and were very successful. It appeared to the PRG however that 'ab initio' language learners would require at least 80 hours per year and that 55 hours would be insufficient to make meaningful communicative progress in Irish at complete beginner level.

4.2.3 On-line support and courses

The on-line support provided for customising language resources, translation facilities and focused internet and live TV access, is impressive. The excellent imaginative collaboration with the Fulbright Commission enables weekend programmes on Irish language and culture and short training courses in teaching Irish, to prospective Foreign Language Teaching Assistants to take place, in conjunction with the crucial support of a dedicated website 'teanga.ie'.

The flagship language course taught professionally on-line is An Dioplóma Iarchéime san Aistriúchán agus san Eagarthóireacht. Some 33 students took the two year course in 2008-9 that was excellently organised and taught, as evidenced by student feedback and teaching staff discussion. Training in the virtual learning back-up software Moodle is now required and more effective targeted advertising of this special course will ensure its durability.

Recommendations (2)

In order to further broaden and deepen language course provision, while mindful of severe resource restriction, it is recommended in the context of the proposed Language Policy Document and the Quality Improvement Strategic Plan:

- that the University consider the following proposals which have resource implications:
 - language coordinators be employed so that university-wide modules be provided not only in Chinese but in each of the other main languages including Irish,
 - that a languages for all policy be set in train in conjunction with these coordinators, that is, that courses both certified and non-certified/voluntary at each of the European Framework levels be provided in a limited number of key

- languages to every single student in the University on an open-door availability basis e.g. “An Cúrsa Deonach Gaeilge” in UCC
- that the English language coordinator further develops the ESOL, EFL and CELTA courses and seminars both within and outside the university,
 - that the Irish language coordinator completes the TEG portfolio of language levels (CEFR) and associated examination provision and administers in a full-time role the TGMA (Teaching of Irish to Adults),
- that the teaching of conversational Irish in both university and external communities be extended,
 - that optional relevant language modules be offered in the other Faculties of the University e.g. Business, Engineering, Sciences,
 - that consideration be given to offering other applied skills e.g. IT, Media, Journalism, initially in the LC at Introductory Level and in cooperation with other University units if appropriate through the medium of certain target languages,
 - that LSP courses for bilingual services as provided by NUIM and other staffs, be offered in the context of the Official Languages Act (2003) and in association with Oifig na Gaeilge, OÉM,
 - that participation in ‘ab initio’ courses by overseas Erasmus, Tempus students emanating from Continental Europe, be increased with the assistance of the International Education Office,
 - that systems of quality control particularly for off campus courses be set in train on a tighter more rigorous basis so that higher rates of participation and satisfaction with key elements of syllabus and pedagogy, are achieved,
 - that attention be given to the need for expertise in relation to professional language testing in Irish and the other languages. The need to train more teachers to test correctly is essential in the context of the application of the CEFR language levels to courses and the LC membership in ALTE.

4.3 Infrastructure

The external peer review group visited the Language Centre facilities which are contained in the Arts Building, South Campus. It appeared to the Peer Review Group (PRG) that there is a severe lack of space in both offices and teaching classrooms. Some offices were shared, which further compounded the spatial deficit. The tutors’ office was completely inadequate to accommodate the Centre’s large number of tutors. Some offices and classrooms did not have windows which meant that no natural daylight could filter through and were in a poor state of repair. While these rooms were very small, minimal spatial measurements (HEA) were observed however. The multimedia room and one office have been converted from being a former medium size radio studio. While the room was well fitted with media equipment it was noted that given the large numbers of students using the Centre, two such facilities would need to be provided in the medium term.

Recommendations (3)

- That the University consider the following proposals, which have resource implications:
 - That the Language Centre be given high consideration when space is reallocated in the Arts Building in the near future or that a dedicated building be provided with all necessary space for the Language Centre and that such a development be earmarked in NUIM's general strategic plan,
 - That a second multi-media 'digilab' room at least be provided (three or four such rooms are sought by language teachers) and that the Tandberg Analogue language laboratories be replaced with flexible IT digital facilities with appropriate Internet access as soon as feasible,
 - That Tandem Language Learning similar to the system introduced by Helmut Brammerts at the University in Bochum, Germany, be initiated using 'email' and the Internet,
 - That up to date equipment *e.g.* interactive whiteboards, video and TV monitors, CD and DVD players be provided in each language classroom and that classrooms with windows and of more reasonable size, be provided,
 - That access to basic technical, catering room and other services be provided on Saturdays to attend to needs of part-time/on-line courses which assemble throughout the year on the sixth day of the week, if student numbers warrant such provision

4.4 Staffing

The NUIM LC members of staff (44 in total) are very positively engaged in ensuring the overall success of the Centre. The PRG were impressed by their energy, application, dedication and satisfaction levels. They were happy to participate in a professionally run enterprise and experience positive ownership of their varied responsibilities. The PRG noted that the small number of kernel staff (6 in total) were functioning at capacity and that, notwithstanding the State demand for a 6% staff reduction 2008/10 across the university, the LC cannot develop further in a significant way without the acute need for extra key full-time staff being addressed. All key full-time staff whether on contract or otherwise, should be given permanent status with the agreement of the relevant staff members, and of the university in the PRG's view.

Recommendations (4)

- That the University consider the following proposals, which have resource implications:

- That full-time language coordinators for languages taught within academic university system, be appointed; that more than one language coordinator be appointed where absolutely necessary, *e.g.* for English, Chinese, Irish (as recommended in COURSES section of this REPORT),
- That the present number of core staff (6 in total) be consolidated by at least renewal of various contracts, if not the relevant key posts being made full-time and permanent, which would be the PRG preferred option; that a second secretary be appointed to LC secretariat,
- That the formal teaching qualifications of all teaching staff be given priority at times of contract renewal/appointment,
- That regular staff meetings and language teacher meetings be held to enable sharing of information and discussion ‘de vive voix’ of issues of common concern,
- That teacher exchange and relevant staff mobility occur *c/o* TM Socrates Programmes of the EU between the LC and overseas universities in order to enable improvement by detailed comparison in all domains of language promotion and pedagogy,
- That in-service courses be held at least once a year to enable continuous training and motivation for third level language (NUIM LC) teachers in their subject areas; that they be motivated to study, research and publish relevant articles in language journals, etc.,
- That membership of the Professional Language Centre Association AULC be continued and that more language administrators and teachers be encouraged / facilitated to attend its meetings.

4.5 Funding

The successful sourcing of funds for the operation of such a broad range of language programmes and activities at so many levels and involving such a large number of target groupings, is of great importance. University funding of the LC is crucial and enables the setting up of co-operative ventures like that with the Fulbright Commission, the Centre Culturel Irlandais, the CLARIN project or internally with An Foras Feasa. The provision of targeted EFL and ESOL courses which are charged at the full rate, succeed in generating substantive income given the acute demand for such courses. Should under-resourcing occur inadvertently or otherwise *e.g.* more funds might be provided for language materials resourcing and advertising of the on-line Translation Postgraduate Diploma, the matter ought to be examined carefully, priorities re-visited and new funding possibilities identified.

Recommendations (5)

- That State PRTLI and European Union Framework Programmes for Languages Promotion and Pedagogy be examined and if appropriate, that careful strategic application be made,

- That external and internal partnerships and in particular those which generate seed, matching or other funding, be continued and strengthened,
- That altruistic financial benefactors (individual or corporate) be identified confidentially in consultation with the University Foundation, Marketing and Finance Offices, cf Toyota Funding for Irish, UCC, C/O Tim O'Mahony
- That the LC consider charging appropriate fees to internal and external customers for consultation, translation, document design services rendered, for equipment, for interpreter services at conferences etc.,
- That mutually beneficial links to NUIM's hinterland Gaeltacht i.e. Gaeltacht Ráth Chairn be re-explored in the context of co-operation with Comharchumann Forbartha Ráth Chairn and the State Roinn na Gaeltachta and Údarás na Gaeltachta / Gaeilge.

4.6 Public Relations

The NUIM LC has been quite successful in its publicity campaigns in several media over many years. Such activity supports its national and international standing, increases participation by language learners, attracts the better language teachers and ensures provision of adequate resource material and in particular the investment of key funding in both pay and non-pay domains. The judicious use of dedicated on-line websites, newspaper, journal and other advertising is noted but the LC public profile could be raised further in the view of the PRG, were the following recommendations also taken into consideration:

Recommendations (6)

- That the LC, in consultation with the University, consider the following proposals, which have resource implications:
 - The formulation of a brief mission statement and motivating motto in conjunction with the central unifying LC symbol,
 - The production of an up to date short promotional video in a number of languages and of broadcast standard, on the varied activities of the LC,
 - The publication of a monthly on-line LC Newsletter in at least Irish and English,
 - The continual updating of websites, the addition of the promotional video and LC newsletter to the core website, facilities for complete application to courses being enabled on-line,

- To establish closer and better modes of communication with the International Education and Public Relations Offices so that positive PR aspects of language programmes in Paris, France and Alcala, Spain are used to the benefit of the NUIM LC,
- Increased participation in language, lifelong learning exhibitions; radio, TV and Newspaper discussions; in on-line platforms e.g. Twitter, Facebook, ‘Webinars’ throughout the year.

5 The review process

The Peer Review Group was appreciative of the efficient organisation of the timetable and of the advisory support as provided by the Quality Promotion Office. It also appreciated the opportunity to meet within the two day period a wide range of representatives of people who avail of the NUIM Language Centre’s language programmes and activities and a broad cross-section of members of NUIM staff who interact regularly with the Centre. Ba mhór ag an nGrúpa chomh maith an plé bríomhar a bhí aige leis na mic léinn agus leis na baill foirne i dteangacha éagsúla agus go háirithe sa Ghaeilge, rud a léirigh go raibh ag éirí go maith le cur chuige gaelach agus ilteangach Lárionad Teanga OÉM.

The timetable for the various discussions and interviews is inserted as Appendix 1.

Dr Waldemar Martyniuk

External Reviewer

Pól Ruiséal

External Reviewer

Dr David Redmond

Internal Reviewer

Dr Thomas O’Connor

Internal Reviewer

APPENDIX 1**LANGUAGE CENTRE QUALITY REVIEW****WEDNESDAY 10 MARCH 2010**

TIME	DETAIL	PURPOSE OF MEETING	VENUE	PRESENT
9.50	Depart from Glenroyal Hotel by taxi		Foyer, Glenroyal Hotel	Dr Waldemar Martyniuk Pól Ruiséal
10.00 – 10.30	Introduction	Discuss timetable, logistical issues & paperwork	Council Room	Dr Waldemar Martyniuk Pól Ruiséal Marguerite Lohan
10.30 – 11.00	Welcome from the Deputy President	Welcome to the University	Council Room	Dr Waldemar Martyniuk Pól Ruiséal Professor Jim Walsh
11.00 – 11.30	Meeting with Acting Director of Quality	Discuss Quality Review process	Council Room	Dr Waldemar Martyniuk Pól Ruiséal Professor Jim Walsh
11.30 – 12.30	Peer Review Group Meeting & Tea/Coffee	Provide relevant information regarding the Language Centre	Council Room	Dr Waldemar Martyniuk Pól Ruiséal Dr David Redmond Dr Thomas O'Connor
12.30 – 13.00	Meeting with Director of Language Centre	Discuss any matters arising from the Self Assessment Report	Council Room	Dr Waldemar Martyniuk Pól Ruiséal Anne Gallagher
13.00	Walk to Pugin Hall			Dr Waldemar Martyniuk Pól Ruiséal Anne Gallagher
13.05 – 14.05	Lunch (with table service) with Director of Language Centre		Pugin Hall (Table reserved for Quality Promotion)	Dr Waldemar Martyniuk Pól Ruiséal Anne Gallagher

14.05	Walk to President's Boardroom			Dr Waldemar Martyniuk Pól Ruiséal Marguerite Lohan
14.15 – 15.00	Meeting with Heads/Acting Head of Modern Languages	Discuss School of Modern Languages' relationship & interaction with the Language Centre	President's Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Professor Florian Krobb (Head of School of Modern Languages) Dr Arnd Witte (German) Dr Catherine O'Leary (Spanish)
15.00 – 15.30	Meeting with Director of Research Institute	Discuss An Foras Feasa relationship with the Language Centre	President's Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Professor Margaret Kelleher (An Foras Feasa)
15.30 – 15.50	Meeting with Consultant	Questions & Discussion re the Language Centre	President's Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Ailín Ní Chonchúir
15.50 – 16.15	Private Discussion		President's Boardroom	Dr Waldemar Martyniuk Pól Ruiséal
16.15 – 17.15	Meeting with Undergraduate Students & Refreshments	Feedback from Undergraduate Students	President's Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Undergrads x 12
17.15 – 17.30	Private Discussion		President's Boardroom	Dr Waldemar Martyniuk Pól Ruiséal

17.30-18.15	Meeting with Stakeholders & Tea/Coffee	Questions & Discussion re the Language Centre	President's Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Colleen Dube, Director, Fullbright Commission Eliska Schneiderova, Community Development Worker, Co Kildare Leader Partnership Marie Riney, NCCA Graduate, Ard-dioplóma san Aistriúcháin Máire Ní Chrábháin, Graduate, TMGA course
18.15	Return to Glenroyal Hotel			Dr Waldemar Martyniuk Pól Ruiséal
19.15	Depart by taxi to Becketts Restaurant		Foyer, Glenroyal Hotel	Dr Waldemar Martyniuk Pól Ruiséal
19.30	Dinner		Becketts Restaurant	Dr Waldemar Martyniuk Pól Ruiséal Dr David Redmond Dr Thomas O'Connor Anne Gallagher
21.45	Depart by taxi to Glenroyal Hotel		Foyer, Becketts Hotel	Dr Waldemar Martyniuk Pól Ruiséal

THURSDAY 11 MARCH 2010

TIME	DETAIL	PURPOSE OF MEETING	VENUE	PRESENT
08.40	Depart from Glenroyal Hotel			Dr Waldemar Martyniuk Pól Ruiséal
09.00 – 09.40	Tour of the Language Centre	View Language Centre facilities	Meet at Front Door of Arts Building	Dr Waldemar Martyniuk Pól Ruiséal Anne Gallagher
09.40	Walk to John Hume Boardroom		Meet at Front Door of Arts Building	Dr Waldemar Martyniuk Pól Ruiséal Marguerite Lohan
09.45 – 10.55	Meeting with Tutors (Occasional Staff) & Refreshments	Questions & Discussion re the Language Centre	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Tutors x 10
11.00 – 11.20	Meeting with Professor of Modern Irish	Discuss the Department of Modern Irish relationship & interaction with the Language Centre	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Professor Ruairí Ó hUiginn
11.20 – 11.35 11.35 – 11.50 11.50 – 12.05	Individual Meetings with Staff	Questions & Discussion re the Language Centre	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Aisling Ní Bheacháin Éamann Ó hÉigearthaigh Úna McMahon
12.05 – 12.45	Meeting with Consultants	Questions & Discussion re the Language Centre	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Siuán Ní Mhaonaigh Antain Mac Lochlainn,
12.50	Walk to Pugin Hall			Dr Waldemar Martyniuk Pól Ruiséal Anne Gallagher

13.00 – 14.00	Lunch (with table service) with Language Centre Staff	Questions & Discussion re the Language Centre	Pugin Hall (Table reserved for Quality Promotion)	Dr Waldemar Martyniuk Pól Ruiséal Anne Gallagher Aisling Ní Bheacháin Éamann Ó hÉigearthaigh
14.00	Walk to John Hume Boardroom			Dr Waldemar Martyniuk Pól Ruiséal Anne Gallagher
14.15 – 14.30	Meeting with Representative from the International Office	Discuss the relationship between the International Office & the Language Centre	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Philomena Duke
14.30 – 15.00	Meeting with Director of Language Centre	Clarify any queries	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Anne Gallagher
15.15 – 16.00	Peer Review Group Meeting	Discuss preliminary findings	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Dr David Redmond
16.00 – 16.40	Prepare for Exit Presentation		John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal
16.40	Peer Review Group Meeting	Discuss preliminary findings	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Dr David Redmond

17.00 – 18.00	Exit Presentation followed by Refreshments	Verbal presentation providing initial findings	John Hume Boardroom	Dr Waldemar Martyniuk Pól Ruiséal Dr David Redmond Dr Thomas O’Connor Professor Jim Walsh Language Centre Staff x 5
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Appendix 2: Acronyms

- IELTS** International English Language Testing System
- TEG** Teastas Eorpach na Gaeilge
- FLTA** Foreign Language Teaching Assistant
- CEFR** Common European Framework of Reference: learning, teaching, assessment
- ALTE** Association of Language Testers in Europe
- TG4** Irish language television station
- SALL** Self-access Language Learning centre
- AULC** Association of Language Centres in the UK and Ireland
- ELC** European Language Council
- IRAAL** Irish Association for Applied Linguistics
- ESOL** English for Speakers of Other Languages
- EFL** English as a Foreign Language
- CELTA** Certificate in English Language Teaching to Adults

Appendix 3: Translations

The first sentence in Irish, Section 4.1 translates as:

‘The PRG considered important the careful, flexible, strategic emphasis being placed on Irish as working medium and as a subject for teaching and research in various contexts in the LC’

The second sentence, Section 5 translates as:

‘The PRG also appreciated the lively discussions it had with both students and staff members in various languages and particularly in Irish, thereby demonstrating that multilingual and Irish language approaches work well in the NUIM LC.’

The Irish in sections 4.2.1 and 4.2.2 translates as follows:

‘Those learners however who remain in the courses get on very well and particularly those who continue to attend the courses in Irish. Feedback forms demonstrate a positive attitude to these courses.’

‘It is clear that there is a demand for the Certificate in Teaching Irish to Adults. The number of students over a two year period increased from 7 to 14. This course is proceeding ahead satisfactorily,’