Interview [P4]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher  
OKAY, so just to recap again what our project’s generally about, which is we're looking at the increase of academic programs in English in Europe, so at European universities and WHAT the factors are that play a role in THAT. So I've been looking at different COUNTRIES, and we started with the Netherlands because they were quite early implementers of English language programs. I've been looking at AUSTRIA now moving on to Spain, and some other people are looking at other contexts, such as Italy and Turkey for example, so. Yeah, so that's basically what it's about.

[P4]   
Mm-hmm.

Researcher  
And what interested me and when I looked at your faculty, so we're we're applying an approach called process tracing. So basically you you find things that TRACES within documents and in information that lead you to explore certain factors and to test, say, a hypothesis. So what interested me with your faculty was that they still have the curriculum up for, I think [year]. And at that time there was English language instruction. But NOW when we look at the document talking about English language courses in different places, it seems that there ISN'T that English language provision.

[P4]   
I'm I'm quite SURPRISED at that, and I've checked with other with one other person who tells me that that's probably not correct.

Researcher  
Oh really OK, so.

[P4]   
I would be VERY surprised if there was ever teaching in English for undergraduate [subject area]. There is sometimes, so so I've been told there PROBABLY is something for [subject area], but it's at master’s level.

Researcher  
OK.

[P4]   
And I I was wondering if it's maybe material ends up on the internet that's not, I don't know, not quite correct or it's easy to misinterpret.

Researcher  
I see. I think, I think I may have, it, it might be that I made a mistake there, but so I may be confusing information from different faculties. So I'll have to have double check that again.

[P4]

Did you do you want to, feel free to send me the the information, and and I can check it FOR you. But so so so I'VE joined the faculty on this CURRENT contract about [#] months ago, and I was previously a [role] here about [#] YEARS ago. So I've got a bit of a period of a break in knowing the details of what's going on, but my UNDERSTANDING is that we have twice had a vote on whether we should be allowed to teach undergraduate [subject area] in English, and we have twice voted NO. We we ARE freer in MASTER’S courses, and in fact in master’s courses, there probably WILL be some teaching in English. And then maybe people teach an occasional seminar in English or something, but it's not um, we're SUPPOSED to get special permission to do it. [Redacted identifying information.]

Researcher  
I see. So can I ask, how does that work, then? Supposing you want to, you know, DO a course in English. Um WHO would you get special permission from?

[P4]

So so we have a Junta de Facultad as our meeting of ELECTED representatives of our faculty. Um there are roundabout [#] people in that. And they are elected from um, well, VARIOUS electorates. There are about [#] who are student representatives, there are [#] who come from um the technicians, there are [#] that are from the permanent faculty, and there are [#] from the NON permanent faculty, and the non permanent faculty would tend to be YOUNGER people, younger researchers. [Redacted identifying information.] I think it's QUITE a close vote, but at the MOMENT, people do NOT want to have teaching in English in THIS faculty, although ALL other [discipline] faculties have I believe, have teaching in English. I BELIEVE the [subject area] faculty has COMPULSORY teaching for some first year courses for the [subject area] degree.

[Redacted identifying information.]

Researcher  
Right, OK. So it's quite a democratic process, people need to be elected onto the board, and then?

[P4]

I would, I would SAY it's it's fairly democratic, but like most democracy, probably works, you know, you can kind of rig the election a bit. So yeah, it it it’s SEMI semi democratic. People people have a a SAY, and it HAS a process. And so ONE faculty has ONE opinion, ONE set of rules; another faculty has another set of rules.

Researcher  
Right, right. Um I mean obviously the composition is is to be democratic, because they make an effort to have different groups, different types of people as PART of the faculty board. So I mean, is this by Spanish law, do you know, or just the university governance that they require this composition of different types of groups of people, or are you not aware of the background to that?

[P4]   
Yeah ((shaking head)), I don't, I don't know the details. I would expect it's fairly similar at ALL public universities in Spain. I DON'T know if that's by LAW or or by INTERNAL rule.

Researcher  
Right, right, yeah. So you said you started mainly so you mainly or you ENTIRELY teach in Spanish, is that right or?

[P4]   
YES, so kind of OFFICIAL teaching, LAST year I did [#] hours of teaching, of which um, I think [#] were in Spanish. I taught 1 seminar in English because the [#] master’s students who were taking part wanted to do that, so BY by demand, you know.

I did some UNOFFICIAL teaching in English as well, but that's a different thing. That's I I can do what I LIKE if I do unofficial teaching, but it doesn’t count ((laughing)).

Researcher  
((laughing)) OK, by UNOFFICIAL you mean it's like in addition to your usual teaching LOAD, or it's just when it's not being monitored or?

[P4]   
YES, so I'm doing [#] activities that are not um that are OUTSIDE my proper teaching. So one is that I'm part of a a a [type] project, so so WITHIN the university uh people who are interested, faculty members who are interested can apply to be part of projects, which are OUTSIDE the teaching load. They kind of count towards your teaching evaluation.

[Redacted identifying information.] And the, ALL the other teachers involved in this project are SPANISH speakers, and they ALL did [activity] in Spanish. But my group of [#] students wanted to do those in English, so they volunteered to do it in English. So we'll be repeating the same activity this year. So I'll have another group. So so THAT'S not proper teaching, but it's you know part of a [type] project.  
  
The other thing I do that AGAIN is not not official teaching. [Redacted identifying information.] And that that would be sort of master’s and and PhD students in particular. So so that’s GIVING them practice [of activity] in English.

Right um if that if I understood you correctly, sorry if I've got this wrong. Um but did you mention that you're a non permanent member of faculty staff or that you’re permanent faculty staff? The reason this interests me is because, obviously Spain is quite interesting in that um permanent faculty staff are also civil servants or or have civil servant status.

[P4]

((Nodding)) Some of them.

Researcher

And and so it I was wondering if that is sometimes an IMPEDIMENT for international faculty um to be HIRED or to establish themselves within uh within the university if there is greater BUREAUCRACY involved, for example.

[P4]

((Nodding and smiling)) Yes. You're kind of HALF right. So MY position is [role]. [Redacted identifying information]. Um and I'm applying right NOW for a position which is [role], [redacted identifying information]. Um, THAT would be considered, those are BOTH part of non permanent staff. Um there are a FEW other people who are part of that non permanent staff electorate, SOME PhD students, depending on the GRANT they have, ALL post docs, and there are a couple of, there are a couple of UNUSUAL positions like the visiting professor position.

Also um there are associate professors who are people who work as PART-time teachers, so they would probably, well, they HAVE to work in um private sector in SOME capacity. So somebody well within our department we have [#] associate professors, [redacted identifying information].

So THOSE people are always in that non permanent grouping as well, although the ASSOCIATES might well have a very long term relationship with the university. [Redacted identifying information] And then not ALL permanent people are are civil servants. There are THREE categories within within the permanent staff, and the TOP two are civil servants, but the BOTTOM one are employees of the university.

Researcher  
So what would you CALL the bottom one? What's the name for that?

[P4]

In Spanish it's Profesor Contratado Doctor.

Researcher  
OK. OK. That's interesting to know. No it was just quite, you know, because previously I'd been doing Austria, and when they CHANGED through educational reform, when autonomy was given to the universities in 2002 and the contract started to change, right. So the ONLY people who have civil servant status NOW at universities IN Austria are people who are got their contract a LONG time ago now, you know. So they're starting to retire. So they DON'T have a civil servant status. So that was something that interested me in the context of SPAIN, because I thought, does this make any DIFFERENCE to governance and also you know to whether people are say, the degree to which they might be internationalizing their research or different factors. So that's why-

[P4]   
Well, we should go BACK to that actually, because I, uh, I told you about some of the positions and I didn't tell it mention anything about the foreign professors. [Redacted identifying information.]

Researcher  
Yeah.

[P4]   
[Redacted identifying information] You are CORRECT to identify BUREAUCRACY as being an impediment to working in a Spanish university.

So the position I have as [role], I do NOT need to have accreditation to WORK at a Spanish university. Um and I DON'T need to have a LANGUAGE certificate, but for instance for the position [redacted identifying information] I have to have an ANECA accreditation to the level of [role]. Um and I have to have a C1 in Spanish, which is fair, fair enough. I I have BOTH of these things, but it obviously isn't, it is makes it more DIFFICULT to MOVE fluidly from a [university in anglophone country] to a Spanish one or or whatever.

Researcher  
Yeah.

[P4]   
And so on the ONE hand, if you're NOT Spanish, your is gonna be, even if you ARE Spanish, it’s very difficult to understand the kind of recruitment process of a Spanish university. You REALLY DO need to have inside knowledge. And, on the other hand, you know, it takes a long time.

So in MY case, I I got accreditation actually to the NEXT level above to [role]. I got that in [year]. When I GOT it, it wasn't immediately valid. Well, so FIRST of all, the process for getting this accreditation is that you turn UP at an official office and you show your CV and you show EVERY document that you are saying, you know, you have to give documentary evidence for EVERYTHING you say in your CV. You take along the original and a photocopy, and they stamp every one. It took an HOUR to go through all of my documents. You have to do this presentially. It may have changed now, it might be a bit more digital, but I'm not, I'm not aware of that YET.

So, then when my my certificate ARRIVED, it said this is PENDING the homologation the equivalence of your [anglophone country] PhD. So I then I also had to obtain equivalence for my PhD. NOW at the point in time when I tried to get equivalence OK, to begin with, the GOVERNMENT had stopped funding the people who do GIVE equivalence. So there was a two year period in which I couldn't do it until until a couple of universities in Spain started to do it, and then then obviously I had to go through the process of doing THAT, which took another six months and it's a lot of paperwork. So so it's a very complicated process. You have to be, you have to UNDERSTAND what the process is, and you have to be committed to doing it.

Researcher  
And that's just, and THAT'S for [type] contracts. So you know if you were-

[P4]

That’s to get the ACCREDITATION to get, to APPLY for it. You know, I I haven't even.

Researcher  
Oh, I see. Right, right, right. So not even that, right, yeah, another HURDLE. Um but I mean, if you were to apply for civil servant status or for the whatever the top two categories you've mentioned are, presumably that again would be additional.

[P4]   
So so. So if I get, [redacted identifying information], I will have to go through a process, an interview process to THEN be promoted to [role]. If I THEN want to be promoted to [role] or to [role], I have to FIRSTLY get the ANECA accreditation to be ALLOWED to do it, and then I have to go through the whole interview process to do it. Yeah, it's a BIG deal. People will REFUSE some academic role for six months or a year before they apply for those promotions, because it's it's a HUGE amount of work. Just organizing the papers is takes a week or two weeks. It's just each ONE you have to organize it differently. And yeah, it's it's a bit of a nightmare. You have to have an interview, you have to prepare a talk. So lots of work.

Researcher  
Right. And um for this Professor Titular, then, that one and what was the top one, Catedrático? What did you say?

[P4]   
Catedrático.

Researcher  
Right.

[P4]   
So to translate that, we could call that, so Profesor Titular I think we’d call that Professor, Full Professor, [redacted identifying information], you could say DISTINGUISHED professor for the for the Catedrático.

Researcher  
OK, so for BOTH of those, when the university grants you that, do you AUTOMATICALLY get given civil servant status, or how does that work, do you know? Or are there further bureaucratic, probably further bureaucratic procedures involved ((laughing))?

[P4]   
I I ASSUME it's fairly automatic. I I think I think from the university’s perspective, the university PAYS the wages of the Contratado Doctor, but the GOVERNMENT pays the wages of Titular and Catedrático. So I think from the university's point of view it wants to do it as QUICKLY as it can.

Researcher  
Yeah, yeah, sure. That's really interesting. So you mentioned some kind of DISTINCTION when you were talking to me between master’s and bachelor’s that there might be more, in YOUR faculty, there might be some more English in master’s um but not in in bachelor’s. So I was wondering what what is, what is the distinction between, for you? Why why would that be the case?

I mean, when I've looked at your university, it is actually quite often the opposite way around. So you find a lot of bachelor’s courses in English because they're integrating kind of windows of mobility within the EU exchange framework for students. So, you know, in, in YOUR faculty, I mean, I know you're saying there isn't much, much English ANYWAY, but you seem to imply it would be more difficult for bachelor’s than master. So I'm wondering what is your IDEA about the distinction between those two levels of programs?

[P4]   
I SUPPOSE it's partly a selection process, and it's partly driven by what the students want, so somebody who does a master’s is much more LIKELY to want to continue an academic career, and an academic career at this point in time implies international collaboration, international congresses, so writing papers in English. So it's MORE that's what people NEED.  
  
Um, but also master’s master’s students GENERALLY do want to um, or a HIGHER proportion. You know, I think that the UNDERGRADUATES want teaching in English. My my feeling, LOTS of my students want me to teach, to teach them in English. Um and, or lots of them SAY they do. And there there's another faculty member [name], I can give you his his e-mail address, who's organized a questionnaire for students, and the MAJORITY want to have some teaching in English. There's also a further development in education in Spain that as of 2008, there's been the development of bilingual schools, so that's at a state level, so in, sorry, a REGIONAL level, so in [name] um autonomous region, [proportion] of primary schools teach, 50% of their their teaching is in English and 50% in Spanish.

Researcher  
OK.

[P4]   
I'm NOT quite sure what the level is for the secondary schools, PROBABLY somewhat less. So MY [relations] have always gone to school in these bilingual primary schools, and they're now in some of them are in bilingual secondary schools. Actually, our secondary school has TWO parts, so it has TWO classes that are bilingual and it has five classes or something that are NOT bilingual. But we are getting to a POINT. So the students who are entering our university now – uh that stops for sixth form, so that's for COMPULSORY education and sixth form is not compulsory, so you don't have bilingual teaching in sixth form. And then we get to UNIVERSITY and you have a LARGE number of students who have been bilingual at least up until sixth form. And so they've learned [subject area] is one of the bilingual language subjects. So they LEARN [subject area] in English and then they have to learn it in Spanish for sixth form and for for university, so a LARGE number of students have actually got QUITE good English and they WANT to learn in English, and we're not providing them the opportunity.

Researcher  
That's INTERESTING to hear because um one of the things we're looking at is, you know, sometimes you have forces driving from the bottom upwards and sometimes from the top downwards through governance. So, this suggests that although the bilingual programs in schools are then coming from top downwards ministerial level, but also you're going to have this bottom upwards driver, I GUESS, as the students go to university and perhaps EXPECT to have more English language provision, do you think? I thought maybe that's what you're suggesting?

[P4]   
So so so I think we have two-, I I think we have kind of three conflicting forces here. So we have a top-, WITHIN my faculty, we have a TOP down control that is stamping on English, PARTLY because the people who are making those decisions um don't speak English very WELL, and they’re kind of scared of doing it um, and partly because they feel that they are standing up for the students who do not speak good English and deserve to have education in Spanish, which is I I think is a NOBLE cause, I totally agree with that. Then you have a BOTTOM up force coming from those students who DO want to improve their English and they DO want to be taught in English. Um and you have a LARGE portion of the faculty um, who have WORKED abroad and worked in English. And THEY also want to teach somewhat in English.

So so there's definitely people who support this idea, um definitely professors and definitely students who support the idea. And I think it will happen sooner or later, because it's the way it's the way the world's moving, really.

Researcher  
I'm interested in what you said about, you know, some of the voices of resistance. That it’s to do with ensuring that Spanish students can be taught in Spanish, because when when I've talked to other people at your universities, they've mentioned that there's always an equivalent course in Spanish for any English course.

[P4]

Well, you could always, you could always DO that. It it depends how it's ORGANIZED. At THIS point, it's just being said NO, and and there are several, so so for for instance, the way, our [subject area] faculty is quite LARGE. We have somewhere around [#] students in each year um undergraduate YEAR, and the teaching is divided into different groups. So there are [#] or [#] groups per year of [#] students, so it would be possible to have [#] groups that are taught in Spanish and one group that's taught in English.

ALTERNATIVELY, it would be possible to have SOME activities that are compulsory for EVERYBODY in English, maybe maybe a kind of BASIC first year [subject area] course that lasts a week or two weeks, and EVERYBODY has to do it in English, EVERYBODY is evaluated in English.

So THOSE things happen in SOME faculties. So EITHER of those options happen. ALTERNATIVELY, we could just have a you know MORE activities in in English, and that there are OPTIONAL activities that are in in English and they have they have interests, perhaps they have the less interest than we would like.

And the the other, the other driver of having classes in English I think is to bring more students from ABROAD. So so to internationalize at the student level.

Researcher  
Are you aware of policy constraints on proportion of students, for example? Or is it just the case that when you submit a new proposal to ANECA for a new course and you mention, OK, we're going to have a minimum of 60%, say, Spanish courses for this new course? Are you aware of any kind of, I mean, and obviously THEN you have freedom to CHANGE the courses without having to RESUBMIT to ANECA as long as you keep within that those kind of proportions. Are you aware of any kind of POLICY constraints in terms of percentage of amount that needs to be in Spanish or needs to be in English? Or is that not something that has yet been considered because you're faculty saying no, so maybe people haven't got to this stage yet of considering what would be.

[P4]   
((Shaking head)) I I'm I'm not aware of, I I don't know, I I can't answer that. I I probably should have thought about that and and looked into that before.

Researcher  
No don’t worry. I am, you know, I have, I I have heap loads of documents, but I like to ask people questions as well because it's interesting to hear from the GROUND how these things are interpreted or implemented IN practice. So uh don't worry about it.

[P4]   
I've heard a RUMOR that you might be interested in. I don't know if this is TRUE. Um, so at the last meeting of whether there should be teaching in English in the faculty or not, it was PROPOSED that for every, so teachers have to teach 240 hours of classes per year and it was proposed that if you had to teach in ENGLISH um, you would get a discount of TWO hours for every HOUR that you taught and so um, it was refused on the basis that they didn't want to give that DEAL to people who were being, teaching in English.

Researcher  
Yeah, you know, I've I've come across that with other people. Um, but I mean, I think you know the the the thinking behind it is is partly because there's an assumption you might need MORE preparation time to do that in English, I think. At least that's one argument for that. But yeah, I mean, I guess the argument against it is, is it makes it SEEM more elite, doesn't it, I suppose. Is that what their idea was that it creates this kind of these kind of people who have-?

[P4]   
I I suppose from one one side you might say it means that we don't have enough STAFF to teach all the hours we have to teach, and so it causes a problem at an organizational level. And the WAY I kind of interpreted it was it was just being a bit VINDICTIVE, and they didn't want people to get, you know, I can't teach in English, I don't get that, that booty[?], and I don't want THOSE people to have it. Why should THEY get something that I can't have? That that was my interpretation, but I might be wrong.

Researcher  
But that that comes from a perceived kind of inequality, though, doesn't it? And so that's kind of related to the sense that, OK, they're getting something more than what I'm getting. So it's kind of you're creating this elite group. Do you know what I mean? So it's like they're getting special treatment and um-

[P4]   
And that's a big FRICTION in our department, in our faculty. There there are, yeah, I mean, POLITICALLY at the moment there there are BIG, um, everything's conflict, isn't it, like the Republicans versus the Democrats, there's NO meeting in the middle. And and I'd say we have a bit of that at a level of of our FACULTY politics. There's kind of people who consider themselves to be progressive and people who consider people I would probably consider NOT to be very progressive, and that there's definitely a FRICTION in those sides. There are people who are defending certain perhaps, I’ve forgotten the word in English, um kind of UNION rights, and there are other people maybe who've travelled more, who believe that they are defending kind of EXCELLENCE. And and perhaps because SOME of those people are very patronizing, they undermine their argument and and offend a lot of people. So ((shaking heading)) there's a lot of interpersonal politics, though, you know, it's it's ACADEMIA.

Researcher  
Yeah, um, one thing that interested me when I looked at Austria is um for example, when you have course implementation, SAY at the faculty level or you know department and then faculty, and then there's this interaction between different structures between the university but also to the rectorate and in Spain, so FAR what I've come across with interviewing people has been that it’s faculty level and then it goes to ANECA.

Is, is, is, is it is there an interaction when it comes to COURSE proposal and implementation with HIGHER level of governance within the university? Or is it just the faculty level and then ANECA as the accreditation evaluation body, agency? Are you aware? I mean, you're not sure.

[P4]

((Shaking head)) I I don't know. I'm, I'm TOO recent and you, you you know, I'm [redacted identifying information]. A LOT goes over my head. [Redacted identifying information] but yeah, I I can't answer.

Researcher  
Yeah, don't worry. It's it's just ONE of the leads I'm following up and I'm speaking to other people as well, so.

[P4]   
We're ALSO a very big university.

Researcher  
Yeah.

[P4]   
Um so, you know, we've, the LAST figure I read was we have [#] students. [Redacted identifying information]. It’s um DIFFICULT to coordinate. I could SEE we have a direct relationship with ANECA, that would make sense just because of the size. And maybe maybe the rectorate um they govern different, different things.

Researcher  
Yeah, yeah. I um still need to follow this up, but I'm in communication with someone from ANECA as well, so I can get some insights from this from from ANECA itself. So I just, I just thought um it might be of interest because when we're talking about the I guess the the AUTONOMY that you have at faculty level that kind of supports supports that idea if it's true that is slightly DIFFERENT to other places that we might have looked at.

Yeah, um so in your e-mail you mentioned, what did you mention, sorry, you said that um “participating in international research is demanded by the university”. So I was wondering in what way are these expectations CONVEYED? Are you aware of any STEERING or evaluation of this by the university or are their strategies that are communicated? Where where do you get the SENSE that international research is demanded by your university? Could you explain that a bit?

[P4]   
Well, it's um, maybe it's more by ANECA, but it's SORT of the same thing. Um so, so so we have different um quality regimes, I suppose. So so ONE thing that you can apply for when you're a permanent you have a permanent position is um a sexenio. A sexenio is a 6 year period investigative period. If you have FIVE papers in that time and you're participating in a project in that time, you get a MONTHLY bonus paid by ANECA, so you you qualify for this. This is something like €120.00 a month, so it's a nice goody. And they're CONCURRENT so um if you have been working in the faculty for 30 years, you could have five, and you’re paid a nice bonus of €600 per month.

Researcher  
So, so they, they they are accumulative?

[P4]   
YES. So you have a financial reward for publishing, and publishing basically means, I mean it doesn't HAVE to be international, but it kind of DOES. I said university, maybe I just mean um kind of the position of being an INVESTIGATOR. You you have a uh BURDEN to publish, don't you? And it's well PERCEIVED within the university, it’s well PERCEIVED within the faculty or, you know, to to get promoted, you need to PUBLISH, to get a grant, you need to PUBLISH. So you know, it's ALL of those things at a level of um applying for NATIONAL grants. If you haven't been publishing, you're not going to GET any grants, and so you can't continue with your your investigative career, or not in the same WAY. So it's really it's really a bit of ALL of that. ALSO another feature we have, we have investigative groups which are given a QUALITY level. [Redacted identifying information.] Now those two groups, I I suppose if you apply for a project, you're more likely to get it if you have an excellent or at least a good qualification, but there are also some, I applied for a [role] before I got my CURRENT position and I had to apply for it in some I had to incorporate into a group that was either excellent or good. So if if the investigative group didn't have a high enough qualification, I wouldn't have been able to apply with those people. So there's kind of incentives from pretty much every ANGLE I can think OF.

Researcher  
Now, this evaluation of the investigative group is it BY the university itself. Or is it by ANECA? Do you know who gives this this evaluation of good or very good, excellent. Because I know from the university website that-

[P4]   
I don't know. I would EXPECT it’s ANECA, but I’m NOT sure.

Researcher  
OK. And when you apply for national grants or international grants, and how, that would be evaluated positively on a personal basis or basis FOR the group or?

[P4]   
Yeah. You, so a national project, you need to have, I think you need to have four kind of people in your investigative team who have PERMANENT status, OR at least, who are, there's some flexibility with post docs depending on the post doc and if the university will BACK them or not. And so it will be based on the CV of those people who are PARTICIPATING, and the project they WRITE, and the infrastructure that they have which, you know, it's a university, so you you SHARE facilities, so it might not be entirely exactly correct, but kind of the the shared facilities are present.

Researcher  
And then one interesting point about these evaluations that you're touching on is that obviously publishing in international journals often often means English. And yet, um people often assume a connection between that and the the TEACHING of English, but the connection isn't always CLEARCUT because, you know, like in your faculty you could be publishing research papers for international journals, say, in ENGLISH, and yet the teaching all takes place in SPANISH because of your faculty policy or ideas on this? So what what do you think the what do you think the connection is between teaching and research in English? Do you think researching in English, uh producing research English for international journals, for example, TENDS towards teaching in English, or is it not something that can be easily connected, linked in that way?

[P4]   
I don't, I don't think it HAS to be connected. So I would say that the SPANISH in general WRITE very, very well in English. They make very few mistakes. It MAY even be that they SPEAK very well in English, but typically the RHYTHM that they speak in English makes it quite difficult for ME to understand, and I'm quite attuned to understanding. So, so I think MOST people have learnt English at school from a Spanish speaker teaching in English, and they often learn a lot of kind of compounded mistakes. There ARE English assistants um, who, so there's some language SPEAKING practice. And sometimes they're very good, but recently anyway is more of a holiday and not a job. [Redacted identifying information.]

So, I would say the YOUNGER generation, who are growing up on Netflix and pop music and Internet, they basically receive EVERYTHING in English. They WATCH TV in English, they SPEAK good English, but not everybody because not everybody's gotta capacity to speak or learn a foreign language. So so I think that there are a lot of FACULTY members who speak good English. I think there's sufficient faculty members to put on a GROUP in English language. I THINK there are, maybe, maybe not QUITE, but it's CLOSE. I think there MUST be a lot of people who do their research in, they they WORK in Spanish, they TEACH in Spanish. They are capable of WRITING a paper in English, but they would struggle to teach a class in English. And I also think that there are some people who WRITE a paper in Spanish and they send it to a translator. The translator translates it into English, and they have no need at ALL for English in their in their research. So there doesn't HAVE to be a link.

Researcher  
Yeah. Yeah. No, it's interesting because people kind of talking in Austria sometimes people say it as if it were INEVITABLE almost. You know, they're like, well, we read all these papers in English, right? So it's easier for us to teach THIS in English. But then when you delve deeply, more deeply, is not that inevitable. Do you know what I mean? Because even in Austria, they have most at the university, I was looking at, they had almost, like, ALL of the BAs are in GERMAN. And everyone believes they SHOULD be in German, you know? And obviously they teach the same subject area quite happily in German to BA. But it's GIVEN as a reason. That's that's why it's interesting for me, because I don't think that the link between the two is as is as simple as people might assume it is when they're giving that as a reason. That's why it's interesting to look at the Spanish context ALSO where where you have like in YOUR faculty, top people in their FIELD, must be reading English papers in their FIELD, and yeah, they're quite happily teaching in SPANISH in that subject AREA, even though that maybe the the a lot of the terms that are terminology or whatever might more easily be said in English. So so yeah, it does suggest the link isn't as clear or as self-evident as people might think. Yeah. So it's quite interesting to hear you saying that.

[P4]   
I I DO, I do have a lot of sympathy with this idea that people should be taught in their OWN language. Um I I look at the school my [personal relations] go to, and I would say that roughly a third of the kids REALLY, really benefit from having bilingual teaching, but two thirds don't. And SOME people take their kids OUT of the school and they put them in a school that ISN'T bilingual because the kids don't do WELL. So I mean, there's NO doubt in my mind that people should should be encouraged to LEARN in their own language if that's what THEY want.

I DO think that, um I DO think that there should be provision of English language teaching, because there's certainly a number of students who DO want that.

Researcher  
Um, right. Yeah, it's interesting. That's another quite big difference between Austria and Spain is the, you know, the the bilingual schools you're talking about because in Austria, and that's one of the reasons why the BA's are being kept in GERMAN at the university I looked at because they don't, they don't have this bilingual system of education at high school, you know. So they want, you know, some people have said that they want people to be able to engage at a deeper level in their own language FIRST before, and then there's a HUGE amount of master’s provision in English, as they move up to the next level, yeah.

[P4]

Well, yeah. I mean that's maybe HUGE amounts of provision of master’s teaching in English is is an exaggeration for [case study university], but it's in the SAME it's in the same direction I think, or at least in OUR faculty it’s in the same direction. One OTHER thing to point out, so that SCHEME of bilingual schools is in the [name] region.

Researcher  
Yeah.

[P4]   
I'm SURE that there are similar schemes in SOME other regions, but it's NOT going to be even throughout all of Spain, so there will be probably MOST regions don't really have, they don't have that concept of bilingual schools. And also SAYING bilingual schools, it's kind of aspirational rather than real.

Researcher  
Right.

[P4]   
The the level VARIES, yeah.

Researcher

[Redacted identifying information]

Um I'm trying to think because there are something else I should be following up with you. I think I think we've probably touched on on most things. I mean, was there anything I I didn't give you a chance to develop or talk about that you think might be RELEVANT to this to this discussion?

[P4]   
Well, I I think you should probably talk to somebody ELSE apart from me in [subject area], who knows the HISTORY a bit better. And so I I think you probably should talk to somebody who's who's worked here for 20 years, and they can kind of fill you in on some of those those questions you had that I haven't, I I just don't really have the SENIORITY to have BEEN in these situations to understand it properly.

Researcher  
Yeah, that’d be great.

[P4]   
So there are a couple of names I could give you.

Researcher  
Oh, that's brilliant. Thank you. So who do-

[P4]

It might be best if I e-mail you them and I can send you the e-mail addresses at the same time.

Researcher  
Ohh OK ohh that's so kind. Thank you, and and also please make it clear whether you WANT me to mention your name or not, because that's a kind of confidentiality thing. So if you're not happy for me to say, well, you know YOU mentioned their name, then let me know so that I don't mention your name if you prefer to be confidential.

[P4]   
I'll be happy with the the two people I'll send so. I'll send you [redacted identifying information], so she'll understand these issues. And then there's [name]. He is Spanish, but actually, he grew up in [country]. [Redacted identifying information.]

So so so he he will have some interesting perspectives. He's done, he's organised that questionnaire and he's kind of trying, he's the person who's MOST implicated in trying to introduce English into the faculty.

It MIGHT be interesting to talk to people who have a different perspective. That would be, say, the Dean, but I suspect you'd need to talk to him in Spanish, so you might need to translator.

Researcher  
Right, right. I mean, are there any other people you know who, do you think that everyone who has that perspective will have a lesser competence in English, or do you think there are people who ALSO have that perspective, who are competent in English? So, but it's just that ideologically or in terms of practical implementation, they PREFER things to be in Spanish?

[P4]   
I MIGHT be wrong. My suspicion is that their English wouldn't be very good. I think I think there are a LOT of people whose English isn't very good, who see the BENEFITS of teaching in English. They don't wanna do it themselves, but but the there are definite, there are people who SUPPORT my [type of activity] in English. They come along. They're, they have NO intention of giving [type of activity] in English, but they they SUPPORT it.

So so I I think there are. I DON'T know if there's anybody who speaks English, who is AGAINST the idea of English teaching here. I DOUBT it, but, but I don't know. As I said, there are [#] faculty and I don't, I don't know them ALL you know.

Researcher  
I mean, we've got the situation in the Netherlands, where you know because English has become SO prevalent, EVEN people who you have voices of resistance, even from people who are HIGHLY competent English speakers because they DISAGREE with English becoming DOMINANT within that university system. So it is a possibility for for that also to be the CASE for people to have ideological grounds, for example, for resisting what they see as a potential ENCROACHMENT of English onto onto their domain or, you know, so people have started talking about domain loss and things. So people becoming more say proficient in scientific English than they are say in the in their home language or the societal languages um yeah, but it's difficult to know, isn't it?

[P4]

THAT was something I I was thinking while we were talking, so in terms of primary school, um the science book, um the science book written in Spanish is about four times as thick as the science book written in English.

Researcher  
Really.

[P4]   
So yeah, that there would appear to be a difference in in DEPTH.

Researcher  
OK.

[P4]   
I think I think THAT'S probably true. Um it NEEDN'T be true at at UNIVERSITY level. It, it depends, it depends on implementation, doesn't it?

Researcher  
Yeah, yeah, sure.

[P4]

But it certainly SEEMS to be true at primary school level.

Researcher  
Umm. That's interesting. OK, well, thanks so much again for your time. I will definitely go back and check. Apologies for the mistake I made with the faculty or with the documents. I'll definitely go back and have another look at them. I'm sure that was.

[P4]   
Things are not necessarily CLEAR.

Researcher  
Yeah.

[P4]   
And and it may be that you're right in SOME of the cases, so so if you want me to check anything over for you, I can look into it.

Researcher  
Ohh thanks. Thanks so much.

[P4]   
You're welcome.

Researcher  
Yeah, so this has been so helpful. And so thanks SO much, and good luck with [redacted identifying information].

[P4]   
Thank you very much. [Redacted identifying information.]

Researcher

They certainly put you through the grind in Spain, don’t they. So yeah. So thanks again. Thanks so much for your time. OK, thank you.

[P4]

No, you're very welcome. I enjoyed it, and it’s good for me to think, some of the questions you asked were very kind of thought provoking, IDEAS I haven't thought about, but also thinking of the perspective of people who are against teaching in English. It's it's definitely true that there IS,  
it's important to think about other people's opinions in this as WELL, to try to persuade them so, HOPEFULLY, hopefully it will change.

Researcher  
OK. Thanks so much again. Thank you. Bye then. OK.

[P4]

Take care. Bye bye.