Interview with [P8]

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

OK. So yeah, so you already know a little bit about our project, but just to recap briefly.

[P8]   
Not much. Not much in fact, but but whatever information you give me is going to be very much welcome.

Researcher  
OK. Well, I just wanted to briefly say, you know, we're looking at how English is becoming increasingly used for academic programs um at European universities. So we started by looking at the Netherlands, who are quite early implementers of English language programs, and I've been looking at Austria and not so long ago, I moved on to start looking at Spain. And we recently have some new postdocs also looking at OTHER countries, so we're trying to put together a kind of composite picture of different things that are going on in Europe. So we're finding some similarities and some differences. And we have a particular interest also in GOVERNANCE, so some of my questions may relate to governance.

[P8]

OK.

Researcher  
OK. And so I thought maybe to warm UP, perhaps you could just tell me a little bit about your role as [role] at the university. Have you, have you been doing it for a while or?

[P8]   
[Redacted identifying information.]

Researcher  
So um during your time in OFFICE, do you think there are any factors that have IMPACTED on English language academic programs that have made, led to there being MORE of them or LESS of them, or anything at ALL you think is relevant?

[P8]

Yes, well the, the, the the NUMBER is stable because I INHERITED a very ambitious program of promoting English as a as a language that could be used in teaching at the [case study university]. And as a matter of fact, I have to say that there is if I'm not mistaken, at least one complete degree at the [faculty name], which is taught in English. And there are other, and this is where I'm I'm trying to DO, is is, is, is is to CORRECT this if I can because it's it's it's it's an internal rule we have to has to be approved by the governing BODIES, and I have not succeeded yet in fixing a very good text for this because in the past, a teacher announced voluntarily that he was this he was ready to offer his his his subject TAUGHT in English, and then it was ACCEPTED, and then it was taught in English. It it GAVE an impression, which I think was not so FAVOURABLE, because who wants, 2, 3 or 6 subjects in any degree being taught in English if you do not have any any NARRATIVE that connects this this subject. So my my endeavour has been, but haven't succeeded so FAR, but I I think the person next in office would succeed undoubtedly was to PROMOTE some form of um inner COHESION between the, what can I say, GROUP of subjects, for instance, if you want to study, I mean, imagine if you go to the [faculty name], if you want to study [subject area] that ANY subject related to [subject area] can be taught in English. Of course you will have the the parallel the the parallel it occurs[?] is something they can do that you can do that through the you can do that through the through, you can you can have the teaching in Spanish and teaching in English. I mean, so it's not going to interfere, but ANY students who are enrolled at the [case study university] may CHOOSE to do that EITHER in Spanish or English. But what I'm looking for and so far I haven't succeeded is is not too often simply SCATTERED subjects being taught in English, which is something we DO. And and and of COURSE we not ONLY we, we we have these these subjects in in taught in English, there are maybe other languages in other subjects [redacted identifying information].

So these things, it GOES without saying that these, these things that tend to be like that. CONVERSELY we can say the SAME about the studies in Spanish. I mean whoever wants to, Spanish is taught at a very high level at the [case study university], and whoever wants to learn Spanish, he or she should DO it in in Spanish and not being taught Spanish THROUGH English language which is, would produce a very AWKWARD situation for teachers and students, most of all, because most of European students from the English, French, whatever, they COME because they went to STUDY in Spanish. And the SAME we can say about many other subjects about which we have to be very CAREFUL because many students coming from Latin America, I wouldn't say ALL of them, but many of them are, MOST of them they they invariably CHOOSE being taught in Spanish because this is what they're they're HERE [?] because they they either don't don't have the SKILLS or the MONEY or the the preference to go to to be cold in winter in [UK city], and they prefer to come to [Spanish city], which is cold but not so cold, and and then then they want to to do the things in in Spanish because they they there is a CONNECTION between their studies in in high school, and they SEE that there is some sort of continuity between high school and university if they go on studying in Spanish. So we we we are CHOSEN because many of our students coming from Latin American countries, they they choose Spanish as well.

But but this is um then WITHIN the decisions taken about the importance of ENGLISH, I have to say that even though we INSIST that teachers can offer their subject to be taught in other languages, in fact, the VAST majority is of course English. And there is very little success in other subjects being taught in different languages like German, Italian. So it's open for all languages, but the the TRUTH is that the in FACT, invariably students choose ENGLISH. This is so all I could say about this. I don't know if there was a second question to your first question or this is enough.

Researcher  
No, no, no, that that's great. I'm I just want to double check that I understand some of the points you MADE. So um what I was hearing and perhaps this wasn't what you were saying, but that that you want there to be a PARALLEL to English of SPANISH programs, so that English doesn't exist on its own.

[P8]

Yes ((nodding))

Researcher

And also that the English courses are a constellation that COHERE together WITHIN the program.

[P8]

This is what we INTEND to, the second part, because because SO far, it is a constellation with NO coherence. Okay, it's a constellation that no astronomer has decided where is going to be each STAR in in, in, in, in the sky. But the the first part is quite correct. [Redacted identifying information.]

Researcher  
Umm.

[P8]   
But of course you have to have ALSO the same degree being taught in Spanish. So English on its OWN is, I don't think, there MIGHT be, but I don't think there is any, not even at the MASTER’S level. I don't think there is actually, let me just check this for YOU, because I think if if we have, let me just tell you because this is something I can do very easily ((checking computer)).

Look, we we have 2, 2 FORMS of offering well one might say master’s in English. We have master’s that are ENTIRELY in English, which is which is [#] [redacted identifying information] and is is for studying English.

Researcher  
Yeah.

[P8]   
And and there are OTHERS in which you have you have what we call MODULES if you should choose part of your teaching in English, you can do that by taking into account that at the same time what you have is that there are, there is a number of of subjects being taught in English and by NO means all of them. And and THESE subjects are taken perhaps by foreign students that are also by Spanish students as well because Spanish students might be interested in receiving PART of their teaching in English, because they think this is going to be of some kind of advantage for them. But we have [list of subject areas]. So this is this is the the whole catalog of of careers offering, you know ((waves hand)) some components. Yeah. OK.

Researcher  
OK. So I mean when you talk about trying to or or aiming to to make it more, COHERE better and so you have actually an actual constellation, um is there any kind of monitoring that you do of of of English language programs from above, so from your level?

[P8]   
NO, the the idea is is that to identify AREAS of study in which English is going to be useful for the student, perhaps, because it's something I mentioned, [subject area]. I think this is this is the typical subject or [subject area], you're going to have a great deal of information is going to you to come to you in English. If you think of these or of course, if you decide to do something that is related to [profession], I I think it would be good if you have some sort of road that would link different points in your career if it you you MAY use to your advantage in the future, that may have some sort of coherence. But THIS is decided by the the studies themselves, whether they are going to be useful for these students, the NATURE of the studies, if you think of um of [subject area]. I think anything related to [subject area], which are perhaps going to have very many people coming to your office coming from and speaking different languages, and perhaps with the COMMON language of English, for MOST of them it would be good for YOU if you have some training in your OWN speciality in ENGLISH. So I think this is this is basically this is the idea. The idea is to OFFER these students some some some sort of cohering form if they study English WITHIN this structure of each career that is going, first of all that we have the teachers available to teach in English; and secondly the the, the, the idea that this is going to be helpful and useful for them in the FUTURE, that they they're going to not, they're not going to simply going to [sub-area of subject] or [sub-area of subject] in, in, in, in ENGLISH because this makes no SENSE.

You should have something relating to a [sub-area of subject] or something related to whatever it is, but then you you would be able or we SHOULD be able to to make it a unit of a group, a grouping of subjects that are going to be INTERRELATED so that they prove to be of any use for you in the future.

Researcher  
Yeah, yeah, yeah. No, that's really interesting, actually as a PLAN. So you mentioned you when you took over as the [role], there was already this ambitious PROGRAM. So was that the plan for the internationalization of teaching at your university that you were referring to, or?

[P8]

This is a plan for internationalization but internationalization in in Spanish at least, is a word I do not like the very much because because the university itself is ALREADY international, so we do not need to internationalize, so to say so. So it's, you, you may call it perhaps a different name in Spanish, they this is not going to be the name probably in the future, but the it IS PART of this plan, yes. It is in fact THIS plan. Of course there are many other things that also would help to to to do this, but these are NOT so strictly related to the teaching in different languages.

Researcher  
OK, so this plan after it was drafted and implemented, or a policy for example, it has it been reviewed, is there any kind of monitoring of what's going on in terms of English language programs?

[P8]

Yes, yes, we did it. We do that yearly, on a yearly basis, and and we we, but it's very difficult because it very much depends on the WILL of the teacher. The teacher decides to teach in English, and he MAY decide not to the next year. So you see it's very difficult to, and and we don't have NUMBERS. What what we have noticed and this is, I don't know if this is a very good review of the PLAN is that the the number of and this is something we have to study from the point of view we of our BUDGET because the number of students in THESE subjects DROPPED significantly. So this is ONE side effect we had not SEEN at the very beginning, but if you have a-

Researcher  
Which subjects, sorry, the number dropped in?

[P8]   
The number of students.

Researcher

In WHICH subjects?

[P8]

ALL, all subjects taught in English.

Researcher

Oh, it’s dropped.

[P8]

Yes. They they if if you, if you compare them to the equivalent in SPANISH.

Researcher  
Umm.

[P8]   
So we have a very UNBALANCED situation in which we have very, very reduced groups of students willing to receive their teaching in English. A LOT of groups of students are receiving their teaching in Spanish. So this is I, I don't know if we we can economically SUSTAIN the effort of maintaining this, this, these two FORMS of teaching because there is not so such great DEMAND. In ORDER to fill these groups with people coming, we would need to we would need to either MAKE them attractive to the Spanish student, and we DO not have enough foreign students to fill these groups, because I think this this is also related to the POLICY of the institution. In the institution, INTERNATIONALIZATION does not mean necessarily that you have HUGE numbers of international students. Internationalization or international relations are also understood in a VARIETY of ways, for instance, how many research projects you have with foreign institutions, how many teachers go and come, and how many SPANISH students go to different countries as well. So ALL these elements also REFLECT what we're doing at the university, and NOT simply the NUMBER of the students.

As a matter of fact, we, we we have policy that tends to, I I mean, let me put to you an example, I think it was in [UK city] just two months ago, and I was quite surprised to find out that 40% of the students in [UK city] were CHINESE.

Researcher  
Hmm.

[P8]   
They the [case study university] is funded by the taxpayer in Spain, and they WOULD be very surprised to find out that the university they're paying for is admitting up to 40% of foreign students. So we TEND to keep the number of foreign students to to a NUMBER that may be varied between 10 and 15 percent. So we we we we THINK that is what perhaps any taxpayer would be able to understand that in [Spanish location]. Because I think if you are saying well, why should I PAY for the education with the person coming from ((waves hands)) now you choose the country.

So this this is this is something that that is also a limit we impose on ourselves, because OTHERWISE we are going to meet criticism on the people who pays for US, so the people who pay for us. So you see that there are, this is a situation which we we we PERCEIVE that internationalization is not simply accepting HUGE numbers of foreign students.

Researcher  
Sure. Yeah. I mean obviously in [UK city] the the funding model is different. So I'm sure you're aware of that.

[P8]

Yes, entirely, entirely different. Because if we were able to CHARGE for the money we actually NEED in order to provide teaching to these students, we could DO things differently, perhaps. But but we we have to ANSWER what we do to governance bodies here within the [case study university], and WITHIN our local authorities. And they, they want to know, I mean the, the, the people who are, is, is the Parliament chosen by people from [Spanish region] who are eventually the people who give the money for the funding.

I'm aware of THAT. I mean, I KNOW that that the the models of financing universities is across the world entirely different from country to country. But PUBLIC universities, depending on on a public budget we have to be very, very, very careful with THIS, because otherwise we would have to face criticism if we decided that we need to have, let me tell you, 40% of foreign students. NOBODY would understand that, I THINK.

Researcher  
Sure. Yeah, yeah, um, so this uh, sorry this YEARLY review when you talk about you monitor, say the number of English language programs or the number of international students, is this publicly available? Would it be possible for me to get a a copy or find it on the website or something, or is it confidential information?

[P8]   
No, no, it's a, it's a we we are, I mean this is a certified transparent university. So NO data from belonging to the university could be kept SECRET from anybody. So, so it's it's it's it's publicly-

Researcher  
What, what's it called? What, what's the name of this report, so I know what to look for? It would help me if you could tell me what is called.

[P8]   
No, I can send it to YOU, because I I think, well the the point is, the DATA is available.

Researcher  
Yeah, sure.

[P8]   
But then you have, you have to ASK for it because we we, we, we we have to ask the because it's not so to say you you you may say HOW many subjects do you have on this? I mean I don't know it's not in one web page where you can click and find out the NUMBER, so you have to write to the person in charge and say HOW many students doing this do we have, and HOW many foreign students were from any any so if you sent me a list of the questions you would like to put on this area, I can send you I send back the results to you.

Researcher  
Uh, brilliant. Thank you. Also, I was wondering because you mentioned this is an annual REVIEW and I was wondering is this connected because I know that you HAVE to create an annual report of teaching and RESEARCH for the autonomous community, don't you? You need to prepare this for the autonomous community of [region] every year, don't you? So is that related to that then, you use those figures?

[P8]   
Not no, this is this is, this is a subatomic level. And then we we we don't send SUCH information we we just give them information about the FIGURES, where we have been spending the money, but they're not so much interested in intrinsically academic matters like THIS one, I mean provided they know about the figures. I mean they they will check, HOW many foreign students are we can say well we have so many foreign students and and then well it's it's, it goes like that. But then if you want to know something in particular, I can WRITE to the area in which they have these these [centre name] and they they have search engines that will provide any information we may need. The the MONITORING is is really done in a in a manner that is not so strict. I usually MEET with the [unit roles] and ask them how things are going. So it's it's it's it's more in a in an ORAL form than written form, I mean we don't have to we don't we don't, we simply compare notes and say how things are going and we have meetings in which these things are discussed.

Researcher  
Yeah. And how about, I mean for your university, the monitoring BY the autonomous community? Is there anything in in that kind of you, your YEARLY report that you need to submit to them? Is there anything that might have an impact on English language programs for example is any?

[P8]   
It COULD. It could have, but I know they are now developing a program in which they're going to the budget we're going to receive is going to receive some EXTRA money, perhaps, or as more often than not, it is, they're going to take money from some area in which we are receiving what they believe to be ENOUGH money and taken to these different area. And these different area is [?] are insisting that they they they want to PROMOTE internationalization by um offering an extra MONEY if you engage in particular activities they say are going to be um good candidates for REVEALING how international your university is, but SO far this is in the pipeline. We haven't seen any documents yet, but we KNOW they are working on that, and and I am VERY much interested in that because I think it is going to be, ONCE this is decided at the level of the autonomous authorities, we can bring it to the university and offer the same to the different schools. They're going to, your BUDGET is going to be affected by the international, the NUMBER of international students, the NUMBER of international research projects, mob- teachers’ mobility, students’ mobility. So THIS is going to be incentivated in the future. So this is what we KNOW is going to happen. We didn't know how long this is going to take, but we know it's on the it's way.

Researcher  
Yeah. Yeah. So at the MOMENT, there isn't any CURRENT incentivization for English language programs related to the autonomous community.

[P8]   
No ((shaking head)).

Researcher  
Not at the moment.

[P8]   
Not at the moment, and I DON'T think they will do a thing like THAT because this would interfere with with the autonomy of the university itself, because we are um I mean we we we, well, of course they could say well we give you EXTRA money if you do this and then we will gladly ACCEPT. And I mean if it's if they offer money who is going to say no but then to tell US how we have to organize things internally in the university and deciding whether we have to do this or that because they are very much interested in making and offering a more international outlook of the [case study university], then then I I don't think they would DO a thing like that, but they they can, they can DO what I have told you – offer money, some extra money, yeah.

Researcher  
Yeah, they could provide incentivization for something like INTERNATIONALIZATION, which then INDIRECTLY leads to more English language courses, for example.

[P8]   
Yes, you're right. Yes, INDIRECTLY, I'm, I'm SURE this this might be this might prove is side effect of something that could not be perhaps framed as SUCH any kind of directive recommending the use of English, because THAT would oppose also we find the decision from very many different places in which people who say LOOK we are not interested in offering THAT, I mean this this is, we have a a commitment with our own language that could should comes should come FIRST in in the choice for students.

Researcher  
Um why do you think, I mean, you're talking about this being in the pipeline, do you have any kind of INDICATION or any thoughts on on why it is that the autonomous community would be supporting this DRIVE for internationalization? And do you have any idea WHY why they would be doing that or?

[P8]

Yeah. Well, I I think I I think if if if not already then I think this is going to something is going to arrive in the immediate future. I think the RANKING of universities is going to include very soon if it doesn't already include that an index of the DEGREE of international internationalization at your university, and HERE they're going to take into account a number of variables. And I think the teaching of English is going to be one of THEM, and there may be others as well.

But then this is something that we I've seen this coming for a number of years, but not we DON'T have yet an example of what internationalization IS, because I think the Canadian or the Australian model or the [UK university] and the model is not going to WORK in Spain. I mean I I can tell you it’s an entirely DIFFERENT philosophy of what a university IS. The the the the idea in in these universities is very different from the idea in Spain.

Researcher  
Yeah, yeah. Um, so at the moment, I mean, you're talking about rankings or criteria. Do you, do you mean in the sense that this will affect the money you get from the autonomous community? So, is THIS what you're saying?

[P8]

Yes, yes.

Researcher

Yeah, yeah. But at the MOMENT, the money you get, you DON'T think is influenced by these factors at the moment.

[P8]

No, not yet. No. I I, I I KNOW it's UNDER consideration but so far we haven't seen any paper concerning what they actually, as a matter of fact what they have been doing is they have been asking us how many Erasmus students we have and how many and and how is the international relation range within the university and how many research projects, international research projects there are at the [case study university].

So, you see it is in THESE things in which we are, we are we we've HEARD they are thinking about them, but so far we haven't read the paper about this.

Researcher

OK. Yeah, yeah. I I don't suppose you would happen to know anyone I could contact at the autonomous community level because I'm not really sure how to go about trying to see if I could speak to someone. Do you have any kind of names, you're allowed to kind of pass on?

[P8]   
Well, I can, I can, I don’t KNOW very well, but if you allow me, I can, I can tell you ((checking computer)).

Researcher  
Yeah, sure.

[P8]

I can tell you because they they have different uh ((scrolls through computer)).

Researcher  
Don't don't worry about if you can't, can't see anything straight away.

[P8]

No, the fact is, I don’t even know it myself. That’s why I’m, yes, universities are WITHIN well sort of small ministries, called 'consejeria'. So it is within this area of education and it's not a, you know, it's it's not a there's not a person in the head, the head of this I mean the there is not in, and and THIS I have to say um I I will I if you put this into the list of things I I could send you information about, I will I will GIVE you the name of the people because there are two people in CHARGE of universities. And if somebody knows anything about their intentions it should be THEM. But they are facing elections in [#] months time and I don't think they are in position to know very well what it's going to happen in the future.

Researcher  
No, sure but I can still get some insight into the current mechanism, so yeah.

[P8]   
Yes, yes, yes, yes.

Researcher  
Um, no. Yeah, that'd be great. Thanks. Um, I think like ONE of the things you mentioned as well, you didn't go into detail, but you were talking about someone who just kind of DECIDED to implement an English language program and then it was accepted. And so I was thinking, um, kind of the impression I GET when I when I talk to people at your university and and just in relation to Spain in GENERAL, is that the FACULTY level seems to have quite a lot of AUTONOMY and decision making powers when it comes to program design and implementation.

[P8]

Yes ((nodding head))

Researcher

So the Dean, the Dean teams and the Faculty Board which VOTE on these things.

[P8]   
Yes, yes.

Researcher  
Um so, so would you agree with that?

[P8]

Whether THEY have a great FREEDOM in in deciding.

Researcher  
Well, yeah, a lot of autonomy and quite a lot of decision making powers. I mean, I know that when they're implementing a program, it has to go to ANECA for evaluation, for example. But then EVEN that in a way reinforces that level, because it's an EXTERNAL evaluation. Do you know what I'm saying? So, from from, from what I understand, like this is very sketchy. But when I when I looked at Austria, it had a DIFFERENT system, and they also had have like an an external evaluation um BODY. But it's not AS involved in in those things as as the Spanish context, like ANECA. So in Austria, for example, you have when people want to draft or implement a program, it kind of goes upwards to the rectorate and then OK, then it's going up and down between the different levels of the INTERNAL institution, whereas the impression I get from talking to people at your university is that it's mainly the kind of FACULTY level, and then it goes OUT ANECA.

[P8]   
Yes, yes.

Researcher  
Is that fair enough to say or?

[P8]

Yes, it's no longer ANECA because we have different the the the the DOING different things in different institutions. As a matter of fact, DEGREES go now to [an agency] which is [name of agency] that regulates everything concerning degrees so that any degrees you can think of, the decision is taken by the FACULTIES, they want to implement this degree and they they they write so to say a very long memory what they intend to DO, which is usually about 100 pages, a very minute detailed description of WHAT they're going to do. And this is REVIEWED by this, this external agency, which is the one that eventually accepts the degree. This agency works in coordination, not so much with ANECA, but with the Ministry of Universities itself. And they decide whether the degree is approved or not, whether you have the resources, the teachers, the objective interests of the of the degree itself. So this is this is what I think is is, we have a great FREEDOM to do that. In fact, there are not even so to say any directions of any kind but rather when we DRAFT a degree to be OFFERED to the students, the instruction that we’re given is that it has to LOOK like any other degree in a very SUCCESSFUL university. So it's it's a process by analogy. I mean you have to persuade people that what you're doing is successful somewhere else, and then you're going to to do something that is going to be like THAT.

After THAT, degrees I think they are monitored after the number of years. It could be three or four or something like that. Then you receive a team of evaluators that will go into class, peruse all sorts of papers, speak to different people, students, administration related institutions, whatever, and and they CHECK everything. And and they make recommendations, they tell you well this type this degree has to be SUSPENDED because you've not been doing anything, or they may say there are minor objections to what you're doing, or they may say this is wonderful, everything’s perfect. It's not the usual case lately, but but then sometimes it happens.

Researcher  
Yeah. Yeah. I spoke to someone at [agency] last week, I think. And um she was saying that this [agency name] is it that, that, that is a mini ANECA ((laughing)).

[P8]

In fact, they have different competencies. I mean ANECA is mostly concerned with teachers and [agency name] is mostly concerned with the VALIDATION of degrees.

Researcher  
Right, right. But she said that not ALL autonomous communities have that mini ANECA. So in that case, the national ANECA has to deal with those regions that don't have their own mini ANECA.

[P8]   
Not not only ANECA but the but some regions they may, they may they, they may be included in our our perhaps in a neighbor community and and they may.

Researcher  
In a sorry?

[P8]   
In a neighboring community, I mean in, in, in the in the neighbors[?], I mean, they may go to a different community. And for instance, that might be there's a province which is 500,000 people on the whole, and they are probably submitting their papers to a an agency that is probably not ANECA. But ANECA also deals with this, yeah.

Researcher  
Yeah. Yeah. I mean, they also that they deal with that. Yeah, well, that's what she was saying. Yeah. Um, so let's think. I mean when the the the new, somebody somebody from [agency] also told me that in terms of English language, that the only thing they REALLY regulate is making sure that the teachers and the students have the right LEVEL of ability, according the common to the common European framework of reference for languages um for THAT course to be successful.

Are you aware of any other factors in terms of, whether it's the [agency name], the the, the local, the local [region name] one or whether it's ANECA more generally, are you aware of any OTHER factors that might have an effect?

[P8]

Not I don't, I I wasn't even aware of THIS one, because I I don't think the the ANECA regulates, so so FAR, I mean, I don't think ANECA regulates the level in which the the competence of teachers is measured, they they only they MIGHT occasionally say well if he if he or she can teach in English he can do that, but but I don't think they they get that FAR I mean I that that would be interfering with the autonomy of the university, as a matter of fact.

Researcher  
I I don't think they, I think they just want, I don't think they evaluate it THEMSELVES. I think they just has to be part of the description and like that that the university has shown consideration.

[P8]   
That's yes. Yeah, you're right. That's it. That's it. Yes. THAT you have to do that. But then it's not seen by the ANECA but by our own local agency, which is [agency name]. So you have to say there is the possibility that some subjects in this degree are taught in English or other languages. So this is this has to be SAID at the at the very beginning. I KNOW this for the FACT because in the [school name] if if the degree is [foreign language], then you will have to be put in the paper that the the ALL subjects are going to be taught in [foreign language]. So this is this is going to appear there appear there. So the same likewise if you think of other degrees, then you will find that you have to SPECIFY which subjects you think, or you may say a number of subjects may be taught in English without saying concretely which subjects of the of the degree are going to be taught in English, because these may CHANGE.

Researcher  
Yeah. Yeah. So I, I mean, I've talked to some people have talked about certain percentages, say we're gonna have more than 50% or or more than 60% say in Spanish. So then they have a kind of general idea of the PROPORTION of provision within a degree program that will be English and will be Spanish, is that right?

[P8]

No, we don't have that. We we don't have that direction. We don't have that direction and, I've never heard of that and? We DON'T have that direction actually at the [case study university] and you are FREE to do whatever you want to do. I mean, you can do that if you wish. You can put it 100% in English PROVIDED you also have a doubled the the degree and you can teach it as well in Spanish. So there's no problem with that.

Researcher  
Ohh sorry sorry I I don't mean like as a kind of policy of the university, I mean more as a kind of PLAN and as a DRAFT proposal to ANECA that you say, OK, we're designing this program and-

[P8]

No, we don't have that. No, because these these may vary from year to year and we are not, ANECA does not pay attention to these things. I think in GENERAL I mean I may be confused, but in general ANECA is mostly restricted to accrediting teachers to the level in which they are. But this is this should be [agency name], and [agency name], they do not have, they have not said in, they haven't given any direction as what proportion of English subjects is desirable or what degree or what level of competence teachers should have in order to teach in English. No, nothing about that. Not yet. It may be it may happen next year, but not this year yet.

Researcher  
Right. Yeah, I mean, perhaps it's not so much coming from ABOVE, but that people, when they describe their plan and and they say, OK, we're gonna have such and such in English and the expectation will be that the teachers have such and such an ability in English and the students have such and such an ability in English and that that is part of the description that is required for ANECA to process it and that they check, OK, you've considered the level of ability of the teachers you considered the level of ability of the students and it and, right?

[P8]   
OK. Well, but in general, we DON'T work that way. We if if you propose to do THAT, what you have to say is that in general we want to propose a number of subjects which would be imagined and imaginary number, 50, along[?] the degree, 10 are going to be taught in English, and these 10 subjects are going to be taught by the right teacher of English, who has to have at least these level of competence in the language he's going to teach. That would be ALL. No, no, they wouldn’t require a more detailed explanation about the kind of the kind of teacher that is going to going to be expected to TEACH in these areas.

Researcher  
OK, so how about, you know, then someone else had mentioned and you were ALSO saying yourself for ANECA that when you're talking about teacher accreditation and and promotion, that if ANECA has some kind of criteria where it also includes whether you've taught English language programs on those criteria, that will be evaluated in a favorable way on promotion, for example, or you get more credits or something for ticking that box.

[P8]

Uh, that's a very good question because I I don't think such a thing EXISTS, but but if you think it's a relevant merit in your promotion, I think you you simply put it in your accreditation papers, and if it works it works. But there is no no beforehand knowledge that if you teach in English, this is going to be favorable for your promotion, that there's not such a thing. Not YET. I mean, it may happen in the FUTURE, but of course English would not be SINGLED as the language in which this would HAPPEN, but rather FOREIGN language.

Researcher  
Right, yeah.

[P8]   
So teaching in a foreign language will help your accreditation, necessarily that that, that then, there is probably, there is also a very gray, there's a gray area in which there is, there are no strict description of what is considered or not a merit and this is left to the discretion of the of the BOARD of people who are examining each particular accreditation.

Researcher  
Oh OK, I see. Um, so I was wondering in terms of GOVERNANCE, so you have these different governance bodies determined by LAW, and also within your university obviously, so the rector, the management board, that’s the way it’s translated in English but, governing council, the social council, the academic senate in terms of the way it breaks down the governance bodies. So, which one of these do you think have have relevance then to English language programs, would you say? What is MOST relevant to the implementation?

[P8]   
Difficult to SAY because a great deal of what happens at the university is left to the INITIATIVE of the centers and the centers are open to the initiative of their members. So you see, it's not easy to say which is the the, the one that HOLDS the greatest importance. In general, there are DIRECTIONS, political directions, so to say that EMANATE from the autonomous region, and then we we have to OBEY what they tell us to do. We have a wide area of of decision that is left to US. And and in order to have that, I think the ORGAN that decides is is what is what CAN be done and what can NOT is is ONE of the organs you have mentioned, which is the Consejo de Gobierno. Consejo de Gobierno is where the members rather the deans of the schools and the vice rectors and a number of people who represent students and teachers and institutes are present. This is where things are APPROVED, so to say, but but previously anything that is approved here has been previously EXAMINED by a Commission from the same Consejo de Gobierno. So any proposals indirectly, or rather directly, come from what I might say a bottom up approach. I mean, we have people who are working at schools and they decide well, we need to do this or or this degree is not working as we hoped it was going to WORK, so we need to REFORM this, and they PROMOTE that, they they they bring this to one of the commissions and if finally approved Consejo de Gobierno.

So this is the ORDINARY development of the situations, but I think the the the there is great freedom on the part of the people to propose any initiatives they think are going to be good. But THIS one in particular the promotion of the use of the foreign language in the classroom should come from ABOVE. I mean this is not this is not anything that anybody on his or her own is going to think, well it would be good to have classes taught in different language because nobody's going to say that. But SOMEBODY in the autonomous region might say, well what if we do THIS, and they they probably propose to study the the the MATTER and take decisions on THAT particular issue.

Researcher  
I mean, I was gonna ask you about that because I didn't want to just focus on top down, but I was gonna ask you, do you think there are any bottom up drivers? But it seems from what you're saying there aren't so much or?

[P8]

No, there are very many as many as you want.

Researcher  
So like towards English, well because your your point that you just made was well people aren't gonna decide to do it on their OWN, like, OK, let's teach in different foreign languages. So I I I thought I thought you were saying there aren't so many bottom up drivers.

[P8]   
There are very many, but not this in particular, because because THIS is something it's a problem of IMAGINATION, not not not anything related to the FORM with which we to take decisions; it's rather simply you do not think that you would like to teach your your subject in another language. Imagine you're Portuguese and you say why do I not teach in Portuguese this this subject and and and they they everybody will ask you WHY. However, if if you think if you think of the governing bodies, somebody THERE would say, well, in order to INCREASE so to say, the international presence of the university, we could choose to, we could choose to do THIS. We we should promote the use of not only English, but different languages in the classroom that would be accepted by the Portuguese gentleman who thinks he would like to teach in Portuguese. So so it's, but this is a particular THING, because this is a particular this is a particular topic, something you DO because you think it’s going to be good. And this is a decision that is not taken bottom up because there is no how can I put it SOCIAL circumstance in which people together would say what, what if we do this? This usually comes from ABOVE from from a an instance of governance in which people decide it would be good for the university to do this. We will propose this but then you have to propose it or you have to to bring out a law and say well you will do this in the future or you may do, you may ACT indirectly as I told you at the very beginning through the budget and say, well, we need more international profile for our universities and in order to get this, you're going to do this and that.

So there are different forms of doing this but but if if you ask me is there a DEMAND of people wanting to receive the classes in in English, I I I have to tell you that there is not such a thing, and I and in FACT the reason WHY many people are teaching English is because the the, the, the hours are drastically reduced if they decide to teach in English. So there's a personal compensation if you are fluent in English, then you may decide to teach in English, and then instead of working 10 hours, you're going to work 5.

Researcher

OK. Um and how about from the students? I mean you mentioned before that some Spanish students want to have classes in English, so that's another bottom up driver, isn't it if it comes from the students themselves?

[P8]

Yes, yes, you're you're quite right, I think. But but then? Is is it but a map? I I think it's it's top down, but it's favored by the bottom so it's it's successful with the bottom because the initiative was not initially a bottom but but then uh people who gladly accepted to to be students in, in, in, in English or French on their own, that that's OK. I mean they they will find that there's something they like and they they prefer they, well it brings for them some some sort of compensation, which I think is is good for them. So so I think this is HALFWAY in certain sense I mean it is is bottom up and top down at the same time because in a certain sense in ORDER to do this you need directions and you need to tell people what they may expect from such a decision.

Researcher  
I mean, I mean, it's interesting in [Spanish region] because in that particular autonomous community or regional governance you have, you have a certain amount of bilingual education, I don't know maybe a [proportion] or something of primary schools or.

[P8]   
Probably yes, yeah.

Researcher  
And so do you, do you imagine that in future there WILL be a shift because these people are starting to enter universities that have done more bilingual education programs?

[P8]   
Hm I don't KNOW. That's a very interesting question because people may work in two different ways. I mean, do do, if you are bilingual, you may decide not to NEED your second language in the level of university, and and you may have these second language for OTHER activities for personal satisfaction, for FUTURE professional engagement, whatever, I mean I don’t know. But in fact, this this I I think this is going probably, this is probably going to influence the decisions of people who are perceived bilingual education. As a matter of fact, what I fear or not fear because I don't have any fears, but what I THINK is going to happen is that probably MANY of the young people studying at bilingual institutions, what they're thinking of, it's not so much getting at the [case study university] and receiving classes in English, but rather MOVING to an English speaking country where they may receive in the native language the the the of the university, the the the ordinary courses of the university, so this is this I KNOW is already happening because I think it's something very, but I don't think they care MUCH for the fact that they are going to receive, there are many people going to French schools or Italian, and recently there is a GREAT demand for CHINESE as well.

These these, I think are are are these things are are, I believe are going to shape a different university in the future, but I do not know, I don't think because Italian for instance there is a very prestigious institution in [city], [institution name] I think is its name, but they have been working in [city] for ((puffs out)) it’s memory out of mind[?], I mean I don’t know from the [year] probably, and and they never had any SUBJECT taught in Italian that the at university level, FRENCH the same.

But we DO have, interestingly enough, we do have, for instance, French is towards in French at the [name of school]. But there is a degree that was the outcome of a bilateral agreement with [university in France] to teach in Spanish, while in Spain out of a degree, a four year degree, two in Spain in Spanish, two in France, in French.

We DO have the same with German institutions, but in German, in German institutions, I think it's NOT necessarily taught in in German, but probably in ENGLISH. So THAT'S the paradox. And many of the students coming here, they have to receive their teaching in in English as well. And we have a new project of teaching, which is the [name ?] which is the [?] [name?], which is under the alliance of one of the [associations], the [association] in which we participate, which is [name of association], and HERE there are very many subjects that are taught in English.

Researcher  
I think with [name of association] it's actually compulsory for the subjects to be in English from what I understand. So yeah.

[P8]   
Yes, at least a great PART of them.

Researcher  
Oh really. OK.

[P8]   
If NOT a 100%, at least a great part of subjects is taught in English, yes.

Researcher  
OK. I am, I was interested in the Social Council just because it does provide a link to the autonomous Community of [region], and you also have a member in there who is FROM the autonomous Community of [region]. So do you think it has anything relevant to language?

[P8]   
The the consejo sociales, Social Council?

Researcher  
Hmm. Hmm. I was just interested in the LINKS between the university and the autonomous Community of [region], so it COULD be relevant to say bilingual programs or in the case of third mission activities, perhaps, that means it's more likely to be Spanish. Or is there any kind of?

[P8]   
I don't SEE any relationship between the consejo sociales because and and the the idea of promoting, they're MUCH more more interested in employment possibilities for students than, they are MUCH more interested in in promoting some in in, in the form of social welfare for students and for alumni and things like that. But I don't see THEM, because this would be perhaps too academic for them. I mean they, they they're not people who show much interest in that. But there MIGHT be, we might occasionally have petitions from different concerns asking for particular professionals and have a requiring that they are able to communicate in ENGLISH. So THIS is quite common. And big companies like [company name] and [company name] in the past used to demand from us students who had a very good foundation[?] in in English because they NEEDED these professionals.

Researcher  
Right, right. So that came from their presence also on the Social Council because you have company representation.

[P8]   
Yeah, not ONLY from the Social Council, also from the Chambers of Commerce. They were very much interested in in obtaining in, in, in, in having, but they didn't really pay anything, what they wanted to know is whether our students could speak different languages and um English in particular, OK.

Researcher  
Well, thanks so much for your time. Was there anything I didn't ask you about that you'd like to mention if?

[P8]   
((Puffs out)) No, I think you have asked everything.

Researcher  
((laughing)) Sorry, I know I I I go into quite a lot of depth so.

[P8]

NO, no, it's OK. It's just, NO, it is is is very interesting. I I I I don't usually see these myself because it's, I mean my, my, my duties here is not so much, I speak of internationalization in in very many different terms, but not not exactly as having English, so to say as as the MAIN concern, because I think as I TOLD you, many people come simply here because they want to be taught in SPANISH or I think this is this is very difficult to reverse this. There is another OBSTACLE that I mentioned that it is the fact that we we we tend NOT to be to to to to accept, to INCREASE, perhaps irresponsibly the number of foreign students, because they, they, they, they COST us money. We have to PAY for them, in fact. So, I think they they all these things together are very important. And I think we we are I think we are somehow MAKING what one might say is a sort of POSSIBLE internationalization or at LEAST internationalization we can PAY for, which is what I have told already told you. But many other things can be DONE. We want to PROMOTE our students as as OUTSTANDING students who can, who are able to go out of the country and speak in a different language. And this, I think is one objective that is related to the internationalization of the university as well. So we're we're doing that as well. So if you PLEASE want to, some more information, more detailed information, you send a letter to me and I will try to answer as to the figures that the numbers of students who yes.

Researcher  
I'm I'm actually talking to a PAS officer of internationalization. Yeah. And so I might be able to get some of that information from [them], but yeah, so I'll I'll maybe wait until AFTER that interview. And then if there's something.

[P8]   
Yeah. Well, yes, yes, of course. Yes. No, this is a this is a standing offer. So anything you may-

Researcher  
That's brilliant. Yeah, I may come back to you later.

[P8]   
Yes, that's OK. That's OK.

Researcher  
OK. Thank, thanks so much again for your time. It's been really helpful.

[P8]   
The same to you. Thanks. Thank you very much. Thank you. Thanks. Thanks. Goodbye.

Researcher  
Thank you. Bye bye bye.