Interview [P3]

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  
Yeah. So um just again to mention what the projects ABOUT, we're looking at the increasing use of English for academic programs in Europe. So in particular, we’re interested in why why it is that people are using English for academic programs and how it came ABOUT. So we started looking at the Netherlands because they were quite early implementers of English language programs and some of us are looking at different countries. I've been looking at Austria. And I RECENTLY moved on to Spain, so I might be a little bit ignorant STILL about the way things work, so apologies in advance for perhaps asking some silly questions ((laughing)).

Yeah, but to start with, I just wondered if you could maybe to warm up, just talk a little bit about your role as [role] and [subject area], so just briefly what it is you do.

[P3]  
[Redacted identifying information.]

Researcher  
So do you also have degree seeking students, or is it MAINLY mobile exchanges such as Erasmus? So do you have students that will maybe come and do the WHOLE degree with you in your department as well?

[P3]  
Yes, yes, yes, yes, yes. We have all the mobile mobility students, but ALSO students that are in the [subject area] degree, going to be the whole years with us.

Researcher  
I saw you had a bilingual program, so that would be an undergraduate degree, is that right? And there were maybe [#] courses on there in in English, is that right? Or is that for the whole all of the degrees together?

[P3]  
Yeah. Well, the the bilingual program is ONLY in English. It's only in English.

Researcher

Oh the whole thing, OK.

[P3]  
Yes, this this is for for ALL the for all the students uh for [subject area] students.

Researcher  
Right.

[P3]  
It's we have almost all the all the mandatory classes are also taught in English. All the mandatory classes, we the speciality, some of them are not talking English.

Researcher  
OK. So you could do like the whole BA program with EVERYTHING in English, or is some also in Spanish?

[P3]  
You can do all in English, but I guess that if you WANT to choose one of these classes that are not mandatory, these classes MIGHT not be in English.

Researcher  
OK. Do you know how this course came about? Were you there at the time when the proposal was made for the course and when they when it became approved, do you know WHAT the reasons were for for this course?

[P3]  
I I didn't understand what which question, which your question?

Researcher  
So, do you know WHY your faculty decided to implement a course, a program in English?

[P3]  
Yes, yes, yes, thank you. Yes, we have this program in English because this allows us to to receive more international students. And that's one reason actually, we have a very good relationship with [name of university in US] uh thanks in part because our program, um and also because well, this we have a lot of students in Spain that they are thinking about going abroad, no, moving next years. So they started studying English, studying [subject area] in English because this you know it's like a training for them too, no? So I guess that's the two MAIN reasons.

[P3]  
I also teach I have a I have a group uh [subject area], I teach that in English, and and I can tell you also that, yeah, this is, this allows us, I mean, MOST of the the journals are written in English. Most of the journals are are not in Spanish, you know that the best journals are in English, so this allows also to the students to to get in contact with the NEWEST articles, the NEWEST publications. And this could be the THIRD reason I guess.

Researcher  
But you probably also have courses in Spanish where they would do reading in English journals, but the instruction would still be in SPANISH, so it's not necessarily the case that you need to teach in English if you have English reading materials or? What do you feel, sorry, in your experience?

[P3]  
Yes, I mean we, the the teachers, I mean ALL the teachers are are studying whatever it comes not from from SCIENCE, whatever it is NEW. And do you read the article in English and you can teach that in Spanish. So that's that's true it's not necessarily 100% no. But even so it’s GOOD for the students to have the original article. I I like to to to give them the original articles you know instead of having my translate my translation or my interpretation of the article, they can study by their own, which I think is better.

Researcher  
Right, right. Um THIS program, do you sorry WHEN when was it implemented? When did it start, this bilingual program, do you know?

[P3]  
Well I CANNOT tell you the the the start date, uh but I KNOW that it started like [#] years ago, something like that. You know, at the beginning it was maybe [#] classes in English and then now we have like ALL the mandatory classes in English, so this was growing and growing NO, little by little. But it is NOT new, in our faculty we have been teaching in English maybe the last [#] years.

Researcher  
So is it true that or is it likely that ANECA will evaluate this program again after [#] years after giving, approving the the program? So presumably you had to have the program approved by ANECA, is that right?

[P3]  
Um well what, what, what ANECA does is ANECA evaluates ALL our degree. Actually, NOW that they are evaluating it that. And so YES, in in our degree we we we to this agency we give them the you know all our programs and they they they SEE that you know we have all these English program inside the the the degree of [subject area], so that THEY they do this evaluation. I mean they do for US and for all the programs of the university.

Researcher  
Yeah, sure. Yeah. Is that every [#] years or, I mean, because now it's been going for [#] years?

[P3]  
No, ANECA, ANECA makes this evaluation I think, I don't remember exactly, but I think this is every three years.

Researcher  
Oh really. That's quite often then.

[P3]  
Yes, yes, yes, yes, yes.

Researcher  
So do you feel, is there something in the criteria FROM ANECA that you think would lead to positive evaluation of a program if it's ALSO in English? Does it add any VALUE to their evaluation, do you think?

[P3]  
Yeah ((nodding)). I mean, I think I think this probably adds about a value, and I believe that you know it's is WELL recognized and is well KNOWN and this make us like a big a better stand you know so. Uh I think for US as an organization it’s GOOD, you know, when we are evaluated, we are better evaluated because we HAVE this program, YES.

Researcher  
And and what what does the evaluation by ANECA BRING? Does it give any benefit to you as an institution, their positive evaluation? Are there any financial benefits or is it just a case that you can say, OK, we received THIS evaluation and then it's like positive, almost like marketing for your university. Sorry, I'm asking because I'm not familiar with the system with ANECA. So I'm wondering, OK, they evaluate you. But what does that actually mean? What are the CONSEQUENCES of that evaluation?

[P3]  
Yes, well, this is, I mean this is MANDATORY. I I we are a public university and we we HAVE to be evaluated. So yeah, I told you every three years, I'm not sure about the dates, but I think it's more or less about that every three years. Because I I was the [role] of the Master [subject area] and I was evaluated, my MASTER was evaluated every three years also. So that's why I know.

Researcher  
Oh really, yeah yeah.

[P3]  
And and and and we do this because it's mandatory and because, I mean this is a way to IMPROVE also our studies because when they do their evaluation, they will find different aspects you know that should be improved. For example, maybe I don't know, they they find that there are some kind of subjects that they might have a better PROGRAM, so they will tell you this program is not a great whatever, no. Or they might find that you know the students’ opinions are not well considered. Well, they will tell you that you have to improve the way of communicating with the students.

So that they are going to do RECOMMENDATIONS. Some of them, you must consider and change and solve because they they can find problems that we have to RESOLVE. Uh and some others are going to be recommendations, just recommendations that you CAN or not follow, but they are always GOOD, you know. So yeah, it's something mandatory that we had to do it, and it it REALLY improves our quality you know.

Researcher  
And do you also um, is it kind of PRIVATE information, or do you also make it KNOWN, like OK we received this kind of score or something, I don't know what they give you ((laughing)). But do you also make that known, say, to the students or to the university or? Or is it public information or is it private?

[P3]  
Yes, yes, they, I I cannot tell you where is the page because it is published in the web page in the in the, so yes the results are always public.

Researcher  
On the on your university's webpage, yeah, I'll have a look. It's published on your university yeah, sorry?

[P3]  
Yes, if you go to the quality [unit] of our university, they MUST have their evaluations and the MEMORIES, and the you know that we, we we have to DO of our studies and these things.

Researcher  
Um, so um, I mean, you said that maybe with ANECA, if you propose a a program or when they evaluate programs, they may see it favourably if it's taught in English. Is is that correct? Yeah. Sorry.

[P3]  
Yes, ANECA, when they look at our our program, they, they, they, they are going to SEE that we have some classes in English, YES.

Researcher  
And are there any other kind of kind of INFLUENCES you think from governance, for example, that might affect whether you would choose to implement a new program in English, for example, like from your university or from the National Ministry, or from the Autonomous Community, for example, other than ANECA, are there any other influences do you think?

[P3]  
Well, we have a a double evaluation. One of them is done by the ANECA which is belongs to the government, and the other is done by our OWN university uh we for the [unit]. I don't know if that's what you mean. We have two two evaluations.

Researcher  
And um and they also, do they evaluate according, do they take into consideration the language of instruction or is it not something that interests them?

[P3]  
Well, the the language of instruction is something that is SAID. And I think this is like how how should I, an EXTRA that we offer, you know. So it's NOT mandatory at all, it's not mandatory at all, but this is an extra that we offer. Actually not at ALL not all the faculties of the [case study university] have this degree in English.

We are few[?] that we have this in English. We are [subject area], [subject area] and I don't know two or three more, but not ALL of them.

Researcher  
I'm I'm not sure if I mean you can answer this, but one thing I was interested about is, I mean obviously you’re a [role] yourself in a faculty, but for example one faculty um previously had lots of English courses, but with the change of dean and the dean's team, they have got rid of them ((laughing)). So there are no more English courses with the change of dean. And so I was wondering, how is it that the dean and the dean's team can decide this? Or or what what does this, is the dean and the dean's team ACCOUNTABLE to someone within the university? Or how is it that this this change can happen just with a change of of the people or the team?

[P3]

Well, the the dean team, you know, [redacted identifying information] and actually there is a vice dean that works on all these academic purposes then no, she she might be able to respond you better to some questions, but I guess that the the, the, the the dean’s team has, you know the this opportunity to to change things, no.

To ME it's very strange to listen what you just said. I mean, I don't, I don't see MYSELF, you know, finishing the degree in English at my faculty, because I'm very HAPPY with that. This is something that we have and make us BETTER. So it's quite strange to listen to that. Of COURSE it IS more WORK. You know you you you must find teachers that can be ABLE to teach in English, which is not always easy in all, the in ALL the the subjects which is not easy. Sometimes it is actually IMPOSSIBLE, you know. Or some teachers like ME, I don't have a perfect English. MUCH of my of my students speaks much better than ME.

So, I guess I guess that they they they found that they didn't have enough teachers, so they just cut[?]. But that's that's HORRIBLE. That's a great loss.

Researcher  
I don't know the reason. No, I was just curious about the how can I say say, the STRUCTURE and the mechanism WITHIN the Spanish university that if the dean and the dean's team CHOOSE, they could do that.

[P3]  
YES, they, they, they they can CHOOSE because they they can find, they can find that they don't have the the way to do it, what is mandatory is to to have all these subjects done. It’s I mean I can teach my class in SPANISH and not-, that that's FINE. But but and ANECA is not going to to tell you that you have to teach in English. It's NOT mandatory you know. So that's why they could change it, but it's a great LOSS. That's that's, that's for sure.

Researcher  
Is it the case that, for example, when they change something like that they have English language programs, but they also ALWAYS have an equivalent in Spanish? Is there always an equivalent in Spanish? There has to be?

[P3]  
Yes, yes, yes, yes, yes, because all, ALL the students must have their their plan completed. So you, I mean, for example, we have uh I think we have like [#] classes for each in each year, OK and the E group is taught in English. If I if I don't, if I don't teach in English, what I'm going to do with all those all, all of these students, no? I have to give them the classes too, so maybe I could get a little a bunch of students and put that in ABCDF, no, because we have uh. But but well, my classes have a limit, you know. I cannot put more than 50 students per per class. So that's why we have all these groups. So yes, if they don't teach in English, they will have to do in Spanish.

Researcher  
OK. But there is always going to be an alternative. So for example, if you were to remove this English course, it doesn't mean the SUBJECT disappears because there's a Spanish there. So there's always a Spanish alternative to that subject?

[P3]  
Yes.

Researcher  
Do you know is that, is that a POLICY or is that LAW? Or is there something like that? Or is it just the way it's DONE or?

[P3]  
Yes, it's that's because, you know ALL the mandatory classes are are talking in Spanish. That’s the the mandatory, the FIRST language. Whatever we do in another language in a different language like English is like supplemental material you know so is, so that's the reason.

Researcher  
I mean obviously if if if you have the situation where a dean and the dean's team decide to remove the English language, it suggests that they have a lot of AUTONOMY as well, doesn't it, WITHIN the institution, that they have a lot of AUTONOMY, do you, is that true?

[P3]  
I'm sorry, I I just couldn't listen a couple of things came, the the the voice came and gone and ((pointing finger to ear)).

Researcher  
Sorry, the fact that the dean could say decide, OK, we're not going to do this in English, suggests that deans and vice deans and the dean team have quite a lot of AUTONOMY in in the Spanish system, is that true?

[P3]  
Yes, I mean we have a lot of autonomy, but we have a a faculty meeting with all, ‘junta’ we call it in Spanish, with you know, with all-, with a LOT of teachers that they, they anything that we decide to do, we have to bring to this meeting with all the teachers. They are going to VOTE. So if I don't, I mean if I if I propose to to do something and they don't allow me to do it, I WON'T be able to do it. So we have a lot of autonomy to to MAKE, or to TRY to make changes, but then we have to bring ALL these proposals to our meeting, to the general faculty meeting. Uh, in THIS place they should be accepted.

Researcher  
Right right. And there isn't some kind of STRATEGY or some kind of um that your governance in the university that would make it, INCENTIVIZE English language programs? Is there any incentive, do you think from in relation to the governing bodies, that it’s positively viewed?

[P3]

Well there’s an incentive that we, for example, as a teacher, I will get 6 credits for this subject, but because the subject is in English, I'm getting 9 credits. So they are giving me a little bit more CREDIT. It's NOT that much, but you know, for 6 to 9 it's it's OK. It's like 50% more. OK, so this is a way that that we are doing to incentivate.

Researcher  
And and do you know WHY that is? WHY are they giving you that incentive?

[P3]  
Well, you know, well, I can tell you my, my personal opinion too here. Yeah, it's always HARDER to teach in ENGLISH than in Spanish uh to prepare all my CLASSES to change all my SLIDES and everything in English, to have discussions. It's always harder, more difficult. You need extra hours to do it. So this is a way to reinforce and to recognize that the teacher is putting, you know, more hours is working harder in to to support this program. So that's that's the reason, yes.

Researcher  
Um, how about you know, so we've talked a little bit about from top down influences. How about it from the bottom up? Do you feel there any influences coming from the bottom to have English language courses, for example from the students or from the lecturers in in your faculty, does it if if someone decides they want to have like a new program or a new course in English? Um does that happen as well? WHERE does the decision come from, do you think?

[P3]  
Um, no. Well maybe, but I don't, I I don't have that data. So, you know, people asking for classes in English, for example, the last week I I I brought[?] myself, a professor from [university in Italy]. He he gave this conference, very interesting about [subject area]. And he spoke in English. We invited to all of our, you know, our university students and teachers, and just VERY few people came, like 10 persons only. And ONE of the reasons was that it was taught in English, you know, like.

Actually I had mails from from teachers and and who supposedly were representing some of their students that they were asking if they if they, if WE were going to do a double translation, not to to make it easier for them. But we we didn't have the the the money to do that translation, we didn’t have the technology there here so.

So we we couldn’t offer offer the translation and few people came. So actually usually it’s at the contrary. I don't know, we are in Spain, we are a little bit lazier than in other countries of Europe or I don't know, but NOT many people speak English here. So I mean what what our English is very basic. So none, MOST of the people don't ask for classes in English or programs in English. It's something that we do because we feel it's necessary to make this more international, and to bring people and to train our students to go ahead, go abroad.

Researcher  
So so is your belief kind of in alignment with some internationalization strategy from, is it your your PERSONAL belief, then, something that is SHARED within a vision, for example, that is SUPPORTED by an internationalization strategy? Are you aware of that, or is it more like the belief of a shared belief than people working in your faculty, for example.

[P3]  
Yes, I think that it’s just, yeah, well, these belief which is also a fact, no, that this is giving us the opportunity to be more open to have like great relationships with a lot, a lot of universities. I mean to have students from England, they they really ask us to to teach English, I mean to give to their students the opportunity to study in English or the the [name of university in US]. So I think that's this is what is more important for US, you know to to HAVE this university so open and um send our students to these places too, no?

Researcher  
So so what is the kind of relationship you have with, sorry, was it [US name] you mentioned?

[P3]

Hmm.

Researcher

So is that an exchange of staff, students, research networks, collaborations. What what is the NATURE of the relationship?

[P3]

Yes, we have an exchange program with them. Yeah, we accept there are students and they, you know, considering the number of students that come from [name of university in US], they give us also the, like, the scholarship to, to for our students there. So we have a an exchange program for students and also for teachers and research, yes.

Researcher  
Was there another place you mentioned? Sorry I didn't catch there were I think you said two places.

[P3]

Well [name of university in US] is always special, but we have a we we have, for example, a [name of university in US] [case study university] of we have in in [name of university in US] too a kind of, but I don't, I don't know the reason we [name of university in US] because our faculty of [subject area] doesn't work with [name of university in US]. It's another faculty with that works with [name of university in US]. We have with [name of university in US] like well known universities but and you know, we do all this Erasmus program we have, you know that we cannot offer to ALL the European, I mean, ALL the universities of Europe, we have, you know, some special contact with some of them. So I I can’t tell you by by heart all of them, but but we have with a lot of universities here in in Europe and and NOW we are opening the relationship with, I mean we are opening, we are improving maybe relation with with Africa and or for with Japan for example, I have a student, we have an student now in, in in [name of university?] so.

Researcher  
Sorry, did you say [name of university?]? Sorry, what did you say?

[P3]  
Uh what's the name of the university? It's in Japan.

Researcher  
Oh, I see, [name of university in Japan]?

[P3]  
[Name of university in Japan]. Yes, yes. [name of university in Japan]. Yes, I think it's [name of university in Japan], yes.

Researcher  
So sorry, I'm thinking the English programs you have, are they, they're ALL bachelors level, are they?

[P3]  
MOSTLY yes.

Researcher  
Yeah. And you have some, you you mentioned you were [redacted identifying information] um a master's degree program as well in English?

[P3]

Yeah, but NO, but the master’s are in SPANISH. I think that we only have one master, the master of [?] uh work [subject area]. I believe in that master they are more open and they might be teaching  
or having subjects or conferences in English, because THAT that master is very international. But I believe that the REST of our master’s are all ONLY in Spanish.

Researcher  
So I mean, one thing that interests me is that when I was looking at Austria, um the university I was looking at, they had ALL the bachelor's programs were in German, but then LOADS of master’s programs are in English, whereas in your university is almost like the opposite way around. So lots of English programs are at bachelor's level and then at master’s level, a lot of the programs are in Spanish. So why, why do you think it is that you have so much English provision that bachelor’s level and maybe less at master’s level, like you mentioned in your faculty. What what why is that in terms of the degrees?

[P3]

Well, because, yes I believe a reason is because with ALL these bachelor students, we have all these interchange agreements with Europe and other other countries. Uh you know four[?] years, if you do this interchange agreement, but with MASTER’S, this is always more difficult. THEY start studying here in Spain, and sometimes the master is only for one year, so that they don't have time really to go abroad.  
  
Uh, within PhD students, we have a more mobility, but we we don't teach classes in PhD students, we have some conferences, seminars and so on, but but so I I guess that's the reason because master is shorter always. I guess it's MORE specialized it it makes sense to have master’s in ENGLISH and to bring people from outside to teach our students, but but it's like everything is too concentrated, no.

Researcher  
I guess that's why towards the beginning I was asking about degree SEEKING students, you know, because when you were talking, you're the [role], I think sorry, is that the right? Sorry. So and you mentioned the exchange of students, so I guess that's why I was thinking it sounds like more like exchange within kind of mobility windows of degrees structures than a degree seeking student who comes TO Spain for example from other European countries, for example, and then does an ENTIRE master’s course in English. Is that right, or I mean you said you DO have degree seeking students who will come to Spain to complete the entire degree, but is that last last comment or not something that you're ACTIVELY pursuing at the moment or.

[P3]  
Oh let me see I I understood you well. Uh we have our degree. I mean, there's students that come up from abroad, from other countries to Spain, they usually stay with us one year, not the whole degree. So that's just with the one year one semester, but not the whole degree there. I get, there are some few that could stay longer, but that's not that's not common.

And for for students in Spain when we send them to study outside, they do the same. They they, they stay there one, one year. And sometimes they have the opportunity to to go another year to another a different place for for the practice for example. And they can do it or or maybe they can move to another University of Spain also that we have a program for with Spanish universities. So we we try to make us so many mobility as possible.

But for the MASTER, I think MOST of them are master’s are are, are very LOCAL. We we we have to open them MORE that's that's for true. I guess the only one that is like MORE advanced in this is the master of on work [subject area] that I told you.

Researcher  
So um I mean, because you said you're you think you should open it MORE. How how do you imagine this is going to, this trend will continue in your faculty? So how do you picture it continuing in the NEAR future say or the further AWAY future?

[P3]  
Well, I I I really think that this should be should continue the way we have it with ALL the mandatory classes taught in English and MAYBE some other, you know, supplementary courses or MORE specialized courses that we don't have it in English. Maybe, you know, in the future we we could also, you know GAIN and and [?] further and have them in English too. That will be great.

Maybe maybe, as you know, more more master’s could start doing something in English too, but that's not easy. That's not easy. Yeah, yeah. You know, in our faculty the, the, the MOST important master because the number of students is the one of [subject area]. And the students choose that master because here in Spain they NEED that master in order to WORK in [place of work] and so on.

So sometimes they, sometimes that's, that's that that master’s is from for one year and a half. It's almost one year, about two years. That's the one of the longest master’s, too. It’s so we could improve I wish you now in the future we could improve that master and make more people to travel from, you know, to other countries and and and so have I mean as we have have for us the opportunity to teach also in English to introduce some courses in English in that master too. That would be that would be great, you know. At least in the in the in the bigger master’s like this one that I told you in [subject area], the one in in [subject area] and I don't know which other is is [?], because in the [subject area] master for example that one is totally in one year. We have a LOT of students for Latin America's, like one third of the students are from Latin America. And actually the last year we have an [anglophone country] student too, but she spoke Spanish perfectly, so I don't know if they are going to be able to introduce English in that master in the, that's difficult. That's very difficult because there's the teachers that I told you and these things. But with a big big master’s I I hope we can. Yes, in the in the for the future, we can introduce.

Researcher  
So that I mean. Do you have a kind of internationalization plan that includes Latin America? Or is this something natural that has arisen? Do you have like a strategy of some kind, or is it more like a history of collaboration, a common language and?

[P3]  
Yes, but we have a lot of agreements with a lot of universities [?] I mean with Latin America and it's always here[?] because of history. And that's for one. And also I guess the [case study university] has a great reputation. So we we are asked EVERY year by a lot of students from Latin American countries to come here and study with us. THEY usually have like greater scores, so it's always great to have them here with us. And actually we we we send students of Spain also I I have a couple of students now in [city] in Argentina and another one in [city], in Mexico. So we we have these COLLABORATORS and I guess it's something because our history. And actually the [case study university] has a school in Latin America which is called [name] [case study university]. So that's that's kind of, you know our our political also our you know our our our goals are to maintain this school in Latin America to make us you know like PRESENT there too, no. Every year we have like conferences and and and classes in different countries. Last year it was I think in Mexico, I don't remember exactly.

Um and this year it’s going to be in another country, I don't know, Bolivia. So we HAVE a special relationship with Latin America and we have a special school, [case study university] in Latin America, so.

Researcher  
When I looked at the information on the website for Latin America at your university, I noticed that the school was for quite short programs, so it was like for short courses. Is that right?

[P3]  
Yes, the Latin American school are short courses, yes.

Researcher  
So do you have students that will come over to do the whole degree with you as well from Latin America, or is it again mainly just for exchange exchanges?

[P3]  
No, no, no. I mean when we GO to them, because with this program of Latin America [case study university] we do just short courses. I think that's kind of I don't want to use the word propaganda, but that's I mean well we do do this you know to get us to KNOW better no, and to interchange the students and and mainly prof- professors, teachers. This serves us to sign agreements, so we have a lot of agreements that this is the mean for other students to study with us longer.

For example, the last day that we have this conference with the the the Italian Professor, I remember that there was a student from Costa Rica in that conference. She was studying in in our university for one year. This was an a kind of interchange no, she was coming. And my students that are now in [city in Argentina] and Mexico, they are going to be there one year and then come back. So it's just like Erasmus but with Latin America.

Researcher  
OK. So it's not so much that they'll come and do the WHOLE degree with you, but just an exchange, yeah.

[P3]  
No, the WHOLE degree, I don't think so.

Researcher  
Yeah. Are you, I mean, you mentioned before that whenever there's an English language degree, there would also sorry program, there would also be a Spanish equivalent at the same time for that subject area. So it's never the case that say a Spanish program will CHANGE say from Spanish TO English. There would always be both of them in coexistence, or else JUST Spanish on its own.

[P3]

Yes, I mean the Spanish program is always going to exist and and the English program is something that should be similar, I mean it should be the SAME but in English you know. And and we are going to maintain as far as possible because this is our MAIN interest to maintain that. But it could be die. It could could die, like in that faculty you just mention, and the Spanish program continue. But, they coexist. And I I hope this maintains long time.

Researcher  
Do you know is there any reason for that? So is there any protection of those Spanish courses through, say, language policy or law? Is there any reason why they would always be there?

[P3]

Well, actually there is not a, there is not a protection like that, I mean because because this is not mandatory. If we had the know, you know, the the the BAD luck of losing our teachers that can speak in English, we could remove this program and nothing happened no. That's the sad thing. So I don't think that's a we don't have a protection. I don't think we have a protection, but NOW I mean for, for, for [?] and for the next year, and all there is a a commitment, I I believe, a commitment of all the departments to to teach their subject in English too. So I think this is something that people DO because we believe it is the best thing we should, we are going to maintain, and all the all the meeting that we have for the faculty that I told you before, all the teachers that belong to this meeting that they SUSTAIN this program. So I don't think we it is not, it is not easy to to finish because everybody agrees with this. But I don't, I don't know, I don't think that I don't believe there is a strong protection for this.

Researcher  
So sorry, I meant like the SPANISH courses, so comparing with some other countries, for example, in the Netherlands, they're having problems NOW because English has become so MUCH the norm in some universities that Dutch programs it's almost like are under threat. It's it's seen like that by some people. Do you know what I'm saying? So I was wondering if you're aware because you mentioned that there's always a SPANISH equivalent for ANY English course, yeah? So I was wondering if there's a kind of POLICY that maintains that. So there's always gonna be a Spanish course for any English. So if there is some law or some policy that would maintain-

[P3]  
Yes. Yeah. Well, in our program the, the one that ANECA evaluates includes this all these subjects in Spanish. That's what is, is if we we cannot, we cannot lose that subject, we cannot CHANGE the subject without, you know, ANECA evaluation and this thing. But we COULD lose uh English and nothing happened. No, nothing. I mean we we nothing legal happen, OK. The protection is for the SPANISH courses.

To me, it's very, very strange to listen what happens in Dutchland, no. That's very interesting. I I guess here in Spain, if you go to to Basque country or to Catalunya, they have these classes in Basque or in Catalan and maybe they are managing three languages, which could be like more difficult and maybe they could have some problems related to that, but not here in [city], I I told you that. Maybe here we are more lazy or whatever, but people really wants to speak in Spanish, and not ALL the people see the necessity, the necessity of studying or teaching in English.

Researcher  
If um say I was at your university, say you were at your university, which you are, and you want to introduce a new program in in English and um you would have to submit, you would have to draft a proposal. And then it would have to be approved by YOUR university before submitting it to ANECA? Is that right or?

[P3]  
Yes, we we will have to to make the proposal to the faculty meeting. Uh, they will accept it for sure, and they will, we will have to make it was for the change or to don't, I mean, when there is an improvement of a program, just an IMPROVEMENT, we have to inform ANECA believe and and um and maybe it's not, I'm not sure, but I think I I think that we will have to inform ANECA to, you know, in order to to have the you know their their good, you know, I don't know how to say English, they they have to tell us ANECA should, should should say that OK, go ahead no, go ahead. But it wouldn’t be difficult, just make the proposal, the the faculty meeting say yes, and then ANECA say yes and that's that's ALL.

Researcher  
So it goes straight from FACULTY to ANECA? So there's nothing above the faculty. You don't need approval from ABOVE the faculty level?

[P3]

From the rectorate of for example?

Researcher

For example.

[P3]  
YES. Um I I don't, I don't think so. I mean, we need the approval of the rectorate for a lot of things. You know, everything that has to do with money or a lot of programs are necessary or maybe they already have. I mean, we have an international office which is in the rectorate [redacted identifying information]. They they make ALL the most of all the international work they did there. You know they they did the most of the things but to introduce, introduce a change in our courses on [subject area] um, I'm not sure that we have we have to. Ohh I don't know, there is a [role] that she will tell you better than me about this kind of changes, you know, but I'm not sure.

Researcher  
Who? Who is that? [Role] sorry?

[P3]  
[Role].

Researcher  
[Role] or something?

[P3]  
Yes, yes, with all this or or the [role]. You know there's another that they work more with this agency all the time. No, not not me no ((laughing)).

Researcher  
But you said you had your own master’s program, so if you if you developed your own master’s program, you presumably.

[P3]  
Yes, but that's, yeah, yes. Last year I was, I mean, the last years, two last years I was not now, but I was [redacted identifying information] the the Master of [subject area]. That's why I was thinking about when when we wanted to introduce any change we we have to to tell the faculty meeting and after that we had to inform ANECA and that's ALL. We didn't we we didn't have to go to the to the rectorate you know for the master degree at least. I don't know if the bachelor is necessary then. Then I'm, I don't know. but I don't think so.

Researcher  
Right. Right. That's interesting. Yeah. I think I've probably asked everything I was hoping to ask. Sorry. Is there anything I I didn't give you the CHANCE to talk about that you would have liked to mention a bit more about the topic? I don't know maybe I'm missing something important that is a consideration in with regard to English language.

[P3]  
No, that just just that, that what I want to underline or to make more clear is that for US to teach in English is a a great opportunity, you know, to to have more students from outside and to prepare students for an international way of living, which is, you know what we have to do right now. Um so in our faculty, WE we are very convinced of that and we will continue with our program and try to improve it. Um if you have any recommendation it’s also welcome, now that we are studying all these programs.

Researcher  
Obviously, YOU'RE very positive about, you know, the English language and internationalization, and you said you're faculty is as WELL and and you're on kind of on board altogether, but are there any kind of voices of resistance? Are you AWARE of any of your colleagues or anyone or people or students or people who don't support this trend, maybe?

[P3]

Not not really. Just because, I mean we have [#] courses and [#] of them are in Spanish. So EVERYBODY has their possibility to start in Spanish if they want, but SOME people can study in English. And also we always have a some vacancy, not many, but maybe like five vacancies, eight vacancies, some you know they, they they even the group in English is not always complete 100%. So you have a few vacancies, not MANY but we have SOME. So that means that everybody's more than happy. If you if you want to study in English, you can do it. If you want to study in Spanish, you can do it too.

Um for the teachers, of course, it's harder. I told you um but you know, if the if you we we trust each other, no. So if I if I know that my, my, my teacher on another subject he's going to be able to explain as well in English and in Spanish, well it's fine, it's fine. We we had a problem before with the teacher that I remember that he was just putting the slides in English and he was speaking in Spanish. So we asked him, like, you CANNOT do that because you know, this is supposed to be everything in English. So, so he's OK, well, I'm not going to teach them anyway, because if you don't allow me to speak in Spanish, so he he just left the program.

Um, we have another teacher that had a very bad English level and some students complained about that, well this guy, he he wants the extra grades or whatever or or he's very fashion to stay in English courses that he he he doesn't explain he just appears no.

So we we talked well they talked with him and he he just left that that course and continues speaking in English. So but these are, you know, MINOR problems. That's not a big deal. Everybody think is happy with this.

Researcher  
So in in the case of the first person you mentioned, I mean he just continued teaching on OTHER programs in your faculty.

[P3]

YEAH, in the Spanish.

Researcher  
Yeah, yeah. And it was it because he didn't feel his English was good enough, or were there other reasons WHY he didn't want to teach in English? Do you know?

[P3]  
NO, because no he, he, he he just wanted the extra, the extra credits, that's all.

Researcher  
Without putting the extra work, you mean?

[P3]

Maybe.

Researcher  
You don't know ((laughing)).

[P3]  
I don't know ((laughing)). You know. No, no.

Researcher  
So it it wasn't that he felt he want he, he wanted to express himself in Spanish and didn't want to have to, it wasn't some reason like that, no.

[P3]  
No, for HIM it's it's it's much easier to express himself in Spanish. That's that, I can tell you that and he had difficulties to explain in English. It's, I mean, I have difficulties too ((laughing)). So so he just DID it. He just thought about well YOU are not going to allow me to, you know, to just pass the slides in English, I want, therefore it's too much for me, so that's what keeps people. But if there is nothing that well we are in Spain, in Spain, we have to speak in Spanish, not it's that's not, that's not the reason.

Researcher  
Yeah, not nothing ideological.

[P3]  
Nothing ideological no, no, no, no, no.

Researcher  
No.

[P3]

Even when when we have these kind of meetings like the other day there there came this guy from, Professor from Italy. He would explain in Italian, French, a LITTLE bit of Spanish. But he did MUCH better in English, so everybody was happy listening to him in English, even that sometimes, you know, with Italian Spanish, we speak some, we get more or less to know each other. But he did in English and that was fine. The problem is that like FEW people feels comfortable in English. So, it was, we didn't have as MANY people as we WANTED, but that's another reason.

We have an an language school in the [case study university] which give courses for students and also for teachers of languages, like 30, I don't know a LOT of languages, but we have like actually last year with this I think good for you I guess last year we gave five scholarships well, finally, three to students that study and improve their English um there in the language in the School of of [case study university]. And they were studying also here in the English program.

That was, you know, that's like a POLICY that we just put it and make it in order to REINFORCE that the student study more English no, giving this scholarship. We did it by by our OWN to make them FREE to study English. To five, you know, we offer to five students, but finally only three uh made they accepted and asked for the for the scholarship. We have these things, and everybody's happy with these kind of policies to to improve the English use and these things.

Researcher  
And so it's seen as a kind of competitive thing or an elite thing then? Because you say you're you've got a scholarship for a student, obviously the students have to apply and compete and you maybe have HIGH level students you give the scholarship to. So do you think that might create some kind of sense that the English language is an ELITE kind of something that gives added value to uh what they're doing?

[P3]

Yes, it's, I don't know if it's elite, but it's you know it's the language of the of the world we live now. So we we gave this, I mean the truth is that we gave five we offer five scholarship but only three students ask, you know and there were like 30 studying there. So I guess like I don't know we we put this in all our means of communication, but but I don't know people didn't realize or whatever or they are, it's TRUE that our [case study university] school of languages is very cheap too.

So maybe people didn’t NEED it and didn't ask for that, or or whatever. So only three ask for that. But we offer five scholarship and ONLY English because it's the language that we want to SUPPORT in order to, you know, all these agreements that we have with all these universities and so on.

Researcher  
So what's the scholarship? But the scholarship wasn't for, you know, practicing English. It was for the degree program, no?

[P3]  
No, it's gonna see what's for studying English in our language-

Researcher  
Ohh I see. OK sorry.

[P3]  
In our lang- in in a school of English language of the [case study university].

Researcher  
Ohh I see. Sorry. OK, so you're trying to encourage that development?

[P3]  
That's it. That's it. Yes.

Researcher  
Sorry, yeah sorry I misunderstood. I thought you said you were offering scholarships for actual degree programs, but on the condition, no, nothing like that.

[P3]  
No, no. It's like we did it that to encourage people to study English.

Researcher  
OK. Yeah. OK. Well, thanks so much. Sorry, I've taken you close to the end of the hour with too many questions, but um, it's been really, really helpful. Thanks so much for your insights into also into your faculty and sorry I I know I took you beyond your faculty as well, but and BEYOND your role as [role], but it's really, really helpful all of these insights, so helpful to our project. So thank you SO much for taking the time to participate.

[P3]

I'm very happy to HELP, whatever you need.

Researcher  
Thank you so much.

[P3]

Bye

Researcher

OK, bye then. Bye.