Interview with [P1]

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 again thanks so much for your participating in this. I know, everyone's incredibly busy. So we're happy, very happy to get your INPUT, especially also from the [unit] because you know, we want to get some people from different faculties too, because it can vary quite a LOT.

Um so just to again give her a very short, brief outline of what we're doing, um we're looking at how English is increasingly being used to, for instruction, academic programs at European universities. So we have people looking in different places. We started with the Netherlands because they were quite early implementers of English language programs. I've been looking at Austria, and I've moved on to Spain now ((laughing)). But you're my first person in Spain, so I DO apologize, please accept my apologies in advance if I ask some ignorant questions.

[P1]

That’s okay ((smiling)).

Researcher  
But you're the EXPERT, so that's what you're there for ((laughing))

[P1]

((laughing))

Researcher  
So yeah, I thought to um just to START a little bit if you could tell me a little bit about your role as [role] in [unit], so just briefly to warm up, what does that involve?

[P1]   
OK. [Redacted identifying information.] Maybe 20 years ago that was a very completely different IDEA of a university, but today I think that we should think seriously that our students and the students of other universities can MOVE to different universities in order to promote this idea of universal education that has something in common with the, with the concept of university. [Redacted identifying information.]

Researcher  
OK. Um so I noticed on the website that you offer an undergrad- undergraduate degree in [subject area]. So is is that the only COMPLETE program you have that is classed, that is taught in English or do you have other programs as WELL?

[P1]   
Well, actually it is not COMPLETELY in English, it's 70% of the courses in English, including the degree dissertation, the last degree dissertation is what we call it, the [?] final degree essay or dissertation AND the practicum, [redacted identifying information], and that could be that should be with an English teacher. So the rest of the of the courses are in English, some of them are are also in Spanish. The first course, the first year is also in English. And and THIS is what we try to OFFER to the international students when they come to [case study university], because this is really a very interesting space in which um people in, Spanish people, Spanish students that study in, in English and other students from other countries come together, and also they have a very, very STRONG motivation. They work in many optional um works that we do and this is really a good [?]. And they are a smaller group than the rest of the groups of the faculty. They are between 25 and 40 students maximum, and we require them B2 in English to be part of this group and also to the teachers the C1 to can teach in these kind of groups.

Researcher  
So um if I understood correctly, you've got two kind of influences for this being in English, one is the societal influence of having bilingual schools in primary schools in SPAIN, and the other one is the internationalization influence. Is is that right?

[P1]

Yeah. Yeah. What I tell them is that they not only [redacted identifying information], so the possibility to study in English gives them the opportunity to ALSO to KNOW an international sphere. Actually I made a STUDY with the last seven years of my students in this bilingual group, and their LEVEL of participation in Erasmus program is very HIGH, is 50%, comparing with the REST of the university, which is between 8, is between 8 and 10 percent. So almost the one of two students in this group, they go to other countries for the Erasmus program, so that that's great.

Researcher  
So I'm just thinking about the Spanish, that particular Spanish context, because when I was looking at Austria, for example, they don't have bilingual programs at school like primary school or high school, and and [subject area] programs tended to be the ones that tended more towards GERMAN, whereas Englishization was happening more in OTHER kinds of areas. So I was wondering about the contrast of Spain, because you DO have SOME bilingual programs, don't you, in [subject area A] and also in [subject area B], is that right, or ONLY in [subject area A]?

[P1]   
Yeah, yeah, at [subject area], even in [subject areas A and B]. And actually PART of this study that I told you just before is when they started their bilingual education. And MOSTLY they started in [subject areas A and B]. So it's like, I can I, it's part of their HISTORY to study in English.

Researcher  
Yeah. So then it kind of makes SENSE also for you to offer programs, yeah.

[P1]

Yeah, that's it. That's it ((nodding)).

Researcher  
Right. Would you later on SHARE [material] with me? You said you you participated in a study, you researched this area. Is that right?

[P1]   
Yeah ((nodding)).

Researcher  
So if if you if you could share [material] with me, that would be great. That would give me some background.

[P1]   
Yeah, sure. It it is not public YET, but uh, I I hope, I hope it is done maybe in a month or couple of months, but as soon you get I get that I will send it to you, of course.

Researcher  
OK, brilliant. Thank you so much. So is there an attempt to BALANCE the weighting, you said it's about 70% English and 30% Spanish, so is there, is that a reason FOR that weighting?

[P1]   
Yeah, actually there are TWO reasons. One of them, the theoretical one is that, I mean they need to be good [practitioners], not only in English but also in Spanish. But uh there is also a practical problem is that we don't have ENOUGH teachers, university teachers in our faculty to teach ALL these subjects in English. Actually the the the RULE is that they need 50% and we have 70%. But I think that will be better if we could increase this level of courses in English, but it is not easy ((laughing)).

Researcher  
Right. So the is is the RULE, the POLICY you mentioned an institutional policy for your university, um is it more or like a GUIDANCE, I mean you're happy to break this rule ((laughing))?

[P1]   
Yeah, yeah, it it's it's it's, uh, a rule for our university BUT for our degree, like as this is an OFFICIAL degree, it has to be approved by the Ministry of Education. And when we approve that that was more than [#] years, [#] years ago that was the the RULE that we we thought that we should follow, at LEAST 50% of the courses in English. So we now have more than that and that's that's good actually. Next year we will, we will have a new valuation of this degree and we will see what they tell us if we should increase THAT, it is not easy to increase that also for them because um comparing all other degrees in English in [subject area] in Spain, they have similar level, similar percentages of course in English.

Researcher  
Right. So you're saying that you have to have AT least 50% in English that was the guidelines, but it's just AT least, so it doesn't is there no restriction on HOW much English, could you go 100% English in your university?

[P1]

Yeah, we could DO that if we have teachers, but we don't have them.

Researcher  
OK, right. Yeah, sure ((laughing))

[P1]   
But we could we could do that, yes.

Researcher  
Yeah. So, so when you propose a course, like you said, you did [#] years ago for this, were, were were you HERE [#] years ago? Were you involved in this?

[P1]   
No, no, just [#] years. But but but I can try to answer the question because I know a little bit the history of these bilingual group.

Researcher  
Brilliant, yeah. So when you did that [#] years ago, you submitted a proposal to ANECA. Is that how it works?

[P1]   
  
Yeah, this is ANECA ((nodding)).

Researcher  
Yeah. So when you submit your proposal, and is it and it has to be reviewed then by ANECA as well, is that next year, yeah?

[P1]   
Yeah, it's six. Yes, it's six years we have this evaluation. So that's going to be next year again. So we have had-

Researcher

Six years.

[P1]

Yeah, six years. We have had this evaluation I think that [# times] until now.

Researcher  
OK, so when you submit your proposal, it it has has to be in Spanish, does it?

[P1]

Yeah, yeah.

Researcher

But you do, do you HAVE to mention the language of instruction to ANECA?

[P1]   
Yeah, yeah, because we created a new group, which is the bilingual group, actually when THEY come HERE to this periodic evaluation, we need to give them evidences of ALL the things that we do. And one of them is related with this bilingual group.

Researcher  
OK. And and is THAT the case for EVERY course at your university that they HAVE to specify the language of instruction to ANECA? Do you know?

[P1]

Yeah, yeah.

Researcher

It is a requirement?

[P1]   
Yeah, it's compulsory.

Researcher  
Oh OK.

[P1]   
So we CANNOT change the language of our courses without, at least not in official courses, without telling ANECA which language we we offer the courses.

Researcher  
Oh OK. So then it would have to be reviewed and approved again, if you wanted to change that?

[P1]   
Yeah.

Researcher  
OK, that's interesting. So you said it was 70% Spanish, uh ENGLISH, 30% Spanish. Could a student complete the whole program entirely in English, depending on the CHOICES of what things they choose, no?

[P1]   
No, not not really, because some of these Spanish courses are uh COMPULSORY courses, so they have no choice. They cannot choose ALL the all the courses in English.

Researcher  
OK.

[P1]

It's a pity, but it is so ((laughing))

Researcher  
((laughing)) And I was wondering, so focused on the this kind of [subject area], which is an undergraduate course, isn't it?

[P1]

Yeah.

Researcher  
Yeah, so. I mean THAT that is your what you class a bilingual program, but the courses they DO within that can be entirely, like the modules, can be entirely in English within that, yeah.

[P1]

Yeah, yeah, yeah, yeah. But I want to say that it's the SAME. I mean, the the courses have the same NAME, but we expect that as they are, they have, they are taught in English, they FOLLOW a different methodology. I mean, when I teach in English, um I TRY to give them the opportunity to know some methodologies that are not so common in Spain, but they are more USED in other bilingual countries or even in an anglo-saxon context. And something that we try to PROMOTE is the mobility of the [professionals]. I mean, if they are [field of engagement] in English it is not only because they KNOW how to speak English, but also to KNOW which is the English culture and what kind of methodologies are using in in English, English and in, in a general idea, not only in UK or in US, but in in an INTERNATIONAL context.

Researcher  
((Nodding)) So so you mentioned that you knew something about the the historical context of this program, so um [#] years ago, do you know what, what, why did people decide OK, we're gonna make this bilingual.

[P1]   
Yeah, that was uh when we changed the degrees and we STARTED to be part of the Bologna process, what was COMPULSORY, in which we HAVE to change the three years degrees and start with the FOUR years degrees. And in in THAT change, the the the DEAN in that moment decided to introduce a new group in English. And actually we tried to introduce TWO groups, in [subject area] and in [subject area], but it didn't work. Only the [subject area] was successful because of the the teachers available to teach in English in the faculty.

Researcher  
Uh, OK.

Researcher  
So. So this was part of a bigger trend-

[P1]

Yeah

Researcher

In Spain at the time, based on the ministries requirement. Then [#] years ago to to change the degree STRUCTURE to include master’s courses and?

[P1]   
Yeah, that that demands didn't include the English courses, they just change how the years and adapted to the Bologna process. But we thought that was well not, not me, but the people that were HERE, thought that was a good opportunity to introduce that. And it WAS a controversial measure. Not ALL the the teachers in the faculty SUPPORT that measure. Actually today not ALL of them agree with that, because the teachers that are teaching in this group receive a a little bit MORE of credits because they are teaching in English and they need more TIME to prepare that and that is a little bit controversial for all the teachers, even when they cannot TEACH in English, but they think that it is, it's a PRIVILEGE for teachers in English.

Researcher  
So they COULD be teaching say the same exact same course in Spanish, but they'd be getting less money for or less credit or?

[P1]   
Yeah, less credit. We HAVE to teach two hundred, uh to 24 credit ECTS as teachers during the whole year. And if you teach in English, you get 9 credits and then you have less COURSES to teach it. If you don’t[?] teach in English, it’s 6 credits per per course.

Researcher  
Right, right. Are there any other reasons WHY people are not happy, or is it mainly to do with because they think people who are teaching in English they have LESS of a teaching load even though it may take them longer maybe to prepare the courses in English?

[P1]

Yeah. Yeah. Well, I I have not studied. I have not made a systematic review about that, but something that I have listened is related with that. They are going to be [practitioners] in Spain, so they should know the the Spanish to be a [practitioner] in Spain. But I think that this is a very simplistic way to see a [practitioner]. You are going to be a [practitioner] and maybe in Spain or maybe in Europe or in other countries if you have the opportunity to study in English.

And this is OPTIONAL, I mean no one is telling you, you should to DO that. It's an OPPORTUNITY to do that, and then you you have not ALL the subjects in SPANISH, you have 70 percent in English, 30 in Spanish, and you can CHOOSE if you want to do or not. So it is not compulsory for all the students that studying this faculty, they can CHOOSE. And this is something great for our students, as I see that.

Researcher  
Have you have you ever considered doing it in in in Spanish in order to involve, say, internationalization in terms of South America or the Spanish speaking parts of South America? Or is that not considered such a big part of the globalization plan or internationalization I should say?

[P1]

Yeah, but actually we do not receive many students from South America, just in MASTER'S degrees [?] for a year or in doctoral degrees just for three months or something like that. They receive any scholarship to come here. But the degrees, as they are here for, for not they are here four years, it is NOT so common like this. And and any case, they have more courses more um more degrees to study. Actually we have [#] groups. And just ONE of them is in in English, the rest are in Spanish, so they do not offer only one group in English for all the Spanish or international associated. So you can choose in Spanish or English, and it's easier for them to study in Spanish because there are more groups [#] groups in in Spanish. Sorry.

Researcher  
Also related to [subject area], for example, or things that are relevant to that area?

[P1]

Yeah.

Researcher  
Um I noticed I, I mean I, perhaps I got this wrong, but it seemed that when it IS in English, it tends to be UNDERGRADUATE degrees and not so much master degree programs?

[P1]

No, not really.

Researcher  
No, that's that's not right?

[P1]   
No, there are not master degree in English, um actually I don't know WHY because we have [#] master degrees.

Yeah, in our faculty and one of them is [subject area] is for [practitioners] who want to [engagement as practitioners], but they have some subjects, but I don't really know they are in English, because they used to the people the students used to study this to to be [practitioners] in a [place of work]. But um this is not teach in in our faculty, this is part of the [faculty].

Researcher  
But also for [subject area], they do it in a different faculty?

[P1]   
Yes, a part from that, yes, apart of that they do it in not only one faculty, but in many, many faculties, [faculty], [faculty], depending on the specialty specialty.

Researcher  
Oh, I see. Right. Yeah, sure.

[P1]   
They study here just a few courses and during the first semester and then they go to the faculties.

Researcher  
OK. And how about doctoral level? Do you do English at doctoral level?

[P1]   
Well, at doctoral level, we have seminars, we have uh we try to PROMOTE the stay in different countries, but at- the- they don't not have a compulsory courses. Um I think that there are not something in English for them. Um my doctoral students in something that I try to promote that I tried actually I have one of them now in in [US city] and the other has been in [US state]. So it's something that we it is part of our of our job as university teachers to learn and to be able to communicate in English in an international context. BUT there is not a specific course in English for our doctoral students.

Researcher  
Right. Um I'm just trying to think, I mean, um [#] years ago. I mean, I I'm just trying to understand the link between the Bologna process. Like you say, that was a STRUCTURAL thing, wasn't it, and doesn't NECESSARILY imply the use of English, but it seems that you say people took the opportunity then to to kind of integrate the English into the curriculum at that time. So do you have any thoughts on what the kind of relationship is between the change of structuring of degrees and and the English language?

[P1]   
Yeah, but there is an important reason or I'm very good similarity or reason that can be shared by two two arguments. On the one hand the Bologna process uh was thought to have the opportunity to study in OTHER European universities, for example, with a courses that are taught in JUST one semester. Actually, when I study [redacted identifying information] I have many courses that were part of JUST one year and if we have the the same the same DURATION of a course will be EASIER than mobility, and that is ONE of the reasons of this Bologna process. And maybe with this intention of the promotion of mobility between European countries and and other countries, of course, I think that is at the same core, at the same reason, at the same core reasons that the the the [?] group, the bilingual group.

Researcher  
And how about, you mentioned TWO reasons was there was there another one so windows of mobility for exchange and was there another reason?

[P1]   
Yeah, well, maybe another reason is related with teachers. I mean, if we want at our students travel to other countries and visit at another universities, we should require the SAME for teachers, for university teachers to visit other faculties. And if they have to be HERE teaching during the WHOLE year, just the subject that gives you less opportunities to travel to other countries. So I think that is a responsibility not only for students, but also teachers to renew the way they teach, not only [?] more here, but also visiting other places, and to know how they do that. And and and in in other in other, in other SENSE, I think that it is interesting to know how other universities are are organizing the way they receive students, international students in order to to to know here how to do that better or how to attain knowing the context of the students who we will receive HERE in our faculties.

Researcher  
And and how about research collaboration? So YOU mentioned teachers moving around to learn about teaching and how about research and stuff. I mean is that, do you factor that into there as well?

[P1]   
Yeah, yeah. Um the international PROJECTS of research is something also quite interesting or quite important here, especially for NEW teachers, new university teachers. Actually, this is one of the things that is required to to be a university teachers to STAY at least during three months BEFORE you get your PhD, another three months after, three or six months after you finish your PhD.

So you can have a lot of publications, but this is another requirements that you cannot get it if you don't GO to other countries to to KNOW and to research in other universities. And at the beginning, I mean when when that that measure was promoted here in Spain um it came from the sciences. I mean you have to go to the country to study in a different LABORATORY. But what happened in social, social sciences or humanities?

Well, maybe we don't have the same necessity to go to any specific place, but to KNOW another country to TALK with different people to, to, to SHARE your ideas with another way of life, I think, that this is, lifestyle, I think that this is something that is trending[?] also for US from the social sciences and humanities.

Researcher  
Right. Umm. So we're we're looking at this not only from the perspective of internationalization, but also in terms of government GOVERNANCE. So I wanted to ask a few questions um in that direction. So are you aware of any kind of influence from the BOTTOM up, let's start, to have English language programs, say from the students or from your lecturing staff um for programs to be implemented in English. So you mentioned resistance and you mentioned the reason for implementing this particular program [#] years ago. But how about now? Is there anything coming from the bottom up to start this process of implementation of English programs that you would be aware of?

[P1]   
Well, maybe in [city] the at the [region] where we live, um during the LAST 20 years and there have been a very, a GROWING interest on bilingual education. So many schools are every year um INTEGRATING in this new program. [Redacted identifying information.] So um I think that this is another reason to KEEP this this program to to to continue implementing or developing this program. Um ANOTHER reason could be the DEMAND. The demand continues today. I mean we have every year new students who want to come here to study in English. And and part of this study that I told you is that the the the level of OUR students in this group is higher than the the grades, the level um in the grades of that of those students are higher than the REST of our students, at least two points in the medium grades that they that that we have we compare that with the rest of our students. And I think that they are they they are very good reasons to continue with with this program. One of one of the things that the Dean[?] did [#] years ago was the COURSES of English for the teachers in our faculty in order to PROMOTE this bilingual group. Um we have to stop that during the pandemic crisis. But we hope that we can continue with with that maybe next year, I don’t know ((smiling)).

Researcher  
And these are students, sorry, these are teachers coming from OTHER places, because you said you had to stop it during the pandemic, was this because of mobility or?

[P1]   
Yeah, it was was because of the mobility. Actually this year we have a much more students that want to go to other countries for [?] programs than the last year. And I think that this is GOOD. This is a sign of healthy in our faculty.

Researcher  
If you say like the the students that you GET who are taking the English courses, they have higher points is that from their high school examinations or how do-?

[P1]

Yeah, yeah.

Researcher  
So basically, WHY is that? Is that because, WHY why is there this difference in terms of how high achieving the students are and what is the relationship to English, do you think. Is it through ambition or ((laughing))?

[P1]   
Yeah, yeah, it's, I don't know [?] not that I can give, but but when they come here, it's like a new motivation to study in English, and I think that they choose this, this, this group, because they they think that it's going to be better for them and they they feel very motivated about we have to study and the opportunities that they HAVE. I don't know, but this is this is an objective measure. I mean they they got, actually maybe that could be related with the the level that they HAVE before they start because there is a CONTINUITY between the level they they they BRING here and the level they get when they finish their degree. So they are a very, very good group. I don't know, and that could be a part of a ANOTHER research, if we do something to IMPROVE the level at least at least to KEEP the level of degrees of of of GRADES of this group.

Researcher  
How about, are there any plans that you're aware of to introduce NEW English language programs to your faculty?

[P1]   
Well, something that actually I'm doing right now is to be part of this big program. The big program is a new program [name of program] that is is a new course for not only for English groups, but for every, every, every, for EVERYBODY, I mean. And this is some small course that our students can choose to visit a another university in Europe, it is between 5 and 30 days, and it's just studying a specific topic. It is a NEW one. It is going to be between three universities and I think that during the next years we can participate in THAT program, actually this morning I’ve received an an e-mail from the Vice-Chancellor about that. And last week we have a meeting talking about how can we organize that. Actually, I have RECEIVED two proposals from different European universities to participate in this program. I offered that to my students last week. They are very HAPPY to participate on that. And and I'm sure that I will do it maybe in the next months.

Researcher  
Sorry [program name]. What does that stand for?

[P1]   
  
I think it’s [expansion of acronym] I think is that.

Researcher  
And is that an EU program or?

[P1]   
It’s an [EU program], yeah.

Researcher  
[EU program], OK.

Researcher  
So how about um from the the top downwards? I asked you from the bottom upwards, how about the top downwards? Is there any kind of incentive that the governance of the university gives you to implement English language programs that you know of or?

[P1]   
Well, two or three years ago, before the pandemic, we had like a conference every YEAR in which we present some results or some good practices, but this has disappeared now. I don't know if this is because of the pandemic or because there is another political conception about this, and there is a NORM in our university in which they SAY that teachers will renew the teaching in English, I mean, which will incorporate new teachers, new university teacher to teach courses in English, and which are the requirements to participate in teaching in these groups. But during the last three years everything has been stopped. Maybe we we have had a new a new team at the at the rectorate of the University. And maybe this is ONE of the reasons but I don't know.

Researcher  
So there isn't any pressure to to introduce English programs.

[P1]

No, not a high pressure, not really.

Researcher  
And no particular incentive? And how about funding does it make a difference to funding, to the faculty or funding to the department, um that you get from your university? Or is it just the same regardless?

[P1]   
Yeah, I think it's the same because even when we receive money. I mean, what we receive money when we have students um but OTHER faculties that have less students DON'T receive less money, so it is not a HIGH pressure to get more students. I think that is more more theoretical than a practical reason to to promote this kind of programs.

Researcher  
When I was looking at Austria, they had kind of steering instruments that universities published actually, you know, like the Ministry of Education, they would require you, well, actually was written into the LAW that every so and so many years you had to produce these strategic documents talking about your university plans, and that has to then be in ALIGNMENT with them in the ministerial one that THEY publish. Um do you have a similar thing in in SPAIN that you're aware of or?

[P1]   
Yeah, yeah. But there's a very important difference. Here this is a requirement if you want individually, not, it's a requirement of the university. If you want to get MORE money, you have to publish every six years, we have to submit an application to the Minister of Education explaining which have been our publications during the last six years. Did you get did you, if you have published well in good journals, international journals, you get MORE money every month, but if you don’t get it, it is OK. I mean, there is not uh something, there is not a bad consequence for you if you do not publish. I think that this is bad because our time is not only teaching, but it's also RESEARCH. So if you do not RESEARCH, you should teach MORE than the rest, because we ALL are paid the same and for the same for different for different activities. So if I teach and I research, I I should have more money than the people that only teach. So I think that is something that should CHANGE in the next years.

Researcher  
Sorry, could you, I didn't quite catch the rest of, the ENDING of what you were saying.

[P1]   
Yeah, we have to TEACH. ALL the teachers have to teach so 24 ECTS during this year, and the rest of the TIME is for research. But if you do not research, it's the same. I mean, no one is coming to tell you, you should research, and otherwise you should teach more hours than the rest of the teachers that ARE researching. So there is a an, an, a comparison between ONE teacher and the others. And it is, I think that should be CHANGED in the next years.

Researcher  
Right. I mean, Spain is a little bit different than some other European countries in that you’re still civil servants when you become on a permanent contract.

[P1]   
Yeah, yeah, to the UK, there is a high pressure to publish. If you do not publish you are you are OUT of the university. Um maybe there is not the only the only way to organize the university. But if you do not research, you should do other kind of THINGS, for example, to have more groups to teach.

Researcher  
And and so this thing you said you submit every six years. Do you submit it as a FACULTY? Or does every individual person have to submit their own thing?

[P1]   
It’s individually, and it is not compulsory, you can do that or not.

Researcher  
Ah, OK. And who is who is that to? Is that the the National Ministry or the autonomous community?

[P1]   
It's national except in Catalonia and I don't know about the Basque country, but it is national.

Researcher  
So who which organization would that be nationally that you submitted to every six years?

[P1]   
Well it's very HARD because you have to publish in very good JOURNALS. But if you know the REQUIREMENTS to publish that those articles, you get the a positive evaluation of that. And it is also a REQUIREMENT to supervise doctoral thesis is a requirement to progress in your career. I mean it's something quite important for it[?].

Researcher  
So this is something then you can use as evidence within the university to support a promotion application.

[P1]   
Yeah, yeah. Actually, if you don't have these positive evaluation, you cannot, you cannot PROGRESS in your career. You cannot HAVE a new position.

Researcher  
So can you tell me the NAME of the people you submit that to?

[P1]   
Yeah, it's uh, it's not the ANECA. It's part of the ANECA is CNEAI.

Researcher  
OK, so that's an acronym, yeah ((laughing)).

[P1]

Yeah, this is it ((holds up paper with acronym to camera))

Researcher  
Yeah, great. Thanks. And and they positively evaluate, do you also talk about your teaching activities as well? So would they, or is it mainly just publications and stuff like that? So they would positively view it if you had English publications in international journals, for example?

[P1]   
Well, the LANGUAGE is not is not a requirement you can publish in Spanish journalists without making[?] in English so. Of course, if you publish in international journals, that would be better, but it is not necessary.

Researcher  
Right, right. OK um. Has it ever been the case in your awareness in your faculty that say, a Spanish language program has changed TO English, so it's been REPLACED by an English language program? Or is it always IN parallel?

[P1]   
Yeah, it has been in parallel. I mean we we keep some courses, or the majority of the courses, are in English, I'm sorry, are in SPANISH. And when we introduce this new group with, with courses in English THAT continued the same, maybe with some subjects, some courses that have been now in the Spanish, then in English, depending on the the teachers available for for that course. But there is not a HIGH level of mobility in in the sense.

Researcher  
So is there some kind of POLICY that protects those Spanish courses, so it wouldn't be possible for you to say, OK, THIS course we've got in this subject, we're gonna make this English and do away with the Spanish altogether. Are you aware of any policies that would PROTECT that Spanish course?

[P1]   
I'm not SURE. MORE than the external policies, I think that is the decision of the the board of the faculty, the board the faculty is is a group of between 50 and 70 teachers, administrators and even students [who] have a meeting every two months or less. And then we have to decide what we we make the main decisions in this this [?].

Researcher  
So that involves a a GOOD representation of different types of people, students, PAS, is it PAS?

[P1]

Yes, PAS, administrators.

Researcher

And academics at different levels of their career?

[P1]

Yeah, like kind of teachers, assistant professors, professors, that's it, permanent, non-permanent teachers that.

Researcher  
And that composition is is it's required by the university or the the LAW? Is there is there something that?

[P1]   
Yeah, there are a number of, a specific number number for EACH group. And the majority of them are elected by the students or the teachers depending on the group. The teachers elect the teachers and the students elect the students.

Researcher  
So do you know if you're drafting a proposal for a new course in English? What kind of process needs to be followed? So does that go to that board that you're talking about, supposing you want, I want to have this course in English, you would.

[P1]   
Previously, it has to go to the department in which you belong, and then if this is approved should go also to the Board of the Faculty, what we call Junta de Facultad, the Board of the Faculty, and then should go also to the university. There is another Commission which is called the Academic Commission, which is PART of the university, in which should be this, that, that issue, that proposal should be discussed.

Researcher  
And then it comes back to YOU for preparation for ANECA. Or how does that work then?

[P1]

I'm not sure that has to go to ANECA because that depends on the on the proposal that we submit. I mean if if we we have this 50%, I think that we have we we have the possibility to change a little bit. Meanwhile, we we don't, we don't uh propose less than 50%, so we are free to decide about that.

Researcher  
So ANECA’s just the COMPLETE degree program.

[P1]   
Sorry, say again.

Researcher  
It's just when it's a COMPLETE degree program that it has to be approved by ANECA or?

[P1]   
Yeah. Yeah, it's like a framework. And we can propose MORE than that, but not LESS than what we have agreed in this application. It's like a contract. We can offer MORE than that, but not LESS than that.

Researcher  
I see. OK, so they don't need to know about ALL courses.

[P1]

Yeah, they they need to know that. But they cannot tell us. You, you tell me that you were proposing at least 50%, and now you are proposing 70% because we covered this MINIMUM that we agreed.

Researcher  
Right. OK. Do you know if there's anyone I could maybe talk to in the Academic Commission that speaks English at your university? Someone, are you AWARE of anyone or?

[P1]

Yeah, maybe there is a person is [name]. I can send you her name. She's coordinator of the [name of European] program in our university. That is going to change the name, now it's [new name] or something like that. But she's coordinating all the activities of [name of European program].

Researcher  
OK. We've, we've already. Yeah, I'm, I’ve already asked [name] to forward an e-mail to her. So yeah. I think sorry, um I think I'm almost done ((laughing)).

Well, I I guess just a GENERAL kind of question. How do you kind of envision this TREND? I mean, in some in some countries we're looking at, there's a very clear TREND that English is increasing, increasing increasing. Is that the SAME in in your university, or do you think it's DIFFERENT in Spain to other countries or in your university?

[P1]   
Well, I I think that this is INCREASING the the number of people that speak English and want to participate in international conferences and publish in English.

MAYBE the situation is not the PERFECT one, because you can find people that doesn't speak English or can have a conversation in English, but for ME it's it's something very good that our NEW students want to participate in this group and are very OPEN to to go for Erasmus programs or whatever. One of the problems that maybe we have in Spain is with with movies or television, we we'll watch everything in Spanish and this is a problem because this Anglo-Saxon CULTURE is introduced, but not through the LANGUAGE, but also but only through the the MOVIES and the arts and all these kind of things, MUSIC, but I think the situation is is not the the BEST, but it is changing in that sense. And this is a GOOD thing I would, for US.

Researcher  
So you think in your university you will be offering more programs in English in the FUTURE?

[P1]   
Yeah ((nodding)).

Researcher  
Yeah.

[P1]   
Yeah, I think so, I think so. Something good for that will be to invest more money not in the not in the faculties, but in the administration issues. I mean because that requires a lot of things, a lot of um MANAGEMENT of the volume of students and programs. So that COULD be one of the challenges that we HAVE today.

Researcher  
And I mean you mentioned that there was maybe a difference in the way that teachers, if they're teaching English, they get more credits for for less kind of teaching work as such um although it requires preparation. And is it the sense that there could be an ELITE kind of forming or that could be an increase in inequality, say between teachers, or also teach- students or, or is there nothing, no concern around this, that some, for example, some subject areas may be seen as BETTER subjects ((laughing)) because they’re taught in English, and other subject areas may be seen as almost second class subjects in English, because they’re not taught in English. Are there any CONCERNS like that you hear people voicing, or is it just all it's positive or?

[P1]   
Yeah, actually, when I came here, I was [role], and I started to to teach in ENGLISH because no one wanted to do that in my department. So I was the last one to come here, and they told me you have to to do that. And I said OK, so I should prepare myself and prepare myself in English, and I'm very HAPPY with that. But the the professor who taught before me told me that this group is like a kind of elitist group. They they THINK that they are better than the rest of the classroom of the of the classes in the faculty. But I do the I didn't see THAT with my groups, so I'm very happy because they participate in everything. Actually, I don't see how they HAVE relationships with other groups, but I I I DISAGREE with that. I mean, I think that they this is an important thing for our faculty that is good for them and they are making very hard efforts to study in ENGLISH. I think that this is a good thing, of course.

Researcher  
OK. Brilliant. Was there anything I didn't ask you that you think is important to this, or something you'd like to elaborate on or talk about and that I didn't maybe ask you about?

[P1]   
No, I don't think so. I think that you you say all the important things to go directly to the point. So thank you for ((laughing)).

Researcher  
Oh sorry ((laughing)). I I'm I'm just trying to understand the context, like I say, you're my first um interviewee, so I'm a little bit green behind the ears about Spain still ((laughing)).

[P1]

That’s okay ((laughing)).

Researcher  
You you get all the all the BORING questions, I guess ((laughing)). Yeah. No, it's been really helpful. If um if you had [materials] or if you're happier once it's been [shared], if you would remember to SEND it to me, that would be brilliant. Um because it's helpful for me to know the context, obviously of how the education in in schools affects education at university in terms of the language. Yeah. So thanks so much again for your time. It's been so helpful. Thank you.

[P1]

Thank you. Bye.

Researcher  
Bye then.