Interview with [P11] & [P12]

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

It's so great to have you both here. Just to start, I'll just explain a little bit about the project AGAIN. So we're looking at how English is becoming more and more used for ACADEMIC programmes and that European universities, for example, for programmes that aren't related to English itself, like English language or literature or, but other programmes such as [subject area]. And we've been looking at different countries in Europe, so we have case study universities where we've been interviewing people, including your institution. So I I started off looking at Austria and and now you know, I'm turning my attention to Spain and other people have looked at the Netherlands and Italy and Turkey, I think we're doing N Macedonia now as well, and we're hoping to bring in a few more countries. And we have someone who's looking, doing a quantitative study, looking at different countries of the European Higher Education Area.

So we're we're PARTICULARLY interested in in what the drivers are for these programmes and if there are any links to say, AUTONOMY in educational reform or GOVERNANCE or what we call steering at a distance. So, for example, incentivisation, if there are any incentivisations from government or from in your case the the Autonomous Community of [region]. ANY any such thing, but we're basically want to find out the reasons FOR it. So that's why we're interviewing people, and I already spoke to a colleague of yours currently engaged on the programme, and you know, as I mentioned, I was recommended to talk to you because you have insight into the HISTORY of how the programme AROSE. So yes, so I thought maybe we could start THERE so.

You know, my first question was to warm up, could you tell me a little bit about the ROLE you played in the implementation of the English programme in [subject area] when it first started? So it did it, how,

when, when DID it actually START the programme?

[P11]

Yesterday we were talking [P12] and myself, trying to REMEMBER uh dates and things like that.

Researcher:

((nodding)) Yeah. OK ((laughing))

[P11]

And the date we start it was when we change our study plan to adjust to Bologna Project, so it was at the SAME year and that was uh [year] the year we start, that was that regular that was.

[P12]

((Nodding)) Okay. Right, right. In September.

[P11]

Yes, yes. And we start year by year as as we did the same with the new study plan that it it starts in the first course and then first and second the next year and the next year, first, second, third and then until we arrive to the to the finishing the degree, we we did the SAME with the bilingual, with the ENGLISH programme the same.

So we start in, in, in [year] and [P12] and myself were [governance role] at that moment in, in the government, in the government of the [unit].

Researcher

OK so two [governance roles]? [Governance roles] of different areas? Or what was your official?-

[P11]

((Nodding)) Yes, yes, different areas. I I don't know exactly how is the translation of the area of [P12].

[P12]

[Redacted identifying information.]

Researcher

OK. So I mean these STRUCTURAL changes that came with the degree programmes, with the Bologna process, you know, this allowed for new programmes to be implemented, but why, WHY did you decide to do it in English?

[P11]

Well, when when the [governance role] asked me to be [governance role] in in charge of [role], I asked him what what he wanted to do with with that, with my job. And he said, well, you know, we don't have Erasmus with the UK. So I started to think about how could we implement our relations with the UK and al- also with the states. And we started to think about the internalisation internalisa-,whatever, of of our studies, especially NOT for our teachers, for our STUDENTS in, in MY case, in MY case, for our students.

So we did we we thought it was a GOOD idea to start to have studies in English because, you know, if you are a, if you are studying Russian in uh in in England, for SURE, you you know Russian and you go to Russia. Um but if you are studying [subject area], you JUST know English. So the British universities didn't want to have agreements with us because THEIR students couldn't come come to our country, because we did not have any programme in English.

So and they don't want to to work just to RECEIVE our students. That's normal. They want an exchange. So, we thought it was a good idea to start to have a studies in in English in order to come in order we can receive uh students for UK, mostly UK, also from other countries like Poland or you know that they don't know, but our Erasmus programme is ALWAYS in Spanish, only with the EXCEPTION of the UK.

So the [?] students should have to know Spanish, the French student students should have to know Spanish but not not the not the British ones. So we started to do that. And in fact we we had in three years I I I think we had a lot of agreements with a lot of British universities, because our STUDIES are, I mean, it's I can say it because [redacted identifying information], but our faculty's a VERY good faculty of [subject area].

And and we and and WE have a kind of [subject area] that is the [subject area] of the Anglo-Saxon world, is not [sub-field], I mean, it's a kind of scientific [subject area]. So it was also very good for US to have the possibility to open this Anglo-Saxon world to our to for our students. So this was I think the the MOST important reason at that time.

But it's true that it it was, uh, the perfect moment. Because with the Bologna project this was the general feeling of I I think most of the universities in, in Spain, at least the BIG ones that WE need to be more open to different countries, different students so we can ATTRACT the talent from everywhere, and also to open GOOD universities OUTSIDE for our students.

I think [P12] can ((waves hand)) go further.

[P12]

Yeah. Obviously it was [P11]’s idea idea, but from my point of view, uh I was also interested in in in BRILLIANT students, if we can say so. So SPANISH brilliant students. So if you offer a bilingual degree, you are getting uh student of with HIGHER qualification. And and this will increase our like we we call nota de corte, the the QUALIFICATION of of the student the of the SPANISH students coming to our degree.

This is published EVERY year, so everybody was going to know that the QUALIFICATION of the Spanish student was higher at the [case study university] than [redacted identiying information] because we WERE the only one and we we we EXPECTED that. And ALSO in the rankings when you you HAVE to to notify how many international students do you have and how many subjects do you do you offer in English? So this this were points for the ranking?

Researcher

Can I ask which RANKINGS are you talking about?

[P12]

Oh well, there are, there are Spanish one that EVERYBODY read. So we may agree with them or not, but and then there-

Researcher

What, what, what’s the name, what is the name of those rankings?

[P12]

For example, well, sorry,there are the standard international rankings that you know.

[P11]

Shanghai university.

[P12]

Yeah, but in THIS moment, I think we were not thinking in this because we were not aware of that, but we we were absolutely aware of of El Mundo. El El Mundo is is a journal that every year publish and everybody read. So if you are the first of the ranking, people is more willing to come to study with us.

Researcher

((Nodding)) Okay.

[P11]

This this ranking of El Mundo is for Spain. Or it USED to be, I I don't know if now is so important, but it USED to be is as important for Spain like the times for for for England, yeah.

[P12]

And and you may be thinking about the QS, but this came LATER for us, at least for me.

Researcher

Right. OK. And and did did the rankings did this affect the amount of MONEY you get from the government, the rankings or the number of international students?

[P11] & [P12]

((Shaking heads))

Researcher

No, nothing like that. OK.

[P11]

The the first thing you have to be to to have very CLEAR is that this was this was a project of our FACULTY without ANY help of ANYONE. Not the not the, WELL, the university has to APPROVE that what we were doing and and we GET that, uh we got that, but but that's ALL, not the not the [autonomous community region], not the Spanish Government, NO one. I mean it was a private project of our faculty.

Researcher

OK, so so in this sense?-

[P12]

Sorry, one, one more thing, but this is not unusual. This is the WAY all the all the degrees and all the master are developed in the in the public university in Spain, OK. You DO the best you can, we always try, just because we are motivated, NOT because anyone try to push you.

Researcher

Right, right. Sure.

[P11]

And when you of and of course when you have the structure for one faculty, or two faculties or three faculties, THEN it becomes an GENERAL structure for ALL these programmes, but NOT when we did it.

[P12]

Yes.

Researcher

Right right. So um I'm, I'm interested, you said ONE of the reasons for having this programme in English was to attract a higher quality of SPANISH student. So WHY do you feel like um having it in English attracts a BETTER quality Spanish student?

[P11]

Unfortunately, Spain, we we have uh different kind of schools, and best students USUALLY come with uh wealthy families, more or less, who can afford a good education for their children. So if you OFFER them something NO other university’s offering, uh they consider that is a good opportunity for for them. It's easier to find to have better students because they COME from uh better schools. I think it's mostly that.

And also we don't have so many, we don't have so many, uh seats for for this programme. It was only for [#] students. You can choose the BEST [#]. It’s not only that they come from very good schools, that they have to be very good STUDENTS to, to, to to be accepted in this programme.

Researcher

Is that your view as well [P12]?

[P12]

Yeah, ABSOLUTELY. Mm hmm. People that is fluent in English in Spain is still is because ALL the background is usually better. Yeah.

[P11]

A family's more, more worried about the education of their CHILDREN, even if they if they are not WEALTHY, you know, it's not only a question of of of you are wealthy or not, it's also a question of how important you consider the education of your children. So uh we will receive better students in that programme. And you know, our faculty receives at that time it was [#] students for the first course. [#] it was quite a small number for this programme.

[P12]

Mm hmm.

Researcher

So sorry, you you had [#] students apply for [#] places?

[P11]

No, no, no, no.

Researcher

No. Sorry.

[P11]

We receive [#] students in our faculty EVERY year for to the first course of [subject area], [#], for THIS special programme we we had only [#] spaces.

[P12]

Mm hmm.

Researcher

And the others it’s all in Spanish, then yeah. OK.

[P11]

Yeah, of course, they they know they, they they HAVE to know English. They they NEED to read English articles. They need to, they SHOULD have to write more or less in English, you know, because that's that's important for the - cómo se dice – for the SCHOOLS, for the schools.

English is is the is the LANGUAGE, is the second language in Spain, first of all, is of course is SPANISH, and then it's English. So the REST of the students should know English enough to to read.

[P12]

Basic ((laughing)).

[P11]

Basic English to read the paper and NOT to read literature in English, but just to read a technical paper on [subject area].

[P12]

Mm hmm mm.

Researcher

So he[?] also mentioned that one of the reasons was to receive Erasmus students.

[P11]

Yeah.

[P12]

((Nodding))

Researcher

Why was it so important to have Erasmus students? What were the benefits of having that? Was was there any FINANCIAL reward for that or it was it just a PRINCIPLE, or?

[P11]

No. Nothing, nothing like that, is that we consider that it was VERY important for our students because when we start with this programme and with Bologna, Erasmus was an OLD programme already. I mean, Erasmus started before. And and WE realised it was very important for our students to go outside and to see different ways of doing things and study something similar but different at the same time, same time and to travel around and you know, to be a European citizens, not, not just an Spanish student because in Spain, I know for England this is quite uncommon, but in SPAIN most of the students, when they are doing their their degrees, they LIVE with their families. So we realised that was very important.

[P12]

Mm hmm. If you, no, we we have data that Erasmus students, students, SPANISH Erasmus students five years after finishing their studies have a 30% more probability of being working in a job of their profile than a student that have no go on Erasmus. So we were very motivated but when YOU ask about economic or ANY kind of reinforcement, you have to forget about that.

In the public university of Spain, um we do that for motivation, ((shaking head)) for ideology, if you like. But there is no external reinforcement.

Researcher

Sure. OK.

[P11]

The the public university in in Spain is quite rigid in the sense that the changes are very difficult to to implement because we have a lot of RULES, we have we have a lot of LAWS, so it's it's not, it's not very EASY to to introduce changes, but Erasmus was already a programme and for us it was a pity that we had Erasmus with France, with Poland, with Italy, with Netherlands with EVERYWHERE, and not with the UK because our [subject area] tradition is more ANGLO-SAXON than anything else.

Researcher

Oh, I see. OK. So. So JUST to clarify, when you had Erasmus BEFORE this English programme, these people would come from, say, Poland or wherever and they would study IN SPANISH.

[P11]

Yes. They, they, they, they still DO in Spanish.

Researcher

Yeah. OK ((nodding)).

[P11]

Our our exchange language for our for to receive a students is Spanish, EXCEPT for the students from the UK.

Researcher

Oh really?

[P11]

Of COURSE, if if there are places in the in the in, in, in a subject. And ONE student from the Netherlands asked to us to BE in that in that group, and if we have place we we say YES, but the the EXCHANGE language is Spanish for ALL of the Erasmus except the UK.

Researcher

And and the US as well or?

[P11]

We don't have, we don't have Erasmus with the US, we have-

Researcher

Right, OK. OK. Sorry.

[P11]

We have well Erasmus Mundos but is is is not so the the the NUMBERS are not so HIGH in the in the EXCHANGE, it's more difficult to go to the the States.

[P12]

Well, NOW we have [US state], no, uh students from the States, [?] university, well, grant[?]-

[P11]

We have another programmes for the States and of course the States also, I think they participate. I am NOT really sure in Erasmus Mundus, Mundus I'm not really sure because with the STATES it’s the financing is quite complicated and well it's it's a different uh, but of COURSE to have uh programmes in English is also GOOD for the relation with them.

[P12]

Hmm, sorry. ONE question about the the the students from the States. Numbers can be no accurate, but I think that we we receive from [US state] on the [case study university], we receive [#] students per year, and from these [#], I think [#] come to the [subject area] degree because of OUR bilingual degree.

Numbers are if you need the accurate number, I can tell you, but obviously the amount of students from this is very important [?] agreement because these studies come here and then our well [case study university] students GO there without payment at all. So we send back [#] students, but not from [subject area] or from [subject area] only [#]. But we we RECEIVE [#] of the [#].

Researcher

Right ((nodding)).

[P12]

Mm.

Researcher

So the English programme itself, when you when you started it, that was mainly to attract the UK students as part of the Erasmus exchange then.

[P11]

Yes. And ALSO because we wanted to, to, to be more OPEN to the world not not only with the UK and the LANGUAGE of the science is English is not Spanish. We have, I mean WE are not the Netherlands. We have a VERY huge no, numbers of Spanish speakers in the world, but is is NOT the language of science. It COULD be the language for I don't know for arts, it COULD be sometimes.

And it COULD be very important for literature. It COULD be important, but NOT for science. And in science, the lingua franca today is is ENGLISH. EVEN the French people, you know, French are the the France is the country which take care with CAREFULLY of their OWN language.

They TRY to have NEW words for English words for the MOUSE, they have something to say the MOUSE, and you know, they they TRY to do that. They are very I think NOW, they at least in the very, very I don't know, they have - cómo se dice - Las Grandes Escuelas. You know, they they have a system that when they have the university and then Grandes Escuelas, great schools with, THEY do programmes in English already.

So you cannot. You cannot say, OK, I don't like English. I am NOT interested because then you are OUT. So you need you need to do that. Of COURSE, it depends on the studies. If you are studying history of Spain, literature of Spain, it, come on, English it doesn't, you don't need English for anything, but if you are on the science part of the university, you you need to to accept ENGLISH as the lingua franca.

Researcher

Yeah. Yeah. So I mean, it SOUNDS like from what you're saying about HOW the programme started, the the DEAN in your faculty was quite instrumental in in this happening. Is that true or?

[P11]

In in in WHICH sense, he was instrumental?

Researcher

Well, because he he the Dean, he, [redacted identifying information] and you know he was saying let's make it more international.

[P11]

Yes. Yes, he he he want he, I think he wanted just to have to to reflect the general general FEELING of our faculty that internationalisation was GOOD for us. For example, YEARS ago, before we start with this programme, the Spanish Journal of [subject area], [redacted identifying information] started to be published in English, NOT in Spanish because otherwise you are not in the rankings, no one read, read your papers. If you, AGAIN, if you are, if you have the Spanish, the Spanish Journal of History of Spain of course it has to be in Spanish and the English and the Polish and the French people has to to study Spanish in order to read the papers, but NOT in [subject area]. And in fact the [subject area], the the Spanish Journal of [subject area] is in better position in the rankings of the journals, since it's published in in English.

Researcher

Right.

[P11]

So the the Dean reflect that general feeling, and especially he wanted to have EXCHANGE with the UK. So we started THIS and THEN we did more things about the international- uh whatever, that's so difficult word. Internationalisation. Yeah.

[P12], are you OK? ((laughing))

[P12]

OK, OK, I, I I'm back ((laughing)). Well, I I, I, I I changed from from one place to another because we are we are three people working at home.

Researcher

((Laughing)) Magic act.

[P12]

So yeah so.

Researcher

So what, [P11], so what what do you think the relationship is between because you talked about the kind of the RESEARCH and the, you know, the JOURNAL moving to English language in your research area, but do you think there's necessarily a relationship between THAT and the language of the TEACHING programme, or do you think it's less?

[P11]

YES, it's very it's very important because if you don't have uh students that can express themselves like professionals in English, THEY they are not going to have opportunities. That's that's a REALITY, even if they are VERY good, if they have uh GOOD studies are GOOD students with, they are BRILLIANT. It doesn't matter. They need to express themselves in the international forums in English, so it's NECESSARY. You can, you cannot AVOID that. It WILL be easier for us, and and also we did that in the in a moment, first of all, because Bologna, but also because it was the TIME to do it. 10 years before, we COULD not do that because the TEACHERS of the faculty, we we did not have enough teachers to teach in English.

In fact, the the teachers of this programme are are younger than the media of the teachers, the the age media of the teachers of the faculty, because BEFORE to work in the Spanish University, English it was not necessary. Of course, for reading, yes, of course, for reading, for writing occasionally, but it it wasn't necessary for ALL of them, so we COULD do that in THAT moment, because our young teachers DECIDE to to to do THIS in this in this programme, which is more work of course, because for ALL of them, even for the young people, it's easier to to, to be teacher, to TEACH in Spanish than to TEACH in English.

[P12]

There is one other thing with the European space for studies, we get the European credit transfer which allow us the possibility to know the amount of of WORK that a student is going to do studying a a subject. For example, I was teaching two subjects: one with nine European credit transfer and another with four.

How I know that my students are going to to get the same amount of knowledge if they go abroad. So with the European credit transfer, we get a MEASURE that allow us to to implement in our curriculum what the study have done abroad. I think this was important.

Researcher

And how, how did that relate to it being in ENGLISH then, the programme being in English?

[P12]

Well, not not. It doesn't matter being done in English, but students could could move.

Researcher

Alright, OK ((nodding)).

[P11]

Move more more. Even if they go to France, for example, OK and they, they the exchange language if they go to France, if they come to Spain, to [region] is SPANISH. If they go to France is FRENCH. Even if they go to France, they are going to move in a kind of international ambiance of students who talk the, the COMMON language is English.

So if you want to move, if you want to TRAVEL around, what you need to know is is is English, I mean of course, if you go to, if you go to China, well, you can find some places where where NO one speaks English, but if you move in Europe or the States, or with ENGLISH is enough. So it it it was EASIER for them.

Researcher

Right. So you mentioned before that you don't feel there was any kind of PRESSURE or influence or incentivization from anywhere other than your OWN kind of faculty and the Dean and you know the people WITHIN your faculty to to start an English programme. So although, you know, you presumably had to submit it to ANECA, but there's nothing, no benefit in it being English or?

[P11]

Yeah, yeah, yeah. There is one benefit, but a small benefit. The TEACHERS who who decide to to, to teach in this programme in this English English DEGREE, THEY receive, the European trade transfer is a measure for students and some support teachers. OK. You know, in in Spain we we teach 24 European credit transfer per year. If you teach in this programme, you receive 50% MORE of these credit transfers.

So when we we when we TRY to implement this programme, the teachers who COULD be interested, and it was, it was a job to SPEAK with ALL the people you think can DO this and to try to CONVINCE them, ALL of them ask yes, but this is a lot of WORK. I mean, I have to for at least for the first year I have to prepare my lessons as as CONFERENCES and this is and this is MORE work. So, I had a meeting with the [governance role] at that moment and we negotiate that we can give 50% MORE of credit transfers of European credit transfers to the teachers engaged in this programme. That was a unique, and of COURSE, the the young teachers we in this programme, they realise that they become much more fluent in English.

So they they after participating in this programme, they ask for to participate in [US university] for one programme we have with [US university], you know, they were more - valientes - brave to to to try to to be in an international ambiance.

Researcher

((Nodding)) So when you spoke to the [governance role] to negotiate these kind of extra credits-

[P11]

Before, before we, before we start the the the first, yeah.

Researcher

Sure, sure. But when you SPOKE to him, how did you convince him or what, what arguments did you put forward?

[P11]

Well, he thought he thought when when I went to him, he thought it was a good idea. He he, he said, oh, this is a very good idea because we need to have more studies in English because we have to, the ALL the university was in that mood.

Researcher

Mm hmm.

[P11]

But when I asked OK, what so we are going what what are we going to give our teachers for doing this he start to say well I don't know because this is more DIFFICULT. So it was, but he realised that that if we did not do that, we could not start, so he agreed. He agreed, and and in FACT this is the, NOW there are more programmes in the in the university, we were the FIRST one. And and the and the REWARD for teachers is still the same we negotiate at that moment, 50% more.

[P12]

Now for all the [case study university].

[P11]

For all the [case study university].

[P12]

Initially for, it was an individual agreement with the [governance role] and and [subject area] and then NOW is the the standard for the for the [case study university].

[P11]

For the [case study university].

[P12]

I think it's only for the first three first years teaching.

[P11]

Yes, it's true. It's only for the FIRST three years. If you participate in this programme, you receive 50% more for three years.

[P12]

And NOW and now we we we have a teacher that we contract them know in English, so they don't get any other reinforcement, they they we we contract them for this, so they they they teach 24 European credit transfer without any other reinforcement.

[P11]

Yeah.

Researcher

And the the [governance role], what, what was his name? Do you know?

[P11]

Yes. [Name] and he was afterwards, he was the the [governance role].

Researcher

[Name][?]?

[P11]&[P12]

[Surname]

Researcher

Could could, could you write his name in the in the chat for me please? Thanks.

[P12]

Yeah. Just a minute. I don't see where the chat is, sorry.

[P11]

Yes, I I found it. I found it.

[P12]

Oh, OK.

Researcher

OK, brilliant. Thanks. Is he still, is he still there? Is he retired?

[P11]

No, no, no. He was the, in fact, he was the [governance role] afterwards, and [P12] was in his team as [governance role].

[P12]

And this is with [name] that we, we submit [case study university] regulation for for bilinguals degree in general.

Researcher

Mm hmm. Do you think he would be willing to talk to me? Or maybe not.

[P12]

I think he may be willing, but I don't think he has much to say about that ((shaking head)).

Researcher

OK ((laughing)).

[P12]

My, my, my, my feeling.

[P11]

Because if it was, you know, this was a proposal from a faculty and it it was NOT so important at that moment.

Researcher

No, it's just that,[P11], you said that it was the MOOD at the time. So when you when you approached him and said, look, we'd like to think about STARTING an English course, but we need to make it easier for teachers to teach and to do all the work on the course. And you said that the the mood was was RIGHT.

[P11]

Yes, the mood. The mood was right. DEFINITELY ((cuts hand through air)).

Researcher

But but why? Why what was that mood? Why was it right, do you think or.

[P11]

The mood, the mood in in the Spanish University, as [P12] told you before, when you expect something new is, OK, what a good idea, DO it.

Researcher

((Laughing) But you said there was a more general mood at the time that it would be good to have a English programmes.

[P11]

Well, we have to say that this [governance role] was from the [subject area] faculty. So he's in the scientific world and he understands the importance to be in the international forums and the importance of to to to deliver and speech a conference, a lesson in in good English. So he

he understood the importance of this, yes.

[P12]

[Researcher’s name] Sorry. I'm sure [name] had give you the data that we collect when I was [governance role] about the how many subjects in the [case study university] are offered, because we we we when we get there, everyone was doing it by themselves and there was not a common knowledge in the [case study university] about what was offered, and this is the job that part of the job that she made with me. Has she give you these numbers or?

Researcher

I I I'll I'll have another look. Yeah. So I'm sure that's.

[P12]

If not, if not, I may have them.

Researcher

Oh, OK. Thank you.

[P12]

From the first year we we were there four years, so we really, well, we do a lot in this kind of thing, for example, and this is a different subject. So, I but we were having a problem because the [?] the document that certified what our students have done in English was something impossible. It appeared in in Spanish and there was a regulation, a Spanish regulation, that no university was able to to implement. [Redacted identifying information.] It was uh obligatorio.

[P11]

Sí compulsory.

[P12]

It it was compulsory, but we don't have it, that is the supplemento the, the the title, European set, Europe set, supplemento europeo al titolo. And when we get that, we were able to certify differently the the subject that that the students have done in English. It was in the bilingual programmes or any student that have done 3 subjects in English. [Redacted identifying information.]

Researcher

Right, right.

[P12]

On the on, on the [#].

[P11]

Yeah. [P12] was in charge. When when she was [governance role], not afterwards, when she was [governance role]. Uh when she was [governance role] to get the the approval of the ANECA for this, for this degree in English.

By the way, the the our compromise with the students, it wasn't to have 100% of the subjects in English, at least 50%. I think at the end we had something like 80, 80%, because you know the the practice, the curriculum in the curricula, practice is not in English, it's in Spanish institution.

Well, some of them do also the the practice outside from from Spain and it could be in English, but mostly it's in always in Spanish and we cannot have the the the the final final final [?] final degree.

[P12]

Dissertation.

[P11]

ESSAY in English, I think it's it has to be in Spanish. I'm not really sure about that.

[P12]

But but but NOW it could be in English OK? Yeah, but when we when we were [governance role], it was not possible to do it in another language.

[P11]

And we have to say also that we could do this because we are a very BIG university and we receive a lot of students every year because we are a public university and we have to TEACH in Spanish. But if you receive [#] every year, NOW I think we receive [#], is that right?

[P12]

[#]. No. Well, in fact [#].

[P11]

We we reduce the number in order to have more uh to to uh STRESS the importance of the masters degrees more than the degrees, but when, when we did this, we could do THAT because we are still maintain the Spanish programme and we reserve just this SMALL amount for the English one.

Researcher

Right, so [P12], when you prepared the documentation for ANECA, then you had to specify that at least 50% will be in English as as part of the preparation.

[P12]

Uh huh. Yes, yes. And if I don't remember, well, it was like that now I think the Spanish regulation said that, the 80% have to to be done in English, but I but I'm not sure there is a difference between BILINGUAL degree and ENGLISH degree. And the 80%, but now they are getting the 80%.

Researcher

OK, so did this classification have to do with ANECA or with that your university?

[P12]

NOW, with a Spanish regulation. ANECA is not the only agency evaluating quality, but now it's the Spanish Regulation.

Researcher

And at that time when you did it was that also a regulation or it was just something you proposed?

[P11]

There weren’t any other case in Spain to ask in ANECA to have this this the approvement for this degree, I think so.

[P12]

I think I I think there was NOT a regulation. I think this was what we submit. So we get the the commitment to do it like that.

Researcher

OK.

[P12]

So the the regulation came later. Mm hmm.

Researcher

OK. So can I ask? So this programme is like a bachelor's programme and do you also have master's programmes in English?

[P11] & 12

No ((shaking heads))

Researcher

So what, what is the difference between bachelor’s, why would you have it for bachelor’s and NOT for master’s?

[P11]

We have one, one group or for master’s or master’s [subject area] of education, OK. Just one group, so we CANNOT offer that in English.

Researcher

But the faculty, your faculty of [subject area], must have more than one master's no?

[P11]

Yeah, but different subjects.

[P12]

Only one GROUP in every master’s, so if we offer in in English, our Spanish student could know couldn't do it, most of them.

Researcher

OK.

[P11]

You cannot discriminate your Spanish students.

Researcher

And so is that your PRINCIPLE or a regulation?

[P12]

A principle

Researcher

A principle, right.

[P11]

And also, it it WOULD be more difficult in this moment, NOT in the years to come, but in this moment. Why? Because the teachers usually select their subjects. If you are an old teacher with a good curriculum and many years experience, you will choose to be teacher in the master’s, because more better students, more motivated,you know. So they are OLDER, the teachers, I mean, they are OLDER and the people who have this, decide to to to join this programme are mostly young people, young teachers, not very young. But I mean 40 years old [redacted identifying information]. Not, you know ((waves hand in air)).

[P12]

[Redacted identifying information.]

[P11]

[Redacted identifying information.] I I I understand the importance of this and and I think it's the same for [P12], but WE didn't need to teach in English and you know it's like to have a big stone over your head. So it's for younger people, at that time. Of course, these younger, younger people, it's becoming older. They will, I I imagine, I don't know WHY, we will have a master’s, cómo se dice, conjuntos-

[P12]

Conjoined master’s.

[P11]

Joint masters with other universities and for THAT for sure English would be again more very important.

Researcher

Can I ask for your master's programmes, do you have a lot of students from South America for the Master’s programmes or?

[P12]

For the master's, no; for the degree, yes. But the the price to register in the degree is not that expensive as the master. Hmm and now students outside the European Community pay the totality of the of their studies. Our students pay 10%.

So, it’s difficult for some of them to pay a master, but we we we GET we get people.

[P11]

You know in [case study university], we have two, two kind of master's degrees. The OFFICIAL ones, and, with more regulations, cheap I don't know if cheaper, but-

[P12]

No ((shaking head)), not anymore. For for, for FOREIGN students, not anymore.

[P11]

Not anymore, but, but with the it's more difficult to get IN the official ones because are professionalisation master’s. And the other kind of master’s that is only master’s of the [case study university], not master for the whole country, not Spanish master’s. This kind in this kind of masters, we receive more students from South America because it's easier to be accepted for them. Because in the official ones we have a lot of - cómo se dice – a lot of of people wanting to to get in and so it's more difficult for them.

Researcher

Right. OK. So just kind of wrapping up a bit, if you have any general comments, do you think there's any kind of challenges or opportunities that English programmes present for your university, the students, faculty, PAS the administrative staff, or is there any, you know, how how do you feel moving forwards perhaps? Do you think that there are any CHALLENGES to having English language programmes?

[P11]

I think the the joint master’s could be a, a a good challenge.

Researcher

A GOOD one, yeah.

[P12]

And NOW the [case study university] is working a lot of that. We have [name of association], have you heard so? But but [subject area] is not in the in the first group of of faculty that are doing that, so I think DOUBLE degree with other university and double master or or joint master. I think they are very important and I think they are coming.

Researcher

And and THEY will be in English, will they?

[P11]

Yeah, at least PART of it.

[P12]

But in this case, we are not the first line of, we WERE the first in in the [#], but not not now.

[P11]

And yes, one one thing we did at that time, we evaluate this programme every year, NOT not like the general teacher’s evaluation we have to be involved ALL of us, just for the English question. I mean, we

asked to the students if they if they think the English of the teacher because all of them were Spanish teachers, if the English of the teacher was good enough to teach what she was teaching, if they understand everything, if they after the the the course, they can express themselves in that subject in English fluently. You know, we we specifically for the for the English, we did that. And I HAVE to say that if I don't remember but just in one case one case we have to tell one teacher to LEAVE the programme. The rest of it, it was OK, even THOUGH the the one good, very good friend of us who was a participant of this this programme, and he's a very good teacher, he used to say, yeah, he was in the in the programme and he said, yes, it's it's very interesting, but you know, I know I am a better teacher in Spanish than in English. This is a reality.

Researcher

So is there anything I didn't give you a chance to talk about that you think is quite relevant to this?

[P12]

No, no, only the the data, the data of ANECA approval, it was on the [year] hmm.

[P11]

Yes, because we started without the approval. We started-

[P12]

-with the the [CASE STUDY UNIVERSITY] approval but without the ANECA ((nodding her head)).

[P11]

With the [type] approval, but that's ALL. I mean, they say, OK, try it. Do it. So we DID it. And and then when we realised we COULD, our our students were arriving to the the 4th course, the final course of their DEGREE. Then [P12] could get the approval of the ANECA.

[P12]

Mm hmm mm hmm.

Researcher

And does it make a difference to the degree classification whether you had approval by ANECA or not?

[P12]

Oh yeah, absolutely. Absolutely. Because that mean that our student can say OFFICIALLY that the degree is bilingual, otherwise it was in Spanish.

[P11]

Otherwise it was like that like the REST. If [P12] could not get the the approval of the ANECA that students would receive the same diploma than the rest.

Researcher

Right, right. OK.

[P12]

Is the only thing that we were able to to to to GIVE them.

Researcher

Right. Right. Right. That's interesting. OK.

[P12]

Yeah, it's important.

Researcher

Thanks so much to both of you. This has been fantastic, so much insight.

[P12]

Good luck, [Researcher’s name].

Researcher

Yeah. Yeah. Thank you. Thank you so much for your time

[P11]

Good luck with everything, [Researcher’s name].

Researcher

Thank you so much. Thank you again for your time. Thank you. It's been really super helpful.

[P12]

OK. OK, bye bye.

[P11]

Bye bye.

Researcher

Bye then. Bye.