Interview [P7]

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 as you know, we're looking at how English is becoming increasingly used as a language of academic programs at European universities. Um so we're looking at different countries in Europe, and we started with the Netherlands because they were quite early IMPLEMENTERS of English language programs. As you KNOW, I've been looking at AUSTRIA, and now I've moved on to Spain, and other people are looking at some other countries as so.

[P7]  
Perfect.

Researcher  
Yeah. So the way it reason I'm interviewing YOU is because of your involvement in [redacted identifying information].

[P7]  
That’s right. That’s right.

Researcher  
Um so, so can you tell me a little bit about the background? [Redacted identifying information.]

[P7]  
[Redacted identifying information.]

Researcher  
OK, [redacted identifying information], it mentions the preservation of SPANISH along with the gradual implementation of English. So I mean, I find this quite interesting because, as you know, I I did Austria BEFORE, I was LOOKING at Austria anyway, and there wasn't much of a concern about preserving German. So I was wondering where where does this CONCERN for preserving Spanish COME from?

[P7]  
Yeah.

Researcher  
Was this through your through your discussions with faculties or [redacted identifying information]?

[P7]  
Oh, that was a very big concern, and a and a HUGE fight really, struggle with the with the departments of of [subject area]. But not only, I mean, um it would it it's always a kind of a a a a sensitive topic, you know, the English Englishization taking over. But of course the the different participants respond very differently to it. So I remember coming across people in the [subject area] that would say that's perfectly fine for ME. I mean, there's no second thought about it. In fact, I remember one woman, that really struck me, [redacted identifying information], she said something about, you know, if if if I end up using Spanish just with my family and friends and everything else, my the rest of my working life is is English, that's fine with ME.

So no worries about any kind of diagnostic situation, or no, no concern in in the in some areas, in OTHERS it was completely the opposite and and but I mean, to be honest, it does not have to do with only the disciplinary areas like you would say [discipline], well YES, but not necessarily. I think again this is something to look into. I think it might have more to do with personal experiences, age, you know, older generations kind of hanging on more to it.

I mean, [redacted identifying information] but there was a LOT of resistance from the [subject area] department and I understand that. I mean I I understand that. For me, but at the same time, some of the things were, some of the comments or some of the complaints had a lot to do with not really understanding what internationalization is all about.

And that's why it was so important to talk about internationalization THROUGH Spanish, because of course, I mean, Spanish is a big language. And therefore I don't think we are definitely not in the same situation as, you know, Nordic countries or small, smaller languages, you know, minority languages.

We're NOT, because what we we we you know, we can find different combinations here. We can find Spanish. We can find that English is scaffolding um the use of Spanish for students that come, and initially DO some of it in English and then move on to the Spanish degree, or or we could offer kind of, because BEING such a [redacted identifying information] university we find very different combinations. Not everybody follows the OR HAS to apply the the idea of English medium instruction in the same manner, not at ALL. Number one, it's voluntary. That was a key, it's gradual, and it's, you know, it's it's so people are doing it or faculties are doing it in in very many different WAYS. You know, follow, DEPENDING on on their capacity, resources, role of English in that setting. So I mean THAT was something that we really wanted to emphasize there that it was very much about MULTILINGUAL users of course with English playing a dominant role, that's undeniable but but SPANISH, but you know at the time, the people that were in the [subject area] department were very reticent, but I think they had their own agenda. I think if we probably revisited those settings now, things might be different. In [#] years, things have changed quite, quite noticeably.

Researcher  
And I spoke to someone at [agency] who mentioned also, it’s interesting because she mentioned that in the NEWS, in the Spanish news, that there HAD been some kind of concerns or some voices of resistance towards Englishization. [Redacted identifying information.]

[P7]  
Yes, yes, yes, yes, yes. I mean there is-

Researcher  
Are you AWARE of the wider debate?

[P7]  
Oh YES. Oh yes. Ohh DEFINITELY, because I was uh, you know, I mean, I, in some of the meetings, some of the things that you heard were quite a little bit SURREAL. But anyway, I mean, it's important to see what people BELIEVE in order to later on ADDRESS those concerns. So I mean, I remember linguistic IMPERIALISM and this and that. Yes, yes, but um, but I mean we so we need to really THINK about that. I mean the the DEFINITELY in the area of publishing, you know, academic PUBLISHING, language, ENGLISH is the language, so no DOUBT about that. And that has implications, for example, for ANECA and for accreditation. Because if YOU need to publish in another language in order to have this, you know, IMPACT, then what does that mean? But I mean, they're the first ones, ANECA is the first, you know, they're the first ones that actually are fostering this kind of SYSTEM. I mean, there's a HUGE revolution now about going back to something that is not so bibliometrically, can you say that, uh BASED? There IS, there is a kind of, you know, kind of swing BACK to let's not do it all just by IMPACT factor. But for the TIME being, they're the first ones that have actually, as I said, you know, PROMOTED this kind of system for accreditation and English is there. So it's kind of it's kind of having a a BACKLASH on their own way of, I wond-, THAT'S interesting.

[Redacted identifying information]

Researcher

Yeah. No, I mean, I guess, I mean that, it's interesting. I mean these points are all RELEVANT, but I think one thing that's really come across very strongly in the Spanish context is that there can be quite a big disconnect between, say, PUBLISHING in English and actually TEACHING in English. So, a LOT of people I've talked to, they talk about publishing in English or getting papers TRANSLATED, but it doesn't necessarily translate to EMI programs. So there's more, whereas when I was interviewing in Austria, people tended to connect the two TOGETHER even when it wasn't necessarily that logical to do so, because you know, maybe they would say, well, it's easy for us to TEACH in English because we're researching and publishing in English, and yeah, they taught ALL of the bachelor's programs in GERMAN, right? So it was like they were giving an explanation for it. But it wasn't ENTIRELY um, you know, there there were some kind of inconsistencies when you think about it logically in terms well you're you're quite comfortable teaching in German at BA level, whereas in the Spanish context people are very CLEAR a lot of people are very clear that just because I research or published in English doesn't necessarily mean that I'm going to TEACH in English for example. So I think that's that's quite interesting. So while ANECA MAY be driving some of these bibliometric indicators may also, you know, encourage Englishization in terms of publishing in international OUTPUTS, it DOESN'T necessarily translate to to English language programs.

[P7]  
Yes, yes ((nodding)).

Researcher  
[Redacted identifying information.]

[P7]  
I THOUGHT that was, yeah, that's odd. I thought that was that was NOT kind of centralized in ANECA. I know that, having said that, they are not really involved in, you know, the the there IS in in some of the in some of the positions university positions um advertised, you know, for promotion. OK, So what are the requirements and you have to publish and you have to have X number of you know, YEARS of teaching, there is there are little boxes, I could actually look them up for YOU, where if you teach through English you get extra points let's say.

Researcher  
Right. OK. Yeah.

[P7]  
It's THERE, it's not COMPULSORY, but it's a bonus.

Researcher  
As an incentive, yeah.

[P7]

It IS an incentive, yeah.

Researcher

But, I mean, does that come from ANECA or it comes from your university, then, that part, doesn't it?

[P7]  
No, no, this is ANECA, this is ANECA. It IS ANECA. I could find it out. I could look it up and and see because I remember going eventually going to some of the meetings in the last years, you know, between 2016 and 2019 when I left actually looking it UP, and in some areas, again business, some of the social sciences and the STEM, THAT was an incentive.

Researcher  
OK, that's brilliant. If, would it be OK to send me that document?

[P7]  
Yeah, let me let me find it. But yes, I can look that up for you and and see and and also see if it's still going ON, because these people change their CRITERIA you know kind of QUITE often, so I'll look it up. English taught classes, ANECA.

Researcher  
That'd be great. Thanks. Um so just one last point about the actual document itself. I think I've asked you this previously, but I I just wanted to clarify again, the- it says [redacted identifying information]. So my understanding from this, which may be wrong, but is that there is ALWAYS going to be a parallel course in Spanish, so it's not possible, so it's not possible for English to overtake to take over a Spanish course, there must always be an offer in Spanish.

[P7]  
Yes, yes, I mean that again, in, in, in THEORY that was the that was the IDEA, so that English would not take over, and then students found themselves that they could not take a particular course because it was ONLY offered in English. Having SAID this, I know that there are EXCEPTIONS because I've been told. So I've been told that again, you know, because you ran out of teachers that can DO it, for example, or the other way around. So that IS the idea again that you know, English does not take over the whole curricula or curriculum, but I don't really know what is happening in all, in all cases, in all instances. OFFICIALLY, you should kind of consult the FACULTY or maybe even go up to the rector or vice rector and ask, but I don't know to what an extent this has been followed very closely, I don't know.

Researcher  
Can I ask, so WHERE did this idea come from? [Redacted identifying information.] Where where did this-

[P7]  
I think it was a I think it was a combination of the two. I think it was a combination of making sure, because given that this is all VOLUNTARY, making sure that it would not be, it would not discriminate anyone, um also the idea that it would not leave out uh teachers that, you know, have excellent, you know, teaching careers in in their own LANGUAGE, and that English would always be adding uh, adding to what was already there, rather than taking away. But that is a theory, I think that in, especially at the MA level, there are some cases in which this is not DONE, particularly because they CAN'T. But I guess I guess maybe that's because that's postgrad and therefore not, you know, people[?] it's a different, it's a different SETTING altogether. It's not the typical BA. So I think that in a master program where you cannot have, you don't have kind of parallel groups, you just have one GROUP. Again, it depends on the master program, because some of them are HUGE. But I think in I think that applies very much to the BA level and then at the at the MA level, things might be a little bit different.

Researcher  
OK. But anyway, it was decided WITHIN your institution, so it wasn't something that came from the national level or from ANECA or anything. This was something you decided together within the institution, yeah?

[P7]  
Because what I what I told you once, [Researcher’s name], the there is NOT a particular program for English, the English strand, it's NOT. They when, when, when our documents go, when our programs, our degrees go to ANECA for verification, verifica, they they're NOT, they're ALL in SPANISH, and there might be a little line that says that there is a group offered in English but GROUPS, GROUPS.

Researcher  
Yeah.

[P7]  
OK. Yes.

Researcher  
So I mean, but that's decided within the university, OK, we're going to have SUCH a percentage in Spanish and SUCH a percentage in English. And then you kind of send off to ANECA, they verify that the plan, and then you kind of stick to those kind of proportions of of language. I mean that that's one of your colleagues said something along those lines, is is that right? Is that OK?

[P7]  
Yes, yes. And then of course the the only difference between a a student that, you know, follows the the whole curriculum in in English or NOT is when they finish their DEGREE, the what do they call it, the European supplement to the title, S.E.T., so ‘supplemento europeo al título’, THEN it specifies the title will come up in English if it's been, you know, fulfilled in English or in Spanish, or maybe in other languages [redacted identifying information]. So you might have [subject area] um in GERMAN. I remember that was such a, my God, that was imagine the THOUSANDS of subjects, thousands, DOZENS of thousands, I would imagine, they ALL had to have their translation into their, or rather keep the original and then translate because in order to make sure that the the the, the the RECORD of the students’ subjects was clearly, so that they they would get if they've done it in the internat- in the BILINGUAL, we call them bilingual degrees, then if they've done it in the bilingual degree to what an extent blah blah blah, that kind of thing. And that belongs to the Vice Rector of Estudios, studies. Um and that was a big thing too, to to actually have ALL the subjects transcribed to English if you know the the students had done it in English. You have, because we have [#], [#] very big faculties that run these bilingual programs. For years I've[?] been doing it, so that's [subject area], um [subject area], some of it, um [subject area], [subject area].

Researcher  
OK.

[P7]  
THOSE were the big four. NOW there are others joining to different degrees, but yeah.

Researcher  
I think one of the interesting points in what you were saying about how this document came about is [redacted identifying information] from the bottom upwards, so to speak. Um so I was wondering, I mean, from from the way you explained the PROCESS, it DIDN'T seem like there was much influence from the Spanish, wider Spanish CONTEXT.

And yet, you DO have this strategy, this strategy document by the ministry, the Estrategia Universidad 2015, which I believe was published in 2008. So that was quite quite a long time BEFORE, wasn't it.

[P7]

Yeah.

Researcher

So, so, so REALLY this wasn't something that was we can trace upwards as SUCH, as it kind of evolved separately from national strategies or?

[P7]  
Well, I mean I, [redacted identifying information], I mean to just see, but there were tremendously VAGUE, super vague, [Researcher’s name], you know, I mean I, I mean I've got it ALL together in a folder because, anyway, and I I did I did you know take a look and read it and follow it. [Redacted identifying information] I would actually be part of the the meetings and stuff, so it kind of kind of was also go working THAT way, kind of INFLUENCING one another.

Researcher  
Right.

[P7]  
But of course, I mean I DID know about about THOSE documents because they weren't too many, so I DID know about them, but they were not very, very, very clear at ALL. So, I mean, there was SOME reference to, there was some reference to teaching through English and how the Spanish university needed more international, internationally oriented students and MORE international lecturers and blah blah blah. But I mean, I always said that there were THREE references to LANGUAGE in the whole document.

Researcher  
Right. OK.

[P7]  
They have a NEW one out. Did I send it to you?

Researcher  
Yeah, there's not much, it's not specifically on on internationalization.

[P7]  
Not much, no.

Researcher  
Um, but YEAH, I I I guess what I mean more than um informal influencing is that there doesn't seem to be STEERING or REVIEWING or MONITORING from the Spanish level from the strategy. So I guess the strategy was just a kind of recommendation document.

[P7]

Yes, yes ((nodding)).

Researcher

And there there isn't any reviewing to ensure that universities are IN alignment with the national strategy. Is is that fair to say, I mean otherwise, or are are you you, you don't, you're not sure.

[P7]  
I don't, I don't really KNOW to be honest ((laughing)). I mean, as far as I'm as far as I'm concerned, NO. As far as I'm concerned, you know, again, there are there are nice frameworks that actually are referenced and blah blah blah. But at the END of the day, I don't think, I mean, we fill in, I don't know how many documents saying that we do THIS and THAT, and you know, but I don't think I don't feel I do not FEEL that the univers- that they’re, the national the ministries are actually MONITORING in any in any way, apart from things like MOBILITY. But I mean basically what they do is collect the the FIGURES and the and and that's that's it. But that's MY impression. Yeah, that's MY impression.

Researcher  
OK.

[P7]  
I have been out-, maybe, maybe somebody like the [role], [name]. Don't know if you've had a chance to talk to [name]?

Researcher  
She she's, she's happening later on ((laughing)).

[P7]  
It’s in the process OK. It may be [name] knows a little bit more about THAT because she's actually THERE, and she might say no, HOLD on, they ARE, they are kind of monitoring, they ARE. My, my understanding, my feeling from from THEN 2019 was that, well you know DO what you CAN kind of thing, but I might be wrong ((shrugs shoulders)).

Researcher  
No, it's OK. I will follow up with other people, but it's always good to um understand to what extent people are aware of it, you know, at different levels as well, OK.

[P7]  
VERY little awareness, VERY little awareness.

Researcher  
Yeah.

[P7]  
That's one of the things that I realized after leaving the [governance body] at a at a kind of middle management LEVEL, and let alone, you know, kind of students and stuff very, very LITTLE awareness of internationalization.

Researcher  
OK, um so that [redacted identifying information] mentions an intended EXPANSION of EMI programs. So do you think, feel this is what has HAPPENED [redacted identifying information]? Do you feel it's been increasing, or do you get the impression that EMI provision IS expanding.

[P7]  
I think it DID in the years that we were there [redacted identifying information]. We were providing teacher professional development courses, therefore attracting different faculties, so that were not initially involved. I remember the [name] faculty of [name], I remember [subject area], I remember having these people kind of lecturers come in and and and complete these these this, this course and being very happy and thinking, Oh my God, you know, I'll go back and change the WORLD. But I mean, I remember that those years, yes, we were very ACTIVE.

Change of government, change of [role] uh the whole thing has kind of dwindled, um DIED a little bit because the new team did really not know very much about IT, and the [role], whom you've PROBABLY interviewed and he's a very lovely man, but he knows, he just hasn't been very ACTIVE about it that much[?].

Researcher  
OK. So um you mentioned, well I I know the incentives are rewards for say English language programs would be that you have a reduction in teaching load, don't you, because you get graded- MORE credits for for what you teach, and you mentioned that can also um from ANECA, you can also get more points for which kind, towards promotion.

APART from that, do you are you aware of any other incentives there might be for, for people to actually teach in in English?

[P7]  
OK. Um again, OFFICIALLY, there are other things. For example, it's easier to obtain what is it, one of these Erasmus staff um exchange programs. You can actually go abroad and TEACH abroad through English. That's one of the things that, you know, these people find EASIER. I don't know if they get more POINTS for it, but I know that they do it quite often because not only can they use the language for teaching, but they can see other educational cultures, academic cultures in, you know, elsewhere.

Not that I know of as kind of incentives that are OFFICIALLY installed, but of course I was talking to [name], the [role] of [unit name] the other day, and he said to me, Oh my God, NOW because I'm doing it in English, I feel much more FLUENT, much more CAPABLE. My papers, you know, kind of written more fluently. And I feel more, so I mean those kind, those those BENEFITS are kind of THERE.

Researcher  
Umm.

[P7]  
Maybe. I mean THOSE are tangible, THEN there are others that are less TANGIBLE, like you know the the possibility of interacting in in conferences BETTER, that kind of thing. So I mean, there are there are benefits for, you know, for for research, for example.

Researcher  
And and this reduction in teaching load, is it JUST your university or does that come from above your university that it counts for more credits?

[P7]  
Yeah, no, that's MY university. I mean, other universities DO it, but there are different degrees. There are different percentages. There are different WAYS of doing it.

Uh, I kind of. I remember having meetings with people in the [association], the [association] and talking to people and saying HOW do you do it in your place? HOW do you do it in your? And there were very different ways of doing it. OUR university in THAT sense has been quite generous, and I was having coffee with [name], was that his name? Yeah on Monday, he actually insisted, let's have a coffee. And I did. And anyway it was very he was very, you know, um you know, ASSERTIVE about a number of things like he's a bit pissed off because something happened to him. But anyway, um and he was saying, yeah, he was saying that his, his faculty [subject area] has actually, um, called for a VOTE in the last years, and it hasn't happened.

And I said that again, different FACULTIES have different VIEWPOINTS. And then of course, WHO are the people that actually VOTE for this? What is the the DEMOGRAPHICS of these people, and what are their AGE and that kind of thing? I think I think this is a very DYNAMIC process.  
  
Um, but HE was saying that that, yeah, I mean that there are certain things that are not really   
taken into account when when, you know, when or the some of some of the possibilities that these English taught programs or lecturers can bring into, I don't think people have SEEN all the implications? WHAT was your question, I think I've gotten a little bit, I detour there. What was your, you were saying? Oh if this if this has come-

Researcher  
Just whether it was WITHIN your institution. Yeah. OK.

[P7]

Yeah, people do it. Very different it differently in, in, in, in some universities. [Redacted identifying information.] OK, so professional development is free and I think that's also a great, you know, asset a great plus for the whole thing. So they take these courses and and it's for FREE, and they're very GOOD and you know, whereas big, big companies like British Council actually offer some of these things because there's a, there's a niche there for um and they charge a BOMB. We talking about 1000 or 1500, you know, Euros. We do it for FREE. And I've actually been talking to [name] about this a lot. Anyway, one of the things [redacted identifying information] was that certification um LANGUAGE certification was free, that is. So [redacted identifying information] in order to MOVE to kind of push forward the accreditation system certification. And instead of going to the big big names like Cambridge exams or one of those that we would take the UCLES[?], which is the European Association of Schools of Languages, OK. And THAT certification has a European recognition.

Uh, and you know you, [redacted identifying information], BUT the uni didn't go for it. They were just too worried that people would actually, everybody would want certificates but would not be INVOLVED in the teaching and everything else. And I also see the point, so for the time being that has not happened, BUT in other universities smaller universities they do it. They do it PROVIDED that you are involved in a in a English taught program, provided that you are there, blah blah blah, not EVERYONE because just imagine we are [#] teachers, I read the other day, we've gone up a bit, um and if everybody decided to get a certificate, that would probably be a little bit you know expensive for the uni.

Researcher  
Right, yeah.

[P7]  
That would be a next step, I think.

Researcher  
Yeah. So I mean, I've spoken to SOME people who state that they they actually believe that B1 is the kind of expected level for English language programs at your university, whereas [redacted identifying information] recommend B2. So I was wondering, do you have any idea why there might be a kind of discrepancy between what people believe is a general level required and and between the recommendation [redacted identifying information]?

[P7]  
Well, it's not a recommendation, huh? Precisely the LEVEL the the of the students is not a recommendation. It's it's a it's an OBLIGATION. It's a REQUIREMENT.

Researcher  
But if it's not, I guess I'm saying recommendation because if it's not monitored and reviewed, and if there is no kind of, you know.

[P7]  
Well, they SHOULD be. And um and I realized this year, which is good news, that there's any student that signs up for a bilingual degree, English taught, they have to upload their B2 certificate, because my [personal relation] did it.

Researcher  
Oh, OK.

[P7]  
So now it's, NOW they have to do it, NOW it's kind of centralized, which I think is a VERY good idea, so it's NOT, it's NOT a a recommendation, it's a REQUIREMENT, for the students. The teachers, a C1 was again a requirement. Do they DO it? I DO not know. I mean again, we have a, we have a a university wide, what do you call those, a SYSTEM for teaching, you know, assessment a teacher assessment which is now compulsory called Docentia. AND it's compulsory. And THERE, number one, we managed to get it translated to English for the international students that didn't, you know, couldn’t fill it in, in, in, in Spanish. That was another thing, a big fight.

Um but you know, if YOU don't do it WELL, and language is an issue THERE, that'll be reflected there. So I don't think any faculty or department wants to have unable teachers, to be honest, but are there different degrees of competence? Yes. Can one asse- can one certify a certain language level and then not be? Yes. Can there be a? This is interesting what you're saying, [Researcher’s name], because could it be the feeling that students have a B1 because they don't have DISCIPLINARY language. YES.

They have a B2. They SHOULD have a B2. But what, what is B2 maybe yeah.

Researcher  
Even even on the course course information on the website, it shows that they're only expected to have B1 and people have um that I've talked to have also mentioned that in their faculty it's just, and and I was wondering, I mean, when I talked to [agency] um in ONE particular international program that this lady was TALKING about, they they expected B1 in this program, B1 for BA students or bachelor students and B2 for master students. So there was a DIFFERENCE in expectations according to whether someone was doing a bachelor’s or a master’s. So I wonder- I was wondering if people just kind of have this idea, perhaps because of other other sources such as ANECA. Because people HAVE told me, yeah, I mean, one person told me, yeah, it's just B1 level and that's just our university that's what it is. So there's actually this, this BELIEF. So I mean, with with your, you mentioned your son, was it was a master's program or a bachelor's program?

[P7]  
No a BA a BA and it's a it's a B2 required and and you know how you register and then you have different boxes, and it says if you want to go into the bilingual degree, tick the box and upload your certificate. So I mean so my university there are people that have said that they have B1 students. Is that what they said to you?

Researcher  
NO, they've actually said that's the requirement admission to take the course. But I'm just wondering because you mentioned bilingual degrees, so perhaps it has to do with whether something's classified as a bilingual degree or or NOT, a program. So that, I mean, what what would what would be a bilingual program, is that it has to have a certain amount of English or what what classifies it?

[P7]  
Well, to be honest, the yeah, it's because it's it's, uh, it's a MISNOMER, I mean it, bilingual degrees are ENGLISH degrees.

Researcher  
OK, so completely in English. Yeah, so that might be the difference, because I've been talking to people about teaching in English, so it it may be that in the case that is not actually officially classified as a bilingual degree and it's just English um groups within, you know, larger degrees that it's that B1 B1 is the requirement.

[P7]

Yeah, but they SHOULD, they SHOULD. I mean, even even it could be from 100% to 20%. Imagine that they only offer one, one, one subject in English because they feel that there's is that, you know, the subject is, you know, works well in English for WHATEVER reason, [subject area] or whatever it might be. OK.

Researcher  
Yeah.

[P7]  
But I mean, even even even in THAT case, I think, I mean the requirement would be a B2 but again.

Researcher  
But even even on the website it says B1. [Redacted identifying information.]

[P7]  
The one about the one in in, I think it was [subject area] or somewhere you said no?

Researcher  
Well, sorry I I mean there were, there were ones IN the IN the documents. Yeah, it would have been including that, but some don't. But not only, not only that, there's like I'm just just looking at [subject area] and [subject area], it also says B1. So it's not ONLY [subject area]. And but the point is that you know people believe this is university WIDE, so I'm just wondering, it it could just be that it IS more centralized in the case of something that's classified as a bilingual program, whereas otherwise um, you know, because uh people, even on the website it says B1 and then in communication with people they do mention B1, and then ANECA has with these certain international programs they mentioned B1 for bachelor’s and B2 for master’s. So I was JUST wondering where this discrepancy.

[P7]  
Yeah, well, maybe, maybe that's the general competence in ENGLISH that you say, you know, connected to ability to, you know, at least receptive knowledge of the language and therefore being able to consult bibliography and things like that, THAT might be, that might be the, the, the, the, the, the reason I think, it could be you see, it could be.

Researcher

Um I mean, to me again, it suggests that there is a lack of monitoring and reviewing between, say, you know, these strategies or documents or recommendations or POLICIES ((laughing)) and and what what's going on. So I mean the reason I'm asking about these things is obviously you know our project, we're looking at steering mechanisms. So when there is a disconnect, it suggests to me there MIGHT not be a steering mechanism in place for these these things um, which you know that's the only reason I’m following up on it.

[P7]

Yeah

Researcher

Um so, I mean you mentioned before and and this thing with ANECA also highlights the discrepancy sometimes between expectations for bachelor’s and master’s. But I was interested, whilst you were talking, you mentioned that the reasons for having English language programs or or the ways that they are, I don't know, WHY they're there or what they do may DIFFER between bachelor and master's level, so I wondering if you, I was wondering if you could maybe elaborate on that a bit. Where do you see this difference? Why, why is there a difference between bachelor’s and master’s? Or HOW does that show itself?

[P7]  
OK, I think it has to do with the student body. OK, we we the the idea that at at the BA level we will have more kind of the the the local, the national student bodies, and then the idea that at the MA level we might have a much more international kind of CROWD. I've seen that in in some in some programs where the amount of international students is quite quite considerable uh, in some programs, for example, the ones dealing with with a [subject area] or something other[?]. We ALSO have these, um, what do they call Erasmus Mundus um MA programs. There's one called [name]. That is amazingly interesting, I'd like to do that one, because basically it's [redacted identifying information]. It's belongs to [subject area] department and [subject area], [subject area] or both or whatever. And basically because it's Erasmus Mundus, they actually have to have these international they, it's an internationally run program. So so THAT is, you know, the, the, the, the, the USE of English as a lingua franca is definitely there and it's a requirement, I mean it's a MUST, it's a REALITY, it’s a REALITY. And therefore I think in those cases, you know the the use of English is much more naturally EXPECTED than in a BA where you have this this little group that is doing it in English, whereas the rest of the the faculty is doing it in SPANISH. So I think that's that's one of the reasons.

Researcher  
So some people I've spoken to have mentioned that there's been a SHIFT away from internationalization, with a focus on MAINLY on Latin America um to more a focus on Europe and America and resulting in more English language programs. So do you agree with that or have you noticed that there's been more of a shift?

[P7]  
I THINK so, I think so. I mean, I [case study university] has a very special relationship with Latin America for obvious reasons, historical reasons. And we've also had very good ties with, as I said, Latin American universities. And there's even an ALLIANCE called [name], which is actually a combination of [case study university], [Spanish university], [?], [Latin American universities]. I think that's it. There are [#], they are HUGE, altogether they have like [#] million students, um and THAT was something that was kind of put together at the time of when I was there. But there was another, thank God, there was somebody else doing THAT bit.

Um, but I do think that the European space is actually made the the kind of turn, turn ourselves towards EUROPE for sure. Also European Erasmus and other BILATERAL programs um FAVOR this, and also now what we have the the famous [name of European alliance] which actually, NOW I heard through [name] that it's not just [#] universities, it's [#] universities. So it's HUGE. I mean these are huge. I feel that this these transnational alliances are taking up so much ENERGY from the from the international OFFICES, at least the central one. I feel that it's a it's a HUGE, it's a MAMMOTH kind of institution, transnational institution that is, wow, I mean, VERY interesting on paper, extremely attractive but complicated, very complicated, LEGALLY, very complicated. These are the famous [name] universities that is actually, and at [#] universities it used to be [#]. Imagine [#] [Researcher’s name], with all the complexities and I don't know. I have the feeling that that might be happening.

Researcher  
Yeah, I mean, I looked it up recently and I I only saw [#] but there could be an additional one but in English.

[P7]  
Well, it might be [#], but then he said he said [#]. I mean, I don't know. I mean, amazing.

Researcher  
Well, I'm. I'm hoping to talk to the lady who runs the, [name of European alliance], apparently she's coming to to university this week or next week or something, but um she's yeah, who coordinates one of the programs. But yeah, they I think they have an a COMPULSORY English.

[P7]  
Yes.

Researcher  
It has, yeah for for that, for THAT one. Yeah. I think one of the things that interests me, have you got a few more minutes or are you OK?

[P7]  
Yeah, yeah, yeah, yeah.

Researcher  
Um one of the things that interests me about Spain is like, you know, like YOU and your colleagues are saying recently there's been MORE of a shift towards say you know Europe and then English language as part of these kind of programs.

But I mean, it was 2003, wasn't it, that Spain became integrated into the higher education system and the EHEA area, so that was actually quite a long TIME ago, wasn't it? So I'm wondering.

[P7]  
2003?

Researcher  
Yeah, yeah. So I'm wondering WHY is it kind of, is it just that the momentum has been building and now it's kind of taken off in recent years or, there seems to be quite a quite a slow kind of build up towards this in respect of joining yeah in 2003, yeah, I THINK. That's what it says on one of my documents anyway.

[P7]  
Does it? OK, I I didn't know that.

Researcher  
Yeah.

[P7]  
I um I know that we joined the European Union in 1986. I remember THAT clearly. I remember MYSELF. I remember thinking, WOW, what does that mean, you know? Because, I mean, one has to take into account that, you know, we've been, WE were at the periphery for for some time, weren't we? I think, I don't KNOW, that's an interesting question. Well, 20 years um, I I think we're coming up against, we we're fine. We have a very different SOCIETY altogether, much more, much more international. I mean, much more OPEN to to Europe rather than, you know, I I mean, I don't wanna kind of REPLICATE any stereotype, but I mean I I DO think that we we we have now a group of young people or even researchers at the [?] are at different universities that are very well situated in these international settings. Yesterday I was reading an article in [case study university] in the website that actually said that there's [#] uh teachers from, lecturers from the university in in different universities in the US, actually leading projects and blah blah blah. So I mean the idea of of internationalization in RESEARCH is definitely THERE and therefore English. But as you SAID, there's a kind of separation between between the teaching in the and the research I mean[?], you know, RESEARCH is is a part of of lecture lecture many, many lecturers at [case study university] see themselves ONLY as as researchers because OURS is a research intensive university, whereas in other places they see themselves more as TEACHERS. OK, um, and therefore, I mean I know that some of the people that we've trained in, in SOME not many, but some of the people that we've trained see it as a as an opportunity for you know professional development but from a RESEARCH perspective rather than teaching. So that might be it. But I mean I I think in that sense Spain is is in a very UNIQUE position to actually offer, you know, English taught programs IN combination with SPANISH and therefore in comparison to other languages that are kind of smaller languages. Although the Netherlands went ALL English and now they’re kind of rethinking it, and I don't know AUSTRIA seems to have English as [name] always says under the radar and stuff. I think Spain can be, I mean, SPAIN attracts more Erasmus students. I think it's always in kind of second or third position first, second, third with Italy and France.

So I think WE are in that sense the a great place to to do to study. Of course we need to move AWAY from this is all fun and party. But my [personal relation], who's now in [city in France], might not agree ((laughing)). So I mean, I don't know, but I I think I think Spain if things are well done, I think it could be a a nice a nice moment to actually, you know, add, you know, offer the combination, you know, to BE a true multilingual setting for language learning. Think about Catalunya, think about Basque is very, very difficult, but you know we we DO have that that combination. So I think it would be, and I think it is you know we we have the the CRITICAL mass to do so. We have we have TRULY international students you know or international let's say FLUENT in English with an international idea, view and therefore GOING places, WANTING to go places. So I think it's a it's a VERY good moment to do so, I think.

Researcher  
Do you think because in the [autonomous community], NOW in recent years you've had maybe [proportion] of schools that are bilingual, or is that a third of primary schools?

[P7]  
True, true, exactly, exactly. I mean that bottom up, bottom up MOVE is definitely, DRIVE is definitely there. Yes, exactly. I was, that was one of the my my first meetings with the with the [unit role], not the first [unit role], the second [unit role] who didn't know me, and I remember going with my PowerPoint and explaining the top down bottom up drivers that it would actually MEET at the right time and I mean this is it, I mean we're finding that in [autonomous community] we have nearly [#] students actually have gone through the bilingual schools.

Researcher  
And those are both primary and secondary. Is that right? Is that about [proportion] of them then?

[P7]  
Yes, primary primary and then secondary they for four years and then when they get to the higher secondary, Bachillerato, then English is not offered because in the public schools because of FEAR of lowering grades in the university entrance exam. But I mean that is a bit of a misunderstanding but well ((puffs out)), that's the way it is right now, so yeah.

Researcher  
So do you do you feel that students now are having an expectation of of being able to study English also in English at university or because of that?

[P7]  
Many, many of the students that we've interviewed [redacted identifying information], they SAY I mean, for ME it's only natural. I mean, I've done all my my studies through English and now I get to uni when I'm gonna need it professionally and I don't have it? I mean, it doesn't make SENSE. A LOT of them talk about wanting to do it through English to keep their English ALIVE, to keep it, you know, to, to not to LOSE it.

So and it's NOT only it's not only the the, the the best and you know weal- best you know, wealthier students, not NECESSARILY of course GOOD students, yes, let's face it. Is there some a little bit of ELITISM there. How do we define elitism, I mean going to uni is already an ELITE kind of you know decision OPTION. Um but I wouldn't say cause some people wipe out the whole thing by saying it's elitist. Well, AGAIN, you know, how do we define elitism? I mean, are we giving because the composition of those of the students, the social class, and all this is it's kind of, it's MIDDLE class. THAT'S true. But I wouldn't say it's HIGH class. They they also go to other universities, they go to the private ones or whatever.

Um, and then you might have you might have somebody from a lower level kind of come in with a lot of effort and stuff. But, I mean, I would say it's it's MIDDLE band, probably socially speaking.

Researcher  
Yeah, I mean, one of your colleagues was mentioning that um in the English program, the students would obtain HIGHER marks, but within that subject area. He gave the impression that they were more kind of AMBITIOUS? ((laughing))

[P7]  
COULD be. I mean a LOT of, ONE of the reasons why the teachers teach in the in these bilingual programs, not only, I mean the INCENTIVES and all that, they SAY that they have better students, more committed.

Researcher  
Interesting, OK, well I think I've taken enough of your time up. It's been really interesting talking to you. Yeah.

[P7]  
I ENJOYED this. I I I enjoy talking to to YOU and and and and and, you know, learning more about this, and and also thinking about it because I haven't had a chance to think about these things in SOME years, but who knows I might, I don't know, [Researcher’s name], they've got HOLD of me again because we're gonna have elections. Yeah we're gonna have elections next year and I just got SUMMONED to a meeting and-

Researcher  
You could end up in the [governance body] again? ((laughing))

[P7]  
I don't know. I don't THINK I wanna do it. I'm, I'm panicking, I'm panicking because I know it's SO much work and so much. Of course, I mean, it's also fascinating. So I don't know. I'll think about it.

Researcher  
You’ll have you’ll have to [redacted identifying information] a few more times ((laughing)).

[P7]  
Absolutely. And and probably I mean I that was part of my my ROLE. I was actually going to we were going to [redacted identifying information]. We had at something, we even called it a THINK tank. But then the the [unit role] LOST his second term and that was that was IT.

Wow, what a BLOW, what a blow. But anyway I recuperated my life, so that was good in that sense.

Researcher  
You’ll have to have an UNTHINK tank or RETHINK tank ((laughing)).

[P7]  
((laughing)) Yeah, OK. OK. Well, I'll look up, I'll look up these things, ANECA.

Researcher  
Oh, yeah, yeah. If you could just send me the ANECA document, that would be BRILLIANT. Yeah, because that's the direct TRACE and show some direct influence between, yeah, levels. So that'd be great.

[Redacted identifying information.]

Researcher  
OK. Well, thanks again. It's been really interesting.

[P7]

Thank YOU.

Researcher

Take care. Bye. Bye.

[P7]  
Bye bye.