Interview with [P10]

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  
Okay. So yeah, so the reason we got in touch with you was partly because you know, you used to be the [governance role], didn’t you, for the [faculty]. And you have these kind of fantastic bachelor's programmes as well, don't you, with [redacted identifying information] English language provision. So maybe just to warm up a bit, maybe you could just tell me a little bit about you know what your role was when you were [role]. I don't know if you if you FEEL like saying anything on that just to yeah ((laughing)).

[P10]

Well, I I started as a as a teacher in [subject area] in [subject area] many, many years ago. I think it was more than [#] years ago. And then I get the the promotion to be the [title] in [year] and then in that moment the [role] of the of the school decided me to included in the in the [unit]. In [year].

Researcher

[Year]. Yeah, okay.

[P10]

Yeah, the the Covid came. It was HORRIBLE, horrible. The experience of working working in the [unit] in that moment, it was unbelievable. It was horrible, because we have everything in PAPER, and we need to move to a “platform” an “online platform” ((signals quotation marks with fingers)) that was, it just a draught, a prototype then [?] and and and it was very difficult times. [Redacted identifying information.]

Researcher

[Redacted identifying information]

[P10]   
Yeah, I mean the [role], you have to be at 100% or 120%, because there are many things that in that moment I have to deal with.

Researcher

Yeah, yeah, sure.

[P10]

Not only the Erasmus, [redacted identifying information], because we have two dual degrees we call it here, international dual degrees, one in [subject area], another in [subject area]. One is with ah [university in Germany], and the other one is with [university in France].

Researcher  
So is this is the the bachelor's programme in [subject area] and-?

[P10]

We have ONE bachelor in English in [subject area]. We have another, but they are in [subject area]. Yeah, but then we have two duals, international duals degrees. The DIFFERENCE is that the, in the bachelor’s students study IN [case study university], in the [?] of the time, they can, WE recommend them to, to do an Erasmus experience one year and course, normally the third course here in SPAIN, but they can also do it in in the fourth course, because here we have four course in the bachelor’s. But another thing is the international dual degrees in which we select just few students, we have like a five or six in each dual degree, and THEY study two years in [case study university] and two years in the OTHER university. And the OTHER students from that university come two years in [case study university] and two in their home university.

Researcher

So for these kind of dual programmes that you've mentioned, do they then study in Spanish in Spain and German in [university in Germany] or French in [university in France]?

[P10]

No, ALL in English.

Researcher

ALL in English. So did did you, was it ever considered whether to use the languages of those countries, or it wasn't an option?

[P10]

We we we ha- we ask for the B1 level for the other country. I mean the dual degree in [subject area], we need at LEAST B1 in German, because there are many other things apart from the school, they have to go to a supermarket, they have to, and in the second course THERE, they have internship in a [employer]. So they usually speaking in English, but it's very valuable uhh for them to have to in order to communicate with other workers and other people around the [site] that they don't know English, the GERMAN language. And it's happened the same in in [university in France], they need to have at LEAST B1 in French because in the second course they have to study some some subjects in in French, because they have three years’ bachelor degree, but then the 4th course it's a master. So in the master they are less subjects in in in English there.

Researcher

Right, right. OK.

[P10]

So they have like a one year to to improve their their language.

Researcher  
So, do you know anything about the historical context in which the English language degree programmes started? So for example, you have this bachelor’s in [subject area] and one in [subject area]? Um WHY did your faculty, do you know WHY your faculty decided to introduce these English language degrees or?

[P10]

Yes, [redacted identifying information] when we create the this these two programmes. The point was that that in [year] we started like uh individual teachers to propose some courses in English because we were starting the like uh the the higher education the E- uh the name, the higher education HEI- I don't remember the name like the-

Researcher

The EHEA.

[P10]

Yeah, that’s the name. So when WE started to study the new subjects, to adapt our all courses, because at the beginning we have FIVE years in the in the in the DEGREE, so we changed to four with degrees in one year. So we HAVE to decide what the [employers], what the, the [employers], what the the the practitioners needed in that moment, and many of them talk about English.

But we have just ONE subject the [subject area] English just ONE, and some teachers thought why don't we offer our subject in English, and and it was like a just individual person decided to talk in English INSTEAD of Spanish. And we didn't have any specific curriculum, the same curriculum for, for English or Spanish. And in that that courses were were very very appreciate for for Erasmus students, many Erasmus students WENT to to that courses. But we have MANY we have around NOW I think [#] Erasmus students around in our university? At that moment, it was like [#] or something like that. And when WE started this individual English courses we realised that many international students WANTED to go to our faculty. So into, so this movement that at the beginning was INDIVIDUAL turned into a proposal in the in the NEW programmes, new curriculars in [year]. So in [year], we started the European [?] programmes with the four year courses, and we started with ONE, just 30 students in a small group in English in [subject area] and another in in [subject area]. So it was like a PRESSURE, a kind of pressure from Erasmus and from the the [employers], the real [employers] that that they say that the skills that they need is good communication in English. So in that moment, the dean decided to create these like uh two specific courses, ah very SMALL courses. And I was one of the of the TEACHERS that started with [subject area] in English in that moment, in [year?].

Researcher  
[Year], yeah.

[P10]

[Year], it was. Yeah, when we started the European programme, we start with at the same time.

Researcher  
Right. So [year]. Yeah. Yeah. So, if you, if you remember, I don't know how fresh it is in your memory, but how did you go about implementing this? Did you draught a proposal and then? Um what was the procedure for implementation of of-

[P10]

The dean made a call for all the teachers interested interested in doing these these courses in English, and they offer like a a REFRESH courses in English. They offered a person, an English and NATIVE English, there’s [?] that, I don't remember, it was Thursdays on Tuesdays and Thursdays or Mondays on Wednesday, during three years was it, it was, HE was with us, with us, preparing the the presentation overall the activities, because they, because the the DEAN and and this English teacher thought that the most important thing is don't have mistake or typos in the in the SLIDES in the slides. But if we have made or make a mistake speaking, it's in the air ((laughing)). So we don't need, so we started with the PRESENTATION, and then we we did some some like uh like uh like uh classes in which we try to try to make like an a class, a virtual class or a kind of class with the other teachers. So we make many many sessions that practise in English and present presenting our presentation and during three years it was.

Researcher  
Yeah, yeah. So I mean, you said initially it was like some teachers, some lecturers who decided oh we want to start doing English and then it was taken up by the dean or the dean's team at the time?

[P10]

Yes.

Researcher

And so then I, I suppose they did you draught a proposal, and then it needed to go to ANECA or to somewhere to approve?

[P10]

No, the point was that we follow the same curriculum and then the than the Spanish courses but in English. The only difference is that we taught we taught the, the LANGUAGE of instruction is the only different issue. ALL the other things, we I would like to have if I were the [role] right now, I I would like to have like a [subject area] degree with a different curriculum than the than the Spanish course, because there ARE some some subjects that that that then I think that they are not NECESSARY for the English, for the international students, in MY opinion. This is my personal view.

Researcher  
Yeah. Yeah. I guess from what you're saying, the dean and the dean's team has quite a lot of AUTONOMY, quite a lot of decision making powers to or?

[P10]

Not really, because as you mentioned, we have to follow all these requirement ANECA requirement and all these stuff. So the proposal and all this stuff goes very SLOW. I think that we cannot change it. We we HAVEN'T changed the curricula from [year] that it was the the moment in which WE started the new programme. We haven't changed, and I think my opinion that the world/work[?] has changed in [#] years. So I think we need to REFRESH our courses on the programmes and the curricula we have but ((laughing)) [?].

Researcher  
I I mean when you when you were, in [year], and you said that the English course is EXACTLY the same as the Spanish one, when you submitted the proposal for the course, you didn't need to mention the English part then to ANECA, or if it's just the same, no?

[P10]

Yes.

Researcher

No OK. But if you were to decide to CHANGE something about the actual programme, you would need to go.

[P10]   
The the point is that the PROGRAMME is very for example in in my area the programme is very WIDE so that you can MOVE, you can order the contents depending on your your, your, your IDEA, your teaching METHODOLOGY or your thoughts. In my case it was funny because I I have been during these [#] years, I have been teaching the two, the two strands, the English and the Spanish, [subject area in English] one and [subject area in Spanish] the the the SAME contents. And when WE have started in English, I realised that I have to move the order of the of the normal order that I have in Spanish. But when I when I changed the the Spanish order of my courses, I I MODIFY the Spanish course as well. So this for ME was a way to realize what is exactly the MOST important thing in my topic, instead of continue the regulation one by one one by one I I I I think I improved a lot my my my my way of TEACHING, well, in my opinion ((laughing)).

Researcher

Yeah. Yeah, that's interesting. Yeah, um I noticed on the website that it says for [subject area], the bachelor's, ALL of them are taught in English with the only exception of a set of elective courses in the FOURTH year, which, for administrative reasons are exclusively taught in Spanish. And I was wondering, do you know what the ADMINISTRATIVE reasons ARE for having those exclusively in Spanish?

[P10]

There are two MAIN reasons: ONE is that some subjects have to have very close to regulation and this is a Spanish regulation and there is no translation, for example, [subfields] subjects. It's very hard to explain in the [subfield] [?] in an international context in English. So they can, they can learn like the the terminology, they content[?], but THEN all the deductions, all these stuff are in ONLY in Spanish, and it doesn't make SENSE to have it in in English. And the other reason, the second one is that in some departments, there are no teachers that can teach in English. Those are the two reasons, because some departments are very OLD. I mean like the people that work there are OLD and they don’t want to change because they they know French, because in in in Spain we started the our internationalisation with FRENCH, because it's close to to FRANCE. So I started in my primary school, I started in French, [redacted identifying information].

Researcher  
Right, right. No, I just wondered because it said ADMINISTRATIVE reasons, so I thought there might be some regulation at your university that certain amount.

[P10]

No.

Researcher

Nothing like that.

[P10]

That isn’t the problem, but if you want, if you choose one subject of one of the the um elective courses, depending on the department, at LEAST you can do all in English if you choose one, which if you don't, if you don't mind the special the specialisation, I mean, I want to study ALL my elective courses in [subject area], you cannot do it because there are some subjects are not in English. But if you pick one, the [subject area] one in [subject area], one in, you can do ALL the all the courses in English, 100%, yeah.

Researcher  
So, you know the I think these courses we've talked about were BACHELOR'S courses. So is there any difference between bachelor's and master's provision in your faculty? And if so, what are the reasons for that?

[P10]   
I don't get your point. In what sense?

Researcher

So well, just from, you know what we've discussed, we we talk- we were talking, I think about BACHELOR'S programmes, right. So the bachelors in [subject area] and one in, bachelor’s in [subject area], and you mentioned a couple of dual programmes as WELL. Um do you have MASTER'S programmes that are also in English?

[P10]

Yes, but not in English, not in English ((shaking head)).

Researcher

Yes

[P10]

No, no, no, no in English, not in English. We don't have masters in English, because another, another problem that we have that our teachers don't feel comfortable with the English “classes” ((signals quotation marks with fingers)), so some of them are blocking the development of this master in English. Another reasons is, another reason that is really important is that we have many, many, many people from Latin America, and what THEY want to study is courses at the [CASE STUDY UNIVERSITY] because it's very PRESTIGIOUS for them, but in Spanish, because it's EASIER for them to study in Spanish, so.

We have the we, we are there in in a in a DIFFICULT position, because depending on the students that want to come to the master’s, because many of the students that that study the bilingual degree or the [subject area] bachelor in in in in [subject area] or in [subject area], they move ABROAD to to study their master.

So if many Latin America students want to come HERE, and our students and want to go OUT ((laughing)), I don't know. I I I I have BEEN in many meetings to to to talk about this problem or this DEBATE, but we don't have anything clear yet.

Researcher  
So I'm wondering where where what kind of meetings are these? Is this the faculty board within your faculty, for example, when you say people are blocking it, do people VOTE, or you know, HOW is this done?

[P10]

Yeah, we have the structure is we have the Dean team that is the Dean and I think [#] Vice Deans. Then we have the faculty government or the faculty board, in which the [#] member of the Dean team plus the director of each department, PLUS I think there are [#] associate professor, [#] full professor, and [#] part-time professor. The Dean is the is the Dean team is present the proposals, and then they they VOTE there, in the, we call the Junta de Facultad in the faculty meeting one per month, there's ONE per month.

And then, those proposal, if THEY present a proposal, they cannot VOTE the same day. It's like a rule. So they present it, the Dean team say ohh we we want to have all the master in English, and then they have to pass one at least one month, because they did the the the director of the department will have translate this information to the rest of the TEACHERS, and the there there is a debate there in the department and the department saying, OK, our position is that we are against the the master in English. So in the next meeting, the Dean asked to all the people and then they make a decision, that is the way of doing.

Researcher

So, they they they actually VOTE, they vote on it or they DISCUSS it. They vote on it.

[P10]

Yeah, but in different days, because they have to translate information. Everybody have to have informed about these important decisions.

Researcher  
Okay, so that it's not just the BOARD, the the junta itself, they actually go to their teachers within their departments and THEN come back.

[P10]

Yes.

Researcher

So it's quite a democratic process then, would you say?

[P10]

A LONG, a LONG process ((laughing)), in my opinion, because time pass very fast and sometimes it's not so efficient in my opinion. But yes, it's democratic. I think this is a good point, but perhaps it should be more more quick. With the technology we have now, we can vote[?] all the teacher even if we want with our mobile so.

Researcher  
So I mean, if so this has happened are are you giving a REAL scenario where say the Dean and the Dean's team put it to the junta or you know, the faculty board, we want to have English language masters, and the Faculty Board went away to their departments, their teachers came back and said, well, basically NO, we don't want that. And THAT'S been the situation?

[P10]

I think the the Dean board[?] hasn't talked about this, in this way. I mean [redacted identifying information], the Dean is very cautious and really very PRUDENT in my opinion and they he talks talk a lot with many people BEFORE starting a debate. And in an informal meeting he talks with with everybody and then he if if HE realised that there is not going to have a lot of support about that he doesn’t present these these proposal to the junta, yeah ((nodding)).

Researcher  
So when you say he talks to everyone, he talks to different types of people, and not just higher up people but any anyone?

[P10]

Yeah. Yeah. Just to test the feeling of people.

Researcher

Yeah, sure. So I guess the feeling he gets is people don't want that? ((laughing))

[P10]

Yeah, the point is that that English many time has been SEEN for many teachers, as as a WAY of DECREASING the level of KNOWLEDGE of the students. I mean, they think that if you teach in English, because it it it this has happened happened in Spain with the primary school, bilingual primary school, the in the bilingual primary school um, THEY know English, but the students have less knowledge in math because you have the same time and you, you have to put many things at the end of the day, you cannot have the same as before. The other thing is that in if, if, if English is more important than OTHER subject, these are not the debate, but but the point is that it's it's true that the level of of the of the student academic level have decreased during the implementation of the bilingual schools. So many teachers in the in in, in the [CASE STUDY UNIVERSITY][?] and in the in our faculty thought and think that English decreased the value of the of the of the knowledge.

And that's why [name] and me in [year], [redacted identifying information] in MY classes in English and in Spanish during four years, we followed the students and we follow because I I put the same I was the same person, I put the same slides more or less the same exercises on the same exam in English and in Spanish. And then we make details and some statistical test in order to check if they have the same the same level? Uhh, I mean if there were differences or significant statistical differences or not, and we realised that there are no differences in the academic grades between the English and the español students.

So that [redacted identifying information] this was also present in the faculty to say, OK, you, you are always complaining that the our student in English don't know anything just English. And this is not true, because look here in [subject area], in [subject area] and I think it was [subject area] in three subjects, we followed them in this four years and we realised that they learned the same.

Researcher  
Right right, so did your [activity] change people's opinions or it?

[P10]

Yeah.

Researcher

It did? And you think people are still resistant towards master’s in?

[P10]   
The point is though the point is that before 2008, the economic crisis, the global economic crisis, uh the government stopped all the all the NEW position at the [CASE STUDY UNIVERSITY], and in all the public universities. So during around 9-10 years all the position were blocked. Nobody new teacher entered in the in the university.

NOW we are in the situation that the teacher are the the mean I think of of age in [unit] is around 52 or 53, something like that. So so we have like an old academia now in the in our faculty, so the new, the new teachers that are coming into the into the faculty NOW, they have another view. They realise that English is, if you want or not, but the English is the [professional activity] is the lingua franca of of [professional activity] and and that you have to teach in English. So the situation now I think it's it's DIFFERENT from the 10 years ago in my opinion. There are a lot of new students that sorry teacher that speaks very well English and they are very proactive in this and they put a video even in in the Spanish classes, they put videos in English without translation, and the STUDENTS are able to.

Researcher  
Right, right. So can I ask? So you you talked about this kind of OLDER attitude towards English. Why did people think it was okay for BACHELOR’S but not for master’s? What was the reasoning why it would be MORE for one than for the other?

[P10]

In masters’ have more independent way of doing. I mean in the MASTER there is like a committee that coordinate all the things in the master and except like in the minimum content requirements, the other things is are independent from the faculty board.

Researcher

Ohh I see. OK.

[P10]

Yeah. So they they they can decide what they want and they are not, I don’t know why they don't want to because they they are very focused on, on, on the clients. I mean, we are masters are very expensive comparing with the bachelors.

So they want to have as many students as possible, in order to earn more MONEY, because in the master it's apart from your salary. So if a master it's focused on Latin American students, WHY are they going to change the the the language of instruction? Because they are independent, they can do, but the OTHER ones they the degrees they are more like follow by the Vice Dean of Studies and and it's more more, it's the the bache- with the bachelor’s have less independent. It’s everything is clear, all the stuff, all the, I don't know if I'm expressing well. Do you do you know more, do you understand me more or less?

Researcher  
Yeah, I think so. Yeah. Yeah. So, yeah, um is, is there any kind of reward or incentivising do you think for English language programmes that mean you have?

[P10]

Yeah, yeah. We have more at the beginning. We have double credits if you teach teach in English. I mean if they if one class is 6 credits ECTS per per semester, uh it was the double if you touch in English. NOW the the the portion is less is 1.5. I mean, if you have a class in English is uh NINE ECTS, and if it’s in Spanish in Spanish, this in just six ECTS. Yes, this is ONE incentives. And the OTHER one is that you have the English classes for free. I mean you you can uh can continue talking in English and and ALSO if some if if there is like an opening CALL for like an international course like an international umm, I don't know, YEAH, international call or programme with some specific university, they’ll ask for one people from the [CASE STUDY UNIVERSITY] IN one area, the English teachers have like a privilege to go first than other. So if there is five there is five position I don't know to go to [US state] for example, and and there are seven people, seven teacher interested in the the the student, the teacher that have a better level in English go first.

Researcher  
Hmm, okay.

Researcher

Why, do you know WHY it was decided that for the ECTS, it was reduced from twice as many to like HALF?

[P10]  
Because because the Dean realised, I think it was four or five year later to started the programme, that all the teachers that they started in English CONTINUE in English, and even even now there are like a big portion of of teachers that started this programme and we never MOVE. So now we don't have to make the EFFORT that in the past we did when we prepared the slides, the exercises, the seminars, everything in English, it was very, very hard. But NOW if you have it prepared more or less, the effort is LESS. It IS an effort, but it is LESS effort than prepare everything.

Researcher  
So this is decided at the level of the DEAN. So you mentioned the Dean, so it wasn't ABOVE the Dean that this was decided or?

[P10]   
The Dean, we, we we CHOOSE we vote for the Dean every four years.

Researcher

No, sorry. I mean the when he said the nine ECTS or at first you said, did you say, so you were talking about the DEAN as in reducing the ECTS. So I was wondering, was it that decision made that the DEAN'S level or was it not HIGHER for the WHOLE university, that the decision was made?

[P10]   
No, it's the, there ARE some some like CREDIT that, an EXTRA credit, that the university gives to each faculty. And those extra credits credits, each Dean or Dean [?] can decide where.

Researcher  
Ohh I see. OK.

[P10]

So they can ask for like um an external like um I don't know, like a hm supervisor or or I don't know extra people to analyse whatever in there[?], so they can spend the the extra credits in which in what they want, on their strategy as the Dean of our faculty have the the strategy of internationalisation, very, very STRONG, concentrating our university and our faculty, they decided to use that that extra credit in this.

Researcher  
That’s interesting yeah. Um so, let’s see. Sorry, there's so many questions ((laughing)). I'm just gonna try and [?], I'm just going to try and pick a couple of the more important ones, I think.

I mean, what what do YOU think the drivers of English language programmes are? So what are the main reasons for English language programmes in YOUR experience?

[P10]

The reasons? There are MANY reasons. The first one is that the [employers] want to have workers that can communicate well in English, because they would like that we live in a global way, and EVEN the smaller firms ask for English speaker for workers. So I have in my small town a [produce] factory and they ask for for English people to to to try in order because they have the strategy to EXPORT the [produce], [name of produce], I don't know if you have heard about it. It is very delicious. [Name of produce] ((laughing)).

Researcher  
I like [produce], but ((laughing)).

[P10]

[Name of produce], this is this is a nice [produce] and they they export to everybody every everywhere abroad, so they ask for for for English workers, English speaker workers, and this is one reason.

Researcher  
How do they make that known? Do they tell the university look, we WANT graduates who have this experience? How did they make this KNOWN to YOU as a university?

[P10]

Hm? Sorry[?]?

Researcher  
So do you have interaction with these [employers]? Do you have um or do they-?

[P10]

Yeah, because we have, we have internship.

Researcher

Right.

[P10]

So we they have to follow some requirement the [employer] and then we and they have to fill in some questionnaires, and one of the questionnaires is about the the skills and the abilities of the and the pros and the cons. And one of the question is do you think that, something like that, do you think that our students are very well PREPARED to develop their work and what are their NEEDS?

What are the needs that in training that they have to HAVE in order to have like better skills in your, so WE study all these questionnaires and at the end of the day realized that they want to have the [employer] want to have.

Researcher

Yeah.

[P10]

This is one reason. The other reason is that our students, I don't know THERE, but HERE our student have changed a lot the way of living, the way of studying, and they don't MEMORISE a lot, they they they are changing because life and technology have changed many things and now you cannot stay in the in in class 30 minutes talking because they are bored and playing with their mobiles. Yeah, so I think cause they don't have to memorise a lot because it's not a need. I think they have to have other skills. And languages are are OTHER skills that they could have in order to be more competent in their in their job.

Also, I think that that study in other language open your mind in Erasmus students are easy, the Erasmus study experience are more easy and easier and and more productive for THEM, because they don't have the handicap to to learn English and adapt to to the other other nation or the culture, all this stuff. And I think because um, some students told me that it's like a CHALLENGE for them. Some of them are ohh I have a B2 level English but I don't know if I'm going to be, I don't know if I can get the way. I don't know if I can pass the exam in English and blah blah blah, and then realize that they can do it, so it’s like a CHALLENGE for them also to, there is like a FEW few cases of students, like a VERY few cases in which there is a change between the English to Spanish, BUT they are even every year they are more petition, more, more, more people or students that want to change into the English, move from the Spanish to the ENGLISH course, because they realize then that it is like[?] that they are going to have more opportunities to live [?].

Researcher  
So there's like a bottom dri- driving coming from the bottom as well from the students.

[P10]

Yeah, yeah, yeah, yeah.

Researcher

Interesting. Thank you so much for taking the time to talk to me today. Sorry about the few technical problems.

[P10]

No problem. If you need more time, I'm here. I can stay even 10 minutes more if you want.

Researcher  
Um well I yeah, I I guess, I mean, I guess in terms of financial incentives, you know, is there any kind of thing coming from ABOVE in that like is financially, is financially REWARDING for having English language programmes or international students. I mean, I guess Erasmus exchange. Does that bring financial benefits with it? Are you aware?

[P10]

The financial benefits is that that if you if you have more courses in English, more students in more INCOMING Erasmus students, you could have. And this means that you have more positions for people that want to go out more outcome outcome outgoing students. So this is GOOD because in the in the rankings of internationalisation and all this stuff, we have more open position in that in that way, and also I think that the prestigious of our faculty have increases, increasing have been increasing a lot during these years. Why? Because in Spain we have like a a grade for access to the university. That means new[?] students when they want to enter into the [CASE STUDY UNIVERSITY], they have to have at least a minimum [?]. When, when, when this programme started the the, the, the, the grade was around [#]. NOW the grade to for entering into the [CASE STUDY UNIVERSITY] is [# = 1.5] point. Last year, [#] point in the Spanish course and [#+] in English course, because we have a three years ago, we started like a different entrance for the English students.

So till till [year], I think students enter all the student in [subject area] and then we ask oh WHO wants to study in English and they present their certification of English and they, NOW we have some position I don't know [#] no I don't I don't know [#] position in this administration but we have one course for [#] students in English, and they know that this there is like a different doors to enter into the this programme, and the the LEVEL of of of grade have been increasing a lot and this is our way that we have better students. Ohh, with better INGREDIENTS we can do better cakes ((laughing)).

Researcher  
That's true ((laughing)). So in terms of increasing rankings of internationalisation, what does what do you benefit from higher rankings for internationalisation? how do you benefit for that?

[P10]

The first is that we have better STUDENTS, of course, THEN we have better reputation for the society society, recognise or known that we have an English course and is like a ohh many many mothers and fathers from my from the the friends of my of my [relations] said to me oh if I were there, if I were down[?] like, I would like to go there because we haven't had the option to study in English and now we need it in the, so in my in my my generation there are many, many people that complain a lot and many, many people cut[?] their promotion options because they don't have, they don't have the English level. So I think it's an opportunity to to to FACE the future with more options if you have English, and also um if you are more or you have more internationalisation programmes and you could have more options for teaching staff mobility programmes. I mean, if if you if if other teachers know that we teach in English, they can come here to teach, to, to, to, to do the exchange between universities, and then you can start also research with THEM, and you can open your your your options to to other to other countries other university. I think it's a win win.

Researcher  
Hmm. So you mentioned something about people um cutting promotions or not being able to be promoted if they don't have a kind of English, is it TEACHING or English RESEARCH, or are you referring to?

[P10]   
Oh because in in the past when when I started [#] years, more than [#] years ago, and my colleague there could uh research and and I'm publish in English and in in Spanish journals. But NOW ((laughing)) there are few, few few every day every year there's less option to publish in in in Spanish if you want to have the accreditation. There's the ANECA accreditation, if you want just to show your what you do or to make like an article for yes uh for explaining a little, but if you want to have points and you want to have [?] papers, you need to publish in English for sure. So you don't know English. If you have less options to promote and less option to to to to to RESEARCH at the end of the day, because today I don't think that a good research team is just national. There are lots of benefits to have like a multinational research team.

Researcher  
Right, right. Yeah, yeah. OK. Well, thank you so much. Sorry I've taken up so much of your time. It was really lovely lovely talking to you. [Redacted identifying information.]

[P10]

That's a pleasure for me, and if you need to have another meeting, I am here for helping you. Thank you.

Researcher

Thank you so much.

[P10]

Bye.

Researcher

Bye.