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"IT DOESN'T SCARE ME NOW!": CHANGES IN TEACHER IDENTITY AFTER EMI TRAINING

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Abstract. Although English Medium Instruction (EMI) in tertiary education enhances the international prestige of academic staff, the practices of universities regarding the training of EMI staff are few in the literature as well as the analysis of the impact the such courses have on EMI academic staff. University staff are pushed towards teaching through English with little administrative support, which causes the creation of EMI training courses. The paper offers a practical example of how to apply research findings, university context, needs analysis and course feedback to syllabus design for teacher training in EMI in the context of a Russian university. It describes piloting of an EMI training course. The authors present the content of an EMI training course; analyze feedback from EMI teacher trainees to show how the EMI training course influences academic staff identity. The respondents recognized that the EMI course had improved them both professionally (innovative methods of teaching, interactive lecturing techniques, EMI strategies) and personally (increased level of language proficiency, boosted confidence in teaching in English). Although the course design has naturally been influenced by Russian context, the underlying principles, problems and solutions can usefully inform the development of EMI teacher training courses in other parts of the world.

Keywords: English Medium Instruction, training course, piloting, teacher training, syllabus design, teacher identity

«Я БОЛЬШЕ НЕ БОЮСЬ!»: ИЗМЕНЕНИЯ В ИДЕНТИЧНОСТИ ПРЕПОДАВАТЕЛЯ ПОСЛЕ ОБУЧЕНИЯ НА КУРСАХ EMI

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Аннотация. Хотя обучение специальным предметам на английском языке (English Medium Instruction (EMI)) в высшем образовании повышает международную академическую репутацию вузов, практики университетов в отношении подготовки преподавателей к преподаванию специальных

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дисциплин на английском языке в научной литературе представлены недостаточно, как и анализ влияния таких практик на личность преподавателя. Научно-педагогические работники (НПР) университета вынуждены преподавать на английском языке при низком уровне поддержки администрации вуза, что актуализирует разработку курсов повышения квалификации в области EMI. Статья предлагает практический пример того, как использовать лучшие практики, описанные в научной литературе, контекст университета, анализ потребностей НПР для разработки курса повышения квалификации в области EMI. Авторы описывают содержание курса, его пилотирование и анализируют отзывы слушателей, чтобы выявить, как обучение EMI влияет на идентичность преподавателя. Респонденты признали, что курс EMI повысил как уровень их профессиональной идентичности (респонденты узнали инновационные методы обучения, интерактивные стратегии чтения лекций, стратегии EMI), так и личностной идентичности (повысился уровень владения языком, повысилась уверенность в преподавании английского языка). Хотя курс повышения квалификации в области EMI был разработан с учетом контекста российского вуза, лежащие в его основе принципы, проблемы и решения могут быть полезны при разработке курсов EMI как для российских, так и зарубежных вузов.

Ключевые слова: обучение на английском языке, учебный курс, пилотирование, подготовка, разработка учебных программ, личность преподавателя

1. Introduction

English Medium Instruction (EMI) is now a global phenomenon [12, 27], as the majority of higher education institutions strive to attract both international students and academic staff to raise their international profiles. EMI has been defined as "The use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English" [27, p. 37]. EMI first appeared as a strategy to respond to the challenge of internationalization, but it has become an effective tool to transform universities' teaching practices [27].

EMI programmes are increasing all over the world [6, 13, 28, 42]. The rapid implementation of EMI in institutions of higher education has been motivated by a set of reasons: to gain access to cutting-edge knowledge and increase global competitiveness, to raise the international profile, to increase income from education services, to enhance student and lecturer mobility, to improve English proficiency, to reflect developments in English language teaching (ELT) and to raise the quality of tertiary education [27, 35].

Rapid growth of EMI programmes internationally has created a huge demand for EMI lecturers and, consequently, the training courses for them [17, 25] with both academics and students on EMI courses complaining that the teaching staff lack expertise in the areas of English language proficiency, pedagogical skills, EMI-specific micro-skills and intercultural awareness[1, 2, 8, 40]. As a result of the need to better train faculty members to overcome the challenges of EMI, the recent rise in publications such as Henriksen et al. [18], Dafouz& Smit [11], González-Álvarez & Rama-Martínez [16], and Sánchez-Pérez [37] has shown an immense interest of educators and researchers for EMI teacher training.

Recent years there has been a sharp rise in the number of EMI programmes in Russian Higher Education Institutions (HEIs) from 122 in 2015 to 3160 in 2020. The Russian Ministry of Education supports innovative development in tertiary education through the 5-100 and 2030 initiatives, launched in 2015 and 2021 correspondingly. The initiatives aim to raise the research and academic profiles of the leading Russian universities and to increase student and staff academic mobility. One of the criteria for inclusion in the initiative is the number of EMI programmes the university can offer to international students; therefore, the departments have to internationalise their education programmes and the academic staff have to acquire new skills to provide quality EMI programmes[41].

In this paper, we present a descriptive case study of the design and implementation of a research-driven EMI training course implemented at a Russian university with linguistic, pedagogical, and reflective approaches. Our main aim is to determine if the EMI course meets the needs of the academic staff and improves their professional and personal identity.

We will start with a literature review of the studies that have focused on the design of EMI training programmes. The practice of EMI teacher

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training is evolving, but few case studies are described in the literature. One of the reasons, as Galloway et al. [15] explain, is that EMI teacher training courses are heavily context-dependent and there is no one-size-fits-all approach. The content and forms of EMI teacher training courses vary both within a country [5, 29] and in different countries [7, 9, 22, 33, 39].

At the beginning of the 21st century the development of EMI training courses was trial and error, as little research was published on EMI teacher training. Renate Klaassen, at Delft University of Technology, was one of the first researchers to describe a case study of EMI teacher training, proposing that a teacher-training programme should focus on effective lecturing behavior; EMI strategies addressing the needs of non-native speaking students; second language acquisition difficulties; reflection on actual EMI practice, and relevant cultural issues [21, p. 282]. Later Klaassen [20, p. 34] suggested that EMI teacher training courses should consist of three elements: "English language proficiency", by which she meant targeted language support such as English for lectures; "pedagogical quality for EMI", by which she meant roughly the same as Ball & Lindsay's [4], i.e. "EMI pedagogy", that is compensatory teaching techniques to overcome the lack of English proficiency of teachers and students; and "intercultural communication", to reflect the challenges of the international classroom. Another pioneer in the field of EMI teacher training, Kurtán [24] distinguished three similar components in EMI teacher training: language proficiency, appropriate pedagogy, and multicultural and multilingual aspects.

More recent studies in EMI teacher training highlight the pivotal role of multimodal discourse in an EMI classroom as students are better able to understand a lecture with higher degrees of interaction and with a more conscious use of verbal and non-verbal modes of communication [25, 30, 31, 32]. Other case studies [3, 36] accentuate the development of digital skills of EMI teachers to introduce innovative technologies into EMI classrooms to enhance student-teacher interaction. More emphasis is placed on the reflective practices of EMI teachers as an integral part of an EMI training programme as "Reflective practice involves EMI teachers systematically looking at what they do, how they do it, why they do it, what the outcomes are in terms of student learning, and what actions EMI teachers will take as a result of knowing all of this information"

[13, p. 1]. Reflective practice may take different forms: peer observation, self-assessment, or coaching [14]. The reflection is needed for EMI teachers to reconstrue their personal and professional identities by shifting the focus from language issues to those of identity and ideology [11].

Practical recommendations on EMI training programme design can be found in two international projects: Education Quality at Universities for inclusive international Programmes (EQUiiP) (2016–2019) and Transnational alignment of English competences for international lecturers (TAEC) (2017–2020). The EQUiiP project has produced a programme providing support for educational developers and lecturers aiming to ensure quality in international and intercultural classrooms in higher education. The TAEC project attempted to develop a common framework for EMI training, to provide EMI quality assurance, which will assist in adapting local EMI training and certification language assessment instruments for transnational uses.

Therefore, the literature on an EMI teacher training course design accentuates the necessity to focus on multiple issues: language proficiency, effective EMI pedagogy, multimodal discourse, intercultural awareness of teaching in a multicultural classroom, and reflective practices that may inevitably lead to the change of current practice and, consequently, serve as the factors to reconfigure EMI teachers' professional and personal identities.

In this paper we present a longitudinal study (2018–2021) that consists of two stages. The first stage (2018–2019) aimed to provide the rationale for the EMI training course design, to develop the content of an EMI course. The second stage of the research (2019–2021) was targeted for the piloting of the EMI training course, analyzing its feedback and reflecting on the influence of the EMI training course on content teachers' cognitions using a pre-course questionnaire, a 5-point Likert scale survey, round table discussions, and after-course evaluation survey. We start with a description of the university context, analyse the academic staff needs through the lenses of Kling's model of teacher identity, present the content of the EMI course developed by the author, and the results of its piloting.

The research addressed the following questions:

1. What should the content of the EMI training course be, based on the current research

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literature, the specific institutional context, the learners' needs?

2. Which aspects of the EMI course content were valued by the EMI teacher trainees, and which were not?

3. To what extent could the EMI course be said to have affected teacher identity?

2. Materials and methods

To respond to each of the research questions we used a case study approach. Robert K. Yinde-fines the case study approach as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomena and context are not clearly evident, and in which multiple sources of evidence are used [43, p. 18]. The decision to focus on qualitative case studies stems from the fact that this design is chosen precisely because researchers are interested in insight, discovery, and interpretation rather than hypothesis testing [38, p. 42].

This case study is divided into two parts: 1. The context of study and an EMI teachers' training course design; 2. The piloting of the EMI teachers' training course.

The first explores the institution's context in terms of EMI setting and EMI teachers' needs. It describes a research-driven approach to an EMI course design with qualitative and quantitative data being gathered from the university Road Map, university website, a questionnaire, and a 5-point Likert scale survey.

The second part gives an overview of an EMI training course pilot and its results. The findings of a pre-course and after-course surveys, a round table discussion, and the impact of the EMI training on EMI staff teacher identities are analysed.

All the surveys were created using Google forms. The data from the open and closed questions of the surveys was analyzed using Excel©.

3. The EMI teacher-training course design

3.1. Context of the study:
EMI at South Ural State University

South Ural State University (SUSU) is a prominent player in the higher education market in the Chelyabinsk region, Russia. Although SUSU comprises ten higher schools and institutes with 120 departments, teaches 32,000 full-time and part-time students, and offers more than 200 education programs, the international programs given in English are few. In 2017 it offered only 5 EMI programs, all of which were Master's degree programs in the fields of Linguistics, Economics, Computer Science, Mechatronics, and

Power Engineering. The number of programmes is growing and in 2021 the university offered 24 EMI programmes.

By now no overall language policy has been adopted, contrary to the advice of experts such as Ramos-García and Pavón-Vásquez [34]. An implicit target of International English Language Testing System (IELTS) 6.5 seems to have been adopted for staff which is approximately B2/C1 on the Common European Framework of Reference (CEFR), but there is no explicit linkage between this and the right to give an EMI course.

Until 2019 the approach to EMI at SUSU had been a top-down one so that academic staff had to deliver courses in English at the demand of the university administration, and the selection criteria for the staff was their proficiency in English. No specialised training in EMI had been offered. An urgent need has emerged for EMI courses for academic staff, as the education programmes are to become competitive in the education market. The need to introduce EMI in the education process has become the motivation for the development of a tailored language support course for the university staff chosen to provide EMI courses.

3.2. Needs analysis of EMI staff:
Kling's model revisited

The baseline research aims were to reveal the teaching staff's attitudes toward EMI and to define the needs of the academic staff. The needs analysis was made at SUSU in May, 2018 using a questionnaire and a 5-point Likert scale survey. The questionnaire was administered in Google forms and distributed among the participants of "Lingva" programme that were intended to design and implement EMI programmes for their departments. The questionnaire consisted of 15 questions about the respondents' teaching experience, experience in EMI, and their ideas about the influence of EMI on the teaching process.

The Likert scale survey was made in Google forms and embraced 40 statements that allowed us to analyse the participants' perceptions of the possible benefits and drawbacks of EMI for SUSU, the institutional context of EMI, and the EMI motivation of the SUSU staff [41]. It consisted of 4 sets of statements. The first set of statements was aimed to clarify the motivation of the EMI academic staff to implement EMI courses, the second set of statements was devised to find out the self-assessed English language proficiency of the EMI academic staff and their conscious deficiencies that should be addressed in

the EMI training course, the third set of statements disclosed the threats and possibilities for the EMI academic staff in terms of EMI introduction into the university, while the fourth set of statements was intended to disclose the degree of confidence of the academic staff to teach in English.

The participants in the study were 30 university instructors, associate professors, and professors from 16 different departments: Computer Science, Engineering, Mechatronics and Automation, Civil Engineering, Motor Transport, Architecture, Biology, Structural Chemistry, Law, Philosophy, Sociology and Political Sciences, Economy and Management, Customs Affairs.

In framing the initial survey, we decided to consider how the challenge of EMI might affect teacher trainees' professional and personal identities. We adopted the model of teacher identity from J. Kling Soren's study [23]. Kling Soren describes teacher identity as a construct consisting of three components: professional identity, personal identity and institutional identity. In our study, we focused mainly on professional and personal constituents of teacher identity as it is too early to study the institutional aspect of the teacher identity within the scope of EMI implementation at the university. Professional identity comprises two elements: "professional expertise, which is interpreted in relation to the specific knowledge teachers acquired and professional authority, which is interpreted as how others see you, in relation to what you know and your status" [23, p. 82]. Personal identity includes the features of character the person possesses and mani-

fests in the classroom. They can be both positive and negative and "they can affect all aspects of what we do, how we react to a variety of situations, and how we are perceived" [23, p. 90].

The needs analysis conducted with 30 EMI lecturers of SUSU university enabled us to reconsider the Kling model of teacher identity. The model revisited is presented in Fig. 1.

The results of the research showed that most of the participants had strong personal motivation to become EMI teachers with the main reason being instrumental: EMI would be beneficial for their careers. Concerning professional expertise, our respondents felt confident of their command of the English-language terminology of their subject, but contrastingly unsure of their ability to lecture and conduct seminars in English. Their confidence in whether they were proficient enough in English showed no clear pattern, and so far a majority were not yet convinced that they had sufficient support to bolster their expertise. Thus, EMI was a challenge to their professional expertise.

With regard to professional authority, our respondents sent mixed signals. Although a narrow majority of the panel did not expect their authority to suffer when teaching in English, much clearer majorities expressed concern about their confidence and success using EMI, and a small plural majority did not expect their efficiency to improve. We could perhaps characterize these findings as showing that EMI is somewhat threatening to their professional authority. Taken together, what we found was that changing to EMI produces uncertainty in our respondents' professional identity.
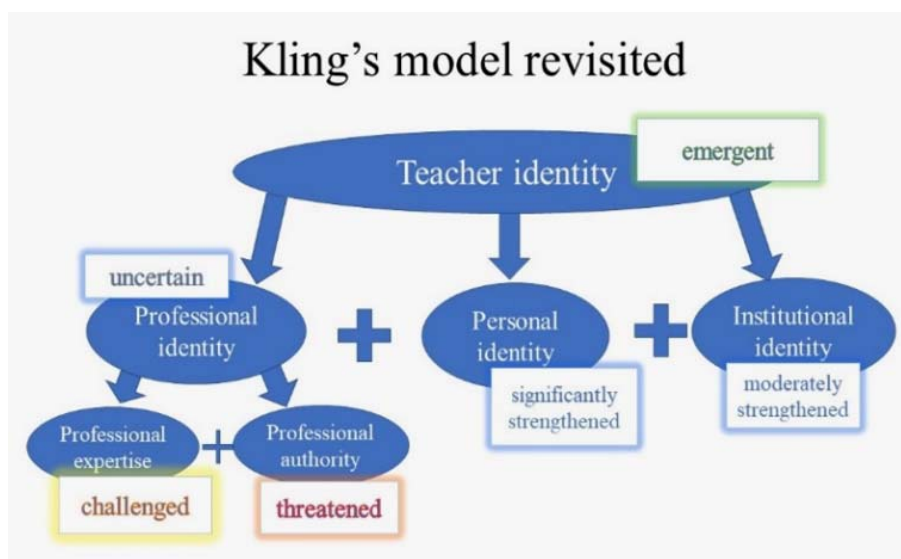

Fig. 1. Kling Soren's Model of Teacher Identity revisited
(adapted from Kling Soren (2013: 139))

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As a result, we decided to address these issues by setting aside more time in the course syllabus for microteaching and coaching, to give more possibilities to engage EMI teachers' agency and to try to boost self-esteem by portraying EMI teachers as pedagogically proficient "21st century" teachers.

3.3. Syllabus and content design for an EMI teacher-training course

The findings from the analysis of the research literature on EMI teacher training, EMI context of SUSU, and needs analysis of the EMI staff interpreted using Kling's model have provided valuable information to design and implement a tailored EMI training course that is integrated into the continuing professional development programme "Lingva" for the SUSU EMI staff. The content of the course is presented in Table 1.

The logic of the EMI training course is: to start with EMI conceptualization, to continue with raising intercultural awareness of EMI trainees, then to study the basics of pedagogy, to try innovative technologies of teaching, to learn EMI strategies for delivering lectures, organizing seminars, revising syllabuses, reconsidering assessment and giving feedback, and to practise them in micro-teaching. Thus, the EMI teacher training

Table 1

EMI teacher-training course

Units	Title	Content
Unit 1	What EMI is	What EMI means Benefits and challenges of EMI Accents and intelligibility Qualities of an EMI teacher Teaching in a multicultural classroom
Unit 2	Pedagogy of EMI	Portrait of a 21st century teacher Education process structure Bloom's taxonomy Guiding principles of EMI teaching Leading EMI models and methods Pedagogical strategies for EMI teaching
Unit 3	Alternative ways of teaching EMI	The relevance of blended learning to EMI The flipped classroom and EMI Team teaching and co-teaching Peer observation Syllabus design
Unit 4	Lecturing in EMI	Lecture structure Scaffolding techniques Interactivity and question types Checking student comprehension Dealing with questions
Unit 5	Lecturing in EMI: subskills	Defining disciplinary concepts Describing visual information Describing processes Interactive lecture techniques Peer instruction
Unit 6	Seminars in an EMI setting	Language choices and code-switching Managing questions The language of seminars Motivating students Cultural differences in seminar settings
Unit 7	Assessment and feedback	Student feedback policies Principles of student feedback Useful language Self-audit of assessment and feedback
Unit 8	Supporting student language skills	Writing skills Writing in the disciplines and genres Reading as a process Reading strategies Improving speaking and listening skills

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course developed at SUSU shifts the focus from targeted English language support to the basics of pedagogy, EMI strategies and facilitation strategies for teaching in a multicultural classroom. General English-language proficiency is catered for by the university's "Lingva" programme.

One feature of the course developed at SUSU is that it is not a stand-alone course but part of an academic staff CPD "Lingva". This contrasts with a tendency highlighted by Lauridsen [26, p. 26] regarding the professional development of EMI lecturers in the EU: where EMI training programmes are typically *not* part of a university staff CPD scheme.

4. Results

4.1. Course piloting:
pre-course and after-course surveys

The course piloting took place in February – June 2019. The purpose of the piloting was a dual one: first, to evaluate the content of the EMI training course; second, to analyze the impact of the EMI training course on EMI trainees' professional and personal identities.

To achieve the first aim, we conducted an after-course survey. The participants were asked: to evaluate the course materials in terms of their timeliness and organisation; to point out the changes needed to optimise the course (if any), to reflect on what they had learned from the course; and to think how well the course supports them in their work.

To achieve the second aim, we asked the participants to complete a 5-point Likert scale survey before the course which is much the same as in

Volchenkova and Kravtsova [41].The only difference was that after the EMI course we asked the participants to reflect on how the EMI changed their cognitions in terms of teaching practices and personal growth in the form of a round table. Thus, we provided the opportunity to compare the cognitions of EMI trainees in relation to EMI before the course (5-point Likert scale) and after the course (after-course survey). The questionnaire and the 5-point Likert scale were administered in Google and then analyzed in Excel.

The pre-course questionnaire helped us collect the data about the participants of the EMI course: their motivation, teaching experience, attitudes, and needs in relation to EMI. The key findings on motivation and teaching experience from the questionnaire are presented in Table 2.

As regards to the motivation to teach in English, 12 (75%) participants considered it a personal challenge, 3 (19%) found EMI beneficial for their career and only one person (6%) said he was pushed to teach in English by the head of the department.

Before the EMI course, the trainees completed the Cambridge placement test that was aligned with (CEFR). The results showed that two trainees (12%) had advanced (C1) level, 7 (44%) trainees had upper-intermediate (B2) level, 7 (44%) intermediate (B1) level. As far as their previous experience in EMI was concerned 3 out of 16 already had experience with international students. The rest expressed a wish to start teaching in English and reported they needed additional training in language and pedagogy.

Table 2

Course piloting: participants' profile

EMI course participants	Department	Motivation to teach EMI	English proficiency	Experience in EMI
Participant 1	Economy and Management	Personal ambition	B1	None
Participant 2	Economy and Management	Personal ambition	B2	None
Participant 3	Engineering	Career prospects	B2	None
Participant 4	Engineering	Personal ambition	B2	None
Participant 5	Philosophy	Career prospects	B1	None
Participant 6	Sociology and Political Sciences	Personal ambition	C1	1 year
Participant 7	Physics	Personal ambition	C1	None
Participant 8	Mathematics	Career prospects	B2	None
Participant 9	Structural Chemistry	Personal ambition	B1	None
Participant 10	Civil Engineering	Personal ambition	B1	None
Participant 11	Computer Science	Personal ambition	B2	None
Participant 12	Computer Science	Career prospects	B2	2 years
Participant 13	Mathematics	Personal ambition	B1	None
Participant 14	Chemistry	Personal ambition	B1	None
Participant 15	Economics	University wants me to teach EMI	B2	None
Participant 16	Chemistry	Personal ambition	B1	2 years

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The findings showed overall positive attitudes to EMI introduction into the university and commitment to the university Road Map, as the majority of the respondents (88%) agreed that the number of EMI programmes in their department should be increased, though only half of the respondents believed they could lecture effectively in English. All sixteen participants stated that they were not hesitant in their use of disciplinary terminology but were unsure of their ability to lecture, conduct seminars in English, give feedback,and use academic discourse, functional and classroom language.

The lack in English language proficiency was considered the main hindrance to high-quality EMI provision and the main reason to undermine content teachers' authority and professional expertise in the classroom. All the respondents had substantial teaching experience in their native language (from 5 to 35 years) and were sure they know how to teach students. Eight respondents (50%) expressed skepticism that the change in methodology, the usage of innovative teaching methods, and specific EMI strategies could compensate for their lack of language competence, though the other half expressed confidence that EMI would raise academic standards at the university. As for the influence of EMI on their personal identity, the respondents felt unsure and nervous about the prospect of delivering their course in English within one or two years mainly because of their lack of experience in EMI and low English language competence. Thus, changing to EMI produced uncertainty in our respondents' professional identity, EMI became a challenge to their professional expertise and a threat to their professional authority. Their personal identity was significantly stressed.

The length of the pilot course was 120 hours (60 hours of classroom work and 60 hours of self-study). After the pilot of the EMI course was finished, we distributed the after-course evalua-tion survey to find out the learners' perception of the course, to assess its usefulness to the participants, and to reflect on the changes, if any, in their professional and personal identities. After the assessment procedure whereby the EMI participants presented a 20-minute lecture, we organized a round table discussion. We asked the participants to share their impressions of the course, to reflect on its usefulness and single out the skills they had acquired or developed through the course. The results of the survey of the piloting are presented in Table 3.

The quantitative data of the pilot show a high degree of overall satisfaction. Most of the participants of the pilot would recommend the course to their peers.

All the topics were useful. In the first topic, I learned what EMI is. I have never known about this system until now. From other topics, I learned about alternative methods of teaching at universities, how to prepare for lectures and communicate with the audience, how to involve students in the learning process (participant 1).

The qualitative data was gathered through the open questions of the pilot evaluation survey and the round table discussion which was recorded and analyzed.

Eight (50%) of the respondents remarked that the course was optimal to their needs and they would not change anything in it. Nevertheless, there were some suggestions for the course modification. One of the recurrent suggestions was to extent the length of the EMI course. The respondents justified his idea by the fact that some tasks of the course, that is micro-teaching, are time-consuming and require more time to prepare.

"You have a great course. I propose double the number of hours as I didn't have enough time to prepare excerpts of a lecture for micro-teaching" (participant 16).

Another recurrent suggestion was to study the language of their subject during the course, or

Table 3

Course piloting: the usefulness of the EMI course content for the participants

Unit/Title	Very useful	Somewhat useful	Not useful	Don't know
Unit 1. What EMI is	8 (50%)	8 (50%)	0	0
Unit 2. Pedagogy of EMI	14 (88%)	2 (12%)	0	0
Unit 3. Alternative ways of teaching EMI	12 (75%)	4 (25%)	0	0
Unit 4. Lecturing in EMI	16 (100%)	0	0	0
Unit 5. Lecturing in EMI: subskills	14 (88%)	2 (12%)	0	0
Unit 6. Seminars in an EMI setting	16 (100%)	0	0	0
Unit 7. Giving feedback	14 (88%)	2 (12%)	0	0
Unit 8. Supporting student language skills	12 (75%)	4 (25%)	0	0

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English for Specific Purposes (ESP). However, the participants realised that it was not feasible as the group of EMI trainees involved content teachers from different disciplines. One of the ways out is to offer EMI trainees to compile glossaries for their subject during the course and activate them at micro-teaching sessions.

"It might be interesting to include topics on deeper coverage in each discipline. I mean vocabulary and glossary" (participant 4).

One final suggestion was to enrich the topics of intercultural communication in a multicultural classroom with the deep analysis of different academic settings and education backgrounds of international students, namely, the cohort of international students studying at SUSU. Most of the international students of SUSU arrive from China, Iraq and former Russian republics (Uzbekistan, Kazakhstan).

Thus, revisiting the initial version of the EMI training course the authors decided to add a separate unit on intercultural communication issues where they included the information on intercultural awareness and intercultural competence of EMI academic staff, the educational background of international students and its challenges, academic staff challenges, and teaching strategies for multicultural classroom.

The remarks to the open questions: "What have you learnt from the course?" "What changes, if any, occurred, in your professional and personal identities?" we grouped into categories related to Kling Soren's teacher identity model [24].

As for the changes in the professional identity of the EMI trainees the reflections can be divided into language proficiency, general pedagogy, EMI strategies, innovative technologies, and reflective practice.

Eight (50%) of the EMI trainees pointed that they had improved English language speaking skills through learning Academic English, English for Specific Purposes, functional language, and classroom language. Though content lecturers were skilled in using the language of the discipline, they found it beneficial to enrich their vocabulary with language for classroom management that made them more efficient as teachers.

"Unexpectedly, I feel I have progressed in spoken English during the EMI course much more than during the English for General Purposes course" (participant 7).

"From the EMI course, we got the knowledge of specific terminology for higher educators, without it I was confused while reading notes about social activities of students and alumni. Lack of Academic English and the knowledge of specific terms made me frustrated, relating to the ability to talk with an average person and to write scientific papers. We also get a great experience about using English both in class and talking with students" (participant 9).

All 16 participants of the EMI course believed they became more efficient teachers and learnt much both about general pedagogy and specific EMI strategies that could compensate for their lack of English language proficiency. That was a critical outcome of the course as none of the EMI trainees had had special training in pedagogy before, and the range of techniques and methods of teaching was completely new to them.

"I learned lots of things about flexibility, adaptability, competence of teacher in the educational process" (participant 6).

"The course was very interesting for me. I have good professional skills, but I have no teaching skills. The course helped me to learn new teaching methods" (participant 11).

Some EMI trainees confessed they had rethought their current practice in terms of interactivity, lesson planning, student-centered learning, engagement techniques, the usage of modern technologies and stated the validity of interaction as the best practice to promote learning.

"I started using interactive methods, quizzes, tests, QR-codes, word clouds which turn my lessons from one actor performances into discussion clubs with active participation of students" (participant 12).

"I realized how boring my lectures were. Now I will use interactive tasks in my classes as I consider them the best way to check comprehension and make students think" (participant 14).

The participants particularly valued the micro-teaching experience, with formative feedback both from tutors and peers as the resource for improving their teaching practice and the possibility to reflect on the areas that should be developed. Some of the EMI trainees expressed the idea that peer learning and peer feedback stimulated them even more than tutor formative assessment, as observing the lessons of peer content teachers from the position of a student showed them how beneficial this or that activity was in terms of learning. Even so, certain trainees at the beginning of the EMI course had a negative attitude to lesson observation because of the fear that observation might be linked to performance and pay, but at the end of the course they changed

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their opinions as they realised that formative assessment had the purpose of giving support and not highlighting their weak points.

"In this course I had a great opportunity to look outside of myself, to reflect on my strengths and weaknesses, to observe the lessons of my colleagues, the techniques and methods they used, and to learn a lot from them" (participant 16).

In terms of professional authority, the respondents revealed that the EMI course helped them establish constructive relationships with their students and proved to be positive in raising the authority of the content teachers in the classroom as many of the EMI trainees rethought their role in the classroom and tried to change it from the authoritative transmitter of information to that of a facilitator of student-centered learning. Moreover, the EMI trainees considered the skills acquired to be transferable ones, to be used not only with international students but also with Russian students.

"A lot of new interactive methods used in the classroom helped me establish friendly relations with students and made my lectures more enjoyable for students. I try to be more intelligible" (participant 12).

"I use scaffolding methods with Russian speaking students more often now. I give them more freedom and even changed my assessment system" (participant 11).

The answers elicited from the EMI trainees about the impact on their personal identity were classified by the authors into four categories: confidence, self-esteem, language proficiency, self-development. All the participants considered that the EMI course allowed them to derive personal satisfaction from developing as professionals, to feel more confident in the classroom, to raise their self-esteem and to discard the fear of teaching international students.

"The EMI course contributed a lot into my personal development. It raised my self-esteem and gave me new dimensions of internal freedom. Your course has expanded my horizons" (participant 1).

"I've got an understanding that I can teach foreign students, and it does not scare me now" (participant 3).

Moreover, after the intensive practice in English at EMI classes the participants felt they had improved their English proficiency both for reading information on their subject and presenting at international conferences. That was the byproduct of an EMI course that has nevertheless contributed to the development of metacognitive skills.

"One of my best impressions is that I can read papers and posts of communities of practice in Internet. That was impossible before the EMI course. Moreover, I have developed the skills to present the information that can be used for reporting at international conferences" (participant 15).

All in all, the respondents of the course evaluation survey indicated that the EMI course had improved them both professionally (professional and academic language, innovative methods of teaching, interactive lecturing techniques, reflective practices, working with international and Russian students) and personally (increased level of language proficiency, boosted confidence in teaching in English, raised self-esteem, developed metacognitive skills).

Discussion and Conclusions

The descriptive case study presents the design and implementation of a research-driven EMI training course implemented at a Russian university with linguistic, pedagogical, and reflective approaches. The main objective of the study was to determine if the EMI teacher-training course meets the needs of the academic staff and improves their professional and personal identities.

The longitudinal research (2018–2021) was conducted to design an EMI training course that considers the institutional context, academic staff needs, and the findings from the research literature. Now that both parts of the case study have been described, we can respond to our original research questions,

The key factors that influence the content, design and implementation of the EMI teacher training course were: the internationalization policy of Russian Federation and the initiative 5-100 with SUSU being part of it that has led to the demand for content teachers able to provide quality education in English; 2. the findings from the research literature on the EMI teacher training courses' design that provided authors with possible components to be included in the course, namely, linguistic, pedagogical, technology, intercultural and reflective ones; the pre-course survey of the pilot that was conducted using Kling's model of teacher identity, which demonstrated a positive general attitude to EMI and disclosed that changing to EMI produced uncertainty in our respondents' professional identity, posed a challenge to their professional expertise and a threat to their professional authority with the personal identity being significantly stressed by the feelings of decreased self-confidence and doubts in their abilities. The driving forces de-

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scribed resulted in an initial version of the training course that was intended to fulfil the needs of the SUSU academic staff. The pilot feedback showed the way the course can be improved, namely, an additional unit on intercultural communication has been added.

The EMI teacher training course stands on three pillars or the triad described in the initiatives of Kurtán [24], Klaassen [20], Ball and Lindsay's [4], namely, language proficiency, appropriate pedagogy and intercultural awareness. As revised, it also takes into account the practical recommendations of EQUiiP and TAEC projects as well as the EMI training programmes that focus on multimodal discourse in an EMI classroom [31, 32], digital skills of EMI teachers [3, 36], and reflective practices [13, 14]. The reflections of EMI content teachers play a pivotal role as they allow rethinking the style of lecturing, enhance learning from peers and provide self-reflecting one's strengths and weaknesses so, that by shifting the focus from language issues to those of identity and ideology [11] the reflections contribute to the personal and professional improvement of EMI content teachers. The peculiar feature of the course that differs it from other similar courses is that it is integrated into the continuing professional development programme "Lingva" that has been running for the university staff of SUSU since 2006. Thus, the course is transformative in a threefold manner [10]. It is a form of continuing teacher professional development; it builds much more than lecturers' English language proficiency, namely, pedagogical strategies, intercultural competence, and reflective practice; it focuses on the identity issues that play a critical role in shaping lecturers' self-image.

The EMI teacher-training course earned a high degree of acceptance from the participants of the pilot that took place in February-June 2019. Most of the participants would recommend the course to their colleagues. The participants suggested enriching the topic of intercultural communication in a multicultural classroom through a deeper analysis of different academic settings. This was done in the second edition of the EMI course where a dedicated unit on intercultural communication was designed.

As for the third RQ we can tentatively conclude that the EMI course affects teacher identity by strengthening its professional and personal aspects. The results of the after-course evaluation survey and the round table discussion of the pilot show that the participants acknowledged they had increased their English language proficiency that, in its turn, gave them more fluency and freedom of expression. The pedagogical training equipped them with new skills in using modern technologies, EMI strategies and self-help strategies to compensate for their linguistic lacunae that is crucial for preserving their identity in discourse [19].

The pilot participants positively evaluated the interactive teaching style, student-centered learning, engagement techniques, and formative feedback with peer learning and micro-teaching becoming the main sources of self-improvement.

The participants suggested there was a valuable washback effect on non-EMI teaching, which agrees with the findings of Méndez-García and Luque Agulló [30]. The trainees' comments also provide limited but suggestive evidence that their identity as EMI teachers has been strengthened by this pedagogical and linguistic updating.

In terms of professional authority, we obtained evidence that the EMI trainees would reconsider their relationships with students by taking responsibility for the intelligibility of the course content and its comprehensiveness as well as shifting their roles from content givers to facilitators by actively engaging students in the education process and providing them with individualized support. The EMI trainees considered constructive relationships with the student beneficial to student learning outcomes and potentially positive in raising the authority of the content teachers in the classroom. Finally, the EMI course trainees stated hey derived personal satisfaction from developing as professionals, felt more confident in the classroom, had raised their self-esteem and had discarded the fear of teaching international students.

Overall, the participants of the pilot considered the course gave them both the confidence to teach in an EMI classroom and a heightened awareness of the things they should consider while developing and implementing their courses for international students. The participants noted the double value of the course, as the strategies and methods studied can be used both for international and local students.

There are several implications of this study. First, the study presents an example of how a well-evaluated EMI training course can be designed and created using not trial and error, but a comprehensive examination of the research literature, institutional context and learners' needs with the focus on both teacher identity and

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instrumental things such as language proficiency and methods of instruction. Second, the content of an EMI training course should be flexible and correlate with the changing landscape of the institutional context of internationalisation and the individualised needs of EMI trainees. Third, the understanding that an EMI course can be beneficial for the changes in teacher identity should be emphasised through reflective practices like peer observation, peer learning, tutor observation that result in higher quality of education programme provision for both international and local students.

The study is not without its limitations. The survey carried out is limited in its sample and scope. It describes the Russian context of EMI teacher training and its findings cannot automatically be generalized to other contexts. The post-course satisfaction surveys of the EMI trainees are not enough to allow us to draw broad conclusions about the course's effectiveness. Further research is needed to study the role of content teachers in an EMI classrroom taking into account not only the teachers' but also their students' needs [33]. In general, a framework of support is required to help teachers overcome the difficulties of implementing what they have learned on the course. In mitigation, we would argue that what the SUSU course aims to do is to enable the trainees to make informed pedagogical choices. EMI teacher training is only the start of their journey.

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