

# English-Medium Instruction at a Finnish University: Lecturers' Professional Identity and Occupational Stress

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## ABSTRACT

English-medium instruction (EMI) is a global phenomenon with accelerated growth in higher education, and with implications for EMI lecturers' professional tasks and self-understanding. This study examines the professional identity of university lecturers with EMI duties in a non-Anglosphere country, and how their experiences of stress at work may influence their professional identity. Interviews were conducted with eight Finnish and eight international lecturers teaching in international master's degree programs at a popular Finnish university. The interview transcripts were thematically analyzed using an a priori codebook informed by the main aspects of teachers' professional identity, that is, self-image, self-efficacy beliefs, motivation, future perspectives, commitment, task perception, and job satisfaction. The analysis additionally included participants' self-reported experiences and manifestations of stress at work in a preliminary survey. The findings indicate that participants' professional identity negotiation involves all aspects generally acknowledged to constitute professional identity. Moreover, the findings suggest that participants' perceived sources of stress dynamically affected their professional identity negotiation, and that these sources were more strongly connected to self-efficacy beliefs, task perception, and job satisfaction.

*Keywords:* EMI, university teachers, professional identity, teacher identity, stress

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## INTRODUCTION

The changing nature of higher education urges universities to offer undergraduate and postgraduate study programs appealing to students from diverse backgrounds. Consequently, university teaching staff are increasingly required to instruct students through a foreign or additional language, predominantly English. Macaro et al. (2018) report that English-medium instruction (EMI) is a global phenomenon with accelerated growth in higher education, and define it as “[t]he 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” (p. 37). Yet, how EMI is conceptualized, contextualized, and implemented at universities varies considerably, thus presenting differing demands for EMI lecturers, who are often unprepared and/or inadequately supported in EMI (Dang et al., 2023; Richards & Pun, 2022). Although recognized as inevitable, EMI has internationally raised key stakeholders’ concerns around introduction and implementation, disciplinary and language skills, and pedagogical practices conducive to beneficial outcomes (Macaro et al., 2018). Such stakeholders include university-based teachers, along with their identities and beliefs about EMI (Macaro et al., 2018; Wilkinson, 2018). Considering the mounting research requirements in universities (Yuan, 2023), the varying value placed on teaching tasks in higher education (van Lankveld et al., 2017), and the key role of identity in teachers’ practice, attitudes, and methods (Dafouz, 2018), it is worth asking how university lecturers with primarily research tasks navigate the emotional and identity-related changes occurring from teaching in a second, foreign, or additional language.

This study seeks to understand how university lecturers with EMI duties in a non-Anglosphere country experience stress at work, and the ways this stress may influence their self-understanding as professionals. Through interviews with university lecturers teaching in international master’s degree programs (IMDPs) at a popular Finnish university, this study explores the following:

1. How do English-medium instruction lecturers at the examined university negotiate their professional identity?
2. How does perceived occupational stress affect English-medium instruction lecturers’ professional identity negotiation at the examined university?

The following sections elaborate on the main concepts underpinning this study, that is, occupational stress and professional identity, and their relevance to EMI lecturers. After presenting the research design and findings of the study, the article concludes with a discussion of the key findings.

## THEORETICAL BACKGROUND

### Occupational Stress

Although international literature shows stress to be prevalent among teachers regardless of education level, university teachers’ experience of occupational stress has comparatively been little explored (Liu & Yan, 2020). Occupational stress is defined as a transactional phenomenon whereby “the imbalance that a person perceives between certain job demands and their ability to respond to them” may result in “both positive (eustress) and negative (distress) responses to work stress agents, with positive and negative repercussions, respectively, on job satisfaction” (Fonseca & Jordão, 2020, p. 58). This phenomenon manifests in behavioral, psychological, and physiological reactions to stimuli perceived as stressful by the individual (Ernst et al., 2023).

Despite the traditionally high value placed upon academic freedom, academic staff with research, teaching, and supervisory tasks experience increasing demands in their work, and poor performance of these tasks is readily identified (Winefield & Jarrett, 2001). Existing research on university teachers has been conducted in relation to job satisfaction, dimensions of burnout, health problems, productivity, motivational style, workload, and consideration for job change, arriving at negative conclusions (Fonseca & Jordão, 2020; Teles et al., 2020; Urbina-Garcia, 2020; Winefield & Jarrett, 2001). Some of the stressors affecting academic staff include ranking and competition, conducting research, teaching and supervision, increased student numbers, short-term contracts, and workload (for a review, see Urbina-Garcia, 2020). Moreover, university teaching staff’s stress was found to be a powerful predictor of teaching anxiety and strongly negatively correlated to professional title (Liu & Yan, 2020). In the EMI context, research in Austria suggests that tertiary education teachers score higher on key dimensions related to well-being than secondary education teachers, although

they score similarly on job satisfaction, possibly due to their feeling adequately prepared to teach EMI classes (Hessel et al., 2020). These findings are part of the recent shift towards an emotional focus regarding EMI lecturers' work, acknowledging EMI as emotionally complex and sometimes daunting (Yuan, 2023).

Despite such findings, research on EMI university lecturers has not examined occupational stress alongside professional identity negotiation. Rather, EMI has mostly been examined from the perspectives of students' learning and teachers' beliefs (see Aguilar, 2015; Hellekjaer, 2010; Macaro et al., 2018). At the same time, various factors justify the need to further explore the stress experiences of teaching personnel in higher education: the focus on teachers in burnout literature for their remarkably high levels of exhaustion and fatigue, the argument that tertiary education teachers' well-being is key to universities' and students' success, and the increasing concern over employees' stress reduction in all types of organizations (Teles et al., 2020). However, having largely employed questionnaires, occupational stress literature may perpetuate a positivist approach, overshadowing the potential of qualitative approaches to illuminate the multidimensional nature of stress and to shed more light on the perceptions and lived experiences of academics in response to their particular job demands (Urbina-Garcia, 2020). To date, qualitative research has not addressed university lecturers' occupational stress and its influence on professional identity negotiation.

### Professional Identity

Identity can be defined as the way one understands their relationship to the world, the ways one structures this relationship across time and space, and how one understands possibilities for the future (Norton, 2016). According to Skelton (2012), recent conceptual understandings of identity hold that identity is characterized by fluidity, discursiveness, and reflexivity. Such understandings further argue for the negotiation of emotions and value commitments as one navigates the interplay between personal and organizational influences (Skelton, 2012). Identity is understood within professional settings as professional identity, and, more particularly, within educational settings as teacher identity. Teacher identity is a biographical project with an intrinsically psychological

dimension in which discursive, social, and institutional settings are dynamically negotiated to influence communities and working conditions (Varghese et al., 2005). Often, tensions between personal and contextual aspects become catalysts for teachers' (re)negotiation of their professional identity (Beijaard, et al., 2004). Prompted by these tensions, a teacher's sense of self as a professional is (re)negotiated according to the teacher's ongoing interpretations of experiences and interactions within professional contexts (Carrinus et al., 2012).

Professional experiences and interactions manifest in aspects of teachers' work indicating teachers' subjective understanding of themselves as educators and bearing on teacher behavior. One such aspect is *occupational commitment*, which encompasses teachers' attitudes, behavior, and psychological ties or identification with their professional field, place of work, and the people therein (Thien et al., 2014). Another is *future perspective*, that is, teachers' future expectations for their work, their professional goals, and their anticipation of professional development as a member of their professional field (Nevgi & Löfström, 2015). A third aspect is *teachers' motivation* concerning their professional tasks and trajectories. Motivation is understood as a psychological process arising from the interaction between individual and environment, comprising "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity, and duration" (Latham & Pinder, 2005, p. 486). Motivation may be connected to personal satisfaction and enjoyment from work (intrinsic motivation); unrelated to aspects inherent in the immediate work (e.g., salary, status, and working condition; extrinsic motivation); and contingent on perceptions of teaching as a socially important and developmentally valuable profession (altruistic motivation) (Bergmark et al., 2018).

Additionally, typical aspects of teachers' work include self-image and self-efficacy beliefs. *Self-image* is how one typifies themselves as a professional, "based on self-perception, but to a large degree also on what others mirror back to [them]," with implications for how one evaluates their self-understanding or self-esteem (Kelchtermans, 2009, p. 261). It is connected to who one thinks they are at the moment and their ideal self. *Self-efficacy* beliefs relate to teachers' present and future-oriented subjective assessment of their competence at work. Such beliefs

involve teachers' perceived capability to perform activities and enact behaviors aimed at attaining goals at work in relation to perceived environmental opportunities and impediments (Skaalvik & Skaalvik, 2010). These beliefs may originate from mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states when performing a required task at work (Tsui, 2018). Self-efficacy has been widely researched in relation to teachers' language proficiency, although such research often disregards the complexity of academic, subject-specific, and classroom 'languages,' which go beyond general language proficiency in EMI (Wang, 2021).

Finally, two other typical aspects of teachers' work are task perception and job satisfaction. *Task perception* pertains to how teachers define their work (Nevgi & Löffström, 2015) as well as their individual understanding of the tasks for which they feel responsible (Richter et al., 2021). Such understanding is connected to core values and ideas about their profession, which have evolved through one's personal upbringing and development (Canrinus et al., 2012). *Job satisfaction* concerns teachers' subjective judgment of satisfaction with their professional domain, depending on their individual perception of what is an appropriate standard and affecting how they feel about and perform their job (Hessel et al., 2020). Skaalvik and Skaalvik (2010) cautioned that job satisfaction should be understood in connection with concrete circumstances at work because different circumstances hold varying importance to different individuals, therefore having a different impact and rendering the assessment of overall job satisfaction challenging. The aspects of occupational commitment, future perspective, fluctuating levels of motivation, self-image, self-efficacy beliefs, task perception, and job satisfaction inform the research design and data analysis of this study.

### **Professional Identity and English-Medium Instruction**

The requirement to teach in English influences university lecturers' professional identity. As Wilkinson (2018) notes, "language is a clearly identifiable marker in the academic provision in English-taught programs," and causes educators "to reframe their identities, which are formed by their teaching and professional practices linked to disciplinary principles" (p. 609). For example, EMI requires modeling disciplinary knowledge and the use of

disciplinary language to students (Schmidt-Unterberger, 2018), thus necessitating that EMI lecturers cross the regular boundaries of a content teacher identity (Lasagabaster & Doiz, 2021). At the same time, EMI lecturers' understanding of who they are as professionals is closely connected to self-evaluations, involving feelings of self-worth and beliefs (e.g., beliefs about their linguistic abilities) (Diert-Boté & Moncada-Comas, 2023). Because EMI presents a teaching environment demanding additional pedagogical, linguistic, and intercultural considerations (e.g., Dafouz, 2018; Lasagabaster, 2022), EMI lecturers' teacher identity requires renegotiation to accommodate an existing sense of self and the designated identity implied with the change. This may become more complicated in the absence of EMI-related training addressing changes in pedagogy, ideology, and identity (Dafouz, 2018).

Teacher identity in higher education is built on professional, academic, researcher, or intellectual identities (for a review, see van Lankveld et al., 2017). Similarly, research highlights that EMI lecturers negotiate their professional identity as academics, researchers, educators, and multilinguals but also as EMI instructors in ways that respond to and reflect tensions within their professional environments (Jin et al., 2021). Moreover, EMI lecturers' perceptions about EMI inform their multiple professional identities and attitudes towards their professional role (Macaro, 2018). For instance, in some Asian universities, an EMI instructor identity may be challenged by negative perceptions of EMI and inflexible institutional policy (Jon, 2020), or by a resistance to English as a colonizing language that could potentially threaten one's cultural identity as an academic (Yuan, 2023). Conversely, in some European universities, EMI may be regarded as an opportunity to change and grow, especially for young lecturers, as well as to increase linguistic and social capital benefiting lecturers and students alike (Dafouz, 2018). Yet, despite experiencing confidence and security as university teachers, EMI lecturers still encounter instructional and linguistic challenges commonly identified in EMI research (Kling, 2013). Emotions and tensions experienced in EMI are, therefore, highly relevant to EMI lecturers' identity negotiation.

**Table 1.** *Information on Participants*

Name	Teaching Experience (years)	Teaching Hours/Week	EMI Training	Average Stress Level	Sources of Stress (concerned)	Sources of Stress (very concerned)	Manifestations of Stress
Finnish Participants							
Hanna	10+	10	yes	2.6	4	0	2
Kerttu	4	1	yes	3.6	14	0	18
Maija	10+	2	no	3.1	8	0	5
Melina	10+	2	no	3.0	6	0	6
Oona	10+	6	yes	3.9	2	11	15
Sanna	8	2	no	2.1	3	0	16
Tarja	10+	8	no	2.8	5	1	7
Ville	10+	1	yes	3.5	12	0	1
International Participants							
Abel	1	4	yes	3.9	8	5	10
Adrian	7	4	yes	3.3	7	1	1
Carolina	4	1	no	3.3	9	2	12
Margot	8	4	yes	3.0	8	1	8
Olga	10+	6	no	3.5	5	6	8
Rebecca	10+	2	yes	3.0	5	1	7
Sophia	1	5	yes	3.3	2	7	12
Sven	10+	2	yes	3.5	6	7	8

*Note.* All names are pseudonyms. In *Teaching Experience*, 10+ means “more than 10” years of experience. The *Average Stress Level* was calculated based on individual participants’ answers to question 6 of the web-based survey (“How concerned are you about these sources of stress or anxiety at work?” 20 items, 1–5 Likert scale). In *Sources of Stress* (“concerned” and “very concerned,” question 6) and in *Manifestations of Stress* (question 7, 30 items), the numbers indicate the total number of survey items selected by the participants.

## METHODS

### Participants

Prospective participants were contacted by email through the coordinators of each IMDP offered at the examined Finnish university. Sixteen participants, including eight international and eight Finnish employees (see Table 1), expressed their interest and were interviewed for this study. All participants had EMI teaching duties in the spring semester, when the data were collected, and taught in various academic disciplines. All participants were fluent in English, and most of them had taken professional development courses in EMI. The participants were provided with a privacy notice, a research notification, a data management plan, and the approving statement of the research ethics committee of the examined university in the

beginning of the web-based survey. All participants had granted their informed consent electronically before answering the survey. Participation in this study was voluntary and did not affect their position at work in any way. The transcribed interview data were anonymized, and the participants were assigned pseudonyms.

### Research Design and Data Collection

The data were collected from January to March 2023 in two phases. In Phase 1, prospective participants were asked to complete a web-based survey. This survey would provide background information about the participants (five questions) and their experiences of occupational stress (two questions) to facilitate the interview. The web-based

survey included items related to demographic information and stress based on questionnaires developed for university teachers (Liu & Yan, 2020) and college English teachers (Liu & Wu, 2021).

In Phase 2, all participants ( $N = 16$ ) who had answered the web-based survey were interviewed. All interviews were conducted in English within three weeks after completion of the web-based survey. Once their individual interview had been scheduled, the participants were provided with a structured interview protocol. The structured interview protocol was based on a professional identity questionnaire developed for university staff (Abu-Alruz & Khasawneh, 2013). The questionnaire items were first evaluated for connections to the main aspects of professional identity (i.e., commitment, future perspective, job satisfaction, motivation, self-image, self-efficacy beliefs, and task perception; see Canrinus et al., 2012; Nevgi & Löfström, 2015), and tentative interview questions were formulated for relevant questionnaire items. The interview questions were then refined to be more open-ended and inclusive of a broader range of questionnaire items. The aim of the structured interview protocol was to ensure that all interviews addressed the main aspects of teachers' professional identity and to facilitate the deductive thematic analysis (Bingham & Witkowsky, 2022).

In addition to the structured interview protocol, each participant was asked a few questions that were particular to the sources of stress they had ranked four (i.e., "concerned") and/or five (i.e., "very concerned") on the Likert scale, as well as the manifestations of stress they had reported in the web-based survey. These questions were asked when the participants verbally or tonally expressed emotion(s) in response to an identity-related question. For example, after Oona had talked about how she loved her profession, she was asked, "But how does this contrast with sources of concern, like the *teaching load*, the *administration* you have to do, *time restrictions*?" In another instance, after Carolina had talked about struggling to balance research and teaching tasks at work, she was asked, "Some of the things that you are concerned [...] about were things related to teaching, like *grading* or [...] *the staff evaluation system*?" The aim of including these additional questions was to allow participants to elaborate on their perceived stress at work and afford more insight into how they responded to it.

The interviews were conducted online using Microsoft Teams, where they were consensually video-recorded and digitally transcribed. The videos were deleted after the transcripts had been anonymized, corrected for accuracy, and approved by the participants. The interviews lasted 9 hours and 50 minutes, and resulted in 176 pages of transcribed data (Calibri, 11 pt. font, single spacing). In acknowledgement of "how every aspect of research is dynamically impacted by the durable yet impermanent social positions of those involved" (de los Ríos & Patel, 2023, p. 6), the researcher reports she had not earlier been familiar with the participants, nor has she ever had any influence over their position and conditions at work. The researcher, however, could take an emic perspective due to experience in researching and teaching about foreign language-mediated education and having received EMI training, which helped increase awareness of how EMI may inform teacher identity and practice.

### Data Analysis

The corrected and naturalized transcripts were organized per Finnish and international participants, and then entered as project documents into the qualitative analysis software Atlas.ti Version 23 (2023). Each transcript was individually coded using deductive thematic analysis, whereby a theory-driven codebook was devised prior to coding data (Bingham & Witkowsky, 2022). The codebook was thematically organized around the main aspects of teachers' professional identity explained earlier. The minor codes served as organizational tools developed deductively from previous literature as well as inductively from an initial familiarization with the data (Bingham & Witkowsky, 2022), which helped account for participants' main areas of work (i.e., research, teaching, supervision, and administration).

The codes from this codebook were applied to the data to identify meaningful units of text representative of the a priori codes (Fereday & Muir-Cochrane, 2006). During the coding stage, three data-driven codes were added to the codebook: dreams or aims about the IMDP (future perspective), positive/negative evaluation and/or emotional response to colleagues (job satisfaction), and perceptions about tasks concerning work in general (task perception). Moreover, the data connected to interview questions about participants' survey answers on

occupational stress and manifestations of stress were coded using the following formats:

- codebook code – source of stress/degree of concern for the participant,
- codebook code – manifestation of stress.

This additional layer to the existing codes was used to identify connections between identity and stress. The coding process was triangulated by reviewing five of the transcripts with two colleagues familiar with the concept of professional identity. The coded segments in the remaining transcripts were reviewed and reassessed by the researcher. Then, the coded segments were retrieved and exported per code from Atlas.ti Version 23 in individual Excel files. Each code and its excerpts were organized under their corresponding theme, and excerpts connected to occupational stress were highlighted. The following section presents the findings per theme (for a summary, see the Appendix).

## FINDINGS

The findings of the study are organized under their corresponding aspects of professional identity. This section includes illustrative interview excerpts, some of which may naturally contain grammar mistakes because the interviews were conducted in English, which was a second, foreign, or additional language to all participants. Whenever a perceived source of stress is reported, that source of stress was found to be connected to professional identity and is denoted in italics, with the adjacent numbers 4 or 5 respectively indicating whether a participant was “concerned” or “very concerned” about a particular source of stress (e.g., *research/4*).

### Self-Image

Given the multifaceted nature of their job, it is unsurprising that most participants (11 out of 16) did not emphasize an EMI teacher identity. Thinking about his work, Sven says: “I clearly identify as a researcher and also as a teacher, facilitator, maybe also a bit as an administrator to some degree.” Similar opinions were voiced by others, with the role of the teacher and that of the researcher being the most prominent. Ville, in particular, problematized the context-

specificity of professional identity, and how it may be indirectly constrained by institutional structures that emphasize roles other than teaching:

When you are in a class, you’re a teacher. Then, when you are doing your research, you’re a researcher [...] the tenure track position can be quite strenuous, and then you have to decide that you are a researcher because that’s how you are basically evaluated. So I would say that, typically, one would consider him or her as a researcher. (Ville)

Prescribed roles and expectations for university staff affecting one’s identity negotiation as a university lecturer were further evinced in the participants’ insecurity and comparison to others. This could be seen in the participants’ sources of stress. For example, Melina talked about her new position at work and how her university teaching did not entitle her to a teacher identity compared to teachers in other educational contexts.

It was kind of a difficult thing for me that I would now say to my friends and family that I’m teacher now. Because I don’t really see myself as a teacher, although I have a qualification as a teacher [...] I do have the qualifications, but still I identify myself more as a researcher. [...] I don’t identify myself as a teacher, is that my sister is a teacher [...] I’m not like my sister, but I’m a researcher. (Melina, *research/4*)

Rebecca explained that she is not “the education-like writer [...] It’s my insecurity again” (*personal and/or professional development/4*). Her book on education became popular in her home country but was an unacknowledged merit in her official evaluation at work. For her part, Hanna thought she is “not [a] very organized person” as a teacher compared to the strengths of “us academics” (*time restrictions or difficulties/4*). Abel, despite his three years of teaching experience, argued that identifying as a teacher is reserved for professors and lecturers: “What I mean ‘real teacher,’ like professor or a lecturer. I’m just a [job title]” (*teaching non-Finnish/international students/5*). Finally, Kerttu experienced being a teacher differently in EMI compared to her Finnish teaching self: “The way I am and how I communicate, it’s not the same as in my first language” (*teaching non-Finnish/international students/4*). As exemplified by the participants’ insecurity and points of reference behind the explanations to their sources of stress,

participants' self-image as EMI teachers was contingent upon institutionally prescribed roles and personally held notions of teacher performance.

### Self-Efficacy Beliefs

Self-efficacy beliefs were identified in nearly all transcripts (15 out of 16), and the reported sources of stress were found to be connected mostly to mastery experiences and physiological arousal. Participants negotiated their professional identity as EMI teachers, who were confident in their knowledge and English skills, competent with their EMI students, and flexible with instructional material and activities. This was due to mastery experiences comprising earlier teaching experiences and the increasing opportunities to use English in academic tasks (e.g., research, conference presentations). For example, Tarja observed she became

A better facilitator of discussion, [...] better in all arranging and the very practical guidelines, and explicating the requirements, [...] I can tell about things and lecture about things without writing everything down or having PowerPoints. [...] it becomes easier with experience. (Tarja)

The participants further negotiated their professional identity as resilient and resourceful EMI teachers, despite sources of stress directly related to their perceived ability to conduct EMI. For instance, participants expressed concerns about their *degree of confidence in English competence/4*, which was mitigated by reliable lecture slides, and a *fear of negative effects on teaching when teaching in English/4* stemming from “a double language barrier” in EMI, where one is “teaching students for whom [English] is also foreign language” (Carolina).

Much like with other sources of stress (e.g., *teaching/4*; *teaching non-Finnish/international students/4–5*; *grading students' course assignments and/or giving feedback/4*), participants relied on time and experience to overcome concerns about their efficiency as EMI teachers:

I needed to also come up with the examples before the lectures because I was worried that I wouldn't know the right words. [...] the amount that you needed to take time to prepare for the lectures, that was huge in comparison to teaching in Finnish. [...] It's a funny

thing for I really felt that I was capable of doing that in English, although it really scared me. [...] I was very happy afterwards [...] the courage in going in front of the classroom [...] It has been a long journey. (Melina)

These participants deemed themselves competent researchers and teachers, but noted the physiological effects arising from increasing work demands on their ability to work well. In connection to their self-efficacy at work, six participants talked about the emotional impact of worrying about the overall workload, the teaching load, research, and collegial relationships. For example, Kerttu declared, “I'm teaching in courses that are not certainly my strongest things to teach, but still, I feel confident, even though it is stressful” (*teaching load/4*). Rebecca complained about constantly applying for external funding “[b]ecause there is so rare permanent position,” which caused thoughts like “I'm sort of doing enough, but it's not good enough for the academy” (*research/5*). The three participants that expressed concerns about personal or professional development in connection to vicarious experience and verbal persuasion further corroborate how, despite receiving good feedback from colleagues and students, participants' professional identity as capable employees in their respective field could potentially be undermined by career uncertainty in universities. For instance, Sophia referred to the demoralizing example of her senior colleague, saying: “I could see the uncertainty, and I could see them, also the stress, though he has a permanent job” (*promotion/4*), and later commented:

Because there's so much competition, so you really want to be on top of everything, which is not really possible. [...] And I have examples of people who have been working in academia for a long time and still feel insecure about the same thing that I'm concerned about. [...] I wouldn't say other professions don't, but this is one challenging profession in general. (Sophia, *personal and/or professional development/5*)

Such individuals may be more vulnerable to worrying about their well-being, despite awareness of the risks of excessive effort at work. Elaborating on their *concerns about health/4–5*, participants said that “[w]hen you try to do something very good, then you usually do it by burning your own energy” (Oona) or by “giv[ing] more than then maybe your body allows to give” (Sven), and when “the

pressure becomes too much, the productivity goes down, and the mental health becomes a challenge” (Sophia).

## Motivation

Most participants were highly motivated in their work. Intrinsic motivation (11 out of 16) could be seen in participants’ genuinely liking their work and believing there was good person-vocation fit. A couple of them even described their work as “my dream job” (Maija, Sanna), and others claimed there could not have been a more suitable profession for them: “I love my profession, as I said. My profession is my passion. [...] I don’t know if I lose this profession, this job, then what would I do?” (Adrian). A few participants, however, talked about EMI as an externally motivated initiative due to staff shortages (Maija), a superior’s decision (Abel, Carolina), and the limited teaching opportunities for international staff (Margot). In Rebecca’s case, external motivation for EMI was connected to financial concerns; EMI courses were given because of career uncertainty and the need to access university services when funding was limited, commenting it “is at least frustrating but, in a way, it’s just for me to get into this system” (Rebecca, *salary/4*).

Concerning teaching in particular, all sources of motivation were present, and participants negotiated their professional identity as enthusiastic teachers with a morally informed dedication to teaching. Several participants (7 out of 16) showing intrinsic motivation reported enjoying teaching. For instance, “It’s just not something I have to do. It’s something I really want to do and I want to be good at. And I think that attitude itself, it is, has moved me to the better teacher’s direction” (Kerttu). Moreover, three participants drew extrinsic motivation for professional growth from their EMI students. Olga characteristically said:

Because they ask difficult questions. It’s a best motivation ever. [...] So it’s really a strong motivation for me to do more in my own research. [...] I developed a lot as a, as a person but also, of course, because students present a lot of challenges with respect to teaching and research, also professionally. I grow. I have been constantly growing. [...] I’m thankful to international master program because it motivates me to grow. (Olga)

Students were also at the center of the participants’ altruistic motivation. This motivation ranged from “giving people knowledge and information about the field” (Carolina) and “prepar[ing] the students for the future careers” (Ville) to “doing development work” (Sven). The participants saw their teaching in EMI programs as “an exchange of views and ideas” (Margot) that would eventually develop “quite self-confident critical professionals” (Tarja) empowered to effect changes in their home countries. For instance, Sanna stated, “we have the possibility also to be a part of developing education in places where it is not so developed yet.” Similarly, Olga said, “I feel like I’m building the future [...] it’s like me making world better through them.”

The participants’ motivation regarding teaching as such was but weakly connected to occupational stress. Carolina’s worry about *grading students’ course assignments and/or giving feedback/4* was connected to her wanting to be appreciated as a teacher for how she handled things. On the contrary, Oona, who was stressed about *salary/5* and experienced *a wish to retire*, was a more experienced teacher and clarified, “I’m not here because of ambition. [...] I don’t need to feel important because I’m a Doctor this or that, or Professor this or that, it has no value to me.” Although the former was understood as a case of extrinsic motivation and the latter as a case of altruistic motivation, both cases suggested identity negotiation driven by a desire to do well by students.

## Future Perspective

The participants’ future goals mostly concerned their career and teaching in their respective IMDP. Participants’ personal career goals shared the desire for more time on teaching, research, and professional learning from a more secure academic position. Two participants discussed their career goals in connection with occupational stress, arguing that a more secure professional position would allow for performing teaching and research tasks in “a little more relaxing way than now” (Tarja, *personal and/or professional development/4*) and for “being a professional teacher” (Abel, *personal and/or professional development/4*). Another shared feature of participants’ future goals was an altruistic orientation. For example, Sophia wished to have achieved “[her] personal development targets so that [she would be] in a position to

change things around [her],” while Sven hoped to get a professorship to “basically continue making things better” for their IMDP. With respect to EMI teaching and the IMDP in particular, most participants talked about “drafting the new study plan” (Oona) or “renewing the program” (Sven). This was seen as “an opportunity to change things” (Oona), such as introducing a more up-to-date syllabus, offering courses in line with one’s expertise, enhancing international students’ employability, increasing the integration of Finnish and international students in EMI courses, and even internationalizing the Finnish-medium programs. Talking about their goals concerning EMI teaching, Kerttu noted the need for an EMI-positive university culture, stressing the importance of ensuring EMI classes exclusively involve English and of challenging outdated beliefs about teaching:

And if you consider EMI, I think we still have a bit of things to work through there. Now, at least, there should be so that if the language is English, it really is English. [...] I think those things are easy to fix but it shows the level of how some teachers think about teaching and how important those things are, and what if a couple of students cannot fully participate because of that. And those attitudes they need to go off, and they are diminishing one by one, I think. But then there is other things, like how we think about cultural things and those harder things to consider there. [...] And it’s not that well thought in our department. I feel like there is a lot of old habits there that should be considered. (Kerttu)

The participants’ future goals suggested they negotiated their professional identity as agents of change within their immediate work environment. They navigated the disjuncture between their own aspirations as EMI teachers and the broader work environment that welcomes EMI but is slow to accommodate EMI practices and needs.

### **Commitment**

The participants’ commitment was identified in most transcripts. Their commitment to the profession (12 out of 16) could be seen in the learning activities they pursued, such as writing research in Finnish, working abroad, and gradually assuming more responsibilities at work. Additionally, some participants had taken EMI and university pedagogy courses, which facilitated reflection

on learning and teaching experiences, as well as learning “more pedagogical skills and also what we have to take into account when especially in international classrooms” (Sven). At the same time they supported them as researchers, such actions enabled participants’ professional identity negotiation as developing EMI teachers and uninhibited English language speakers. Talking about EMI, two participants maintained they were actively trying to improve their English language skills: “That’s something that I have been trying to develop. [...] Because then you’ll just end up blocking your mind if you are afraid of the usage of the language, so I just talk. Never mind what they think” (Maija).

Commitment to the university (15 out of 16) was seen in participants’ direct identification with the university as a place of work or Finnish institution, and in we-statements showing participants’ involvement or alignment with university aims towards internationalization. Concerning the former, for example, Sophia characteristically said, “I call this university as ‘my university’,” and Sven declared, “I feel quite strongly connected also to the university.” Some participants noted the need for internationalization to attract a highly educated and competent workforce from abroad, which will have first studied in Finnish higher education institutions. This has both financial implications contingent on graduation rates and curricular implications; “we do need more work force in Finland. [...] it’s a good thing that there are or we are having the discussions that what courses should we teach” (Melina), because teaching is “something that keeps our university running, and it benefits everyone if we put a bit more time for thinking how we did and what we did” (Kerttu). Responding to this, participants negotiated their professional identity as EMI teachers with an international dimension. This could be seen in their actively shaping their EMI program to see changes aligned with current teaching ideologies and the value of university teaching. For example, Maija explains, “we need to have this kind of program. But I think the other task is internationalize our own teaching, how we can develop the internationalization of [...] Finnish students.” It could further be seen in their promoting internationalization through beliefs that curriculum development should enable a “global classroom” (Tarja) where English is “a lingua franca, [...] a tool to teach, and this is somehow agreed with this university” (Abel).

Additionally, commitment towards teaching (14 out of 16) and EMI students (11 out of 16) was identified. Participants negotiated their professional identity as EMI teachers, who are guides or facilitators in students' learning, invested in equality and mutual learning in the classroom. As Sanna noted, "thinking about the identity somehow, teaching and guiding, or guiding is important." The notion of guidance could be further seen in participants considering themselves "a facilitator of learning [...] a facilitator for critical thinking" (Sven), who purposefully breaks the hierarchy and tries "to communicate and to have a discussion with the students" (Melina):

I try to have more this kind of relationship where we are as much as possible in a equal footing, where we would be sharing ideas [...] try to be more in this kind of a co-constructing knowledge as well that I guide them and so on, rather than really a hierarchical relationship. (Margot)

In doing so, EMI students were regarded as individuals whose own knowledge not only enriched class discussion but also oneself as a teacher. For example, Hanna remarked "[EMI students] carry a lot of knowledge. In that sense, I really feel like I'm also learning myself when I teach."

The participants' comments on their sources of stress in connection with their commitment to teaching and students suggested further professional identity negotiation by incorporating the notion of responsibility. Concerning commitment to teaching, Margot stressed the social value and responsibility inherent in teaching, where students' expectations need to be respected (*concerns about interest in teaching and/or degree of confidence in teaching/4*). Olga described teaching as a time-demanding yet moral choice, clarifying that "teaching is on the way of my research [...] only because we invest so much into the teaching. But it's our choice. [...] because we believe that that's the right thing to do" (*staff evaluation system for performance and competence/5*). Concerning commitment to students more specifically, Maija noted her responsibility of "see[ing] that those who are afraid of using their English have a word also in the class" (*concerns about confidence in English competence/4*), and Adrian was frustrated about keeping too flexible a schedule to accommodate supervised students' unexpected decisions about their studies (*supervising students' thesis and/or dissertations/4*).

## Task Perception and Job Satisfaction

Nearly half of the participants expressed general contentment with their current job. Stress was not experienced in relation to the IMDP as such; it was rather "the general teaching and research and administrative tasks and other things that create[d] the overall experience" (Ville). This came with the undertaking of a high workload, eliciting feelings of nervousness, anxiety, stress, tiredness or exhaustion, futility, and dissatisfaction. Although, as Carolina sardonically observed, "[y]ou don't take a university position without knowing that you'll probably be working more than you're hired for," it may still feel "like you have to stretch [...] it just feels a bit a lot" (Hanna, *overall workload/4*). A consensus among the participants was that the overall workload was high (e.g., "Yeah, definitely. We are overloaded."; Olga, *overall workload/4*), with tasks related to administration, teaching, developing or directing the EMI program, promoting internationalization affairs, publishing, and securing project money. In response to these tasks, participants negotiated their professional identity by navigating the different mindsets, temporal resources, and compromises needed by their multiple roles:

I like my profession a lot, but [...] it's the profession of researcher and profession of the teacher, and then also the profession [...] of a leader and administrator. So I think that this is what makes it stressful in terms of allocating your time and your energy to these different parts of the world, because they have a little bit different logic and they require a little bit different orientation and work more. So, it's not very easy to change, you know, during one day between these three different professional roles. (Tarja, *overall workload/5*)

Being multifaceted professionals at work affected their identity as teachers. Several participants reported enjoying and even feeling comfortable with the courses they had to teach, despite their being demanding. Nonetheless, performing multiple roles raised questions about the importance of certain work tasks compared to teaching (Ville, *time restrictions or difficulties/4*), the lack of administrative support translating into additional responsibilities for individual EMI teachers (Hanna, *overall workload/4*), and the financial constraints requiring the "same quality with only two teachers" (Rebecca, *salary/4*).

Participants' professional identity was additionally connected to stress about performing teaching tasks contrasted against the pressure for conducting research. In particular, participants struggled to reconcile their professional identity as EMI teachers with faculty expectations concerning research. Rebecca disapprovingly remarked, “[f]or them, more papers is always better” (*research/5*), and Carolina observed that “when you do a lot of teaching, you don’t have time to do research [...] that was definitely a constant thought in the back of my head” (*research/5*). At the same time, having “too many courses” necessitated stress management so “that other teachers are also being able to do their work without too many stress” (Maija, *teaching load/4*). It also necessitated an evaluation of one’s teaching quality, such as reflecting on whether “you really teach the right things that would be the core issues in your course or promote the learning in a best possible way” (Ville, *teaching load/4*). Negotiating this tension became an act of balance between how much participants felt they could contribute to teaching and “fulfilling the duty of the minimum of running the courses and really doing excellent work” (Sven, *teaching load/4*). This also caused participants to negotiate their position as EMI teachers within the larger institutional framework:

Basically, the titles I have, they’re very clearly focused on teaching and running a program, administration. Still, my performance is mainly measured by my research output. [...] This is really the dilemma I feel I’m in. Not only myself, of course; all my colleagues, too. This is really the challenge I’m really seeing here: that title-wise I’m a [professional title]. But then, performance-wise, where I should actually be good at is the research output, and this doesn’t really go well together. (Sven, *teaching load/4*)

I’m going to be evaluated and the evaluation stress that you have to have top research outcomes, you have to have top teaching, and it ignores the whole management thing. [...] Because evaluation is based 70% on research, and you can imagine in this position, no way that I can use 70% of my time for research activities. [...] the criteria and your work description don’t match. [...] So, you are under continuous stress to do more and more and more and more. (Tarja, *personal and/or professional development/4*)

The outcomes of participants’ perceived roles at work were subject to evaluation, and not all roles were regarded as equally important to the faculty, which exacerbated stress at work. Regardless of the faculty showing a clear preference for research tasks, participants negotiated their professional identity as teachers by expressing their care and interest in expending more effort to deliver courses with diligence. This extended to EMI, and the participants highlighted the additional pedagogical demands EMI places on a teacher, such as being culturally sensitive (Sophia, *teaching non-Finnish/international students/4*), preparing good teaching materials (Olga, *teaching non-Finnish/international students/4*), and managing the cognitive toll of regulating the use of English in class so that the content is accessible and the students are empowered to participate in class discussions (Maija, *concerns about confidence in English competence/4*; Olga and Melina, *teaching non-Finnish/international students/4*). All the while, however, participants’ professional identity negotiation as EMI teachers was undermined. Participants felt EMI as a professional task was “not recognized, not appreciated” on a faculty level (Olga, *staff evaluation system for performance and competence/5*), and building resilience into one’s identity as an EMI teacher was experienced as an individual endeavor. As Olga explained:

I believe that the Faculty [...] don’t recognize the fact that teaching international students is much more demanding and challenging than teaching a Finnish class, because, as I said before, students come from very different cultures and they have very different expectations, so it requires much more effort, time, energy from us to teach the international class than the Finnish class for the Finnish teachers. So because there is no recognition, we are doing it all without enough support, I would say, from the faculty. So we have to find our own solutions for all the challenges, and no one actually listening to us when we are trying to explain why it is more challenging to teach an international class than the class with the students from very similar background and very similar expectations. (Olga, *teaching non-Finnish/international students/4*)

On a personal level, participants’ professional negotiation as an EMI teacher may have been strengthened by their strong positive evaluation or emotional response to EMI (15 out of 16). This included, for example,

participants' forgiving stance towards not having native-like proficiency and their thinking of EMI as a "quite logical" consequence when "a lot of the information sources we use are in English" (Oona). Additionally, participants' positive evaluation of EMI was fundamentally connected to the international students, who were seen as an "added strength" (Margot) and created an interdisciplinary learning environment for peers and teachers alike thanks to their varying academic, cultural, and professional backgrounds:

They come from so many different backgrounds that it is a pure joy to work with that kind of group, that they are motivated, and they bring their own background and expertise to the group, and it's a huge learning experience also for me that I get to know these people and be part of their path, in a way. (Sanna)

Although interacting with international student cohorts "create[d] quite a rich place of exchanges" (Margot), participants had to consider, among other things, students' varying academic backgrounds and language skills when preparing their EMI lectures. When top-down internalization policies are perceived as a "very brutal strategy of trying to achieve financial resources" (Hanna), producing EMI degrees is costly to universities, and the efforts of the handful of staff running the EMI programs largely go unacknowledged, professional identity negotiation in response to EMI-related challenges would benefit more from guidance than experimentation. As Kerttu shared when talking about her early EMI teaching experiences, "I hope no one has to do that kind of a way anymore, that they start something they don't know that much about and without any guidance. It's stupid. It's not what the students are there for."

On a relational level, participants' professional identity negotiation as an EMI teacher may have been strengthened by their strong positive evaluation or emotional response to colleagues (15 out of 16). Participants shared the identity of the actively engaged and contributing colleague, using various adjectives to describe collegial relationships at work that suggested satisfaction with close colleagues [e.g., good (Melina), friendly (Maija), wonderful (Sanna), inclusive (Hanna), cordial (Margot)]. A strongly shared element in their descriptions was one's own active support of the existing collegial community, which became part of "mutual support" (Tarja) between EMI colleagues working in the same program, complemented by a sense of equality

and appreciation from others. A few of the participants who mentioned trust (2 out of 16) and working with like-minded individuals (7 out of 16), said that these elements at work strengthened their job satisfaction or had a counterbalancing effect on stress:

What is really on the other side of all this stress and requirements that sometimes feel overwhelming, I think what is really then the motivating part is that we have this type of team that [...] is really willing to make changes and look into critically what can be done. [...] I like the fact that actually in the English-medium program, because we have a relatively small team and relatively also open hands, I think we have also a, in a sense, very good Dean in our Faculty, who is trusting, is very supportive towards the changes or the visions that we see. (Hanna, *overall workload/4*)

The participants' reported actions and the identified elements in collegial relationships highlighted the importance of whom you work with and the shared work culture. These affected not only their overall positive evaluation and emotional response to their work, but also the extent to which they felt they could enact the identity of the engaged and contributing colleague within the rather small community of EMI colleagues in their corresponding degree program.

## DISCUSSION

This study is located at the intersection of teacher identity and teacher well-being, with a focus on university-based personnel who teach in English. The study examined how EMI lecturers see themselves as employees at a Finnish higher education institution, and how occupational stress affected or informed their professional identity negotiation. The findings indicated that participants' professional identity negotiation involved all aspects generally acknowledged to constitute professional identity, that is, self-image, self-efficacy beliefs, motivation, future perspective, commitment, task perception, and job satisfaction (Canrinus et al., 2012; Kelchtermans, 2009; Nevgi & Löfström, 2015). Moreover, the findings suggested that participants' perceived sources of stress dynamically affected their professional identity negotiation, and that these sources were more strongly

connected to self-efficacy beliefs, task perception, and job satisfaction.

An important finding was that participants themselves did not single out an EMI teacher identity but understood themselves to have the threefold role of teachers, researchers, and administrators. However, the ways they saw themselves as teachers were tied to prescribed roles at work emphasizing research, constrained resources, and personally held notions of teacher performance. The absence of an EMI teacher identity as such in connection to participants' self-image might be accounted for by their seeing themselves primarily as content experts, therefore educationally disposed at developing students' content knowledge and having little responsibility for the development of students' English language proficiency (Block & Moncada-Comas, 2022). Moreover, similar to earlier research (Jin et al., 2021; van Lankveld et al., 2017), EMI lecturers' multifaceted professional identity constituted several sub-identities, including that of the researcher, whose availability and development depended on their particular institutional context as well as the dominant discourses and communities therein (see Swennen et al., 2010; Trent, 2017). Previous research has also shown that teachers in higher education struggle with their identity as they navigate the intricate balance between their personal commitments to teaching and the demands of a predominantly research-oriented culture, which take an emotional toll (Skelton, 2012). This may be mitigated by a secure position or a steadily proceeding academic career, the importance of which for higher quality teaching was noted by the participants. However, even in such cases, academics teaching in higher education may adopt pragmatic views about good practices and focus on developing the overall teaching quality on an institutional level, rather than their own teaching quality (Nevgi & Löfström, 2015). Participants' multifaceted professional identity being shaped by their aspirations as teachers contrasted with the dualistic logic of institutional mechanisms evaluating research output and quality assessment. This highlights how university teaching – especially teaching in a foreign or additional language – needs to be a more visible and acknowledged professional task for research staff, who ought to be provided the necessary temporal, if not also fiscal, resources.

Another important finding was that the participants were highly motivated individuals, who saw themselves as

agents of change with a pro-internationalization outlook and inclusive values. They further negotiated their professional identity as EMI teachers drawing on the values of equality, mutual learning, and facilitated discussion in the classroom. Participants saw EMI as inevitable, with concomitant opportunities and need for professional development (see also Macaro et al., 2018). Responding to this, and to support internationalization at the university through EMI, participants made professional and pedagogical decisions that aligned with institutional values. Although Huang (2019) reported being an EMI teacher, subject matter instructor, and educator in a global and local context as distinct ideal teacher identities, such distinction was not present in participants' professional identity. Rather, participants negotiated their identity as EMI teachers who understood the importance of imparting knowledge about a particular scientific area through English in a “global classroom” (Tarja) created in a local context. Like Huang's (2019) study, however, this study shows that EMI lecturers' professional identity informs EMI practices and the enactment of agency in shaping their professional lives within discipline-specific communities, employing morality and motivation.

The study also offered insight into EMI lecturers' identity negotiation through self-efficacy beliefs, task perception, and job satisfaction, which were the aspects of professional identity most strongly connected to perceived sources of stress at work. The participants saw themselves as competent and resilient employees, whose mastery experiences helped them overcome concerns about their ability to teach through English. This finding is hardly surprising given that teachers' professional identity shapes their understanding of work through biographical and career trajectories, as well as through professional preparation (Olsen & Buchanan, 2010). It should be noted, however, that, similar to other studies (Dang et al., 2023; Richards & Pun, 2022), these participants had received short-term or no professional training in EMI instruction, and were required to learn how to combine disciplinary knowledge with EMI-specific pedagogical changes and communication skills as they progressively gained more EMI teaching experience. Moreover, although participants reported generally being satisfied with their work, their heavy workload and multiple roles negatively influenced working at their desired levels of efficiency as EMI lecturers and sometimes undermined their health.

Although job satisfaction is challenging to measure (Skaalvik & Skaalvik, 2010), participants' shared perceptions of their professional circumstances highlight the importance of regulating work tasks for their sense of efficacy and well-being as teachers.

Finally, the study revealed ways in which EMI lecturers may counter stress at work. Increased self-efficacy, higher job satisfaction, and the relevance of providing quality education to task perception have been found to be related to teacher educators' understanding of themselves as facilitators of knowledge and to teaching practices rooted in their professional identity (Richter et al., 2021). This might explain the finding that participants countered perceived sources of stress by redirecting their attention to students, the responsibility they had as teachers towards them, and the value of teaching as a task in academic work. The participants additionally drew on their strong positive evaluation and emotional response to EMI and colleagues to fortify themselves against the undermining effects of stress on their work as EMI lecturers. This might be explained by participants' sense of belonging and identification with discipline-specific pedagogical practices within meaningful communities of practice (cf. Skelton, 2012), albeit small, and by the enhanced linguistic and social capital that EMI afforded them (Dafouz, 2018).

This study contributes to the increasing literature on the identity and well-being of academic staff with EMI teaching duties. However, certain limitations need to be considered. As in Skelton's (2012) study, the participants were highly committed and enthusiastic individuals who wanted to improve the quality of their teaching. Although these participants tried to be honest and critical about their work, other participants, who felt less confident in their EMI teaching, English language skills, or levels of well-being at work could have added to the insights presented in this study. Moreover, the sources of stress and their self-reported impact varied from participant to participant and among aspects of identity. While this study suggests there is a connection between professional identity and occupational stress regardless of career stage, future research could clarify this connection through profile analysis using a larger sample or examine whether and how this connection changes over time using longitudinal data and biosignal vital signs (e.g., heart rate variability parameters, skin conductance level, salivary cortisol

concentrations). Additionally, a refined analysis between groups of international and Finnish EMI-teaching academic staff could help reveal subtle differences not examined in this study.

Another limitation concerns the data collection and analysis. The interview questions were unstructured concerning perceived sources of stress, thus giving participants more room to explain their thoughts behind the responses to the supporting questionnaire. On the other hand, the interview questions concerning professional identity and the coding framework were highly structured and theory-based. Future qualitative research could provide supportive or contrasting findings to this study were it to employ a semi-structured interview approach to data collection or a data-driven approach to data analysis. Such approaches would allow for potential underlying affective or cognitive variables to emerge and to complement or compensate for the stricter format adopted in this study.

## CONCLUSION

This study indicates a clear need for universities to address the currently problematic dynamic between the teaching and research responsibilities of EMI lecturers involved in IMDPs offered in Finnish higher education. This is not only to politically elevate the status of (EMI) teaching as a vital academic activity, but also to improve the occupational well-being of EMI lecturers by striking a balance among their various roles and tasks at work. Achieving such a balance, in conjunction with in-service education focusing on the pedagogical and intercultural considerations EMI raises (Dafouz, 2018, Lasagabaster, 2022), has implications for the enduring viability and pedagogical development of international programs in higher education through the small group of employees that currently sustain them. Although this study examined aspects of teachers' work typically associated with professional identity in educational settings, the connection between EMI lecturers' occupational stress and these aspects individually merits further research with a longitudinal and interdisciplinary outlook.

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## Author contributions

SV was responsible for the conception and design of the work; for the data collection, analysis, and interpretation; and for drafting and revising the article. SV has read and approved the final manuscript.

## Ethics Approval & Consent to Participate

The study was approved by the Human Sciences Ethics Committee (statement number 1250/13.00.04.00/2021). All participants granted their informed consent for voluntary participation electronically prior to participation in the study and data collection.

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## Appendix: Summary of Findings

Themes	EMI Lecturers' Professional Identity Negotiation	EMI Lecturers' Response to Perceived Sources of Stress in Terms of Professional Identity Negotiation
Self-Image	<ul style="list-style-type: none"> <li>• No emphasis on EMI teacher identity</li> <li>• Prominence of teacher and researcher roles in professional identity</li> <li>• EMI teachers caught between institutionally prescribed roles and personally held notions of teacher performance</li> </ul>	<ul style="list-style-type: none"> <li>• Struggling with insecurity and comparison to others to determine eligibility to a teacher identity</li> </ul>
Self-Efficacy Beliefs	<ul style="list-style-type: none"> <li>• Self-efficacy beliefs mostly connected to mastery experiences and physiological arousal</li> <li>• EMI teachers as confident, competent, and flexible teachers</li> <li>• EMI teachers as resilient and resourceful teachers</li> <li>• EMI teachers as competent employees with undermined ability to work to desired capacity and vulnerable health</li> </ul>	<ul style="list-style-type: none"> <li>• Relying on time and experience to overcome concerns about ability to do EMI</li> <li>• Juxtaposing an awareness of the risks in excessive effort at work with feeling stressed</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>• Intrinsic motivation seen in overall contentment with person-vocation fit</li> <li>• EMI as a sometimes externally motivated work task</li> <li>• students' centrality to EMI teachers' altruistic motivation</li> <li>• EMI educators as intrinsically and altruistically motivated teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Focusing on a desire to do well by students</li> </ul>
Future Perspective	<ul style="list-style-type: none"> <li>• Goals mostly connected to career and international master's degree programs</li> <li>• Some personal career goals are altruistic in nature</li> <li>• EMI teachers as agents of change</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying time and career security as resources to achieve altruistically minded goals</li> <li>• Navigating personal aspirations as an EMI teacher when the work environment is too slow to accommodate or support EMI teaching</li> </ul>
Commitment	<ul style="list-style-type: none"> <li>• Learning activities, especially EMI training, enabling participants professional identity negotiation as developing EMI teachers and non-native speakers of English</li> <li>• Identification with the university and internationalization goals</li> <li>• EMI teachers as uninhibited English language speakers</li> <li>• EMI teachers as teachers with a pro-internationalization outlook and inclusive values</li> <li>• EMI teachers who are guides or facilitators in students' learning, invested in equality and mutual learning in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• The centrality of students</li> <li>• Incorporating the notion of responsibility</li> </ul>

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Task Perception and Job Satisfaction	<ul style="list-style-type: none"> <li>● General satisfaction with work but high workload</li> <li>● EMI teachers as employees with multiple roles requiring different mindset, temporal resources, and compromises</li> </ul>	<ul style="list-style-type: none"> <li>● Questioning issues of teacher efficacy</li> <li>● Reflecting on one's teaching quality</li> <li>● Balancing between wanting to do excellent work in teaching and responding to other work demands</li> <li>● Navigating one's position as an EMI teacher within a larger institutional framework</li> <li>● Caring for students and being diligent in one's teaching when Faculty does not seem to care</li> <li>● Having a strong positive evaluation and emotional response to EMI and colleagues</li> </ul>
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*Note.* EMI stands for English-Medium Instruction.