

LANGUAGE PERSONALITY OF EMI LECTURER

Recent continuous growth of English language dissemination into all fields including education which we observed in the recent decades, the Bologna declaration introducing academic exchanges, opportunities of raising university incomes, etc. have borne fruit of internationalization which has been set in modern education.

English proficiency component was applied to the personnel requirements relating to the teachers of all disciplines in medical university. It stimulated perfectly the academic staff that provides all disciplines for self-regulating professional development within adjusting their level of English.

Currently, a significant share of academic activity provided by the university teachers falls on the English medium instruction (EMI). Educational process is delivered in English for foreign citizens who entered into a training agreement with a non-linguistic, in particular, medical university in Ukraine. These events have undoubtedly influenced on the structure of the university lecturer's personality.

Recently, the available literature has elucidated the following issues connected with the content of the teacher's personality, proportion of its components, level of EMI lecturers' proficiency, etc. The mentioned problems have been discussed in the articles, conference proceedings, and other professional events [1-8]. Nevertheless, the structure of the language personality of EMI teacher who is a non-linguistic expert (not a linguist) but possesses a good level of professional (medical sciences) expertise was not studied in the didactic literature in details.

We studied the discussions and reports on content and language integrated learning (CLIL) in higher education, lecturer's confidence in English, professional teacher identity in EMI, the lecturer's linguistic competences, English language proficiency in globalized classroom, English medium paradigm, etc. (B. Henriksen,

A. Holmen, J. Kling, J. Airey, C. Linder, C. Dalton-Puffer, P. Westbrook, J. K. Soren, B. Schmidt-Unterberger, et al.). Experts consider instruction realized with the aid of English language as a part of an interdisciplinary system in bilingual education.

In our work, to fill the gap, we have attempted characterizing EMI component in teacher's personality, treating it as foreign language professional competence. Our observations suggest that the personality of an EMI university lecturer includes mental, professional, psychological, didactic, organizational, communicative, creative, and other qualities. English is a means of teaching a specialty during a tertiary course.

Multitasking supposes that a foreign, non-native language either for teachers or students, is a semantic and formative tool that allows trainers and students to communicate for the purpose of acquiring professional competence by students.

Thus, the degree of development of English proficiency determines the success or failure in teaching and the educational process in general. Thus, the teachers of the tertiary level of education have to take language-focused courses for specific purpose (EMI in their profile subject). A university lecturer and his/her personality are the leading components of the pedagogical process. Therefore, the language personality of academic staff involved in EMI and its components impact greatly the quality of teaching and learning in the university with EMI. Implementation of English medium instruction determines the role of achieving an adequate level of professionally important qualities of a higher school academic in his/her professional and pedagogical activities, contributes to their improvement and positive changes in instruction.

Language personality of an EMI lecturer should be brought up, and this should be specially taught with great attention to the specifics of the linguistic image of world (schema, Gestalt, picture, configuration) of the non-native, English language in comparison with that in the native language. A special attention should be paid to the specifics of the expression in a foreign language of semantic fields, terminological systems, and classifications in linguistic professional scheme of native and foreign languages. English medium instruction for non-native English users by non-native

EMI lecturers considers a challenge of their both identity in the professional foreign language including categorization of its image.

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