

EMI PROFESSORS' READINESS: A SYSTEMATIC LITERATURE REVIEW

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Abstract:

Research across various fields has underscored the importance of English in both academic and professional contexts. Consequently, many higher education institutions have introduced English-medium instruction (EMI) programmes in countries across Europe, sub-Saharan Africa, and East Asia. EMI encompasses a range of factors that influence its effective implementation, including the language proficiency of both students and professors, academic content and curricula, cultural and social contexts, as well as institutional policies and practices.

This study focuses on EMI professors, whose role is central to the educational process. It examines EMI professors' readiness from multiple dimensions through a systematic literature review. Specifically, the review analyses professors' qualifications, certifications, and training, assessing their adequacy in supporting instructional effectiveness in EMI settings. It also explores professors' pedagogical competencies, their ability to employ effective teaching strategies, and their linguistic proficiency in delivering disciplinary content in English. The review synthesises findings from 11 empirical and theoretical studies published up to December 2023.

In addition, the review examines the pedagogical practices adopted by EMI professors and evaluates their effectiveness in facilitating content delivery. The synthesis provides insights into EMI professors' instructional readiness and contributes to ongoing discussions on improving the quality of EMI programmes. The findings highlight the importance of robust training programmes and adequate linguistic proficiency for effective EMI teaching. They indicate that the success of EMI programmes depends largely on professors' preparedness, not only in terms of English proficiency but also with respect to EMI-specific pedagogical strategies. Persistent concerns remain regarding professors' ability to deliver complex academic content in English, underscoring the need for institutional training programmes rather than reliance on individual experience alone.

Keywords: *English as a Medium of Instruction; Professors' readiness; Higher education; Instructional effectiveness; Teacher training.*