

# UNVEILING STUDENTS' VOICE ON LECTURERS' CLASSROOM MANAGEMENT IN VIRTUAL ENGLISH MEDIUM INSTRUCTION

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## Abstract

A private university in Indonesia has implemented English Medium Instruction (EMI) classes in order to support internationalisation programmes. This policy entails using English as the instructional language in the classroom. This case study examined the teaching practices of seven content lecturers from the Biology, Physics, Mathematics, and Primary Education Departments in EMI classes, focusing on classroom management. Additionally, it explored 208 students' perceptions in this setting. Data were collected through class observations, questionnaires, and interviews. The findings suggest that effective classroom management by lecturers leads to increased student participation and engagement. The lecturers employed various organisational, teaching management, and teacher-student relationship strategies to manage their classrooms. These findings provide valuable insights into maximising classroom management in an EMI setting, which can enhance critical reflection and support the implementation of EMI classes. The study also highlighted the students' perception of participation and interaction in the class, confirming that lecturers who lack effective teaching skills and multimodal strategies result in passive learning among students.

**Keywords:** English medium of instruction; classroom management; practices; perception; internationalisation

## Introduction

Internationalisation of higher education (IoHE) programmes has gained prominence as a means of addressing global concerns and meeting the demands of the academic community. Many developing countries, including Indonesia, have made this a high priority, forming international alliances with institutions throughout the world to improve educational and research standards. The Ministry of Education and Culture has also played an important role in promoting IoHE by establishing a Key Performance Indicator strategy to track the progress of the *Merdeka Belajar-Kampus Merdeka* plan (Kementerian Pendidikan, Kebudayaan, Riset, & Teknologi, 2023). The four Key Performance Indicators for internationalisation are student experiences off-campus, lecturer activities off-campus, study programmes in partnership with world-class partners, and international quality study programmes. The *Kampus Merdeka* policy also emphasises building relationships with universities, research institutions, and businesses globally to enhance the quality and relevance of higher education (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2023). International collaborations are expected to promote English language ability among staff and students, hence supporting the implementation of English Medium Instruction (EMI) in the classroom.

Since 2020, a private institution in Indonesia has implemented a Faculty and Student Mobility Programme as part of its internationalisation efforts. The programme includes guest lecturers, student exchanges, and international credit transfers. In the International Credit Transfer programme, content-subject courses that have been selected are taught in English. Implementing EMI is crucial for promoting internationalisation, particularly in the context of International Credit Transfer programmes. Madhavan (2016) and Galloway et al., (2017) emphasised that English is typically not spoken by the majority of the population or as their first language (L1). According to Lamb et al., (2021) students and lecturers do not know how to adapt to EMI. Many higher education institutions appear to be implementing EMI without official policy declarations, staff or student training, systematic quality checks, or even management awareness.

Previous researchers have studied the implementation and policy (Cahyono & Deliany, 2021; Fitria, 2020; Fitriati & Rata, 2020; Ibrahim, 2001; Kusmayanti et al., 2017; Melati & Arief, 2018; Muttaqin, 2020; Rahmaniah, 2019; Sadiq, 2022; Simbolon et al., 2020; Sukardi et al., 2021; Talaue & Kim, 2020); stakeholders, lecturers, and students' perceptions (Dewi, 2017; Floris, 2014; Haryanto, 2012; Nst & Fithriani, 2023; Oktaviani, 2019, 2021; Puspitasari & Ishak, 2023; Setoningsih, 2022; Simbolon, 2016, 2017, 2018; Sudana et al., 2023; Wayan & Despitasari, 2021), and students' English proficiency (Lestari, 2020; Sultan et al., 2012). To date, however, the majority of research has focused on how students perceive offline learning; little research has been done on how lecturers manage the classroom or how students perceive online learning.

This study examined the teaching practices of seven content lecturers from the Biology, Physics, Mathematics, and Primary Education Departments in EMI classes, focusing on classroom management. The research questions are:

- (1) How do lecturers handle online classrooms in an EMI context?

- (2) How do students perceive their online classroom experience in an EMI context?

## **Literature Review**

### **English Medium Instruction**

Wei and Hricko (2021) stated that there are numerous aspects of the teaching-learning process to consider in EMI classrooms, such as curricular objectives, courses taken by students, teachers' strategies, and classroom management. Several studies revealed that the lecturing style in EMI classes was generally more monologic or teacher-centred (Lo & Macaro, 2015). According to studies conducted across Europe, lecturers frequently lack adequate oral communication abilities in English (Dimova & Kling, 2018; Helm & Guarda, 2015; Jensen & Thøgersen, 2011; Sercu, 2004; Vinke et al., 1998), while their lack of confidence hinders them from engaging students in lengthy verbal conversations (Llurda, 2005).

In addition, Chow (2018) noted that the problems of EMI in Taiwan have shown that EMI courses reduce opportunities for class debate and raise the many obstacles that teachers face in the classroom. Furthermore, in the Indonesian setting, the lack of support programmes for students with limited English abilities, the lecturers' lack of EMI pedagogical competency, and the hefty loads affect learning demotivation (Al Hakim, 2021). To summarise, language obstacles in EMI classrooms affect students' participation and engagement; thus, this research seeks to determine whether the results are similar in different settings and sites.

### **Classroom Management**

Brophy (2006) defines classroom management as the process of developing and maintaining a positive learning environment for effective education. Furthermore, Evertson and Weinstein (2006) argued that classroom activities and practices should support academic and social-emotional development, with a focus on the teacher's role and the relationship between classroom management strategies and various students' learning objectives. Jones and Jones (2012) and Marzano and Marzano (2003) have demonstrated how ineffective classroom management can impede successful teaching and learning. Shawer (2006) classified classroom management into four components: organisational approach, instructional management strategy, teacher-student interaction, and teacher sanctions or reward (consequences) method.

The study of classroom management in an EMI setting has been conducted, and it raises various concerns for lecturers, potentially raising stress, tension, and discomfort. It is due to a lack of appropriate training in EMI pedagogy (Macaro et al., 2020), as well as limited English proficiency (Alhassan, 2021; Lasagabaster & Doiz, 2021; Prabjandee & Nilpirom, 2022). Another study by Kaur (2020) discovered that the obstacles in the classroom are students' passiveness, low participation, and code switching. Furthermore, there is a link between teachers' educational approaches, classroom climate, and student engagement. A favourable classroom environment

can increase student involvement (Li, 2024). Also, Pun and Macaro (2019) implied that a lack of connection between the teachers and the students results in inactivity.

### Methods

This study used a qualitative research approach with a case study design. Purposive, judgemental, or information-oriented sampling techniques are often utilised to acquire a deeper understanding of the phenomenon through classroom observation and participants’ perspectives (Creswell, 2013; Kumar, 2018; Lodico et al., 2011). The study was conducted at UNIPMA, an Indonesian private university that has been steadily implementing the EMI for ICT programme over the last three years.

This research was carried out in the departments of Biology, Mathematics, Physics, and Primary Education during the first semester of the academic year 2022-2023. The study included seven lecturers: Two from Biology, one from Physics, one from Mathematics, and three from Primary Education, as well as 208 students, 169 from Indonesia and 39 from the Philippines. The Indonesian students have an average TOEFL-like score of around 410, while the Filipino students have a score of 505.

### Lecturers’ and Students’ Profile

Table 1 provides a complete overview of the lecturers’ profiles, including their backgrounds and expertise teaching content subjects utilising EMI. Only four of the seven female respondents had one-year experience as EMI lecturers, while the rest were fresh to the EMI classroom environment.

**Table 1**  
*Lecturers’ Demographic Information*

No	Lecturer	Gender	Subject	Department	Years of experience in teaching content-subject using English
1	NK	F	General Ecology	Biology	1
2	P	F	Biochemistry and Applied Biology	Biology	1
3	TM	F	Capita Selecta of Theoretical Physics	Physics	1
4	DP	F	Technology for Teaching and Learning	Primary Education	-
5	CK	F	Advance Social Science in Primary School	Primary Education	-

6	IL	F	Advance Science in Primary School	Primary Education	-
7	RL	F	Assessment on Mathematics Learning	Mathematics Education	1

The students' demographic information is shown in Table 2.

**Table 2**  
*Students' Demographic Information*

No	Department	Number of Indonesian students	Number of Filipino students	Total number of students
1	Primary	121	21	142
2	Physics	8	2	10
3	Biology	26	12	38
4	Mathematics	14	4	18
Total number of students				208

The online or virtual teaching and learning process used both synchronous and asynchronous methods. Synchronous lectures were delivered using Google Meet and Zoom, while asynchronous lectures were made with a Learning Management System, called e-LMA and WhatsApp. E-LMA allowed lecturers to post materials, resources, and quizzes, start forum conversations, and assign homework.

Individual interviews and classroom observations were used to elaborate on classroom management. Document observation was carried out using the e-LMA and a video-based teaching-learning process. Each lecturer recorded three videos, each lasting 45 minutes to 60 minutes. The observation of lecturers' classroom management was studied using Shaver's (2006) idea of organising strategy, management strategy, teacher-student interaction, and penalty or reward strategy.

The lecturers were then interviewed one-on-one using a semi-structured format. The participants were invited to relate their experiences teaching in an EMI class, including their ideas on class management (preparation, in-class activities, and evaluation), factors that cause changes in classroom climate, and why some lecturers manage the class efficiently. The interviewer used a protocol to ensure that all participants were asked the same subjects and to keep the conversation flowing. Individual interviews were conducted via Google Meet and in Bahasa Indonesia to avoid misunderstandings. The interviews were fully recorded, transcribed, translated into English, interpreted, and analysed (Creswell & Poth, 2016). The interview data were analysed thematically (Bryman, 2008) with NVivo 12. All procedures involved were carried out with ethical permission in compliance with the ethical guidelines provided by the university ethics committee.

## Results

### Classroom Management

Classroom observation and interview can provide insight into lecturers' classroom management. Classroom observation aims to provide a detailed picture of how seven lecturers managed their online classrooms in an EMI setting. This observation was carried out using video recordings, with the researcher monitoring each lecturer's techniques for two distinct sessions lasting one to two hours. The observation and interview procedure were driven by a set of indicators that evaluated classroom management practices in four major areas: Organisation, teaching management, teacher-student relationships, and the use of consequences (rewards or punishments).

**Table 3**

*The Frequency of Classroom Management Implementation*

Classroom Management Strategy	Lecturer (initials)						
	NK	P	TM	DP	CK	IL	RL
Organising strategy	46	38	32	30	26	16	36
Teaching management strategy	5	4	4	5	3	3	3
Teacher-student relationship	30	23	21	15	6	4	10
Teacher sanctions or rewards	2	2	1	1	1	1	1

Table 3 shows the frequency with which lecturers control the classroom based on their instructional activities connected to the classroom management strategy indicator in each meeting.

### Organising Strategy

Organising strategy that covers seating arrangement, norms and routines in all classes observed are shown in Table 4. In online mode, students participated in class by following two rules: they had to turn on their camera and mute or unmute their microphone as needed to give, ask, reply, or present information. As a result, the frequency of seating arrangement was zero. Furthermore, lecturers consistently adhered to comparable conventions and routine behaviours, such as greeting students, obtaining permission before releasing presentation slides, delivering responses and feedback to students and ending the session. However, lecturer NK

used norms and routine tasks more frequently than the other instructors, as she encouraged student engagement by asking questions and providing comments. Here is an example of the routines followed by NK and IL.

**Table 4**  
*The Frequency of Norms and Routines Implementation*

No	Organising Strategy	Lecturer						
		NK	P	TM	DP	CK	IL	RL
1	Seating arrangement	0	0	0	0	0	0	0
2	Norms and routines	46	38	32	30	26	16	36

Excerpt 1 (NK General Ecology-Biology Education Department)

- NK : Good; how, how do you feel today?
- SS : Very good, ibu.
- NK : I will check the presence list.
- NK : Before I open PPT, I would like to show the video.
- NK : Could you hear the voice?
- SS : Yes ma'am, it is clear.
- NK : Ok, now please give resume.
- S : *(An Indonesian student presented)*
- NK : Ok Awaliyah, thank you.
- S : My pleasure, ibu.
- NK : Ok Shandie, Now is your turn.
- S : Alright, ibu.
- NK : Okay, please give resume.
- S : *(An Indonesian student presented)*
- NK : Yes, it is very complete from your opinion. Okay, thank you for great explanation.
- NK : Good answer, Patricia, is there any question?

Excerpt 1 (verbatim) shows evidence that teaching practice exhibited dynamic classroom engagement, as the lecturer proactively collaborated with students. Even during the initial and concluding moments, she prompted her students to actively participate in the main activities by posing and answering questions. Furthermore, she praised their responses, acknowledging the challenges faced during online learning, which had reduced students' engagement. Consequently, she emphasised strategies to enhance student interaction during the teaching-learning process. Excerpt 2 (verbatim) was taken from the lowest norms and routine activities frequency.

Excerpt 2 (IL-Applied Science in Primary ED-Primary Education Department)

- IL : Good morning, how are you today?
- SS : Good morning, ma'am.
- IL : Do you have questions?

- SS : (Students kept silent for a while) and one of them said No, ma'am.
- IL : Can you give an example?
- S : Using Canva as one media in teaching.
- IL : Okay now, please group 1 present.
- : Thank you; see you today, see you next meeting

During a classroom observation, it was noted that the students were not actively participating in the class meeting. After the lecturer greeted the students, she asked a group to present the selected topic. The presentation lasted around 20-30 minutes. Following the presentation, the lecturer provided reinforcement, facilitated questions, and concluded the meeting. The lack of interaction and adherence to the norms also affected the classroom practice as the lecturer relied solely on presentation techniques in teaching. Consequently, there was little feedback from other students.

### Teaching Management

The teaching management approach addresses the activities, techniques, and procedures employed by lecturers and students. Despite variances in the teaching-learning process during in-class activities, observations by lecturers NK, P, TM, and DP showed a variety of interesting classroom activities. Excerpts 3 and 4 are samples (verbatim) of how lecturers P and NK managed their classes. In the opening session, the lecturers explained the lesson using the inquiry method (showed the relevant picture and video of the material) and then asked questions to students. This method allowed students to be interested in joining the class and be ready to participate.

**Table 5**  
*The Frequency of Teaching Management Strategies*

Teaching management strategies	Lecturer						
	NK	P	TM	DP	CK	IL	RL
Activities	5	4	4	5	3	3	3

Excerpt 3 (P-Applied Biology-Biology Education Department)

- P : And today's meeting, we will learn about, Applied Biology. What is Applied Biology?
- S : It is the use of microorganisms in specific process, such as fermentation.
- P : Please see this picture, and give your comment.

Excerpt 4 (NK- General Ecology-Biology Education Department)

- NK : Before we continue our material, I will show one of Indonesian video culture. Could you see it? Is it audible?
- S : Yes ma'am, it is audible.
- NK : What do you think, Philippines students, Patricia, Shandy? Would you please share one of Philippines' culture?



- SS : Yes Ibu, one of Philippines culture is food, we called it *tortang talong* or eggplant omelette. (*Patricia described it*)
- NK : Okay, before we understand more about ecology, I will show you one video from Indonesia and please give resume.

Excerpts 5 and 6 (verbatim) show that both lecturers interacted with students regarding the subject, and NK asked about their cultures before beginning the lesson. Following the interview, she stated that in every meeting, she would ask Indonesian and Filipino students about their cultures in turn. The goal was to promote cross-cultural understanding.

For the main activities, lecturers P, TM, and DP explained the material, and on each slide, the lecturers checked students' understanding by asking a question. Excerpts 5 to 7 are the samples of the conversations.

Excerpt 5 (P- Applied Biology)

- P : Anyone knows about the different of microscope electron? Please mention two types of electron microscope, Ok perhaps Neil, Selly, Ajeng, Elly? Oh ok, I will type it.
- S : Transmission electron Microscope, TEM and Scanning electron Microscope, SEM, ma'am.
- P : Very good answer, thank you *mbak* Selly, to be more understood, I will show the image result of SEL and TEM.
- P : What about Penicillin? Anyone knows?
- S : Ma'am, it is a medication used to treat infections, which is produced by fungus.
- P : Very good Lovely, so Lovely correlate Biology with pandemic condition today. I also prepare material by using Q-Barcode, ok now, please scan the barcode.

Excerpt 6 (TM-Capita Selecta-Physics Education)

- TM : Okay, thank you mas Huda for your presentation. Now, let's go to menti.com. There is a quiz.
- TM : Hello Anne, have you filled out the questionnaire in Menti? What is your answer? Can I see in this screen?
- S : Yes *ibu*.
- TM : Okay, let's discuss the answer.

Excerpt 7 (DP-Technology for Teaching and Learning)

- DP : Today's topic is innovation, please give your opinion about innovation, and please you can write in chat room.
- DP : Why do we need innovation in process learning at class?
- SS : To make students not feel bored, *ibu*.
- DP : Class, after you read article about digital literacy, let's go to Padlet to see your understanding in digital literacy concept.

Excerpts 5, 6 and 7 (verbatim) showed that three lecturers attempted to ask students questions to ensure that they understood and developed their ideas. They also experimented with using media in the classroom, such as QR codes, Menti, and Padlets. The other lecturers, IL, CK, and RL, frequently explained topics using PowerPoint, provided little feedback, and did not employ a variety of media.

During the final session, the lecturer instructed the students to complete an assignment or quiz on e-LMA. However, for lecturers IL, CK, and RL, their classes only consisted of student presentations, lecturer feedback, and discussions.

Excerpt 8 (CK- Advance Social Science-Primary Education Department)

- CK : Ok thank you very much for the presentation of group today, and today our topic is lesson planning and evaluation.
- CK : Sorry for last week I didn't give you material, today I will give material about it.
- CK : Ok about lesson planning in social studies. Ok I will start the presentation again.

Excerpt 9 (RL-Assessment on Mathematics Learning-Mathematics Education)

- RL : I am sorry, I have not made PPT presentation, but I will explain directly, so that, please pay attention.
- RL : Students, after we get result about analysis instrument, has the process complete? Yes, or not? Please someone help me answer my question.
- S : Yes *ibu*, I have done.
- RL : Yes, Joseph please, can you give opinion? Why the process is not complete? Please repeat again because your connection was lost.
- RL : Thank you, Joseph, good answer, (then explained the answer) Maybe some of you can mention about four criteria, to make the instrument visible to use.

### Teacher-Student Relationship

There were five indicators to evaluate the teacher-student relationship: providing applause or praise, motivating, making jokes, addressing students by their names, and avoiding negative responses.

**Table 6**  
*The Frequency of Teacher-Student Relationship*

No	Teacher-student Relationship	Lecturer						
		NK	P	TM	DP	CK	IL	RL
1	Give applause/praise	15	9	4	4	3	3	5
2	Motivate	2	2	2	5	1	1	1
3	Make a joke	0	0	0	0	0	0	0

4	Call students by their name	15	14	17	6	4	3	5
5	Do not give negative response	0	0	0	0	0	0	0

The highest percentage in giving praise was NK. She said: “Yes, I like giving praise, it can improve student’s motivation in learning and having good self-confidence”. It is worth noting that the opinion presented is consistent with the perspectives of other lecturers. Furthermore, the three lecturers (NK, P, and TM) used two motivational strategies: Vocal encouragement and extra point rewards for active students. The lecturers also added that they prefer addressing students by name for a variety of reasons, including assuring comprehension, increasing engagement, and instilling a sense of pride. However, they found it difficult to make jokes in English because they were afraid that it would be improper and awkward.

### Punishment and Reward

The lecturers employed a variety of strategies to reduce disruptive behaviour and promote discipline among their students, as shown in Table 7.

**Table 7**  
*The Frequency of Punishment and Reward*

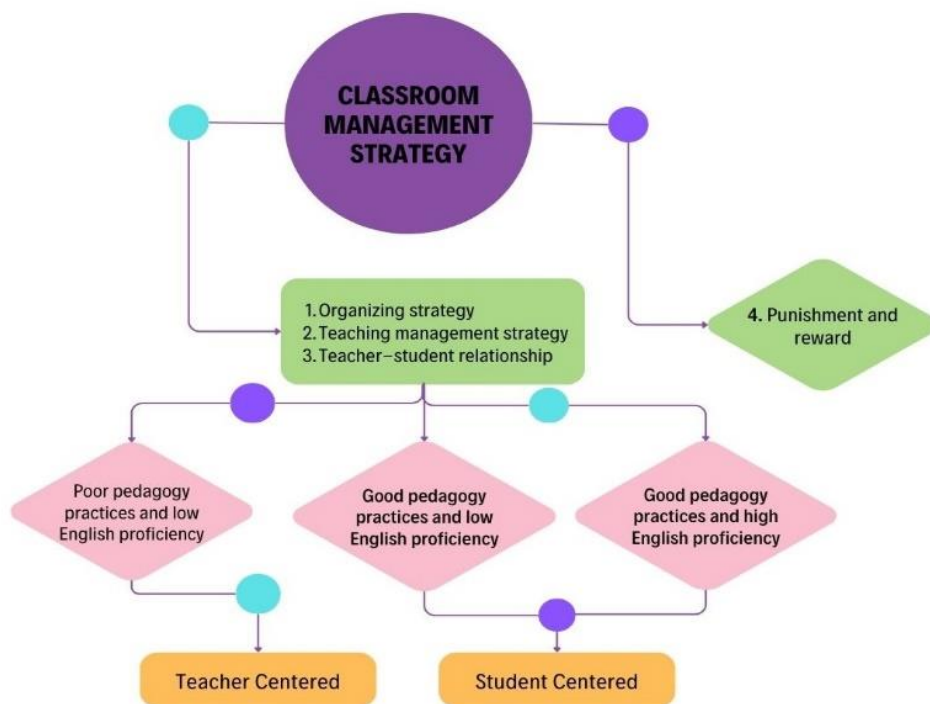
No	Punishment and reward	Lecturer						
		NK	P	TM	DP	CK	IL	RL
1	Punishment	0	0	0	0	0	0	0
2	Reward	3	2	1	1	1	1	1

Based on the findings, no lecturers appeared to have imposed penalties on students. Only two of the seven teachers offered students two different types of rewards. These include assigning an additional score for student participation and providing additional time for students who had technical or network challenges when delivering their assignments. They concluded that this was part of the reward system.

In addition, based on the classroom management displayed and analysed above, diverse classroom management methods utilised by lecturers, resulting shifts towards either teacher-centred or student-centred approach. The information is presented in Figure 1.

Consequently, it can be inferred that in managing the classroom, particularly with regard to organising, management, and teacher-student relationships, three lecturers with limited proficiency in English and low pedagogical skills were more likely to adopt a teacher-centred approach. On the other hand, one lecturer with good pedagogical skills but low English proficiency, as well as three lecturers with good pedagogical and English skills, adopted a student-centred approach. This framework shows how different teaching methods and lecturers’ competency levels affect classroom management strategies.

**Figure 1**  
Classroom Management Strategy Implementation



**Students’ Perception**

The online classroom management practised by lecturers has an effect on students’ participation. As evidenced by the passive demeanour of students in class, they reported feeling unmotivated to take an active role in the lesson. Table 8 represents the findings from the questionnaire.

**Table 8**  
*Students’ Perception of Their Participation*

Statement	Indonesians				Filipinos			
	SD	D	A	SA	SD	D	A	SD
I have difficulty in expressing content knowledge because of limited vocabulary and low English Proficiency	9.7%	34.9 %	41.9%	13.4%	94.8%	5.12%	0%	0%
I have difficulty to participate	13.4%	23.1 %	48.4%	15.1%	97.4%	2.6%	0%	0%

actively because of language barrier									
I have difficulty in communicating with lecturer and classmates	7.5%	20.9%	49.2%	22.5%	89.7%	10.2%	0%	0%	

Based on Table 8, approximately 48% of Indonesian students reported having difficulty participating in the classroom due to limited English proficiency. Nevertheless, their attitudes towards the lecturers’ management were affected by the teaching strategies and media used by the lecturers. Interestingly, there were no such difficulties reported by Filipino students, and their active participation was observed in the classroom, where they enthusiastically provided feedback, posed questions, and engaged in class discussions.

Table 9 shows that approximately 60% of students found the activities in NK, TM, P, and DP’s classes enjoyable. However, students’ feedback on CK, IL, and RL was negative due to the lecturers’ poor pedagogical skills. In addition, students agreed that teachers frequently praised and called on them by name to participate in class. Due to cultural differences and a lack of confidence in their jokes, online lecturers made fewer jokes than offline lecturers did. Lastly, all students agreed that more than 50% of their peers liked how the lecturers provided rewards as a form of encouragement.

**Table 9**  
*Students’ Response on Lecturers’ Classroom Management*

Statement	Lecturer: NK, P, TM, DP				Lecturer: CK,IL,RL			
	SD	D	A	SA	SD	D	A	SA
I like how lecturers organise the classroom	3.8%	7.2%	60%	28.8%	32%	51%	12%	5%
I like the activities in online classroom	9.6%	19%	36%	35%	29%	54%	14%	3%
I like the teacher-student relationship	5.7%	8.6%	59.6%	25.9%	27%	56%	15%	2%
I like the way lecturers give rewards	1.9%	2.8%	68.2%	24%	11%	14%	50%	25%

## **Discussion**

The study revealed that lecturers employ diverse techniques to manage their classrooms during EMI classes. Although all lecturers follow similar practices regarding norms and routine activities, the frequency of these activities varies depending on their teaching strategies. If lecturers utilise various strategies and possess strong communicative skills, it shows that they have good pedagogical skills, and they are more likely to engage frequently in activities such as asking, greeting, and providing feedback. This is consistent with Cicillini and Giacosa's (2020) findings that teachers with high levels of English proficiency and digital skills are more likely to be satisfied with their results and outcomes.

The teachers unanimously agreed that they refrain from making jokes due to their limited language proficiency, which could be considered inappropriate by students from other countries. As a result, the teachers prioritise delivering the material well and employ strategies such as calling students' names, offering praise, and providing verbal motivation to encourage participation. For punishment and reward, the teachers agreed that they do not impose punishment on students as they possess a strong sense of autonomy and responsibility for their tasks and assignments. Furthermore, giving rewards affects students' motivation to participate in the class, which contrasts with Aliakbari and Bazorgmanesh (2015) that Iranian high school EFL teachers preferred management teaching and a focus on the teacher-student relationship over punishment-reward strategies.

The data also revealed that when lecturers have strong pedagogical and English skills, they are more active, use a student-centred approach, and employ a variety of teaching strategies and media, which leads to increased student involvement and participation in class. As for classroom management strategies, only two lecturers with good pedagogical and English skills contributed to student participation and engagement. In addition, two lecturers with good pedagogical but poor English skills managed their class and employed diverse media and teaching strategies, which contributed to student involvement and participation. However, there were three lecturers with limited English proficiency which influenced their pedagogical skills. This consequently affected students' participation and engagement. It is essential that the lecturers utilise various strategies and methods to ensure students' comprehension of the content. Teachers should implement engaging classroom teaching to increase student involvement (Sayeski & Brown, 2011). Furthermore, the findings are congruent with Sahan et al., (2021), who discovered that student-centred teaching practices can boost student involvement in EMI classrooms. Moreover, according to the statistics, high English proficiency greatly aided lecturers in accommodating the classroom, especially if they also possessed good pedagogical skills. Instructors with poor English proficiency but strong pedagogical skills could improve student involvement. As a result, it is not true that a lecturer with poor English skills will result in low classroom engagement; as proved by two lecturers with poor English but good pedagogical skills, they could engage students in learning.

The second research question aims to examine the impact of lecturers' classroom management on students' perception of the EMI online course. The

questionnaire results indicated that language barriers were their problem in participating in the classroom. However, based on the classroom data of NK, P, TM, and DP, students could participate actively due to lecturers' approach. The lecturers prepared the materials before teaching began and were quite active in giving questions and instructions. They also used various media in teaching. The descriptive results indicated that although students reported some negative perceptions regarding language barriers, they tried to be active due to the lecturers' preparations and clear instructions. These findings are consistent with previous studies that have found students expressing negative learning experiences when they have problems with language (Chou, 2020; Kohnke & Jarvis, 2023).

One implication of this study is that online EMI lecturers must reach out to students with lower levels of English proficiency, who may be less confident and not ready to communicate in online sessions. Furthermore, lecturers who teach EMI classes must be specially prepared for pedagogical competency in teaching EMI, which includes managing the classroom and executing various modes and methods of instruction through a preparatory programme such as a workshop. The findings of this study build on past research on classroom management and students' views and can be investigated using both qualitative and quantitative methodologies. The findings of this study will guide the deployment of EMI in an online setting.

### **Conclusion**

The study assessed the efficacy of the classroom management techniques utilised by lecturers in EMI classes and the students' perspectives. Class observation, questionnaires, and interviews were employed in this case study. This study shows that classroom management affects student interest and participation. This study found that lecturers' English and pedagogical skills affect classroom management. Lecturers with poor English abilities and low pedagogy skills tend to be teacher-centred, whereas those with great pedagogical skills are student-centred. Effective classroom management, including diversified teaching methods and strong teacher-student connections, boosts student satisfaction and engagement, and affects their perceptions of classroom management.

Based on the findings, professional development programmes must focus on lecturers' English and pedagogical skills. EMI lecturers can improve their efficacy by learning different teaching methods and using digital tools. Universities should maximise English for Specific Purposes courses to help students improve their English language abilities and increase participation in EMI programmes. Further studies should involve a larger and more diversified sample of institutions, departments, and countries to improve generalisability. Comparative research across cultures and education can help explain how EMI classroom management strategies vary widely. Furthermore, longitudinal studies of classroom management methods and student views might reveal the long-term efficacy of different strategies.

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