

# A Study on the Effects of Teacher-Student Proximity in Lectures on Classroom Participation of FFL Students

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The current state of classroom management in Vietnamese universities presents a notable situation. There are more than 30 students in a classroom, and the teacher plays a main role in giving presentations in lectures, which leads to a decrease in students' participation and difficulty in classroom management. This creates a need for effective classroom management strategies to mitigate the students' disruptive behaviors and improve classroom participation. This research aims to directly address this need by investigating the impact of teacher-student proximity on student engagement in lectures at Saigon University. Focusing specifically on behavioral participation, the study explores how strategically adjusting physical space can influence student involvement in the classroom. Additionally, it delves into student perceptions of teacher proximity control to understand how students experience this aspect of classroom management. The study employs a mixed methods design. Data on the effect of proximity on participation was examined through observation of six lectures. Student opinions regarding teacher-student proximity were collected through a survey administered to 182 undergraduates at Saigon University. The findings reveal that the surveyed undergraduates are aware of teacher-student proximity and its effect on their participation. Observations showed a pattern of increased participation and decreased student disruption with closer proximity. Notably, the students preferred a central position when implementing teacher-student proximity. This study contributes to the academic discourse by examining students' viewpoints on different categories and investigating the effect of Teacher-student on student participation. The research recommends the preparation for the pre-service teacher, particularly in enhancing classroom management.

## Online Profile

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