

**Part B: Social Aspects of the
Classroom:**

PP Lectures Master II LLA

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Part B: Social Aspects of the Classroom:

Introduction

Patterns of human personality are neither stable nor persistent. Henceforth, the assumption that any attribute of temper, mood, character and personality observed in one individual will be displayed under all circumstances comes under question. A hard worker, for instance, will certainly work hard under all circumstances, just as a good student will always perform well regardless of all other factors needs proof and evidence. This is due to the versatility of mankind nature and how it interacts with psychological and social factors. The following features of human nature are worth considering in social classroom environment. Both teachers and learners are the main elements of the social classroom environment. Their diverse different perceptions are at work in how they relate to, and interact with each other in order to produce learning. This process calls for answers to many questions likely to arise in the teacher's mind as well as in that of the learner. Here are some of the most prevailing issues to consider and to inquire about.

Unit 01:

1.The Meaning of the Classroom Environment:

- **Classroom climate**
- **Classroom emotional aspects**
- **Physical classroom aspects**
- **Setting in which teachers and learners act/interact, influence, modify, change behaviour and growth.**

Unit 02:

2. Examples of Factors Making up Social Environment:

- **Physical surroundings**
- **Social relationships**
- **Infrastructure**
- **Furniture**
- **Equipments/ Supports**
- **Cultural practices/ behaviour**

Unit 03:

3. Positive Social Environment:

- **Acceptance of otherness, difference**
- **Respect of rules, norms, regulations**
- **Promote kindness and forgiveness**
- **Advantage to make mistakes without consequences**
- **Acceptance of diversity, mutual respect.**

Unit 04:

4. Classroom Environment and Learning:

- **Importance of psychological classroom environment**
- **Importance of physical classroom environment**
- **Instructor's logical, rational behaviour**
- **Maintaining a supportive environment**
- **Fostering student learning**
- **Decrease poor performance**

Unit 05:

5. The Value of Classroom Environment:

- **Classroom environment affects student learning**
- **Classroom environment results in negative/positive learning**
- **The more learning environment is supportive, the more learning is positive**

Unit 06:

6. Characteristics of a Positive Classroom Environment:

- **Learners are physically safe**
- **Learners are emotionally safe**
- **Learners are valued**
- **Learners are respected**
- **Learners are treated equally, regardless of their gender, race, ethnicity, sexuality, religion, ...**
- **Learners contribute to class structure and expectations**

Unit 07:

7. Importance of Social Environment:

- **Learners are social beings**
- **Classroom, home, community, work place, professional and social organizations are places where humans exercise their very nature**

Unit 08:

8. Elements of Our Environment:

- **Physical and social environment**
- **The existence of an organism is influenced by external surrounding factors**
- **Social environment, position, role...impact the individual**

Unit 09:

9. Teachers create Social Environment in Classrooms:

- **Teacher support**
- **Teacher promoting interaction**
- **Teacher promoting mutual respect**
- **Teacher promoting performance goals**

Unit 10:

10. Teachers Create Positive Social Environment for Learning:

- **Addressing students' needs**
- **Creating need and sense of order**
- **Greet/welcome learners**
- **Get to know learners**
- **Bring learners know the teacher**
- **Do not reward for control sake**
- **Avoid judging learners**
- **Use group and class-building approach**

Unit 11:

11. Examples of Social Environments to Consider:

- **Close, immediate social settings**
- **Social relationships**
- **Infrastructure organization**
- **Occupational structure**
- **Labor markets**
- **Power relations**
- **Cultural activities and practices**

Unit 12:

12. In a positive Classroom Social Environment:

- **Diverse learners benefit from acceptance and kindness**
- **Learners go about their work with many peers**
- **Factors that relate to stability, social cohesion, social capital, social discipline, ... are discovered and learned about.**

Unit 13:

13. Social Perception:

- **Process used to develop awareness of our world**
- **Use of senses to interpret evidence and construct reality**
- **External, internal and cultural factors at work**
- **Remote experience**
- **Sensory stimulation**
- **Role of social influences impacts social behaviour**
- **Link between physical and social**
- **Importance of cognitive and affective processes**
- **The social world: experiencing opposed feelings (love/hate, pleasure/pain...)**
- **Perceiver/Perceived interaction (Judgement)**

Unit 14:

14. The Perceptual Response:

- **Like memory, human perception is selective**
- **Personality traits, emotions and interests select stimuli we respond to**
- **We select against a background/experience**
- **Perceived ideas and perception**

Unit 15:

15. The Previous Experience

- **Affects/impacts perception in new situations**
- **Information processing**
- **Short and long-term memories at work**
- **Use of models and prototypes, (what resembles what?)**

Unit 16:

16. Reinforcement (Positive and Negative)

- **Human nature avoidance of pain**
- **Human nature welcoming of pleasure**
- **Punishment VS reward**
- **The S/R Theory**

Conclusion

The classroom does, in many ways, resemble any social system wherein individuals gather together and interact as social beings. Each of the factors mentioned beforehand is of value in that it contributes to the making of a healthy social environment in the classroom to foster learning in better conditions. This is the far-reaching aim of teaching as an activity that raises controversial debate crossworld.