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Algerian College English Teachers' Experiences with Students' Rights: Moving from Being a Student to Becoming a Teacher

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ALGERIAN COLLEGE ENGLISH TEACHERS' EXPERIENCES WITH STUDENTS'
RIGHTS: MOVING FROM BEING A STUDENT TO BECOMING A TEACHER

A Thesis

Submitted to the School of Graduate Studies and Research

In Partial Fulfillment of the
Requirements for the Degree

Master of Arts

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This study aims to explore Algerian college English teachers' understanding of students' rights. It seeks to investigate how the participants' past experiences with their rights as students influence their current practice of rights as teachers.

The main findings of this study indicate that the weight of academic record is significantly heavy in all the participants' experiences. Also, students' rights are considered as an ethical practice that derives from the teaching philosophy of the participant teachers. According to the teachers' perceptions, care and respect were privileged practices in their communication with their students. In regard to this practice, there was an impact from their past experiences as students. The participant teachers attempt to avoid negative experiences in communication and to model positive teachers' behavior.

This study suggests that there is a need to develop a clear understanding of students' rights. Policy makers, university administrations, and teachers' workshops and conferences can help promoting the teachers understanding and practice of students' rights.