

5-2012

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

Sandra Baaziz

Indiana University of Pennsylvania

Follow this and additional works at: <http://knowledge.library.iup.edu/etd>

Recommended Citation

Baaziz, Sandra, "Algerian College English Teachers' Experiences with Students' Rights: Moving from Being a Student to Becoming a Teacher" (2012). *Theses and Dissertations (All)*. 1068.
<http://knowledge.library.iup.edu/etd/1068>

This Thesis is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.

STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME

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

Sandra Baaziz

Indiana University of Pennsylvania

May 2012

© 2012 Sandra Baaziz

All Rights Reserved

Indiana University of Pennsylvania
School of Graduate Studies and Research
Department of English

We hereby approve the thesis of

Sandra Baaziz

Candidate for the degree of Masters of Arts

Gloria Park, Ph.D.
Assistant Professor of English, Advisor

David Hanauer, Ph.D.
Professor of English

Sharon Deckert, Ph.D.
Associate Professor of English

ACCEPTED

Timothy P. Mack, Ph.D.
Dean
School of Graduate Studies and Research

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

Author: Sandra Baaziz

Thesis Chair: Dr. Gloria Park

Thesis Committee Members: Dr. David Hanauer
Dr. Sharon Deckert

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.