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

Sandra Baaziz
Indiana University of Pennsylvania

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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

Sandra Baaziz
Indiana University of Pennsylvania
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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.