

## CONCEPTUAL CHANGE FOR PROMOTING STUDENT TEACHERS' AUTONOMY FOR PROFESSIONAL DEVELOPMENT

**R. Abu Rass**

English Dept., The Academic Arab Institute, Beit Berl Academic College,  
Beit Berl, Israel

This paper reports the results of a qualitative research study designed to examine the **effectiveness of an attempt to make** conceptual change among student teachers to their role as trainees and the role of their pedagogical advisors. The participants, Arab-Muslim female student teachers who are highly influenced by their first culture, prefer ready-made approaches to risk taking, trial and error and enquiry for teaching. They tend to believe in one way and prefer authority controlling relationships rather than perceiving learning and teaching as a life long process often based on trial and error. They prefer prescribing rather than advising. Therefore, **an attempt was made with an aim** to help them make some conceptual changes regarding the role of pedagogical advisers who help them acquire skills, styles, and codes of behavior in order to be more autonomous in their profession, and not as one whose sole purpose is to supervise and evaluate their lessons.

The results indicate some improvement in their perception to the role of the pedagogical adviser and their willingness to experience **trial and error and enquiry** for developing autonomy in their work in terms of trying different methods of teaching, activities and techniques, making mistakes and learning from them. The results indicated that more time and ample opportunities for practice are needed to help them achieve the desired change.