

تصورات طلبة اللغة الإنجليزية المعلمين في الأردن لدور كل من الجامعة والمدرسة المتعاونة في إعدادهم ما قبل الخدمة

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الملخص

حاولت هذه الدراسة تقصي مدى مساهمة كل من الجامعة والمدرسة المتعاونة في إعداد معلمي اللغة الإنجليزية ما قبل الخدمة في برامج إعداد المعلمين في الجامعة الأردنية وجامعة اليرموك. وقد صممت لهذا الغرض استبانة وزعت على عينة مكونة من (٩٦) طالباً وطالبة كانوا مسجلين في البرنامج العملي في الجامعتين أعلاه في الفصل الثاني ٢٠٠٢/٢٠٠١. بالإضافة الى ذلك استخدم الباحث طريقة المقابلة مع عدد من المشاركين (١٢) في الدراسة لتدعيم نتائج الاستبانة. وأظهرت نتائج الدراسة أن هناك أربعة مجالات لها إسهام بدرجات متفاوتة فيما يتعلق بإعداد معلمي اللغة الإنجليزية اشتملت على مواد الجامعة الأكاديمية، المدرس الجامعي، المعلم المتعاون، ومجتمع المدرسة المتعاونة.

كما أشارت نتائج الدراسة إلى أن كلاً من المدرسة المتعاونة والجامعة تساهمان بشكل إيجابي في تطور الخبرة العملية للطلاب المعلم، وأن أفضل وسيلة لتحقيق هذا التطور تكمن في قيام شراكة بين الجامعة والمدرسة المتعاونة. كذلك أظهرت النتائج بأن دور الأستاذ الجامعي يتمحور في تزويد الطالب المعلم بالأفكار والنظريات المرتبطة بتدريس اللغة الإنجليزية، وفي مناقشة الطالب المعلم في القضايا الخاصة بخبرته العملية في التدريس. وفيما يتعلق بالمواد التي درسها الطالب في الجامعة، تبين أن مواد أساليب تدريس اللغة الإنجليزية هي الأكثر فائدة بالنسبة للطلبة المعلمين في الممارسة العملية. أما المواد التربوية الأخرى ومواد التخصص من الأقسام الأكاديمية فقد حصلت على متوسطات أقل.

وفيما يتعلق بالمعلم المتعاون فإن دوره يكمن في تزويد الطالب المعلم بالتغذية الراجعة والتشجيع، وفي طول خبرته في تدريب الطلبة المعلمين وفي تهيئة الصف للطلاب

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المعلم لممارسة التدريس. وبالنسبة للمدرسة المتعاونة، أشارت الدراسة إلى إيجابية إقامة علاقة طيبة مع العاملين في المدرسة. وفيما يتعلق بتصورات طلبة كل من الجامعة الأردنية وجامعة اليرموك، تبين عدم وجود فروق ذات دلالة إحصائية بينهما بخصوص أهمية كل من الجامعة والمدرسة المتعاونة في الإعداد ما قبل الخدمة.

في ضوء النتائج توصي الدراسة بإيجاد توافق بين الجامعة والمدرسة والبرامج المعنية، وكذلك تدريب المعلمين المتعاونين للقيام بمسؤولياتهم التدريسية، وفي تشجيع الجامعات على توضيح أهدافها وبرامجها للمدارس المتعاونة

Jordanian EFL Student Teachers' Views about the Contribution of University and Co-operating School to Their Initial Teacher Education*

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Abstract

This study attempted to investigate the contribution of the university and co-operating school to the initial preparation of student teachers of English in practical education programmes in two Jordanian universities: University of Jordan and Yarmouk University.

Therefore, a questionnaire was designed, validated and distributed to 96 student teachers who were taking the practicum course in these two universities in the second semester of the academic year 2001-2002. A follow-up interview was undertaken immediately after the questionnaire experiment to back up the result of the questionnaire.

Four main areas were found out to varying degrees to be contributing to the initial preparation of the student teacher of English. Such areas included contribution of the university's academic programme, contribution of the university tutor, co-operating teacher's contribution and finally the co-operating school community.

The findings of the study revealed that in the initial preparation of the student teacher of English in the above-mentioned universities, it is important to emphasize that both university and co-operating

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school contribute positively to the student teacher's teaching practice development. This might be best done through a partnership between these two major partners.

The role of the university tutor was mostly found important, especially in acting as a provider of ideas and theories pertaining to teaching English and in discussing with the student teacher issues that relate to his or her teaching practice. As far as the academic study plan is concerned, courses on methods of teaching English, according to student teachers participating in this study, were the most useful to them in their teaching practice. Other educational and specialization courses received lower interests.

The role of the co-operating teacher was perceived by student teachers as important. This was manifest in the provision of feedback, encouragement, length of experience in supervising student teachers and finally in preparing the classroom students to the student teacher. As for the co-operating school community (staff and students), the study revealed that a positive relationship with school staff, administration and students has a positive contribution to their teaching practice development. The study also revealed that there were no statistically significant differences between the University of Jordan and Yarmouk University EFL student teachers' views about the contribution of university and co-operating school to their initial teacher preparation.

In light of the findings of this study, it was recommended that a consensus between university and programmes of initial teacher education in Jordanian public universities and co-operating school and co-operating teachers needs to be reached to enable student teachers to develop their teaching practice. It was also recommended that co-operating teachers should be trained to shoulder their mentoring responsibilities. A final recommendation was to encourage universities to make themselves clear to co-operating schools in terms of their objectives and the courses they offer to the student teachers during their university study.

Introduction

Since the late 1980s, the educational issue whether at the school level or at the level of higher education has seen important changes in Jordan. The first educational reform conference in Jordan which was held in 1987 brought various recommendations to improve education in the country. For example, the eleventh recommendation of the above conference explicitly called for the establishment of practical education programmes at public universities. In the early nineties, the University of Jordan established a practical programme attached to the Faculty of Education (now referred to as the Faculty of Educational Sciences). Other public universities also established similar practical education programmes (PEP) to develop student teachers' professional understanding and performance.

University of Jordan/Yarmouk University PEPs

Alongside the nation-wide movement towards establishing practical education programmes, the University of Jordan, established a practical education programme in the Faculty of Educational Sciences which took its first independent shape in 1993. It was headed by a professor from the Department of Curriculum and Instruction who was responsible for its guidance and direction along with a cadre of university employees who were responsible for the supervision of student teachers whilst the latter are taking the practical module.

At the current time student teachers register for the practical course at the end of their university programme when they almost finish all theory requirements. In line with the instructions of the practical programme, student teachers must spend a full semester in the co-operating schools from morning up to the end of the school day to learn to teach. They are also required to come to university at least once a week to attend a weekly meeting with their tutor and the trainer. Also, worth noting is that they undertake their practical course under the shared supervision from university and a co-operating teacher selected by school upon expertise and distinction.

A similar pre-service teacher education was set up at Yarmouk University in the north of Jordan and was attached to the Faculty of Education with the aim to prepare student teachers in theoretical and practical domains related to the teaching profession. Yarmouk University regulations denote that after finishing 100 credit hours, the student teacher could take the practical module in the last semester of his or her university study. At Yarmouk University, student teachers take the practical course as 6 credit hours staying three days at school (Sundays, Tuesdays and Thursdays) from morning till 1 o'clock in the afternoon. Two days (Mondays and Wednesdays) are allotted for workshops supervised by university supervisors.

The main task of the practical education programmes in Jordanian universities is to look after the professional preparation of teachers. The current study concerns itself with the initial education of teachers of English in the Jordanian context. It is important to note that English as a foreign language receives both an international and a national interest in this Middle Eastern country. As a foreign language, English now in Jordan receives an unprecedented interest being taught in public schools from grade one up to secondary and tertiary levels. Therefore, the preparation of English language teachers has become one of the main aims of the practical education programmes in Jordan.

This research area is emphasized in the current study because there has been little known about the contribution and impact of the university and co-operating school on the initial preparation of teachers. Therefore, the present study will address the extent to which the university and the co-operating school contribute and play a role in shaping the initial teaching experience which the student teacher of English gains during their four-month period (one full semester long) in the practical education programme.

Through acting as a supervisor of student teachers of English in previous semesters, the researcher noticed that student teachers raised questions that relate to the contribution of the above partners to the development of teaching practice the student teacher of English undertakes during their initial practical preparation. This issue needs further investigation in order to suggest possible improvement of

practical education programmes cross public universities. This might have positive results regarding the student teacher's teaching practice. Upon employment in schools student teachers could therefore act as effective teachers of English and meet the standards set up for the practice of teaching.

Definition of Terms

Student teacher: A student enrolled in the practical education programme in the last semester of his or her university study during which he or she engages into a full internship in co-operating schools under the supervision of an able and trustworthy co-operating teacher to train on teaching.

English language teaching syllabus: A syllabus planned and used in the schools of the Ministry of Education.

Practical Education Programme (PEP): A programme concerned with training student teachers, after taking necessary university courses, to become effective teachers after graduation and employment by Ministry schools.

University Academic Plan: The study plan outlined by the university concerning the introduction of courses within the realm of English language learning and teaching.

Co-operating School: A school in which a student teacher spends a whole semester in co-operation with university Co-operating teacher: a teacher who upon expertise and distinction in the teaching of English who could supervise the intern of the student teacher in co-operating school by provision of support, feedback and advice and suggestions.

Literature Review

The field of initial teacher education is a broad one with various issues that connect with the preparation of the prospective teachers. The relevant literature of this study embodies the contribution of university to the preparation of student teachers, the role of the co-operating school and the recent developments in the field of initial teacher education.

Studies about mentors and co-operating school community: Several studies have been conducted to deal with various areas as far as the initial teacher education is concerned. A number of studies addressed the contribution of the co-operating school and co-operating teacher to the development of teaching ability by the student teacher. For example, Hayes (1998) reflected on the nature of relationship between student teacher and school staff. Other things, according to her, included 'careful preparation', 'clearly defined intentions for their pupils' and finally 'flexibility of approach'. She also reflected on the way socio-cultural elements influenced the student teacher's teaching performance by listing relevant aspects such as fitness into school environment and relationships built with other teachers in the school.

According to Hayes (op.cit.) student teachers felt that 'fitting in' was one of their greatest concerns especially in the start of their teaching practice. One of the most important factors in the determination of student teachers in their teaching practice was the role of the mentor concerning advice, suggestions and guidance offered to the student teacher. She drew on micro-political issues in the relationship with staff by discussing the concealed tensions, underlying agendas and alliances staff had among them which impacted upon student teacher's practice such as relationship between head teacher and mentors and how mentees needed to figure this out and finally to act accordingly.

Within the same context, the relationship between student teacher and his or her mentor seems to play a significant role. Fletcher (1997) reflected on factors impacting on the development of novice teachers as reported by Furlong and Maynard (1995) who found out through an investigation of teacher development stages from novice into professional educator. They mentioned that such a development is influenced by attitudes and beliefs novices hold and the way such attitudes and beliefs interact with those belonging to the supervising teacher responsible for their supervision.

Jones (2000) reported on initial teacher education contexts in both Germany and England. She emphasized that school-based teacher training varied as far as the mentee's expertise and

commitment is concerned. Student teachers, according to her, drew on successful experiences with their mentors where a contrary situation was reported by other student teachers. Unlike the English student teachers, German student teachers felt neglected by their mentor except for an hour per week. Other reasons connected to discomfort of some mentors pertaining to their roles. Mentors were complaining from low returns from the mentoring mission represented in lack of enthusiasm on the mentor's part. Using a questionnaire, the majority of participants regarded their mentor's roles as important and supportive of their professional development.

The role of practice and practitioners was emphasized by other researchers such as O'Hear's credo who as quoted by Field and Philpott (1993: p.3) stressed that 'teaching is a practical matter best learnt by doing'. Kennedy (1993) pointed out that a sound change has occurred during recent times in the relationship governing the educational theory and relevant pedagogical practice. She also said teacher education moves in a stream where educational theory is conceived of as emerging from practice. Similarly, Hammerness et al. (2002) pointed out that in applying their theories and concepts taken from courses of teacher education to practice, many student teachers find such concepts and theories too abstract to be used to address the kinds of problems encountered by them during their teaching practice.

They reflected on the evidence available in some recent studies concerning the effort made by some teacher education programmes directed towards enabling new teachers to effectively apply the theories and concepts addressed in the courses they take.

Studies related to university programme and tutors: The importance of the role of the university in the initial preparation is represented in the university academic plan and the contribution of university lecturers in giving lectures and supervising student teachers during their teaching practice. Worth mentioning is that in the Jordanian EFL teacher education context, a tutor together with a teacher trainer carry out the initial training of student teachers of English.

In the domain of initial teacher preparation, the knowledge and theories and ideas received by student teachers from their faculties and the relevant contributory departments are considered by several researchers important in student teacher's preparation. Schulman (Borko, 1989) regarded learning to teach as requiring seven kinds of knowledge that include general pedagogical knowledge, knowledge of subject matter, curricular knowledge, knowledge pertaining to learning, knowledge relating to educational aims and purposes and pedagogical content knowledge.

Within the same arena, the role and the contribution of the university tutor in acting as a supervisor of the student teacher during initial teacher preparation is considered significant. Furlong (2000) highlighted the university tutor's role in teacher education in acting as a role model for the student teacher by enabling him or her to come to grips with various professional practices. By calling for tightening up the relationship between university people and school people, he supported close work between tutors and mentors. Reporting on Haggarty (1993), McCulloch and Lock (1994) indicated that student teachers give value to theory on the condition that it was introduced to them at a point in which they are developing conception of teaching.

Similarly, Garrigan and Pearce (1996) emphasized the role of theory in initial teacher preparation by obviously calling for the use of theory by student teachers in higher education institutions whilst in school practice. They stressed the inclusion of theory in initial teacher preparation.

Despite its importance, university knowledge and theories are seen by some researchers as still far from practice (Al-Smadi 1999). With emphasis on the theoretical nature of higher education in the U.K. and other English speaking countries, Openshaw (cited in Stones 1999: 94) reflected on the issue that teacher education is too philosophical and theoretical and that it links too little to the real world of the classrooms and experienced teachers.

Locally, in Jordan, among few other studies, two research studies were undertaken in relation to initial teacher education. For example, Diab (1999) undertook a study about the attitudes of student

teachers in relation to the Practical Education Programme (PEP) at the University of Jordan. It was an evaluative study in nature which dealt with a number of issues that have to do with initial teacher education of all specializations in the above programme.

Al-Smadi (1999) conducted an evaluative study of the 'class teacher' at the pre-service level at the University of Jordan. One main finding in his study was that there is a lack of clarity concerning the objectives of the practical programme in the minds of the participants in the study. Another finding was related to the lack of relevance of the content of the programme to the school curriculum.

The above two local studies handled some issues that have to do with initial teacher education in Jordan. The first study, for example, was concerned with the evaluation of the practical programme experience with class-teachers. The second one, dealt with the evaluation of the experiences of student teachers in all specializations. This means a lack of direct evidence pertaining to the evaluation of the practical programme experience in the case of student teachers of English who are expected to teach English as a foreign language in the Jordanian context. The present study, therefore, will be totally relevant to the initial teacher education of EFL student teachers in Jordan.

Recent developments in teacher education: A widely growing field in the initial preparation of teachers is the partnership model which several researchers have recently emphasized. This means the establishment of communication between higher education and partner schools. According to Fu and Shelton (2002) some research did not point at how such a collaboration needs to be set up. According to them, it should be not only carried out in interns, but also in university teaching as well as school teachers where university professors could manage this partnership together with school teachers. They reported on the expanded roles of schoolteachers in covering the practical aspect of the university professor. However, they reflected on the lack of research in such an area.

Collaboration might not be easily conduced and it might encounter difficulties which according to Fear (1991) face the

problem of un-equality of the status of participants where teachers felt inferior to professors. To overcome such an obstacle, Fear proposed conducting open dialogues and the addressing of hierarchies exhibited in status. Shared goals, needs and power were conceived of as necessary to attain collaboration. Similarly, Sirotnik and Goodlad (1988) emphasized a mutually beneficial relationship between university and school.

A critical look at the previous studies presented as literature review in this study point out that some of these studies were interested in mentoring, the concerns and interests of the student teachers. Also, they are interested in the relationship between mentor and mentee, the way the student teacher fits into the school community and the nature of relationship governing communication between university professors and school teachers. The present study, therefore, gives major emphasis to and interest in potential contribution and impact that both university and co-operating schools have in developing the teaching practice of the student teacher of English. As pointed out earlier this area is still under-explored and needs further inquiry to make the picture clearer in the minds of people acting as stakeholders in the preparation of prospective teachers in Jordan.

Research Problem

A practical education course is required of student teachers of English as well as other students in the Department of Instruction in the faculty of educational sciences in the University of Jordan and Yarmouk University at the end of their B.A. study. The main aim of the practical course is to prepare such student teachers to become effective teachers in the primary stage in the country. The area of what might contribute to and has impact on the development of the teaching practice of the student teacher of English as the main concern of this study is still under-explored according to the recent literature of initial teacher education and the records available in the practical education programmes in public universities in Jordan.

From my previous experience as a supervisor of student teachers of English in the practical education programme and through intensive investigation of portfolios written by EFL student teachers in previous semesters, I noticed that student teachers had different views concerning the contribution of university and co-operating school to the initial preparation of the EFL student teacher. Therefore, the central question in this study remains: What is the contribution of the university and co-operating school and their impact on the development of teaching practice of the student teacher of English during the teaching practice course in the practical education programme both at the University of Jordan and Yarmouk University?

Importance of the study

The importance of this stems from its potential benefits to the development of pre-service teacher education programmes that are attached to faculties of education both at the University of Jordan and Yarmouk University. It also draws the attention of people concerned towards developing the skills of supervisors and trainers and enabling the co-operating teacher in the supervision of the student teacher in the practical education programme. Furthermore, the results of this study could also be beneficial in the in-service training of the Ministry of Education teachers.

Purpose of the study

The study aims at the investigation of the contribution and impact of university and co-operating school on the teaching ability development by the student teacher of English in the practical education programme at the University of Jordan and Yarmouk University. It attempts to answer the following questions:

- (1) What is the importance of the co-operating teacher in the initial preparation of the student teacher of English in the practical education programme?

- (2) What is the importance of the co-operating school in the initial preparation of the student teacher of English in the practical education programme?
- (3) What is the importance of the university tutor in the initial preparation of the student teacher of English in the practical education programme?
- (4) What is the contribution of the academic programme of the university to the initial preparation of the student teacher of English in the practical education programme?
- (5) What is the importance of all the areas above in the initial preparation of the student teacher of English in the practical education programme?
- (6) Are there significant differences between the views of University of Jordan EFL student teachers and Yarmouk University EFL student teachers concerning the contribution of university and co-operating school to their initial teacher preparation?

Limitations of the study

- This study was restricted to field teachers of English in the second semester of the academic year 2001/ 2002 who were registered in the practical education programme.
- It was also limited to the practical education programmes in the University of Jordan and Yarmouk University.

Research Methodology and procedures

Sample of the study

The sample of this study consisted of field teachers of English who were enrolled into the practical education programme in the University of Jordan and Yarmouk University. Out of a total number of a hundred and nineteen (119) student teachers of English, ninety six (96) students student teachers of English taking the practicum course in the above two universities took part in this study in the second

semester of the academic year 2001-2002. Table (1) below demonstrates the distribution of the sample of this study.

Table (I)
Distribution of the sample of the study

No.	University name	Number of students		percentage
1	University of Jordan	59		61.5%
		Male	Female	
		7	52	
2	Yarmouk University	37		38.5%
		Male	Female	
		6	31	
Total	96		100 %

The table above shows the numbers of student teachers from the University of Jordan and Yarmouk University who responded to the questionnaire instrument used in the study. University of Jordan student teachers take the practicum course in their final semester of their B.A. study while Yarmouk University student teachers take the practicum in their final year. Twelve students from among the above sample participated in the interview experiment undertaken in this study after the implementation of the questionnaire experiment.

Instruments of the study

The current study is a quantitative and qualitative study which uses both a questionnaire and an interview to investigate the views of student teachers regarding the contribution of university and co-operating school to their initial teacher preparation.

The researcher designed a 42 item questionnaire which covered two main domains: contribution of university study and contribution of co-operating schools and their relationship to the development of EFL student teacher's teaching practice. It was partly designed along with ideas derived from portfolios written by student

teachers in previous semesters. In designing the questionnaire the researcher also relied on the relevant literature of initial teacher preparation with particular reference to international EFL studies conducted in Jordan, and to plans and documents of the practical education programme in Jordanian universities. The researcher also designed the questionnaire items on the basis of his observations through field visits to student teachers during the research implementation.

Validity of the questionnaire

To guarantee validity of the questionnaire, it was given to six professors from public universities in Jordan to establish the validity of the instrument. All of these professors assured that it fits the purpose of the study. They suggested few modifications which were considered by the researcher in the development of the final version of the questionnaire.

Reliability of the instrument

To ensure the reliability of the questionnaire instrument, the same questionnaire used in this study was given for the second time, after four weeks, to (25) EFL student teachers. Cronback Validity Coefficient was computed as (.82) which is considered high.

Implementation of the study

After the establishment and insurance of the validity of the questionnaire, the researcher distributed it to all (96) student teachers who took part in the study from both the University of Jordan and Yarmouk University.

In designing the questionnaire, the researcher used a Likert-scale with five answer options: (very high, high, intermediate, low and very low), and covered four main areas. The first area covered the co-operating teacher's potential contribution to the development of teaching practice of the student teacher of English. The second area covered the co-operating school community's possible (staff and administrators and school students) role in the development of the of

teaching practice of the student teacher of English. The third area covered the university tutor's potential contribution to the teaching practice development on the part of the EFL student teacher during their practicum course. The final area was the potential contribution of academic study plan to the development of the teaching practice undertaken by the student teacher of English in the practical education programme in the above two public universities.

The student teachers were given the questionnaire nearly before the end of their teaching practice course. For practicality reasons, the questionnaire was administered in Arabic. Interviews were similarly conducted during the same period. The idea was to see how student teachers perceive the role of their tutors who taught them courses in the university and the courses they took in the university. At the same time, they were asked about the way how they saw the role of their co-operating teacher in their preparation to teach.

The researcher collected the data and analyzed them using SPSS statistical analysis programme. Means and standard deviations and other statistical tests were calculated for assessing the contribution of the two main partners (university and co-operating school) in the student teacher's preparation to teach English as a foreign language.

Twelve interviews with four student teachers from the University of Jordan and eight student teachers from Yarmouk University were conducted in this study. These student teachers were selected randomly from the (96) student teachers who participated in this study. The main aim of the interview was to collect data as articulated by student teachers themselves through direct interviews with them both on a group and individual bases. This was used as a supporting evidence of the findings collected through the questionnaire method.

The interview schedule included the main points covered in the questionnaire technique together with the main points emerging from the questionnaire data analysis. Worth noting is that the questionnaire analysis was undertaken before conducting interviews. The inclusion into the interview schedule of points that emerged from the questionnaire data analysis was to ensure further validation of

these results by the interview findings. In conducting the interviews, the researcher used a tape recorder to keep a permanent record of what the interviewees said that can be referred to at any time the researcher wanted. Interviewees were consulted on the date and the place of the interview. Each interview took from 20-30 minutes. A full transcription of each interview was carried out immediately after conducting the interview.

Statistical Analysis

This study was descriptive because the researcher wanted to probe the views of EFL student teachers both at the University of Jordan and Yarmouk University. The purpose of the study was to find out the views of EFL student teachers in these two universities pertaining to the importance of the contribution of the university and the co-operating school to their initial teacher preparation. After the student teachers responded to the questionnaire, the researcher collected them to carry out the necessary statistical analysis by computer. The researcher used statistical measures which included numbers, frequencies, percentages, means and other tests such as t-test to find out any significant differences between some variables in this study. As for the interview data, obtained data were transcribed in Arabic, summarized and patterns were looked for.

Results of the study

This study aimed at investigating the potential contribution and impact of the university programme and tutors and the co-operating school and the co-operating teacher on the development of teaching practice undertaken by the student teacher of English during initial teacher preparation. To achieve this, the study answers research questions that relate to the role of both academic programme and the university tutor and the contribution of the co-operating school and co-operating teacher to the development of teaching practice the student teacher of English undertakes in the practical education programme. The following table represents the main findings related to the contribution of the co-operating teacher.

Table (2)
Contribution of the Co-operating teacher

Views of EFL student teachers concerning the co-operating teacher's contribution to their teaching practice development		Means	STD
1	Because the co-operating teacher encouraged variety in teaching approaches this allowed him/her to accept the student teacher's approach to teach.	3.625	1.181
2	Because the co-operating teacher welcomed ideas suggested by the student teacher concerning teaching English, this enabled the development of the student teacher's teaching approach.	3.75	1.29
3	Because of the co-operating teacher's co-operation in the provision of feedback to the student teacher, this enabled the development of the student teacher's teaching practice	3.5	1.346
4	Because of closeness in age between the student teacher and the co-operating teacher, this developed understanding between them and resulted in the development of the student teacher's teaching practice.	3.365	1.274
5	The explanation to the classroom students by the co-operating teacher about the importance of co-operating with the student teacher during giving lessons to them positively facilitated the teaching practice development	3.906	.996
6	The lesson plan developed by the co-operating teacher was a great aid to the student teacher to write a similar lesson.	3.604	1.261
7	The way the co-operating teacher planned, executed lessons had influence on the development of student teacher's teaching practice.	3.448	1.141
8	plan The co-operating teacher's long experience in the supervision of student teachers had a positive influence on the development of the student teacher's teaching practice	3.646	1.306
9	Notes given to the student teacher by his/ her co-operating teacher concerning the development of his/her teaching practice increased awareness regarding teaching practice development	3.635	1.134
10	Reliance on using the teaching approach used by his/her co-operating teacher in the start of the practice enabled the student teacher to develop his/ her approach to teach English at a later stage of the practicum course.	3.563	1.168

Table (2)
Contribution of the Co-operating teacher

Views of EFL student teachers concerning the co-operating teacher's contribution to their teaching practice development		Means	STD
11	Working in the spirit of teamwork between the student teacher and the co-operating teacher had a positive impact on the development of teaching undertaken by the student teacher	3.667	1.245
12	The co-operating teacher's knowledge about the courses taken by the student teacher in the university had a positive effect on the teaching practice development.	3	1.353
13	The relationships the co-operating teacher had with concerned university tutors who taught the student teacher courses at university had a positive impact on the development of the student teacher's teaching practice.	2.365	1.423
14	The high value given to the student teacher's efforts by his or her co-operating teacher had a positive impact on the development of student's teaching practice.	3.556	1.186
15	The co-operating teacher with whom the student teacher worked used traditional theories of teaching English and so this had a negative impact on the development of his/her teaching approach	2.99	1.156
16	The co-operating teacher who supervised the student teacher was not enthusiastic to teach and so this had a negative influence on the teaching practice development on the part of the student teacher.	2.906	1.290
17	The development of teaching practice was influenced negatively by the attitudes of his/her co-operating teacher towards the teaching profession.	2.76	1.279
18	The co-operating teacher's anxiety and jealousy of the student teacher demonstrating a different teaching performance had a negative impact on the development of the teaching practice.	2.604	1.38
19	The student teacher's impression that he/she might not be able to introduce a better teaching performance than that of the co-operating teacher had a negative influence on the development of the student teacher's teaching practice.	2.458	1.305

Footnote: (5) highest; No. (96)

Above 3.5 is high; more than 1.5 is intermediate and less than 1.5 is low.

Table (2) above points out that the highest means concerning the potential role of the co-operating teacher to the student teacher's ability development has to do with the explanation provided by the former regarding the need to have classroom students co-operate with the student teacher during practice. This was perceived by student teachers to have impact on the student teacher's development of his or her teaching ability. Two issues received the lowest means were closeness in age between student teacher and co-operating teacher and the issue that the co-operating teacher had ties with concerned university tutors.

In interviews, 3 out of 4 student teachers interviewed in the University of Jordan emphasized that the co-operating teacher used modern techniques of teaching English that according to them acted as a main source of their enrichment of pedagogical knowledge. One of them argued that the co-operating teacher was eclectic, that is, she used a variety of teaching techniques. According to her, this contributed to the acceptance of her teaching method by her co-operating teacher. All 4 student teachers interviewed from the University of Jordan stressed the importance of the co-operating teacher's role in their preparation by acting, for example, as a provider of feedback, of advice and acting as a critical eye on them. On the other hand, students who were interviewed from Yarmouk University seemed to have reservations on co-operating teachers though generally highlighting the role of the latter in their preparation. A number of them wanted to provide co-operating teachers with information concerning their needs. Others felt that both the student teacher and the co-operating teacher had a different philosophy about life. Some others noticed that the co-operating teacher needed help and support from university without explaining what this should be.

As far as the attitudes of co-operating teachers towards the teaching profession are concerned, most student teachers from the

University of Jordan confirmed the positive attitudes of their mentors towards teaching. According to such students these attitudes had a positive influence on the development of the student teacher's teaching practice. A contrary situation, feeling of boredom on the part of mentors while working with student teachers, was reported by some of Yarmouk students without explaining what the reason might be.

Table (3)
Contribution of the co-operating school community

Views of EFL student teachers concerning the co-operating school's contribution to their teaching practice development		Means	STD
1	The availability of teaching aids and media at the co-operating school had a positive impact on the student teacher's development of teaching practice	2.854	1.421
2	The positive relationship with classroom students motivated the student teacher to develop his/ her teaching practice	4.427	.722
3	To develop his/her teaching practice a constructive relationship with school administration and its staff needed to be maintained	4.135	1.001
4	Interest of classroom students in the student teacher's teaching approach to teach English motivated him/her to make effort that resulted in the development of his/her teaching practice	4.323	.877

Footnote: (5) highest; No. (96)

Above 3.5 is high; more than 1.5 is intermediate and less than 1.5 is low

According to the Table above the positive relationship the student teacher built with classroom students was seen to have the greatest impact on their teaching ability development. Maintenance of a constructive relationship with school administration was perceived by student teachers as important. Also, maintenance of a good relationship with school administration was perceived as important. The availability of the teaching aids and media at school did not receive a high percentage from student teachers.

Table (4)
Contribution of the University tutor

Views of EFL student teachers concerning the university tutor's contribution to their teaching practice development		Means	STD
1	The student teacher's consideration of his/her university tutor's style a model for him/her in the practical module had a positive influence on the development of his/her teaching practice	3.333	1.319
2	The student teacher benefited from his/her tutor at university who gave them educational courses in the pursuit of a particular teaching approach in the practical education programme.	4.042	1.025
3	Because university tutors encouraged practical applications during lectures, this positively contributed to the development of the student teacher's teaching practice.	3.958	1.004
4	Taking more than one specialization course with one single tutor contributed positively to the student teacher's teaching practice development	3.438	1.255
5	The student teacher's reflection on his/her teaching practice contributed positively to the enhancement of awareness about how his/her teaching practice developed	3.969	.852
6	The discussion the university supervisor had with the student teacher about his/her teaching practice positively contributed to the development of his/her teaching practice	4.188	.966

Footnote: (5) highest; No. (96)

Above 3.5 is high; more than 1.5 is intermediate and less than 1.5 is low

The discussion of the university supervisor with the student teacher about his or her teaching practice had a positive impact, according to student teachers in this study, on the development of their teaching practice as displayed in the above table. On the other hand, the student teacher's interest in his/ her university tutor's teaching style was perceived to have a low effect on their teaching practice development.

In interviews that followed the implementation of the questionnaire technique with twelve student teachers from the University of Jordan and Yarmouk University, the majority of EFL student teachers in this study highlighted tutor's contribution to the development of their teaching practice. Two students reflected on the little contribution received from tutors saying that this varies from one tutor to another.

Table (5)
Importance of the university's academic study

Views of EFL student teachers concerning the university's academic plan contribution to their teaching practice development		Means	STD
1	Some specialization courses in EFL teacher specialization in the Department of Curriculum and Instruction had a direct relevance to the development of teaching ability on the part of student teacher of English	3.625	1.163
2	Due to modification of what the student teacher learnt in the university to match up with requirements of teaching English in the co-operating school, this had a positive impact on the development of his/her teaching ability.	3.885	1.004
3	University learning had a low effect in practice in comparison with what the student teacher learnt from co-operating teacher	2.948	1.309
4	General education requirements at university were useful to the student teacher in the teaching practice	3.823	.995
5	Teaching methods of English and curricula courses the student teacher took at university were contributory to the teaching practice development	4	1.056
6	Specialization in English requirements from the English department were useful to the student teacher in the teaching practice	3.417	1.237
7	The student teacher's benefit from free and university requirements during teaching practice	3.083	1.295
8	The student teacher's approach to teach English was influenced by their school teachers' approaches who used to teach them before entering the university	3.031	1.310

Footnote: (5) highest; No. (96)

Above 3.5 is high; more than 1.5 is intermediate and less than 1.5 is low

As far as university study plan is concerned, student teachers felt that the teaching methods of English received a high percentage. General education courses were also found out by student teachers as important in their teaching practice. In contrast, free and university requirements received lower percentages. The modification the student teacher made with the ideas and theories received from university to match with practice had according to them a positive impact on the development of their teaching practice. This might draw on the responsibility of the student teacher to attempt to apply university theories.

In interviews, a question was asked to the twelve student teachers from the University of Jordan and Yarmouk University concerning the importance of relevant university courses: general education requirements, teaching theories, specialization in English and free courses. Teaching theories and methods of English received the main interest by student teachers exhibiting consistency with results obtained by the questionnaire technique in this study. Scant attention was given bi-directionally to specialisation in English courses and courses in general education.

The statistical analysis of this study indicated the means and standard deviations concerning the contribution of the university academic programme, the university tutor, the academic study plan, the co-operating school, the co-operating teacher and co-operating school community to the initial education of student teachers of English. This statistical analysis might give indicators concerning the role of the university and the co-operating school in preparing EFL student teacher to become effective teachers.

The means of the contribution of the university academic programme was calculated as (3.619) out of (5) the highest point considered in the answer options scale adopted in this study. This

emphasizes the value of university learning to the student teacher to become an effective language teacher. The means of the contribution of the university tutor is higher (3.821) than the means of the academic study plan which was (3.417). This would reveal the importance of the university tutor and would mean that attention needs to be given to the role of the tutor in enabling the student teacher in coming to terms with effective teaching.

The means of the co-operating school (3.622) is high which reveals the value of the co-operating school in the preparation of the student teacher. On the other hand, the means of the school community contribution to the development of the student teacher's teaching practice was (3.935) which is also high which suggests that the school community needs to be considered in the initial teacher education. The means of the contribution of the co-operating teacher (3.309) is closer to the high (3.5) means considered in this study. This reveals that the means of the role of the co-operating school and co-operating teacher is higher than that of university academic programme despite the very slight difference between them. Finally, the means of the university and co-operating school contribution to the initial preparation of the EFL student teacher was (3.620) which can be considered high which suggest that the two main partners are important in their contribution to the total development of the teaching practice of the student teacher of English.

As mentioned earlier two groups of EFL student teachers participated in this study from the University of Jordan and Yarmouk University. They were asked to respond to the questionnaire about their views regarding the contribution of the university and co-operating school to their initial teacher preparation. Table 6 below demonstrates relevant findings.

Table (6)
The means, standard deviation and t-test of the University of Jordan and Yarmouk University EFL student teachers' views pertaining to the contribution of university and co-operating school to their initial teacher preparation

Contribution	University	Number	Mean	Standard Deviation	t-test		
					t	df	sig
Co-operating school contribution	University of Jordan	59	92.34	12.290	.357	94	.722
	Yarmouk University	37	91.41	12.744			
University contribution	University of Jordan	59	51.54	7.842	1.539	94	.127
	Yarmouk university	37	49.14	6.795			
Total	University of Jordan	59	143.88	17.195	.933	94	.353
	Yarmouk university	37	140.54	16.878			

The table above shows that the means of the responses of University of Jordan and Yarmouk University EFL student teachers pertaining the contribution of the university and the co-operating school to their initial teacher education are closer to each other. The following table shows t-test results concerning the existence of any significant differences between the views of EFL student teachers concerning university and co-operating school contribution to their pre-service education.

Table 6 above demonstrates that there are no statistically significant differences between the means of the University of Jordan and Yarmouk University student teachers' views about the contribution of the university and the co-operating school to their initial teacher preparation. This result does not seem to reflect any thing related to the difference in the credit hours allocated for the EFL practicum component both at the University of Jordan and Yarmouk

University. One possible explanation might be that EFL student teachers in this study might have given a judgment about the contribution of the university and the co-operating school to their training regardless of whether it is a 12-credit hour as in the case of the University of Jordan or 6-credit hour practicum as in the case of Yarmouk University. Those who stay five days a week at school do not seem to be different from those who stay three days a week at the co-operating school in their views regarding the importance of university and co-operating school in their training to become effective teachers of English.

Discussion

This study addressed the university and the co-operating school contribution to the development of the teaching practice of EFL student teachers both at the University of Jordan and Yarmouk University. In the case of the university contribution, the contribution of the academic study plan and lecturers' contribution were addressed in this study. On the part of the co-operating school, the co-operating school community and co-operating teacher's contribution and their impact on the initial training of EFL student teachers were also addressed.

To answer questions connected to the contribution of these main stakeholders, means, standard deviations and percentages were calculated for each item and for items that belong to each of the above partners and for the two main partners together. Following is a detailed discussion of the findings presented earlier in this study to demonstrate how each of the university and the co-operating school contribute and impact on the initial preparation of the EFL student teacher in the above mentioned universities.

Importance of the co-operating teacher

The results of this study point out that the co-operating teacher obtained a lower percentage (3.309) i.e, below the high level percentage (3.5) in this study. One reason for this result might have to do with the lack of training co-operating teachers had on supervision of student teachers or to lack of competencies in teaching the subject matter or even weakness in subject matter itself. Another possible reason might connect to the issue that some student teachers possibly rely totally on what they took in the university and engage themselves with criticism of the teaching approach of the co-operating teacher. Therefore, these student teachers might feel that the co-operating teacher needs to tailor his or her teaching along side with what the student teacher took at university, an issue which might not possibly be always correct.

Within the same arena, as shown in Table (2), the following points were emphasized as positive points on the part of the co-operating teacher. These include welcoming student teacher's views, ideas and approach to teach English, co-operating teacher's provision of feedback, co-operating teacher' enthusiasm to teach, co-operating teacher's relationship with university lecturers and other general supervisory issues. As the table above demonstrates, items (1,2,3,5,6,8,9,10,11,14) received a high response from participants in this study. Due to several student teachers open-mindedness and co-operation by the co-operating teacher with student teachers through the provision of feedback, suggestions and advice and welcoming suggestions introduced by the student teachers were regarded as constructive points. According to such student teachers, this enabled the development of their teaching practice. Also student teachers regarded the lesson plan and the teaching approach of the co-operating teacher a main aid for them to learn from and finally to develop at a later stage in their training an independent teaching approach of their own. Similar results stressing the important contribution of the co-

operating teacher were provided by Diab (1999), Al-Smadi (1999) and Jones (2000).

Items received lower percentages were (4,7, 13, 16, 17, 18, 19) as shown in Table (2). Issues such as closeness in age between the student teacher and the co-operating teacher, utilization of traditional theories of teaching EFL by the co-operating teacher, attitudes of the co-operating teacher towards the teaching profession, anxiety and jealousy towards the student teacher were considered less influential on the student teacher's teaching practice development.

Of the twelve student teachers interviewed, seven of them stressed the important contribution of the co-operating teacher to their teaching practice development. One of them noted that the supervision of the co-operating teacher had a positive impact on the development of her teaching ability. This student teacher said that the co-operating teacher had comments on her teaching approach and that she benefited from the co-operating teachers' comments in avoiding negative points and weaknesses and in developing good points into excellent ones.

Other student teachers interviewed had reservations about the co-operating teacher's role in their preparation to teach. They reflected on the urgent need to train co-operating teachers on the supervision of university student teachers. They also reported the carelessness and negligence on the part of some co-operating teachers.

Importance of the co-operating school community

The findings of this study reveal that the percentage of the contribution of the co-operating school to the total development of the teaching ability concerning the student teacher of English was (3.93) which is high. This would suggest the importance of the co-operating school community (staff, administrators and students). This is congruent with similar findings obtained by Diab (1999).

Table (3) demonstrates the means of the positive relationship developed by the student teacher with classroom students as influential on their teaching practice development. This relevant means was (4.427) which is very high. Interest of the classroom students as shown in the above table proved to be important to develop the teaching ability pertaining to the student teacher. It would mean that once the student teacher guarantees a relaxing atmosphere with classroom students he or she would make additional efforts to develop his or her teaching approach. This was emphasized by Diab (op.cit.). The constructive relationship developed by the student teacher with school administrators and staff had a positive contribution to the development of teaching practice according to student teachers in this study. Diab (op.cit.) reported similar results in his evaluative study of the practical programme in the University of Jordan. Smith (2000) advocated that the school should have responsibility for the training of student teachers. He also reported the movement towards reducing more higher education contribution. Ethell and McMeniman (2000) among other researchers supported the same view above.

Importance of the university tutor

With reference to findings presented in table (4), several points were highlighted by student teachers in relation to their university tutor's contribution to their initial teacher education. These include student teachers' benefit from their tutor's advice acting as a role model for them, reflection on the nature of the university tutor's teaching at university and tutors acting as supervisors of the student teachers during their practicum.

The academic university tutor's contribution to the development of the teaching practice on the part of the student teacher of English was calculated as (3.82) which is according to the scale of the present study regarded as high. This would emphasize the

important role of the university tutor in the initial preparation of the student teacher of English and would show a little inconsistency with some of the studies in the relevant literature which gave much emphasis to practice only over the higher education programme. Al-Smadi, (1999) and Shulman, (1987) among several other researchers reflected on student teachers' criticism of the Higher education programmes for being theoretical and lacking relevance to practice.

As table (4) pointed out, items (2,3,5,6) obtained high percentages relevant to issues that have to do with, for example, benefit on the part of the student teacher from the university tutor who gave the student teacher lectures on educational matters in the university. Another important issue is the encouragement on practical applications by the university tutor of the theories and ideas of teaching English during lectures in the university. The student teacher's reflection on his or her teaching practice enhanced awareness concerning the way the development of their teaching practice occurred. Finally, the discussion the university tutor had with student teachers about their teaching practice was perceived by the student teachers as having a high contribution to the development of their teaching practice.

Of less importance, as shown in Table (4) were items that relate to the consideration of the student teacher of the teaching style of his or her university tutor a model during the practice. Also taking more than one specialization course with a single tutor was also viewed as less contributory to the teaching practice development by the student teacher of English.

Of the twelve student teachers interviewed, ten of them highlighted the role of the university tutor in their initial teacher education. Two of them mentioned that tutors were good models for them in their training. They also mentioned that they benefited from

their visits to them during their teaching practice. Only two said that tutor's role was not so important without giving further details.

Importance of the university academic study plan

According to table (5), several points were reflected on by EFL student teachers who took part in this study. Such issues included general impressions of the student teachers regarding university courses, most contributory university courses, less contributory university courses and the student teacher's management of the university academic staff received from university.

Academic study embodied courses offered to the student teachers to prepare them to practice teaching. The total percentage this area obtained was (3.41) which is a bit below the high level in the scale in this study. This would point to the importance of equipping students with knowledge and skills to enable them to practice teaching upon graduation and employing them in schools.

Table (5) indicated that items such as (1,2,4,5) obtained high percentages. Some specialization courses were considered influential on the development of the teaching ability of the student teacher of English through their relevance according to student teacher to the teaching field they are engaged into. Courses that have to do with general educational theory, teaching- of-English theories and curricula were viewed by the student teachers as influential upon the development of their teaching practice. One relevant point was according to the student teachers in this study was the way in which the student teachers modified their university theories and knowledge to match up with the requirements of the teaching practice undertaken by them. Hammerness, et al. (2002) reflected on student teacher's complaints regarding the theories and concepts taken from teacher education programmes for being abstract. This would emphasize the need for modifying such theories as a number of student teachers have

gone far as to point out. Similar results were also obtained by Smith (2000) who said students valued educational theory especially if found relevant to their needs inside the classroom setting.

Items like (3,6,7,8) presented in table (5) were considered having intermediate or less impact on the student teacher's teaching practice development. These had to do with first the issue that university study had a low effect in practice. That the student teachers gave this item an intermediate percentage indicates the important contribution of university study to the development of teaching practice of the student teacher of English. The specialization in English requirements from the English department were considered having an intermediate or less impact on the student teacher's teaching practice development. Similarly, free and university courses were regarded less important to the student teacher during the teaching practice.

In interviews, eight out of twelve EFL student teachers emphasized the importance of the methods of teaching English in their teaching practice. Following this in importance were general educational courses and courses giving to student teachers of English from the English department. This might have to do with the issue that inside the classroom students feel that knowing and using the teaching methods is the most important.

Contribution of the co-operating school community and the co-operating teacher

The whole domain of the co-operating school and co-operating teacher and their contribution to the development of teaching practice pertaining to the student teacher of English got a high percentage which was (3.62). The community of the co-operating school including its administrators, students and teaching staff was perceived as important and have a positive impact on the development of

teaching practice of the student teacher of English. Similar emphasis was placed on the co-operating teacher's role in the development of a teaching practice on the part of the student teacher of English.

Contribution of the university tutor and academic Study plan

The University's academic programme is perceived by EFL student teachers in this study as important. This got a high percentage (3.61) which emphasizes the importance of university study and the role of its tutors in preparing student teachers to become effective teachers of English in schools. In this programme the university tutor's role was considered important whilst the academic study was considered less influential in the case of courses that have to do with 'university courses' and 'free courses' and specialization in English courses according to the study plan of field teacher of English in Jordanian universities. This would mean that not all university courses were perceived by the student teachers as having direct link to the development of their teaching ability during the practicum course.

Importance of university education and co-operating school

The contribution of the university and the co-operating school to the initial preparation of the EFL student teacher received high percentages. This would emphasize the importance of these two major components in the student teacher's initial preparation. Therefore, this would call on establishing a partnership between them which could enable building up a bridge between them through which a dialogue could be promoted that may result in a positive impact on the student teacher's development of his or her teaching skills and knowledge necessary to practice teaching. One point is that there is a slight difference between the means of the co-operating school contribution and the university programme. The former received a slightly higher percentage (3.622) while the latter received (3.619), an issue which could go with a widely perceived international phenomenon towards maximizing the role of practice and practitioners in preparing the

future practitioner. This finding is to a certain extent consistent with what Al-Smadi (1999) reported that student teachers said that they learnt more from the co-operating teacher than from their university supervisor.

In interviews after the execution of the questionnaire technique, all (12) student teachers emphasized the importance of knowledge co-operating teachers needed to acquire concerning courses student teachers studied at the university. They also wanted to know about the content in such courses and the relevance of such courses to the development of teaching practice by the student teachers during their practicum course. According to several EFL student teachers in this study, this is important in the sense that the co-operating teachers could use recent theories of teaching that would enable the student teacher to compare between what was taken at university and what is actually implemented at school practice. Some student teachers said that an integration of theories and knowledge taken at university and practical theories at school might be possible if co-operating teachers are in the picture of what the university offers as courses to the student teachers. One student teacher said that because the co-operating teacher had knowledge about the courses the student teacher took in the university, there was a match between what the student teacher taught and what the co-operating teacher taught.

Calling for co-operation between the two partners, Al-Smadi (op.cit.) mentioned that schools are ignorant about the university programme, its objectives and expectations about the role of the university in the preparation of the student teacher to teach. Reid (1999) reflected on the importance of training mentors to establish ties between theory and practice.

A relevant question was directed to student teachers interviewed in this study about the importance of relations between

university tutors and co-operating teachers supervising student teachers during their practice and the impact of this on their teaching practice development. One student teacher from the University of Jordan said that this would match up with developments in teaching English and the new teaching theories the student teacher took at university. Internationally, there have been calls towards the partnership model in the pre-service teacher education. For example, Fu and Shelton (2002) explicitly called for the joint work and collaboration between university professors and school teachers in the initial teacher preparation.

One research question in this study addressed whether there are any significant differences between the views of EFL student teachers both at the University of Jordan and Yarmouk University related to the contribution of the university and co-operating school to their initial teacher preparation. The t-test results as displayed in Table 6 does not show any statistically significant differences between the means of the two groups of EFL students above regarding university and co-operating school contribution to their pre-service teacher education. It is worth pointing out that the credit hours for the teaching practicum in these two universities are different from each other as pointed out earlier in this study.

Conclusion

This study has discussed the contribution of the university and the cooperating school to the initial training of student teachers of English. From the co-operating teacher's part, the following mentoring practices were perceived by student teachers as contributory to the development of the student teacher's teaching practice in both the University of Jordan and Yarmouk University. These included the co-operating teachers' acceptance of the student teachers' teaching approach, co-operating teachers' provision of

feedback to the student teacher on his or her teaching practice, co-operating teachers' motivation to teach, co-operating teachers' relationship with university tutors and finally the co-operation of the co-operating teacher with the student teacher. In the same respect, the co-operating school community positive contribution to the development of the student teacher's teaching practice is represented in the constructive relationship with school people and classroom student. The interest of the latter in the teaching approach of the student teacher was perceived by student teachers as one main important factor.

For the university part, the following were perceived by student teachers as positive points related to the tutor's lecturing and supervisory practices over the student teacher's teaching experience. First is that student teachers following their tutor's advice acting as a role model for them. Second is that reflection on the nature of the university tutor's teaching at university. The third point was related to the high value given to tutors acting as supervisors of the student teachers during their practicum. Finally, student teachers highly valued the practical applications tutors had during university study. As far as the university theory or academic programme is concerned, according to student teachers of English, teaching methods of English courses were considered more important in their initial teacher education followed by courses on general education in the faculty of educational sciences. Courses from the English department were placed next in terms of importance. Also, free and university courses received less interest by student teachers. This study pointed out that both university and co-operating school share are important in the initial teacher preparation of EFL student teachers. This study also pointed out that whether the practicum course carries six credit hours or twelve credit hours, the EFL student teachers' views about the contribution of the university and co-operating school to their initial preparation look similar.

Recommendations

The results of this study pointed out that both university programme and school contribution are important, therefore it is recommended that:

- Initial teacher education programmes in the University of Jordan and Yarmouk University should take into consideration both theoretical knowledge received from university and at-school practical learning the student teacher obtains either from the co-operating teacher or from the staff and curricula at school.
- Training of the co-operating teachers to act as effective mentors.
- Universities are invited to make themselves clear in terms of their objectives and concerns for training student teachers. This needs to be clear to co-operating teachers, in particular.
- Revising relevant university courses to allow for more relevance to practice and the world of practitioners.
- Ministry of Education needs to liaise with universities to have an effective student teaching experience. This might be more possible through developing a partnership between university and co-operating school.
- University tutors need to listen to the views of practitioners to discuss with them issues related to the development of the teaching practice of the student teacher of English.
- Reconsidering the number of credit hours allocated for the practicum course.

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