Original Research

Discourse Skills of EFL Teachers: Using English Language for Regulative and Instructional Purposes in Classrooms of the Target Language Instruction

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Abstract	Article Information
This study was set to describe EFL teachers' discourse skills in classrooms of English language. Survey research design was employed. Population of the study was 427 primary school student-teachers of Wollega University. Purposive sampling technique was used to select the participants. The participants were 118 summer II and III student-teachers. Quantitative and qualitative data were collected using closed-ended and open-ended questionnaire respectively. The quantitative data were analyzed using descriptive and inferential statistics. The qualitative ones were analyzed thematically along with the Bultosa (2020) qualitative data sets of classroom observations and introspective interviews which were used for triangulation of the data obtained using the questionnaire. The study revealed discrepancy between the participants' positive perceptions of self-discourse skills and their actual performance. The statistically significant relationships observed correlating the participants' perceived self-discourse skills were not evidenced by their actual performances. Likewise, the participants' characteristics and perceived perceptions about self-discourse skills were not found good predicators of their actual performances. These findings put the student-teachers' experiences of teaching English through using it for regulative and instructional purposes into question. They also have significant implications for teacher training and development endeavors and for L2 teacher education and L2 teaching curricula revisions.	 ***Corresponding Author:** Bultosa Mosisa E-mail: mosissajosi@gmail.com

INTRODUCTION

Pulling the rope to which second/foreign language teachers' discourse skills are tied implies that theoretical traditions of teacher education stem from the development of psychology. Freeman (2002) and Johnson (2009) have argued that the failure of the cognitive learning theory of the positivist epistemological perspective to define teachers' knowledge bases in teaching resulted in the proposition of the interpretivist

epistemological stance of the socially constructed learning theory. This stance has gained momentum since the mid-1970s (Borg, 2003; Johnson, 2009). It has come into being questioning how teachers learn to teach self-subject and how they know what they know to do what they do. Responses emanating from such questions acknowledged that teachers are thoughtful professionals who examine the resources of their working environment and principles of instructions and who make rational decisions about what to do in their classrooms. Consequently, a paradigm shift, Borg and Johnson have argued, from watching what teachers do to examining what they think, believe, and do has been brought about in educational research in general and in foreign/second language (after all an L2) research in particular. Nowadays, looking into teachers' thoughts has become well well-consolidated but not saturated domain of inquiry.

Teachers' thoughts are hidden faculties of teaching that underpin their daily teaching practices. Lee S. Shulman and his counterparts have argued for the crucial role that teachers' thoughts play in education (Borg, 2003; Johnson, 2009; Marzano, 2007; Shulman, 1986, 1987). These scholars' argument shows that behaviors teachers portray in their actual classrooms are underpinned by their mental lives about learning and teaching. Meaning, that L2 teachers' experiences of instruction of the target language (TL) have great potential in determining their students' opportunity to learn and develop various language skills (McLaughlin, 1992). Hence, it is claimed that direct instruction is the major way of enhancing students' learning of language skills of the target language (August & Shanahan, 2006; Drew, 2009; Halliwell, 1992; Richards, 2017). Direct instruction of the TL presupposes the

involvement of the genius of the teachers, the intellectual type of the students and their prospects in life, the opportunities offered by a school and its immediate surroundings, the nature of the L2 syllabus utilized and allied factors (Marzano, 2007; Richards, 2001; Uygun, 2013). Although none of these factors can be neglected, teachers are the primary sources and the key agents in determining their students' success in learning. Richards, for instance, has contended that "…, it is teachers themselves who ultimately determine the success of a program. Good teachers can often compensate for deficiencies in the curriculum, the materials, or the resources they make use of in their teaching." (p. 209). Teachers of the TL perform several things better than what student's textbook does (Halliwell, 1992). They enhance students' learning "providing [them] the spoken word in spoken exchanges; adjusting work in response to the reactions of the children; using communication other than words and picture to back up language elements; setting up learning activities which encourage learners to talk and benefit from interaction" (Halliwell, 1992, p. 114).

Here, it is reasonable to ask what Richards (2001) meant when he said "Good teachers". "[Good teachers are]. . . those teachers who are equipped with *components of teacher expertise* – content knowledge, pedagogical knowledge and ability, and discourse skills – that teaching an L2 requires of them." (Richards, 2001, p. 125). The extent to which teachers of an L2 are equipped with content knowledge and pedagogical knowledge and ability that teaching an L2 requires of them are documented in many empirical studies. For example, factors that shape teachers'cognition about L2 instruction (Abreu, 2015; Bamanger & Gashan, 2014; Nordlund, 2017; Özmen, 2012; Xiong, Li, & Qu, 2015), teachers' beliefs

and practices across teaching approaches (Kaymakamoğlu, 2018; Larenas, Hernandez, & Navarrete, 2015) and relationship between teachers' beliefs and their classroom practices (Bamanger & Gashan, 2014; Vu, 2023) were research themes addressed so far. However, knowledge in connection to teachers' discourse skills is deemed scarce in addressing the concept under discussion. For instance, discourse in teacher talk (Rezaee & Farahian, 2012; Vickov & Jakupčević, 2017), pedagogic discourse (gesture, gaze and facial expression) during classroom lead-ins (Qin & Wang, 2021), teacher questioning (Yeremenko, Lukyanchenko & Demchuk, 2022) and classroom discourse in developing EFL learners' discourse competence (Salem, 2022) in EFL classrooms are highlighted in the literature of the mainstream. Other scholars have dealt with the role of experience in using action verbs of cognitive taxonomy (Shahi, 2021) and the use of language and the power possessed by the teacher in interacting with students (Rachmawati, Retnaningdyah & Setiawan, 2022).

Empirical studies cited above have moved knowledge pertinent to the mainstream forward. However, they are not sufficient as they have looked into discrete aspects of EFL teachers' discourse skills in classrooms of the English language. Moreover, the call that Jack Richard has made in connection to teachers' discourse skills – which refers to teachers' proficiency in teaching the English language through using it for regulative and instructional functions in classrooms of the TL – is still alarming (Richards, 2017). Using the TL for regulative functions, Richards has continued, refers to teachers' skills to use the TL to manage the social space of the classroom while using it for instructional functions is all about teachers' proficiency to work towards the enhancement of knowledge and skills of the target language. Consequently, Richards has suggested that: "The relationship between the language proficiency of language teachers' and their ability to teach in the language . . . has not come into focus again until relatively recently, . . ." (p. 22). This suggestion implies a scarcity of knowledge about L2 teachers' discourse skills. Hence, the present study was set to describe primary school EFL teachers' perceived and actual self-discourse skills. Perceived discourse skills refer to teachers' private and hidden mental constructs like perception, feeling, awareness, belief, attitude, etc. that teachers hold about self-knowledge and self-skills of the TL in its teaching. On the other hand, actual discourse skills deal with teachers' public behaviors that they portray in their actual classrooms of instruction of the English language.

Findings emanated from this research may have practical implications for various stakeholders of EFL education. EFL teachers might be triggered to pay attention to the self-experiences of teaching the TL and to look into the self-experience of teaching, to attend to feelings emanating from their experiences, to re-evaluate the experiences, and to deal with self-shortcomings (Moore, 2000). These activities lead them to improve their self-learning and teaching careers. The findings might prompt educators of EFL teachers to design short-term and long-term schemas for EFL teacher training and development. Consequently, EFL teachers might benefit from such schemas. The findings might also prompt EFL teachers' curriculum developers to revise the curricula of both EFL teacher education and English language teaching.

Basic Research Questions

1. To what extent did EFL the student-teachers have been teaching the TL by using it for regulative and instructional functions?
2. What was the relationship between the student-teachers' perceived and actual discourse skills in teaching English through using it?
3. To what extent did EFL teachers': (1) perceived discourse skills predict their actual discourse skills in teaching English through using it, and (2) characteristics predict their perceived and actual discourse skills in using the TL in its teaching?

Theoretical Framework: Interpretivist

Interpretative epistemological stance of knowledge has prompted the shift of emphasis from the cognitive theory of teacher learning to the socially constructive one. The gap inherited in the process-product research paradigm, which seeks to determine the effectiveness of teachers looking into their classroom behaviors and the outcomes their behaviors yield, underpinned arguments of the interpretivists (Borg, 2003; Freeman, 2002; Freeman & Richards, 1996; Johnson, 2009; Johnson & Freeman, 2001). Woods (1996) would be the pioneer in conducting compelling research in L2 education using interpretivist epistemology. Observing different teachers who were teaching the same lesson using the same textbook and material but who taught it differently because of its varying objectives, Woods has argued for the interpretative perspective of research in L2 education. The outcomes of his research made Woods conclude that the interpretivist research paradigm is the ideal paradigm as it aids in understanding teaching from the particular teachers' understanding of events in context (Woods, 1996). Other scholars (e.g. Johnson,

2009; Johnson & Freeman, 2001) have also documented that as teachers' knowledge and skills of teaching are constructed in a socially situated community of practice, their investigation needs to be conducted using an interpretive stance of research.

As long as the social constructive theory of teachers' education plays a paramount role in teachers' learning in teaching, framing investigation of teachers' thoughts in general and their discourse skills in particular with the interpretative perspective of L2 research yields better insights than otherwise. Because this study investigated the student-teachers' current discourse skills which are underpinned by the instructional experience they have been undergoing over the years, the aforementioned research stance framed the study at hand.

METHODOLOGY

A survey research design involving concurrent mixed methods was employed. This was because it is meant to look into teachers' mental constructs – perceptions, attitudes, beliefs, metaphors, assumptions, etc. – and the actual discourse skills that EFL teachers hold and to describe them accordingly. The population of the study was 427 (361 male and 66 female) Summer I to Summer V student-teachers attending their bachelor's degree studies at Wollega University. Of these student-teachers, those who were enrolled in Summer II and Summer III (121 teachers: 78 males and 32 females) were purposively selected and participated in this study as most of them reported that they have been teachers of primary schools.

A questionnaire was the major data gathering tool utilized since it is familiar to participants and easy to administer. It is also an ideal tool to look into the participants' hidden insights about the topic at hand. Accordingly, it

was used to elicit the participants' experiences in using English for regulative and instructional purposes. A total of 60 items of the questionnaire (closed-ended – 51 items and open-ended – 9 items) were adapted from Hughes (1981) and Grade 1 – 4 Student's English Textbook (Ministry of Education (MoE), 2008a – d). Because the student-teachers have been using these textbooks in teaching the TL, they are culturally and contextually appropriate for them. Qualitative data sets of classroom observations and introspective interviews were compiled by Bultosa (2020). This author has reported that: (i) classroom observation guidelines were adapted from Mackey and Gass (2005, p. 193 - 197) and Hughes' phases – beginning, running, and ending – of conducting a class, and (ii) guidelines of introspective interviews emanated from classroom behaviors that participants of this study portrayed during the classroom observations; and (iii) these data sets were analyzed thematically using Hughes' phases of conducting a class. These data sets were used: (a) to have in-depth insights comparing and contrasting (triangulation) results obtained administering the questionnaire with these data sets; and (b) to determine whether or not the cases' prior teaching experiences of the TL resulted in the improvement of their discourse skills.

Administration of the questionnaire began entertaining issues pertinent to the purpose of the study, to the confidentiality of the data the participants provided, and to the informed consent of the student-teachers. It was administered by instructors of sister departments to minimize social desirability bias of administering questionnaires on face-to-face basis. It was administered at the beginning of July 2021. Next, coding the data obtained qualitatively using the open-ended questionnaire (Connolly, 2007) was conducted. The coding involved: (1) *Missed* – if wrong response was provided; (2) *Tried* – if response of an item was attempted; (3) *Answered* – if correct response was provided; and (4) *Untried* – if no attempt was made to provide response of an item. SPSS version 21 was used to analyze the quantified data. Data obtained from 118 teachers (101 male, 13 female, and 4 missing) were analyzed using descriptive statistics (frequency distribution, mode, and median). Spearman Roh's rank order correlation coefficient and multiple ordinal and multinomial logistic regressions were used to examine the relationship between different variables and the effects of independent variables on the dependent ones respectively. These inferential statistical packages were preferred to the others as the dependent variables of this study were ordinal and nominal variables.

RESULTS AND DISCUSSION

Teachers' Discourse Skills in Using the TL for Regulative Purpose

Computation of the median of the data collected using the closed-ended and open-ended items of the questionnaire that dealt with the participants' discourse skills in using the TL for regulative purposes yielded various outcomes. The median of the closed-ended questionnaire was "Four". This median indicates that the participants perceive themselves as if they use the TL for regulative purposes *To a Great Extent*. Table 1 depicts the details.

Table 1

The Participants' Self-Perceptions in Using English for Regulative Purposes

Phases of running a class	N = 118 Valid	Missing	No. of items	Median
Beginning a class	115 teachers	9 teachers	11	4
Running a class	113 teachers	9 teachers	12	4
Ending a class	111 teachers	7 teachers	10	4
Overall/Median			*33*	*4*

Results shown in Table 1 were triangulated with data obtained using the open-ended questionnaire and the data set of the classroom observations. Accordingly, the frequency distribution of the data obtained using the open-ended questionnaire showed that about a quarter of the participants (n = 35, 30 %) provided correct responses to the open-ended items of the questionnaire while about half of them (n = 58, 49 %) missed the correct responses of the items. The mode of the response categories provided to each of the open-ended items was one, i.e. the correct response was missed. Table 2 depicts the details.

Table 2

The Participants' Actual Performances in Using English for Regulative Purpose

Open-ended Items	Response Categories								N Valid	%	Mode
	Missed (1)		Tried (2)		Answered (3)		Untried (4)				
	N	%	N	%	N	%	N	%			
Item 1	117	99.2	1	0.8	-	-	-	-	118	100	1
Item 2	76	64.4	31	26.3	11	9.3	-	-	118	100	1
Item 3	57	48.3	25	21.2	35	29.7	1	0.8	118	100	1
Item 4	27	22.9	35	9.7	52	44.1	4	3.4	118	100	3
Item 5	11	9.3	21	17.8	79	66.9	7	5.9	118	100	3
Average/Mode	*58*	*49*	*23*	*15*	*35*	*30*	*2*	*2*	*118*	*100*	*1*

Item 2 and *Item 4* of the open-ended items of the questionnaire were administered to generate data about the participants' ability to use English at the "Beginning" phase of the TL classroom. *Item 2* reads: "What do you say if you find some students wandering here and there as soon as you get into the class of your grade 3 students?". This question was asked expecting responses like "Take your seats."; "Sit down, please."; "Please, be in your seats."; etc. However, most of the participants provided unrelated and non-grammatical responses like the following:

Participants' code	*Response*
Teacher 1845	I advise them.

Teacher 2935   I say I'm sorry and I left my students
Teacher 1727   All students are listen carefully and understand what I teaching.
Teacher 2356   I'd like motivation, as well giving some kinds awards.
Teacher 8464   Nice to see you. I wonder you are clever students.

Results obtained observing the participants' TL classroom behaviors showed that they begin a class using memorized functional expressions of the TL like the following:

Teacher 1845

 Teacher: Good morning.
 Students: Good morning, teacher.
 Teacher: Sit down.
 Students: Thank you teacher.

Teacher 8464

 Teacher: Good morning student.
 Students: Good morning, teacher.
 Teacher: Sit down.
 Students: Thank you, teacher.

Item 3 and *Item 5* of the open-ended items of the questionnaire were formulated to generate qualitative data about the participant's ability to use the TL for regulative purposes in the "Running a class" phase of conducting language classroom. *Item 5*, for example, reads "Suppose you asked your students a question to check their understanding of the lesson you taught. What do you say if the answer of one of your students has a certain mistake?". To this effect, the responses obtained were like those quoted below:

Participants' code	*Response*
Teacher 1845	I repeat the lesson highlighted.
Teacher 2935	Of course you are and can you improve?
Teacher 1727	You did not listen to me when I was taught. Therefore read it again and ask questions.
Teacher 2356	Good attempt, but you made a little error. Therefore you're correct in this way.
Teacher 8464	Is there any question concerning our today's lesson topic.

As it can be observed from the above quote, responses provided by the participants were unrelated except those responses provided by Teacher 2935 and Teacher 2356 which would be accepted from the point of view of communicative language teaching approaches or if they are produced by students. Otherwise, such language is not expected by teachers of the TL who are expected to model usage of the target language.

The following quotes[1] exemplify how the participants began running a classroom of English asking what was the topic of the

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[1] Note that in a context where the participants' direct speech is quoted, their speech in L1 is put in parenthesis, and translation of its equivalent version in English is put in brackets in a way it becomes meaningful to readers.

previous lesson and moving on to introducing and presenting the lesson of the TL respectively.

Teacher 2935

> What we learn previous lesson? (Yeroo darbe mata-duree maal jedhu ture? . . ., kaleessa kan baranne, 'Where is my cut?' kan jedhu dubbisnee, fakkii sanarraa hadurreen lafa isheen jirtullee ilaalleerra.) *[What did we learn last time? . . ., yesterday we read about* "where is my cut?" *We also observed where a cat is from the given picture.]*

Teacher 2356

> **Teacher:** (Har'ammoo waa ilaalla) *[Today, we learn something].* . . . Body Parts, . . .
> **Students:** Parts
> **Teacher:** Ok, let us see from our book. Ok, these are our body parts. . . .
> **Teacher:** *[He drilled the body parts]* shoulder, . . .
> **Students:** shoulder

Teacher 1845

> . . .. Take out your textbook page 168, Activity 4. Ok, yesterday, we learn Activity 4. . . . For example, what is the name of the animal, what sound does it make, what does it eat, where does it leave, what does it give us or what does it do for us?

As it can be observed from the quote above, the way the student-teachers revise their previous lesson or communicate the topic of the period they taught hardly gears toward teaching language skills of the target language. The quote also shows that the participants are not fluent users of the TL, and they seldom model its usage.

Item 1 of the open-ended item of the questionnaire – "What do you say if the bell rang while you are teaching your grade 3 students about writing sentences using substitution table?" – was formulated to obtain certain insight about the extent to which the participants use the TL for regulative purpose at "Ending a class" phase of conducting a class. Consequently, unrelated responses, except those responses provided by participants like Teacher 2935 and Teacher 8464, like the following were obtained:

Participants' code	Response
Teacher 1845	The time is on we will continue the next class.
Teacher 2935	I'm sorry. We will see next time.
Teacher 1727	Please silent your mobile phone.
Teacher 2356	Since I was teaching . . . I should have silented [sic] my phone.
Teacher 8464	Sorry, our time is up, let me continue later.

The data obtained using classroom observation showed that the participants hardly used varied types of TL – for example, "Let's go through what we've studied today once more time."; "When is the next class?"; "It was nice to meet you all."; etc. –for the regulative purpose of ending a class. Samples of the results obtained to this effect were the following:

Teacher 1845

Ok. Now we finish our today topic. Tomorrow, we start Activity 3, ... Question . . . If you have no questions, thank you.

Teacher 8464

Today, generally, we learn about amazing animals, or . . ., about tame animals and wild animals. Is there any question? . . . See you tomorrow.

Teachers' Discourse Skills in Using the TL for Instructional Purposes

The median of data obtained using the closed-ended questionnaire was computed to examine the participants' perceived discourse skills in using the TL for instructional purposes, and it became "Four". This median shows that the participants perceive that they use the TL for instructional purposes *To a Great Extent*. Table 3 has the details.

Table 3

The Participants' Self-Perceptions in Using English for Instructional Purpose

Variables	N = 118		Median
	Valid	Missing	
Deriving language skills to be taught from activities	105	13	4
Focusing lesson plan on language skills to be taught	104	14	4
Practice language skills in classrooms	99	19	4
Clarifying lessons of a language skill	102	16	4
Spelling TL words of the grade level	101	17	4
Pronouncing TL words of the grade level	100	18	4
Communicating taught language skill(s) orally	96	22	4
Understand speech about taught language skills	96	22	4
Understanding the meaning of the written text of the TL	101	17	4
Conveying language skill(s) taught in written English	102	16	4
Producing taught language skills grammatically	101	17	4
Understanding the meaning of unfamiliar taught words	102	16	4

Findings shown in Table 3 were triangulated with results obtained analyzing the data collected using the open-ended questionnaire, the classroom observation, and the introspective interviews. These tools were used to collect data pertinent to the participant's actual discourse skills in preparing language lessons and using the TL for instructional purposes. Table 4 depicts the results obtained from analyzing data collected by administering the open-ended questionnaire.

Table 4

The Participants' Actual Performances in Using the TL for Instructional Purposes

Open-ended Items	Categories of Responses								Total N		Mode
	Missed (1)		Tried (2)		Answered (3)		Untried (4)		Valid	%	
	N	%	N	%	N	%	N	%			
Item 1	115	97.5	1	0.8	-	-	2	1.7	118	100	1
Item 2	101	85.8	10	8.5	4	3.4	3	2.5	118	100	1
Item 3	68	57.6	23	19.5	15	12.7	12	10.2	118	100	1
Item 4	26	22	24	20.3	28	23.7	40	33.8	118	100	2
Average/Mode	*78*	*66*	*15*	*12*	*12*	*10*	*14*	*12*	*118*	*100*	*1*

As Table 4 shows, computation of frequency distribution of the qualitative data obtained using the open-ended questionnaire revealed that the majority (66 %) of the participants failed to comprehend activities that appeared in their student's textbook and to derive appropriate lessons that gear to enhance their students' skills of the target language. The mode of the results obtained was "One". This mode implies that the majority of the participants missed answers to the open-ended items. Figure 1 shows one of the activities from which the open-ended items were constructed. The open-ended item which was constructed based on the information depicted in this Figure reads: "If you are asked to teach your students of Grade 1 using activities shown in Figure 1, what content of English language lesson do you derive from the activities to teach your students?".
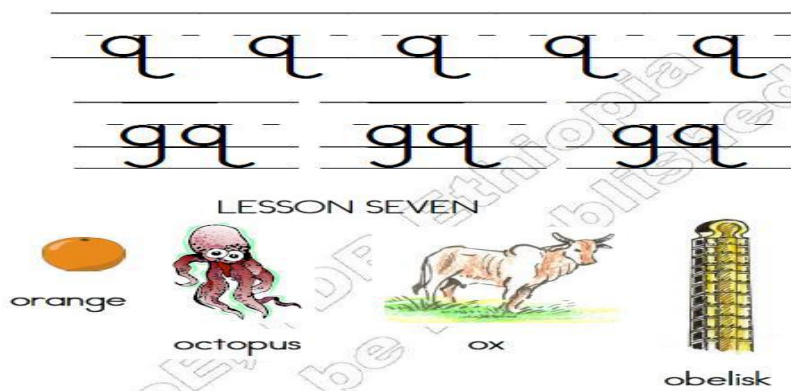

Figure 1. *Sample Text₁ Taken from Grade 1 Student's English Language Textbook*

Figure 1 Alt Text: Activity meant to exercise writing phonemes of "q" and "g" and reading words of concrete objects beginning with the phoneme "o".

Teaching language skills stated in the "Alternative Text (Alt Text)" of Figure 1 are the main purposes for which activities appeared in the Figure are designed. However, some of the responses obtained in connection to the question emanated from the content of Figure 1 were the following:

Participants' code	*Response*
Teacher 1845	To teach words
Teacher 2935	Writing letters

Teacher 1727	Creating line; writing a cut line
Teacher 2356	Showing or demonstrating pictures with letters; matching pictures with letters
Teacher 8464	I use the visual learning method because it depends *[sic]* on figures that reveal pictures and building letters.

Teacher 1727 was observed while he was teaching Grade 1 students using activities that appeared in both Figure 1 and Figure 2. He began revising the lesson of the previous class saying: "Ok, . . . we start it from our previous lesson. . . ., our previous lesson . . . about LESSON SEVEN. . . .. under lesson seven about these two of words *[He said so as he was writing the word "orange" and "ox" on the blackboard, emphasis added]*. So, . . ., who can read the first one? How we can read this one. *[He said so pointing to the word "orange", emphasis added.]*

After revising the previous lesson, Teacher 1727 moved on to announcing the period's lesson using activities Figure 2 displays.
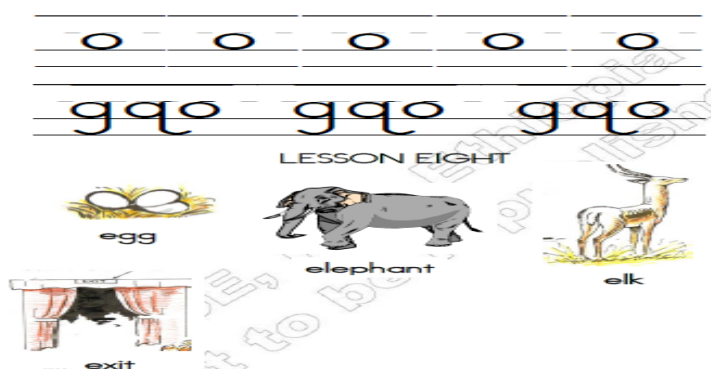

Figure 2. *Sample Text₂ Taken from Grade 1 Student's English Language Textbook*

Figure 2 Alt Text: Activity meant to exercise writing phonemes like of "o", "q" and "g" and reading words of concrete objects beginning with a phoneme "e".

Activities that appeared in Figure 2 are designed to teach writing phonemes like of "o", "q" and "g" and reading words that begin with the phoneme "e". However, Teacher 1727 introduced his lesson as if he was about to teach "LESSON EIGHT"; "using 'e' as a vowel letter; etc., and he did not guide his students to exercise writing the phonemes, but he drilled reading the words. The way he communicated his lesson using the context shown in Figure 2 reads as follows:

Today, we discuss LESSON EIGHT, . . . how we can read words and pronounce it, and we discuss their meanings. For example, this is the letter 'e', this is the letter 'g'; . . .. Third given words, . . ., those starts by vowel letter . . .. Such words we can . . . article 'an' . . . who can read this one, . . ., individually. . . .

The above quote shows that the lesson of Teacher 1727 lacked focus. During introspective interviews, the Teacher was asked why he revised the lesson as shown in Figure 1. He replied that

". . . waan isan kaleessa hubatanii . . . adda baafachuudhaaf *[To identify what they understood yesterday.]*".

"What did you teach using activities that appeared in Figure 2." was another question that Teacher 1727 replied to. He replied the following:

(. . . vowels"dhaan akkamitti jechi akka uumamu, . . . "e"dhaan immoo jechoota maalfaatu uumamuu danda'a. "e"n immoo achi keessatti maal akka isheen taate, adda baasee . . . hubachiisuufi.) *[o teach how words are formed using vowels.. . . to identify what "e" as a vowel letter is called in the words formed using the phoneme.]*

Activities that appeared in Figure 3 are designed to teach reading words of names of tame and wild animals. Based on the information displayed in the Figure, the participants were asked: "What content of the English language do you derive from activities Figure 3 displays to teach your grade 2 students?". Samples of responses that participants gave consequently were the following:

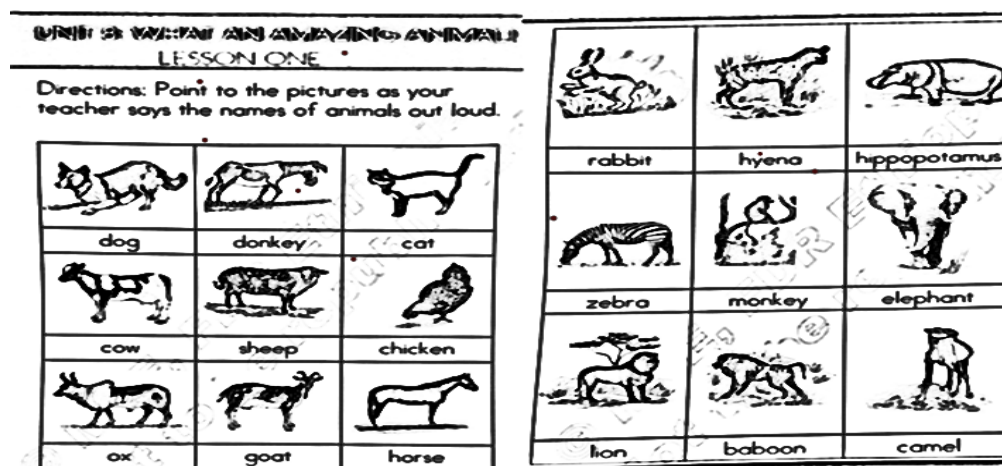| Participants' code	Response
Teacher 1845	To teach vocabulary
Teacher 2935	Reading
Teacher 1727	Teaching by showing, demonstrating words and pictures, or matching words with pictures
Teacher 2356	. . . picture showing and drawing into words; imitation of the sound of the animals
Teacher 8464	Domestic animals and wild animals and their sound; . . .

Figure 3. *Sample Text Taken from Grade 2 Student's English Language Textbook*

Figure 3 Alt Text: Activity meant to exercise reading words of names of tame animal and wild animals.

Teacher 8464 was observed while she was teaching English using activities appeared in Figure 3. She began presenting lesson of the day writing unit and topic of the lesson on the blackboard and drilling it as follows:

Unit 8: What an amazing animal

Lesson one: Read the name of animals; read the name of animals

Teacher: Read with me. dog

Students: dog

Teacher: d

Students: d

Teacher: 0

Students: o

Teacher: g

Students: g

Teacher: dog

Students: dog

After classroom observation, Teacher 8464 was asked what the main content of the lesson that she taught was. Like most of the participants, she gave an unrelated response saying "*About tame animals* and *wild animals*". Next, she was asked, "Why?". She replied that "(. . . kan irraa of eeggatanis jiru kan miidhaa qaqqabsiisanirraa, . . .) *[so that students keep themselves away from those animals that are harmful.]*".

Activities displayed in Figure 4 were taken from the English Language Textbook of grade 3 students. Based on the information displayed in the Figure, the question that the participants were asked reads: "If you are asked to teach English using activities displayed in Figure 4, what content of English lesson do you drive from "Activity 4" and "Activity 1" and "Activity 2" respectively?"

Figure 4 .*Sample Text Taken from Grade 3 Student's English Language Textbook*

Figure 4 Alt Text: Activities meant to exercise: (1) pronunciation of plural nouns ending with "-z" and "-s" sounds and (2) writing sentences using personal pronouns as a subject and using singular and plural forms of the verb "have".

Activities appearing in Figure 4 are presented to teach pronunciation of plural nouns ending with "-z" and "-s" sounds and (2) writing sentences using personal pronouns as a subject of a sentence and using singular and plural forms of the verb "have". Some of the responses obtained, however, were the following:

Participants' code	*Response*
Teacher 1845	Activity 4: To teach singular and plural nouns
	Activity 1: To teach pronunciation *[sic]*
	Activity 2: Plural
Teacher 2935	How we can teach grammar, singular and plural nouns
Teacher 1727	Cardinal number and possessive
Teacher 2356	Teaching process above activity due to reading repetition again & again as well as showing a map/diagram.
Teacher 8464	Activity 4: Pronunciation *[sin]*; Activity 1: Writing; Activity 2: Sentence construction

Teacher 1845 was observed while he was teaching the TL using activities that appeared in Figure 4. The teacher began his lesson of the period as follows:

Teacher: Ok. . . ., Activity 4. . . . When we write the singular noun and the plural noun, we identify the '-z' sound and the '-s' sound. For example, when you write the singular noun "dog" and when you write the plural noun of "dog", ... The plural noun of "dog" is what "dogs". So, "dogs" is what we add on the '-z' sound. We add to what '-s' . . ..

Students: "dogs
Teacher: "dogs"
Students: "dogs"

After classroom observation, Teacher 1845 was asked "What was the content of the language he taught using activities that appeared in Figure 4?". He replied identifying tame animals that are used for food from the ones used for transportation. The Afan Oromo version of his response reads: "(Mata-duree kan yeroon barsiisu, barattoonni horii manaa . . . nyaataaf oolaniifi . . . geejibaaf oolan *[akka]* adda baasan . . . barsiisna jechuudha.) *[. . ., I taught students to identify tame animals that are used for food and transportation.]*" This response hardly shows that Teacher 1845 taught any of the language skills for which the activities have been designed.

Relationships between the Participants' Perceived and Actual Discourse Skills

Analyses of the quantified data to determine the relationships between the participants' self-discourse skills – using the TL for regulative and instructional purposes in teaching the TL – resulted in strong and positive relationships. The relationship between the participants' perceived and actual discourse skills in using the TL for regulative purposes was statistically significant at $r_s = 0.75$, N = 118, p < 0.01. Table 5 depicts details of this finding.

Table 5

Relationship between the Participants' Perceived and Actual Skills in Using English for Instructional and Regulative Purposes

			Perceived	Actual
Spearman's rho	Perceived	Correlation coefficient	1.000	.750[**]
		Sig. (2-tailed)		.000
		N	118	118
	Actual	Correlation coefficient	.750[**]	1.000
		Sig. (2-tailed)	.000	
		N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

Computation of the relationship between the cases' actual discourse skills in using the target language for both regulative and instructional purposes in teaching the TL also revealed a strong relationship between the variables, and the relationship was statistically significant at $r_s = 0.89$, N = 118, p < 0.01. This finding is shown in Table 6.

Table 6

Relationship between the Participants' Actual Skills in Using English for Instructional and Regulative Purposes

			Using for Instruction	Using for Regulation
Spearman's rho	Using for Instruction	Correlation coefficient	1.000	.890[**]
		Sig. (2-tailed)		.000
		N	118	118
	Using for Regulation	Correlation coefficient	.890[**]	1.000
		Sig. (2-tailed)	.000	
		N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

However, the triangulation of findings depicted in Table 5 and Table 6 with results obtained analyzing the qualitatively obtained data seldom revealed the connection between the participants' perceived and actual discourse skills. Findings displayed in Table 2 and Table 4, for instance, depict that the majority of the participants (66 % and 90 % respectively) failed to qualitatively provide correct responses to the open-ended items of the questionnaire that dealt with their actual discourse skills in using the TL for regulative and instructional purposes. As stated above, results obtained using classroom observations and introspective interviews also hardly revealed the student-teachers' possession of adequate discourse skills that are required of them in teaching the target language. They reported and were also observed that they taught contents that appeared in student's textbooks as opposed to using the contents as contexts in which language skills are taught.

The Effects of the Independent Variables on the Dependent Ones

The effects that the independent variables would have brought about on the outcome variables were tested using multinomial and multiple ordinal logistic regressions. Multinomial logistic regression was used to test the effect of the student-teachers' characteristics – sex, teaching experience, in-service trainings and frequencies of in-service trainings – on their actual discourse skills in teaching English. It was also used to test the effects of the teachers' perceived discourse skills on their actual ability to teach English through using it. Multiple ordinal logistic regression was used to test the effects of the participants' characteristics on their perceived discourse skills in using the TL for regulative and instructional functions in its teaching respectively. However, because the results that SPSS output windows displayed running both of the statistical packages across each outcome variable were similar, the major outcomes of the statistical analyses are presented hereunder.

A. The Effects of the Teachers' Characteristics on Their Perceived and Actual Discourse Skills

The table of "Model Fitting Information" is one of the outputs from which insights about the fitness of the models – multinomial and ordinal regression – are obtained. This table is used to determine the extent to which the participants' characteristics influence their perceived and actual discourse skills in using the TL for both regulative and instructional purposes. Table 7 depicts details of the "Model Fitting Information". Table 7 shows that there was no statistically significant difference between the "Intercept Only" or baseline model and the "Final" model. Meaning, that the participants' characteristics (independent variables) did not show statistically significant improvement in fit over the dependent variables (actual discourse skills). This was because the model was statistically insignificant at χ^2 (15) = 16.688, p = .338 or p > .05. Was the statistically insignificant difference between the "Intercept Only" model and the "Final" model observed because of the fact that the observed data used in the regression analyses did not fit the statistical packages used (multinomial and ordinal regression)? "Goodness-of-Fit" tables (Table 8) of the regressed data provide an adequate response to this question.

Table 7

Model Fitting Information of the Participants' Characteristics vs. the Dependent Ones

Dependent Variables		Model	Model Fitting Information				Statistical Package Used
			-2 Log Likelihood	Chi-Square	df	Sig.	
Actual discourse skills in using the TL for:	instruction	Intercept Only	75.370				Multinomial regression
		Final	58.682	16.688	15	.338	
	regulation	Intercept Only	85.414				
		Final	76.378	9.036	15	.876	
Perceived discourse skills in using the TL for:	instruction	Intercept Only	87.205				Ordinal regression
		Final	84.685	2.520	5	.773	
	regulation	Intercept Only	97.761				
		Final	92.896	4.866	5	.432	

Table 8

Goodness-of-Fit" of the Participants' Characteristics vs. the Dependent Variables

Dependent Variables			Goodness-of-Fit			Statistical
			Chi-Square	df	Sig.	Package Used
Actual discourse skills in using the TL for:	instruction	Pearson	24.610	42	.985	Multinomial regression
		Deviance	24.064	42	.988	
	regulation	Pearson	27.857	42	.954	
		Deviance	30.456	42	.907	
Perceived discourse skills in using the TL for:	instruction	Pearson	45.670	52	.720	Ordinal regression
		Deviance	45.084	52	.740	
	regulation	Pearson	45.352	52	.731	
		Deviance	46.801	52	.678	

As shown in Table 8**,** the *p values* obtained regressing the effects of the participants' characteristics on their perceived and actual discourse skills revealed that the observed data insignificantly fitted the model. This was evidenced by p values of each of the models. The statistical non-significance was observed at χ^2 (df) = (χ^2), p > .05, where χ^2 and *df* respectively signal chi-square and degree of freedom values of each row of Pearson and Deviance.

"Pseudo R-Square" depicts the variance of the dependent variable that is explained by the independent variables. Table 9 depicts Nagelkerke's values, among others, obtained by examining the effect of teachers' characteristics on their perceived and actual discourse skills. The results revealed that the student-teachers' characteristics explained a very small proportion of the variation between the independent variables and each of the dependent ones. As shown in the Table, 26.5 % of the participants' actual discourse skills in using the TL for instructional purposes was accounted for by their characteristics while lesson than 10 % of the other dependent variable was informed by the teachers' characteristics.

Table 9

Pseudo R-Square of the Participants' Characteristics vs. the Dependent Variables

Dependent Variables		Pseudo R-Square		Statistical Package Used
Actual discourse skills in using the TL for:	instruction	Cox and Snell	.137	Multinomial regression
		Nagelkerke	.175	
		McFadden	.096	
	regulation	Cox and Snell	.077	
		Nagelkerke	.088	
		McFadden	.039	
	instruction	Cox and Snell	.025	Ordinal regression
		Nagelkerke	.029	
		McFadden	.013	

Perceived discourse skills in using the TL for:	regulation	Cox and Snell	.042
		Nagelkerke	.048
		McFadden	.021

The table of "Likelihood Ratio Tests" is another output of multinomial logistic regression from which insights about the effects of independent variables on the outcome are obtained. Table 10 displays the results of the "Likelihood Ratio Tests" of the variables.

Table 10

Likelihood Ratio Tests of the Participants' Characteristics Vs. Their Actual and Perceived Discourse Skills in Using the TL

Multinomial Dependent Variables	Effect	Model Fitting Criteria -2 Log Likelihood of Reduced Model	Likelihood Ratio Tests		
			Chi-Square	df	Sig.
Actual discourse skills in using for instruction	Intercept	58.682[a]	0.000	0	
	Sex	61.294	2.612	3	.455
	Teaching experience	67.504	8.822	3	.032
	In-service Training	58.960	.279	3	.964
	Trained more than once	60.088	1.407	3	.704
	Trained more than twice	60.131	1.450	3	.694
Actual discourse skills using for regulation	Intercept	76.378[a]	0.000	0	
	Sex	76.710	.331	3	.954
	Teaching experience	79.222	2.843	3	.416
	In-service training	79.704[b]	3.325	3	.344
	Trained more than once	78.981[b]	2.603	3	.457
	Trained more than twice	76.803[b]	.424	3	.935

The chi-square statistic is the difference in -2 log-likelihoods between the final model and a reduced model. The reduced model is formed by omitting an effect from the final model. The null hypothesis is that all parameters of that effect are 0.

a. This reduced model is equivalent to the final model because omitting the effect does not increase the degrees of freedom.

b. Unexpected singularities in the Hessian matrix are encountered. This indicates that either some predictor variables should be excluded or some categories should be merged.

As shown in Table 10, except for the participants' teaching experience, the other independent variables were statistically insignificant predictors of their actual discourse skills in using the TL for each purpose. The teachers' teaching experiences were statistically significant predictor (χ^2 (3) = (8.822), p < .05) of their actual discourse skills in using the TL for instructional function while it was a statistically insignificant predicator ((χ^2 (3) = (2.843), p > .05) of their actual discourse skills in using the TL for regulative function.

The extent to which an increase of a unit of predictor variables that predict level of the dependent variable falls on the outcome variable's reference category (i.e. "Answered" for actual discourse skills) or higher category (i.e. "To a Very Great Extent" for perceived discourse skills) is expected to change by its receptor for regression coefficient in the ordered odds of those estimates (Beta (β)) or odds ratio *(Exp(β))* was examined from table of "Parameter Estimates" of multinomial and ordinal logistic regressions. Table 11 depicts details of the findings.

As shown in Table 11, the regression coefficients – i.e. Beta (β) – indicate which predictors significantly discriminated between the student-teachers' responses: (a) for "Missed" (coded 1) and those responses for "Answered" (coded 3); (b) for "Tried" (coded 2) and those responses for "Answered"; and (c) for "Untried" (coded 4) and those responses for

"Answered". Overall, the Table shows that none of the predicating variable was a statistically significant predictor of the outcome variable as p value of each of the predictor variable was greater than 0.05. For example, sex (becoming "Male") was statistically insignificant (β = 0.636, Std. Er. = 1.182, p = .59) predictor of their actual discourse skills in using the TL for instructional purpose. This means the *Male* participants' probability of correctly responding (Answered, reference category – coded 3) to each of the open-ended items of the questionnaire was 1.89 times more likely than that of the *Female* ones. Similarly, if the participants' teaching experience increases by one year, the participants' probability of correctly responding to the open-ended items of the questionnaire became .89 times less likely or decreases by .115. This finding was statistically insignificant at β = .115, St.Er. =.501, p =.819.

Table 11

Parameter Estimates" of the Effects of the Cases' Characteristics on Their Actual Discourse Skills in Using the TL for Instructional Purpose

Dependent Variable: Actual discourse skills in using the TL of instructional purpose[a]		Beta (β)	Std. Error	Wald	df	Sig.	Exp(β)
Missed	Intercept	2.331	3.885	0.360	1	.548	
	Teaching Experience	-0.115	0.501	0.053	1	.819	.89
	Sex [Male = 5]	0.636	1.182	0.290	1	.590	1.89
	[Female= 6]	0[b]			0		
	In-service Training [Took =11]	0.072	0.821	0.008	1	.930	1.07
	[Didn't Take =12]	0[b]			0		
	Frequency of Trainings Taken [Trained > Once=16]	0.943	1.210	0.607	1	.436	2.57
	[Else=17]	0[b]			0		
	[Trained > Twice=18]	16.604	4595.7	0.000	1	.997	$\approx 1.625 \times 10^7$
	[Else=19]	0[b]			0		
Tried	Intercept	-16.28	5.500	8.760	1	.003	
	Teaching Experience	-0.263	0.719	0.134	1	.714	.77
	Sex [Male = 5]	18.002	0.000		1		$\approx 6.582 \times 10^7$
	[Female= 6]	0[b]			0		

Table 11 continues,

		Beta (B)	Std. Error	Wald	df	Sig.	Exp(B)
In-service Training	[Took =11]	-0.305	1.269	0.058	1	.810	.74
	[Didn't Take =12]	0[b]			0		
Frequency of	[Trained > Once=16]	1.785	1.574	1.286	1	.257	5.96
	[Else=17]	0[b]			0		
Trainings Taken	[Trained > Twice=18]	16.146	4595.7	0.000	1	.997	$\approx 1.029 \times 10^7$
	[Else=19]	0[b]			0		
	Intercept	17.712	8.372	4.476	1	.034	
	Teaching Experience	-2.414	1.163	4.309	1	.038	.09
Sex	[Male = 5]	0.028	1.410	0.000	1	.984	1.03
	[Female= 6]	0[b]			0		
Untried In-service Training	[Took =11]	-0.277	1.117	0.061	1	.804	.76
	[Didn't Take =12]	0[b]			0		
Frequency of	[Trained > Once=16]	0.723	1.715	0.178	1	.673	2.06
	[Else=17]	0[b]			0		
Trainings Taken	[Trained > Twice=18]	17.196	4595.7	0.000	1	.997	$\approx 2.908 \times 10^7$
	[Else=19]	0[b]			0		

a. The reference category is: *Answered*.

b. This parameter is set to zero because it is redundant.

The effects of the participants' characteristics on their perceived discourse skills in using the TL for regulative and instructional purposes were tested independently using ordinal logistic regression. Outputs of the regression revealed that none of the participants' characteristics was significantly predicating the dependent variable. Table 12 displays the details.

Table 12

Parameter Estimates" of the Effects of the Cases' Characteristics on Their Perceived Discourse Skills in Using the TL for Regulative Purpose

Parameter		Beta (β)	Std. Error	Hypothesis Test			Exp(β)
				Wald Chi-Square	Df	Sig.	
Threshold	[To Small Extent=2]	-.073	2.1015	.001	1	.972	.929
	[To Some Extent=3]	2.085	2.0497	1.035	1	.309	8.046
	[To a Great Extent=4]	4.918	2.1021	5.474	1	.019	136.752
Sex	[Male=5]	.278	.6311	.194	1	.659	1.321
	[Female=6]	0[a]					1
Took In-service Training	[Yes=11]	.094	.4677	.040	1	.841	1.098
	[No=12]	0[a]					1
Frequency of Sitting for	[More than Once=16]	.371	.5236	.502	1	.479	1.449
	[Else=17]	0[a]					1
In-service Training	[More Than Twice=18]	.162	.6718	.058	1	.810	1.176
	[Else=19]	0[a]					1
Teaching Experience		.408	.2607	2.450	1	.118	1.504
(Scale)		1[b]					

Dependent Variable: the cases' perceived discourse skills in using the TL for regulative purpose

Model: (Threshold), In-service Training, Training Frequency, Sex, Teaching Experience

    a.   Set to zero because this parameter is redundant.

    b.   Fixed at the displayed value.

As shown in Table 12, the probability of the participants who sat for in-service training more than once and who perceived themselves as if they use the TL for regulative purpose "To a Very Great Extent" (reference category of the Threshold) was 1.45 times more likely than those who sit for in-service training once. However, this finding was statistically insignificant at β = .371, St. Er. = .5236, p = .479.

B. The Effects of the Participants' Perceived Discourse Skills on Their Actual Discourse Skills

Examining the effects of the student-teachers' perceived discourse skills on their actual discourse skills revealed that the student-teachers' perceived discourse skills were statistically insignificant predictors of their actual discourse skills in the target language. The results displayed in the tables of "Model Fitting Information", "Goodness-of-Fit", "Pseudo R-Square" and "Parameter Estimates" were obtained running multinomial logistic regression across each dependent variable. The results reveal the statistical insignificance of the predicating variables to predict each of the outcome variables. For instance, Table 13 displays the statistical significance of the difference between the "Intercept Only" model and the "Final" model.

Table 13

Model Fitting Information" of the Participants' Perceived Discourse Skills vs. Their Actual Discourse Skills in Using the TL

Dependent Variables	Model	Model Fitting Information -2 Log Likelihood	Chi- Square	df	Sig.	Statistical Package Used
Actual discourse skills in using the TL for regulative purpose	Intercept Only	56.951				Ordinal regression
	Final	53.024	3.927	6	.687	
Actual discourse skills in using the TL for instructional purpose	Intercept Only	52.514				
	Final	42.883	9.631	6	.141	

Link function: Logit.

As shown in the Table, the output of the analysis of the effects of the participants' perceived discourse skills in using the TL for regulative and instructional purposes on their actual discourse skills in using the TL for both of the purpose showed that their perceived discourse skills were not showing statistically significant ($x^2(18)$ = 15.553, p > .05) improvement in fit over their actual discourse skills in using the TL for regulative purpose. Whether the data used to test the effects of the participants' perceived discourse skills on their actual ones were good or not in fitting with the model used here – ordinal logistic regression – was examined from Table of "Goodness-of-Fit". The results revealed that the data used here were not statistically significant in fitting with the model as p > .05. Table 14 shows details of this finding.

Table 14:

Goodness-of Fit" of the Cases' Perceived Discourse Skills vs. Their Actual Discourse Skills in Using the TL

Dependent Variables		Goodness-of-Fit			Statistical Package Used
		Chi-Square	df	Sig.	
Actual discourse skills in using the TL for regulative purpose	Pearson	16.066	24	.886	
	Deviance	20.300	24	.680	Ordinal regression
Actual discourse skills in using the TL for instructional purpose	Pearson	7.968	24	.999	
	Deviance	10.726	24	.991	

Link function: Logit.

DISCUSSION

The present study was set to describe the extent to which EFL teachers of primary school teach English by using it for regulative and instructional purposes in classrooms of the target language. Results obtained analyzing the quantified and the qualified data yielded contrasting findings. The quantified results of the study showed that the student-teachers perceive themselves as if they have been using the TL for both regulative and instruction purposes "To a Great Extent". This finding is in agreement with the findings of Safitri and Anwar (2021). These scholars have reported that EFL teachers' classroom English in speaking skills served their students as a facilitator in the learning of speaking skills. Correlation of the results obtained analyzing the quantified data which were collected using the questionnaire revealed statistically significant relationship between the participants' perceived and actual discourse skills in using the TL for both regulative and instructional purposes. This finding is in contrast with the finding that Larenas, Hernandez, and Navarrete (2015) have documented. These researchers have reported that teachers' beliefs about learning and teaching L2 varied from their actual teaching practices.

Comparison and contrast of results of the study obtained quantitatively using the closed-ended items of the questionnaire with those results obtained qualitatively using the open-ended items of the questionnaire, the classroom observations, and the introspective interviews showed discrepancies between the participants' self-perception and their actual performance. Accordingly, the results showed that the participants' failure to drive language items (lessons) that focus on the enhancement of language skills of the TL from activities that appeared in their student's textbooks and to model them in classrooms teaching the target language. Worrisome is that the student-teachers were observed teaching contents whose very purposes to appear in student's textbooks are setting context in which language skills are practiced. This means that the student-teachers are not capable enough in designing language lessons targeting at practicing language skills of the TL and in teaching the TL through using it for both regulative and instructional purposes. This finding contrasts with findings documented in the literature of empirical studies of Qin and Wang (2021), Rachmawati, Retnaningdyah and Setiawan (2022) and Rezaee and Farahian (2012). Qin and Wang, for instance, have reported that the high multimodal competence – the ability to select and combine different communicative modes besides spoken

language to complement or support their use of English as the medium of instruction for various teaching purposes – that the EFL teachers (participants of their study) possess plays a decisive role in performing classroom lead-ins (greeting, introducing teaching plan, presenting teacher lead-in activities of learning and closing the lead-ins), and the EFL teachers' different lead-ins strategies influence the different arrangements of communicative modes.

Theoretical literature of L2 learning depicts the close relationship between language use (actual discourse skills) and language learning (perceived discourse skills). Bot, Lowie and Verspoor (2005) and Mitchell and Myles (2004) have argued that actual performances that learners of the TL produce are indicators of language knowledge and skills they have possessed. Research results depicted in the works of Bamanger and Gashan (2014) is in agreement with the above proposition: what in-service teachers believe about the efficient strategies of teaching reading significantly correlates with what they really do in their classrooms. Nonetheless, those findings which emanated from the participants' actual discourse skills were found contrasting with the theoretical/conceptual knowledge that the works of Bot, Lowie and Verspoor and Mitchell and Myles disclose. This is because the findings hardly evidenced the participants' capability to use the TL in actual context of teaching English language.

None of the student-teachers' characteristics and perceived self-discourse skills were found to exert meaningful influence on their ability to teach the TL through using it for regulative and instructional purposes. This finding does not support the findings Shahi (2021) has reported. Shahi, who conducted a cognitive view on classroom discourse and teachers' experience, has documented that ". . . experienced teachers teach in a more fruitful and meaningful way. Novice teachers can learn and construct meaning from their experiences when they are actively engaged in authentic activity that will help them to learn to think and act in a community of practice." (Shahi, 2021, p. 1308).

Finally, this author wants to confess that findings obtained using the closed-ended items of Likert-Scale would suffer the potential biases self-reported data from such items could inherit. Hence, researchers may replicate this study involving large participants of data sources. However, attempts that may be made to corroborate or challenge the results of this study by treating its dependent variables as continuous variables would not be acceptable. This is because this author has been observing when researchers across the globe have been treating both ordinal and nominal dependent variables as continuous variables and have been using statistical packages designed to analyze data obtained from continuous variables. Moreover, findings of this study would be transferable, but not generalizable, to the population beyond the context of Wollega University as traditions of and resources utilized in both learning and teaching the TL across Ethiopia are identical.

CONCLUSION

Results of this study hardly indicate the participants' capability at least to formulate a discrete language skill to be focused on in classrooms of the target language and to be taught accordingly. Consequently, it seems to be fair to conclude that student-teachers of this study are not adequately equipped with the discourse skills of the TL that teaching English through using it for both regulative and instructional purposes requires of them. This conclusion is implied regardless of the

participants' characteristics. This could put the attainment of the objectives of lessons of the TL that the population of this study is offering into question.

Recommendations

The findings also imply the need for vast investment on primary school English language teachers' training and development. Stakeholders of English language education (e.g., universities, teacher education colleges and regional, zonal and district education offices) need to mobilize scholars of English education to set short- and long-term teacher' training and development schemas and employ them. Moreover, results of the study may have implications for revision of curriculum of English language teachers' education and English language teaching.

CRediT authorship contribution statement

The author confirms the sole responsibility for the conception of the study, presented results, and manuscript preparation.

Declaration of competing interest

The author declares that there is no conflict of interest.

Data availability

Data will be made available on request

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