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RESEARCH ARTICLE

AN ASSESSMENT OF THE NATURE OF TEACHERS' MAXIMS IN THE TEACHING OF ENGLISH LANGUAGE TO LEARNERS WITH DIVERSE LINGUISTIC ABILITIES IN UASIN GISHU COUNTY, KENYA

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ABSTRACT

In spite of growing linguistic diversity in English language classrooms, many teachers are not adequately prepared to work in such language classrooms. The main challenge is on whether or not the teachers' maxims actually reflect on English language learners needs and consider the classroom implications and management. The aim of this paper is to discuss the nature of teachers' maxims in the teaching of learners with diverse linguistic abilities as well as how teachers identify these types of learners. The paper is based on a study conducted in Uasin Gishu County, focusing specifically on schools in Wareng District. The study adopted the qualitative research approach based on interpretivism research paradigm with the ontological belief that the world is dynamic and is constructed by people in their interactions with each other and a wider social system. The author used both simple random sampling and stratified sampling procedures to identify the schools and teachers who would participate in the study. Slovin's formula was used to determine appropriate samples for the study yielding a sample of 40 schools and 106 teachers. The data was collected using questionnaires, personal interviews in obtaining, reinforcing and cross-checking obtained data. Both qualitative and quantitative methods were employed in analyzing the data obtained. The study findings established that the maxim of involvement, maxim of conformity, maxim of appropriate level, maxim of efficiency and maxim of accuracy were always, if not occasionally, utilised by teachers in Uasin Gishu County while teaching English language. Moreover, majority of the teachers always used oral quizzes and learners' participation in class in identifying learners' linguistic needs. In addition to that, teachers in the County occasionally used dictations, debates, listening comprehensions, composition writing and written tests scores to identify the learners with linguistic needs in their classes.

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INTRODUCTION

Maxims are principles that are developed from the system of teacher beliefs about good teaching. Liao (2007) has studied teachers' beliefs in English language teaching and concurs with Schraw and Moshman (1995) who suggest that cultural learning, individual construction, and peer interaction all play important roles in the emergence of metacognition among individuals. The study revealed that teachers' maxims develop along with and become part of their metacognitive theories because maxims are usually internalized from one's culture via social learning, are spontaneously constructed by individuals, and involve a process of social construction through peer interaction (Schraw and Moshman, 1995). Whereas Liao's study focused on the nature of English language teachers' training as in-service and pre-service teacher, the current study was inclined towards teachers' approaches to the learners' abilities in language learning. Moreover, based on research conducted on the nature and effects of teachers' maxims, White

(1999) makes the claim that teachers' maxims have an adaptive function to help individuals define and understand the world and themselves. This necessitated the study on teachers' maxims in classrooms with learners of diverse linguistic abilities. White (1999) further suggests that teachers' maxims are instrumental in defining tasks and behaviours. Thus, the belief systems that teachers develop are often held to be true and can guide their teaching behaviours. The current study found this to be relevant in establishing teacher's behaviours that may inform the teachers' need to identify the learners' linguistic needs and eventually employ a required strategy to meet the learners' linguistic need based on different level of abilities. To put it another way, maxim systems are dynamic and permeable mental structures (Muijs and Reynolds, 2001). Teachers' maxim systems, including their attitudes, values, expectations, theories, and assumptions about teaching and learning, are considered a primary source of teachers' classroom practices. These maxims are usually guided by teachers' own experience, learners' in classrooms, prior teaching experience, classroom observations they were exposed to, and their previous training courses at school. Muijs

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and Reynolds' observation is central in actualizing the existence of various teacher characteristics despite the common mode of professional training that they go through. Pajares (1992) notes the difficulties involved in investigating teachers' maxims due to several factors including "definitional problems, poor conceptualization, and differing understanding of maxim and maxim structures" (p. 307). He argues that a broad psychological construct a like maxim must be context-specific and relevant to teaching behaviour to be useful for empirical study. Brown and Rodgers (2002) agree with this idea and suggest sub-classifying different areas of language teachers' maxim in order to operationalize the construct of maxim. Pajares study informs on the nature of teachers' maxims studied by the author of this paper. This study acknowledged diverse teachers' maxims exhibited in different language classroom that could be of different categories. In fact, teachers' maxims have already been classified into various sets of categories by some researchers (Johnson, 1992b; William and Burden, 1997). William and Burden (1997) divide their discussion of teachers' maxims into three areas; first about language learning. In this case, it was thought to be a complex process that incorporates many factors related to the teacher. Second is about learners, which in this paper takes account of the existing diverse abilities. Third, about themselves as language teachers. This paper takes into consideration the first and the second categories given the challenges of English as a second language in Kenyan schools and the diverse ability of the learners.

Likewise, Johnson (1992b) identifies and groups ESL teachers' maxims into three methodological approaches. Most teachers in his research held beliefs that clearly reflected one of the following theoretical orientations: a skill-based approach, which views language as consisting of discrete skills such as reading, writing, listening, and speaking; a rule-based approach, which sees language as a process of rule-governed activity, and a function-based approach, which focuses on the use of authentic language in social context. All these teachers were observed in classrooms, and they were found to be generally consistent with their reported orientations. The three approaches were all outstanding in the study. First in formulation on tools of data collection relating to teaching strategies for learners of diverse abilities and secondly in relating these strategies to the challenges faced in such classrooms. Yang (2000) has discussed prospective teachers' maxims in four areas: first, general beliefs about child development. This is crucial for this paper in that the development of the child would be both physical and linguistic dimension which could reflect diversity. This was followed by general beliefs about language learning, which in this case is determined by teacher's competence and learner's abilities. Specific beliefs about teaching English to children, and finally was teachers' self-efficacy and expectations. This paper takes note of other existing teacher maxims as posited by Hsieh and Chang's (2002). These authors added teachers' maxims about the role of culture in EFL learning. This was followed by teachers' maxims about aptitude in EFL learning. This paper utilizes this to find the issue of linguistic abilities. The third category was rule-based beliefs as in the case of structuralism. Some teachers would therefore be thought to belong to this school of thought. The teachers who give instructions based on

functions of language are also categorized to contrast the former. Hsieh and Chang (2002) to refer them as function-based maxims. The current study found this categorization necessary since it would be the basis of assessing teachers' maxims. Richards (1996) mentions four other maxims that he does not develop: the Maxim of Accuracy, the Maxim of Efficiency, the Maxim of Conformity, and the Maxim of Empowerment.

The Maxim of Accuracy: Work for Accurate Student Output

This maxim, as explained in the phrase above, is aimed at promoting students to produce accurate use of the L2. The roles of explicit formal knowledge and error correction in language learning have always been one of the core debates among SLA theories and methods. The debate seems to have now arrived to a consensus that "there is a role for form-focused instruction in a proficiency-oriented approach, used in a judicious blend with communicative language teaching practices" (Hadley Omaggio, 1993, p. 99). However, as Lightbown (1991, 1992) rightly points out, theorists and practitioners still do not disagree about the extent to which formal instruction "shapes learners' underlying L2 linguistic competence or influences L2 performance in genuinely communicative situations" (p. 446). As such, each teacher differently understands the issue of accuracy and related teaching approaches depending on personal philosophy, teaching contexts, and beliefs about language learning. The author experienced this when team-teaching Korean classes with a colleague with whom they had contrasting views about accuracy; that is, the author was comparatively more focusing on accuracy and the other teacher was more lenient toward students' errors. Bi-weekly exams were graded by turns, and grading criteria of each teacher were complained about by turns. Some complained that the author was "too meticulous" about trivial grammar points. After another exam, other complaints arose about the other teacher's grading style; that is, he was "too lenient" in grading making students feel that he was not consistent in grading. To give an explanation for his standpoint regarding output accuracy and error feedback, the author's philosophy was that he would better be faithful to school grammar so that the students would not get more confused among grammar variables depending on contexts and be strict in grading exams accordingly.

The Maxim of Efficiency: Make the Most Efficient Use of Class Time

A teacher is given a certain amount of time in teaching a class depending on institution, teacher, and student factors. Because of limited class time, it is practically impossible that a teacher sets up an as natural environment as that of L1 acquisition, no matter how much it is praised as an idealistic language learning setting. To be able to manage class time efficiently, the author used several techniques in the same Korean classes. When planning a lesson, he tried to break down a whole class time of one lesson as specifically as possible by giving an amount of time spent on each particular activity. Before a lesson began, he also wrote the lesson schedule of the day on the blackboard with time information so that both he and the students would be reminded to efficiently make use of class time. As for time

consuming activities such as reading and writing, the author had students work on them before class as assignments, which as a result encouraged both class preparation and participation in class. The limitation of class time also means constraints on the amount of materials used in the classroom. When the author showed a certain TV talk show in class, he only had to show selected clips, making the rest of the resource available online. The Internet and classroom technology have also provided more opportunities for efficient time management.

The Maxim of Conformity: Make Sure your Teaching follows the Prescribed Method

This maxim brings to mind one of the teaching experiences by the author in the Korean classes. In this particular case, the author was supposed to teach listening by playing a CD to students; the CD, the textbook, and the method of playing the CD for listening comprehension were all imposed by my supervisor. However, it was too late when the author found out that he had brought a wrong CD to the classroom. Luckily, he happened to have a copy of the exam which was planned for the following week and the teacher's copy of the exam contained some of dialogues from the right CD. The author read aloud the dialogues appearing on the exam and had to re-modify on the spot the rest part which was in CD but not on the hard copy. In this instance, he could not follow the method "prescribed" for the day because of not bringing a key source of the method. From the author's teaching experiences, this maxim does not seem to have been at the core of teaching philosophy since his teaching has not been limited to certain methods but rather has been an eclectic mix of various approaches and techniques. For example, as for vocabulary part, he led the class with various activities such as cloze test, game, pair conversation, group discussion, Total Physical Response method, visual presentation of new words, and so on. In a similar sense, this maxim of "conformity" implies its vulnerability to various classroom constraints. This is well manifested in the examples of Yim's (1993) study and Frank's case, which demonstrate discrepancy between teachers' preference for communicative teaching approach and their actual classroom teaching focusing on accuracy and form (Richards, 1996, p. 291-292).

The Maxim of Empowerment: Give the Learners Control

This maxim of Empowerment seems to talk about a teacher's position in students' learning. Teachers should be able to encourage and empower students to control their own learning by acknowledging students' ability and potential and in turn by letting them acknowledge their own ability and potential. That is, students should be the leader of their own learning. The role of teachers is not being in an absolute position with all "knowledge and wisdom" (Richards, 1996, p. 290), from which students only passively receive knowledge and even copy the way teachers think. Teachers who follow this maxim see themselves as mentors who guide students find out their own ability to learn a language and to be responsible for their own learning. In short, the role of teachers is giving a sense of both potential and responsibility to students. Personalization and contextualization are good ways of promoting "empowerment" in the side of students. In the Korean classes referred to above,

the author tried to have students expand a pattern or task to personalized contexts considering that the majority of the students wanted to talk with Korean family and friends. If class activities were confined to given sets of activities or examples in the textbook, they would not have felt that they were learning but instead felt that learning is only provided by the teacher or the textbook. According to Richards and Burns (2008), the professionalism of English teaching is seen in the growth industry devoted to providing language teachers with professional training and qualifications, in the continuous attempts to develop standards for English language teaching and for English language teachers, to the proliferation of professional journals and teacher magazines, conferences and professional organizations, to attempts in many places to require non-native speaker English teachers to demonstrate their level of proficiency in English as a component of certification, to the demand for professional qualifications for native-speaker teachers, and to the greater level of sophisticated knowledge of language teaching required of English teachers. ELT is seen as a career in a field of educational specialization, as it requires a specialized knowledge base obtained through both academic study and practical experience, and it is a field of work where membership is based on entry requirements and standards. Becoming an English language teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices – one with a self-critical view of its own practices and a commitment to a transformative approach to its own role (Richards, 2008).

What Richards has not addressed is the aspect of teacher's maxims which may be key in determining individual professionalism which may mean different things in different places. In some, it may mean acquiring qualifications recognized by local educational authorities or by international professional organizations and attaining standards mandated by such bodies. In others, it may mean behaving in accordance with the rules and norms that prevail in their context of work, even if the teacher does not fully support such norms such as when a teacher is told to 'teach to the test' rather than create his or her own learning pathway. Richards' study is relevant in identifying the gap between teachers' maxims and their professional orientation. Citing Leung (in press), Richards (2008) points out two different dimensions to professionalism: institutionally prescribed professionalism and independent professionalism. Institutionally prescribed professionalism is a managerial approach to professionalism that represents the views of ministries of education, teaching organizations, regulatory bodies, and school principals that specify what teachers are expected to know and what quality teaching practices consist of. It encompasses procedures for achieving accountability and processes in place to maintain quality teaching, which are likely to differ from country to country. The thrust of the study was independent professionalism, which refers to teachers' own views of teaching and the processes by which teachers engage in reflection on their own values, beliefs, and practices (Richards, 2008). Much of the discussion has so far addressed this dimension of individual professionalism and the current literature on professional development for language teachers promotes wide variety of procedures through which teachers can engage in critical and

reflective review of their own practices (Richards and Farrell, 2005), for example, through self-monitoring, analysing critical incidents, teacher support groups, and action research. These dimensions of individual professionalism are what constitute teacher maxims in teaching ESL learners with diverse linguistic abilities. Many other teachers' maxims that this study found worthwhile in determining language classroom practices included the maxim of involvement. According to Richards (1996), language teaching involves teachers following the students' interest to maintain involvement. This maxim would be achieved based on what pedagogical practice the teacher would adopt. This therefore justified the need to study both teachers' belief principles and choice of teaching strategy. Maxim of planning is perhaps an obvious principle that any teacher can adopt. Plenty of time is geared towards training language teachers to plan and administer their lessons. Richards (1996) study purposed to establish whether teachers would administer their lessons as planned. The current study focused on divers learners which may not have been a consideration in Richards maxim. Richards (1996) incorporated the maxim of order. The study found a missing link between learners discipline and language teaching, especially in classroom of divers learners. It is possible to have mentally, physically challenged learners who would easily pose order problems in language classroom. The study of maxims above by Richards (1996) seems too general or incomplete. The author thus delved deep into more specific maxims that might have been implied by those identified by Richards. Teachers might need to have the maxims of appropriate level, where they consider the learners' cognitive ability, the maxim of addressing schemata which involve the bridge to new materials to the old. Generally, there are many other maxims that studies have not address including the maxim of team work, flexibility, positive attitude, perfection, curiosity, learner-centred approach and individual study.

Statement of the Problem

In spite of growing linguistic diversity in English language classrooms, many teachers are not adequately prepared to work in such language classrooms. The main challenge is on whether or not the teachers' maxims actually reflect on English language learners needs and consider the classroom implications and management. This is in spite of the existence of various pedagogical techniques best known to the language teachers through their professional training which in this case is not a panacea towards effective language teaching. According to Yates and Ortiz (1998), a variety of reasons may account for students' failure in learning language. In some cases, their academic difficulties can be directly attributed to deficiencies in the teaching and learning environment. For example, students with limited English language knowledge may fail because they do not have access to effective instruction. Students from lower linguistic backgrounds may have difficulty if instruction presumes a different level of linguistic experience. Other students may have learning difficulties stemming from linguistic or cultural differences. These difficulties may become more serious over time if instruction is not modified to address the students' linguistic needs. Unless these students receive appropriate attention, they will continue to struggle, and the gap between their achievement and that of their peers will widen over time. There

is therefore need to have effective English language instruction that would address individual learner's linguistic abilities. Current literature in Second Language Teacher Education (SLTE) have pointed out that language teachers tend to develop their teaching strategies based on personal beliefs and principles of what constitutes good teaching (Richards and Burns, 2008; Kumaravadevelu, 2008; Freeman, 2002; Richards, 2008). Early intervention for English learners who are having difficulty in school is first and foremost the responsibility of general education professionals. If a school climate is not supportive and if instruction is not tailored to meet the needs of culturally and linguistically diverse students in general education, these students have little chance of succeeding. Interventions that focus solely on mediating students' learning and behaviour problems will yield limited results. What informs the teachers' approaches in a diverse linguistic classroom is worth investigation in order to link the role of the teachers' maxims and the learners' linguistic abilities.

Limitations of the Study

The generalization to be made in relation to the study was limited within the area of the study since not all teachers use the same strategies and hold the same principles as those used in the study. There are myriad of factors that influence the teachers' choices of strategies or techniques of teaching, all of which may not have been included in the study.

MATERIALS AND METHODS

The study was carried out in Uasin Gishu County in the Rift Valley Province, Kenya. Previously, the County comprised three districts, namely Eldoret West, Eldoret East and Wareng. The study was carried out in Wareng District because of administrative structures of the educational institutions. The study was deemed suitable in any locale where English language teaching is practiced since it is possible that instructional problems and teacher maxims exist in virtually all schools. In order to monitor data collection effectively, Wareng District was thus the appropriate area of the study. Wareng has forty-five secondary schools and one hundred and ten teachers of English. The study adopted the qualitative research approach based on interpretivism research paradigm with the ontological belief that the world is dynamic and is constructed by people in their interactions with each other and a wider social system. The study adopted this design because it allows a researcher to probe a situation in details, yielding a wealth of descriptive and explanatory information. Interpretivist paradigm gives a researcher deeper insight on the responses as the researcher is also a participant and surveys also facilitate the discovery of unexpected relationships. Because the researcher observes virtually everything that happens in a given situation, he or she learns beyond those originally chosen for study. The author used both simple random sampling and stratified sampling procedures to identify the schools and teachers who would participate in the study. Slovin's formula $S = P / \{1 + P(e^2)\}$ was used to determine appropriate samples for the study, where

S = desired sample size

P = total population;

e = error tolerance (in the proposed study a margin error of 0.05).

This formula yielded a sample of 40 schools and 106 teachers. In order to ensure that the sample was adequately representative of the different school categories in the sampling frame, stratified sampling was used. The different school categories (zones) were considered as clusters each from which schools were selected to participate in the study. In determining the size of the sample from each stratum, proportionate allocation was used in order to ensure that the samples from different strata are kept proportional to the strata. The data for the study was obtained using different instruments. These ranged from questionnaires, to personal interviews in obtaining, reinforcing and cross-checking obtained data. The data generated for the study comprised secondary (desk survey) and primary sources (field survey). Primary data are those obtained directly from the originators or main source. A questionnaire formed the major source of primary data used in the study. Secondary data was based on past research work on this area of study. They were collected from Internet, textbooks, government publications, unpublished research work and journals. Both qualitative and quantitative methods were employed in analyzing the data obtained. Descriptive statistics were employed; the data was organized, summarized and described using descriptive statistics and presented in the form of frequency counts distribution tables, graphs and pie charts that facilitated description and explanation of the study findings. SPSS (Statistical Package for Social Sciences) was used to facilitate computations.

RESULTS AND DISCUSSION

Teachers' Maxims in the Teaching of English Language in Language Classrooms Where Learners Show Diverse Linguistic Abilities

The objective of the study was to assess the teachers' maxims in the teaching of English language in language classrooms where learners show diverse linguistic abilities.

To achieve this objective a research question was formulated asking: what are the teachers' maxims in the teaching of English language in language classrooms where learners show diverse linguistic abilities? To answer this question, the participants were requested to indicate the principles they utilised while teaching the English language. The results were as presented in Table 1.

Where

≤ 1.5 = Always used

1.6 – 2.5 = Occasionally used

2.6 – 3.5 = Rarely used

3.5 – 4 = Do not have this principle

From Table 1, it was shown that teaching according to set plans had a mean value of $1.8411 \pm .96299$ indicating that majority of the teachers occasionally used this principle while teaching English language. On the other hand the principle that learners are left to control the lesson based on their interest (maxim of involvement) had a mean value of $2.1402 \pm .91578$. This shows that majority of the teachers in the district used this principle occasionally while teaching English language in their schools. Furthermore, a mean of $1.5140 \pm .87269$ was obtained on the statement that "you make sure your teaching follow a prescribed method (maxim of conformity)". This shows that majority of the respondents occasionally use maxim of conformity principle while teaching English language in their schools. On the statement that teachers ensure learners perform tasks appropriate for their level (Maxim of appropriate level), a mean of $1.3271 \pm .78639$ was obtained on the statement. This shows that majority of the teachers in the district always use the maxim of appropriate level while teaching English language in the various schools. Similarly, a mean value of $1.3551 \pm .66236$ was obtained on the statement that teachers ensure that the lesson time is adequately utilized (maxim of efficiency). This implies that majority of the teachers in the district ensured that English language lesson time is always utilized well (maxim of efficiency). It was further found out that a mean of $1.5794 \pm .67345$ was obtained on the statement

Table 1. Principles used in Teaching English

Principles used	Mean	Std. Deviation
You teach according to plan	1.8411	.96299
You leave learners to control the lesson based on their interest (maxim of involvement)	2.1402	.91578
You make sure your teaching follow a prescribed method (maxim of conformity)	1.5140	.87269
You ensure learners perform task appropriate for their level (maxim of appropriate level)	1.3271	.78639
You ensure the lesson time is adequately utilised (maxim of efficiency)	1.3551	.66236
You ensure the learners give maximum response (maxim of accuracy)	1.5794	.67345
You ensure learners develop ability to bridge new materials from the old (maxim of efficiency)	1.6542	.74102

Table 2. Principles used

	t	df	Sig. (2-tailed)	Test Value = 0		
				Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper	
You teach according to plan	19.777	106	.000	1.84112	1.6566	2.0257
You leave learners to control the lesson based on their interest (maxim of involvement)	24.174	106	.000	2.14019	1.9647	2.3157
You make sure your teaching follow a prescribed method (maxim of conformity)	17.946	106	.000	1.51402	1.3468	1.6813
You ensure learners perform task appropriate for their level (maxim of appropriate level)	17.457	106	.000	1.32710	1.1764	1.4778
You ensure the lesson time is adequately utilised (maxim of efficiency)	21.163	106	.000	1.35514	1.2282	1.4821
You ensure the learners give maximum response (maxim of accuracy)	24.260	106	.000	1.57944	1.4504	1.7085
You ensure learners develop ability to bridge new materials from the old (maxim of efficiency)	23.091	106	.000	1.65421	1.5122	1.7962

that “teachers ensure the learners give maximum response (maxim of accuracy)”. As shown, it can be inferred that majority of the teachers occasionally used the maxim of accuracy principle while conducting their English language lessons. On one hand, a mean value of $1.6542 \pm .74102$ was obtained on the statement that “You ensure learners develop ability to bridge new materials from the old (maxim of efficiency)”. This response shows that majority of the teachers in the district occasionally used the principle of maxim of utility while teaching English language in their schools. Furthermore, to test the significance of each principle, t-test was used at 95% confidence interval. The results were as presented in Table 2. From Table 2, at 95% confidence interval, it was found out that all the principles employed by teachers were significant ($p \geq .05$). This shows that maxim of involvement, maxim of conformity, maxim of appropriate level, maxim of efficiency and maxim of accuracy are always if not occasionally utilised by teachers in the district while teaching English language.

Identification of Learners with Diverse Linguistic Abilities by Teachers

The other objective of the study was to establish how language teachers identify learners with diverse linguistic abilities in their classroom. To achieve this objective, a research question was formulated asking: How do language teachers identify learners with diverse linguistic abilities in their classroom? To answer this question, the participants were requested to indicate in a four Likert-scale questions in the questionnaire the activities they use in identifying learners' linguistic needs. The results were as presented in Table 3.

Table 3. Activities to identify Learners' Linguistic Needs

Activity	Mean	Std. Deviation
Oral quizzes	1.3645	.52111
Dictations	2.0654	.55408
Debates	2.4393	.77918
Listening comprehensions	1.8411	.77884
Composition writing	1.8879	.61930
Written tests scores	1.8318	.77076
Learners participation in class	1.2150	.49579

Where

≤ 1.5 = Always used

1.6 – 2.5 = Occasionally used

2.6 – 3.5 = Rarely used

3.5 – 4 = Do not identify at all

From the results in Table 3, it was found out that the use of oral quizzes and learners' participation in class had a mean of less than 1.5 indicating that majority of the teachers always use these two activities in identifying learners' linguistic needs. On the other hand, the use of dictations, debates, listening comprehensions, composition writing and written tests scores had mean scores of 1.5-2.5. This shows that teachers in the district occasionally used dictations, debates, listening comprehensions, composition writing and written tests scores to identify the learners with linguistic needs in their classes.

Conclusion and Recommendation

From the study findings, it is clear that the maxim of involvement, maxim of conformity, maxim of appropriate

level, maxim of efficiency and maxim of accuracy are always, if not occasionally, utilised by teachers in Uasin Gishu County while teaching English language. Moreover, majority of the teachers always use oral quizzes and learners' participation in class in identifying learners' linguistic needs. In addition to that, teachers in the County occasionally use dictations, debates, listening comprehensions, composition writing and written tests scores to identify the learners with linguistic needs in their classes. From the findings of the study, it is recommended that teachers' maxims in various school contexts be documented and facilitated to help these teachers achieve maximum learning as well as motivate teachers to be innovative in inventing ways of teaching that can be both effective and enjoyable to them and to the learners.

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