

Teacher Maxims in English Language Lectures in Public Universities in Kenya: A Case Study of Moi University

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Abstract: *Globally, there is interest in second language teacher maxims in recent years because the principles teachers adopt can shape instructional practice and learner motivation. However, limited evidence is available on teacher maxims used in university English language education in Kenya. This study examined teacher maxims that enhance student motivation in English language lectures at a public university in Kenya. A quantitative case study was adopted. One hundred fourth year students in Bachelor of Education (Arts) studying English and Literature were selected through purposive and random sampling procedures. Data were collected using a student questionnaire which was analysed descriptively using percentages and means. The findings indicated that maxims of planning, encouragement, empowerment, efficiency, conformity, appropriateness, honesty and openness contributed to learner motivation, with particularly positive response to several instructional maxims. The study demonstrates the value of purposeful teacher maxims in supporting motivated participation in university English language learning. It recommends a greater attention to effective teacher maxims in language teacher preparation and professional practice.*

Keywords: teacher maxims; learner motivation; English language; language Educators; higher education; Kenya

1. Introduction

Globally, there is research interest in second Language Educators' maxims especially on their mental processes that make them to implement the curriculum in certain ways. This is because Language Educators (L.Es) are thinkers who are able to innovate, create, gain experience and understand their own teaching principles in any educational context. Teacher Maxims are rules for best behavior that guide instructional decisions. Also, they are personal principles of L.Es that inform their approaches to teaching practices. Teacher maxims could help in alleviating the current problems being faced by the universities including little funding, remuneration, inadequate access to education, quality assurance issues, students low proficiency in English language, writing problems, referencing problems, lack of computer literacy skills, sociocultural problems and lack of established links between universities and Teachers Service Commission (T.S.C) and industries (Fabeku, 2024; Oliver, 2004). These maxims include cultural norms, values, beliefs, teaching experiences and training. Also, they entail understanding of the maxims that L.Es give priority when teaching and how the maxims influence their practices during instruction process. However, little is known about the teacher maxims that L.Es give priority during English language lectures in order to inform policy formulation. Moreover, universities lack skilled human resource, lack of positive promotion of teaching profession, implement inappropriate teacher education programmes which does not address job market needs in the society and lack of motivation in planning for instruction (Nasimiyu, 2017). Yet, teaching and learning is a process which is complex in nature as L.Es make conscious or unconscious choices in order to support

their learners' learning. Language Educators select appropriate content, methods, activities, resources, and evaluation procedures which if trained using inappropriate teacher education programmes, make their work difficult. Besides, they must have good presentation skills to help teach subject matter effectively. These helps in making students to be ready to learn and at the same time monitor their own learning. Therefore instructional process should facilitate learners' learning by helping them in acquiring linguistic, communicative and intercultural competences in language usage in context (Richards, 1996). However, little research has been done in this important area to help expose the teacher maxims that are employed by L.Es in university setting. Yet, teacher maxims are important in education especially in teaching English language since it is taught as a second language in Kenya.

Arguably, teacher maxims help L.Es to be reflective in their lectures by judging their own practices of instruction, their role in the classroom, teaching methods, learning strategies, level of students' participation, create success-oriented learning atmosphere, select the materials which can be adopted to arouse learner interest and evaluation procedures. Therefore, the L.Es implement a brief lesson plan, sets up activities, monitors lesson activities by occasionally correcting learner's errors and maintaining class control and at the same time ensure that the lesson is timed. This require monitoring of students' level of interest throughout the lesson so that L.Es are able to decide when to move from one activity to the other.

Further, L.Es implement some of their personal philosophies particularly their understanding and beliefs that they hold

about good teaching and how they can achieve it (Richards, 1996). Together, these can lead to a shift in L.E's role from teacher- centred teaching to a facilitator who co-operates to enhance students' learning positively. These imply that L.Es also take care of learners' needs and cater for their learning styles hence becoming dynamic and successful in language teaching. However, the foregoing discussions create a gap in knowledge as it is not known whether L.Es practice reflective practice in universities in Kenya. Besides, Manyasi, (2015) in her research on teacher maxims, found that practicing teachers did not have appropriate maxim of planning, conformity, accuracy and efficiency. These shows low acquisition of values during initial teacher training programmes. This is of interest in this study to help determine the teacher maxims that are the most important to students.

2. Literature Review

The teacher maxims include maxim of planning, order, encouragement, empowerment, accuracy, efficiency, conformity, appropriateness, honesty and openness (Borg, 2005). These have been discussed below.

a) Maxim of Planning

Stake holders have raised concern on the problems affecting maxim of planning including time constraints for L.Es, non-transformative curriculum, diminishing funding, lack of resources and poor condition of facilities at the universities (Olamo et al, 2019). Although Language Educators (L.Es) put a lot of effort to plan for instruction and try as much as possible to follow their teaching plan during instruction process or during lectures despite the classroom complexities, they realize challenges as a result of the problems identified above (Borg, 2003; Farrell, 2007; Quist, 2000). Therefore, it is important to discuss planning process at the university level. First, the L.Es plan the content to be taught to students using the course description and come up with the course outline by putting up together the content logically and systematically including references (books and journals). The problem with content is the traditional oriented curriculum which does not train students to be thinkers, creators and innovators in this era of rapid technological transformation. Yet, the curriculum contain the content of different programmes that students are passionate about. However, there is a gap in knowledge where students are admitted in the programmes that they are not attracted to or not aware resulting in low motivation.

A study done in Ethiopia by Olamo et al, (2019) findings showed that students were forced to major in English Literature without having acquired basic knowledge, skills and interest to enroll in the programme which demotivate them. This affects student learning outcomes negatively. In Kenya, students are allowed to choose the programmes that they are passionate about and their dream university by Kenya Universities Colleges Central Placement Service (KUCCPS). However, most students sometimes do not know the difference between certain programmes which sound to be the same and students who get minimum grade for university entry (C+) face challenges of meeting the requirements of specific subject's grade for them to qualify for placement in the programme thus just choose any programme as long as they meet the weighted cluster points. It is not known whether

some students are forced to register in the programmes that they have no interest. Also, researchers in Thailand observe that student teachers lack pedagogical and content knowledge particularly in lesson planning especially knowledge, skills and attitudes showing gap in training needs at the universities (Jantarach and Soontornwipast, 2018).

Second, L.Es identify the teaching methods and strategies to help to deliver the content of the lesson as captured in the learning outcomes stated in the course outline. The teaching methods and strategies that encourage active participation of students in lectures and enhance motivation to learn are the best. Researchers report that student centered methods of learning enhance learner motivation. This notion is supported by a study done in Saudi Arabia by Khalil and Semono-Eke (2020) which found that 73% of the teachers of English language preferred using Communicative Language Teaching method (CLT) together with other teaching methods to help their students to register high motivation in acquisition of English language. However, a research done in Kenya by Nasimiyu (2017) indicated that universities are under staffed and produce ill trained teachers as a result of adoption of traditional teaching practices which do not address the current job market needs.

Third, another important aspect of L. Es' planning for instruction is the identification of instructional resources. Although researchers have raised concern over the years on the persistent lack of teaching and learning resources and facilities in public universities as a global problem. L.Es have several teaching and learning resources which are at their disposal to choose from and use in English language lectures. These include textbooks, charts, laptops, smart phone, videos, cartoons, music, films, maps, television programmes, adverts, photos, biographies, surveys, songs, interviews and internet (K.I.E, 2002). Teaching and learning resources are carefully selected beforehand to help teach the topics identified. The teaching resources should be fit with the topic of particular lectures for instance when an L. E adopts a poem to help teach listening and speaking skills in English language, the sounds, pronunciation, stress and intonation, repetition drills will come in handy to help explain the content of the lecture (Gathumbi and Masembe, 2005). A good example is the research done in China by Wang (2011) which found that adoption and use of authentic materials including news broadcasts, television shows, photographs, magazines and newspapers enhance student motivation and cultural experiences. Little research on resources have been reported in Kenyan context if any. However, a research done in Ethiopia by Olamo et al, (2019) found that quantity and quality of facilities in three public universities including South Nations, Nationalities and Peoples regional state of Ethiopia lacked facilities and resources making implementation of the curriculum difficult. This could be the situation in public universities in Kenya. There is little knowledge on the resources that L.Es adopt in lectures at universities in Kenya.

Fourth, stakeholders report problems of examination malpractices at the universities in assignments and end semester examinations and low quality student outcomes lowering quality standards (Onderi et al, 2013). L.Es plan on strategies of evaluating their students during and after the

lectures. Formative evaluation of students is done by the L.E to act as feedback to the L.E and the students. These could be oral questions in class, group discussion, presentations, continuous assessment tests (CATS) or end semester examinations. Consequently, the L.E is able to know if the students have understood the content of the lesson. They are also able to know individual students areas of weaknesses. This way the L.E can give students remedial work in the weak areas in order to facilitate understanding. In addition, the students also get feedback from the L.E in terms of their scores. They are able to gauge their progress in English language. They are also able to do corrections in their areas of weaknesses. This shows the importance of testing for university students.

b) Maxim of Order

Universities realize challenges of large student populations and diverse cultural backgrounds resulting in discipline problems. Therefore L.Es should set clear lecture hall rules for students to adhere to which helps in maintaining order and discipline during lectures. Another problem arises when there are no halls that can contain very large student numbers leaving no spaces for pacing for class management. Effective classroom management by the L.E is an enabler for optimal learning. A well-managed lecture lead to active student engagement and collaboration thus student learning satisfaction reducing disruptive behaviour. According to a study done by Zein (2018), classroom management includes prior lecture preparation, active student collaboration, positive behaviour of students and self-discipline which lead to high learning satisfaction.

Besides, L.Es should be polite to their students during lectures. Though they should be firm, act immediately in case of any indiscipline case, deal with indiscipline case quietly, avoid using threats, give warnings to students and be friendly to students to avoid killing motivation. These makes conversation interesting between L.Es and students. However, it is not known whether L.Es use politeness principles in maintaining communication resulting in accurate messages from students. According to research done in Yule (2000), When Language Educators are polite in their communication with students it helps in saving one's public self-image thus protect the face from being damaged. It also helps in creating social distance and closeness. A part from these, a research done in China by Hong et al (2015), indicated that politeness feature of L.Es enable effective communication, spark warm relationship and save faces of their students. Similarly, a study done by Zhang (2009) indicated that when lecturers use high politeness in their requests to students they tend to comply because it evokes positive emotions while giving request to students with low politeness evoke negative emotions causing resistance due to anger. In total, research findings show that L.Es should be polite when addressing their students. However, it is not known whether lecturers use politeness theory when communicating with their students during lectures.

Furthermore, a research done in Indonesia by Annisah et al, (2021) showed that college students used six types of politeness maxim applied in classroom interaction: tact maxim, generosity maxim, approbation maxim, agreement maxim, sympathy maxim and modesty maxim. The most

popular politeness maxim among students is tact maxim which plays four major functions: declarative, interrogative, imperative and apology function. All these maxims can be used by both L.Es and students to communicate in English language lectures. However, it is not known the most popular maxim used by L.Es.

Internationalization of education and intercultural competence in higher education has led to the requirement that L.Es are competent in understanding students from different cultural backgrounds by providing support to students, knowledge of their learning styles and meeting their needs in academics. A recent study done in Kenya by Ojwang et al, (2024) found that cultural practices influence students' discipline and performance in academics. Also in another research done in Ireland by Markey et al, (2023) showed that instruction in different contexts in higher education need culturally diverse education which is carefully thought, sensitive, planned proactively and supported. This is because in any instruction learners experience learning individually, self-preserve identities, L.Es and students have narrow perceptions of cultural differences which influence students' and teachers' behaviours and learning goals. However, researchers globally have reiterated that in the event that the L.Es have not acquired intercultural competence, the students behavior will be misconstrued as indiscipline leading to students fearing active participation in the learning process.

c) Maxim of Empowerment

Public universities are faced with challenges of lack of mentors and poor quality of graduates as a result of the quality of the programmes offered to the students. These result in low retention, low completion rates, low professional networking and little career knowledge and self-identity. Yet, education empowers students to acquire knowledge, skills and values which enable them to become creators, innovators and visionary professionals in pushing for national industrial development agenda in different countries worldwide. Student empowerment through teaching, research and mentorship programmes have received little attention in the recent years in the universities. Instruction nurtures students' feelings and opinions thus they are empowered within oneself moving them to learning stage. Empowerment can be said to be a process of boosting a person's internal willingness in order to do something for instance becoming self-sufficient in doing tasks and competent in doing them.

In addition, during learning process, students' develop positive emotions and L.Es role is to foster and feed the positive feelings in learners thus enhancing learning outcomes. These enable students to acquire control of their work and responsibility for their learning. This way, L.Es create community of learners through active participation in group work. According to the study done by Dağgöl (2020) showed that there is a significant relationship between academic motivation and student empowerment which enable students to learn English language. Similarly, study done in United Kingdom by Le et al, (2024) indicated that student empowerment leads to increased academic performance, high retention rates, psychological and emotional stability and social integration.

University Education provides holistic and transformative education in order to empower the students through the curriculum thus acquire critical thinking, innovative and creative skills. However, A research done in Tanzania by Mkulu (2020) found that university graduates were only prepared for white collar jobs and were not able to apply theory taught to practice at work place. The foregoing arguments call for transformative curriculum for the students and L.Es who empower their students to become high quality creators of knowledge, skills and values resonating with the national development agenda. It is not known how L.Es empower their students for societal needs in Kenyan universities through teaching and research.

In addition, Sugita & Takeuchi (2008) argue that motivated teachers promote learners' self-confidence and create a pleasant classroom climate thus motivating learners to learn English language. Besides, the L.Es should have positive attitude towards their students by making them to know that they have a capacity to learn. Creation of a conducive learning environment and encouraging students to learn through teaching from known to unknown and from simple to complex. This maxim shows the role of encouragement in students' learning. This maxim advocate for building confidence, active participation, collaboration, acquisition of fluency in learners. It also looks at the ways of encouraging students to speak out their views and opinions in an efficient manner. This maxim enable the L.Es to allow learners to take control of their learning by students' active participation in lectures through pair work, dialogues, group work, drama, games, debates, role-play and individual work among others strategies. Besides, adoption of learning activities which are varied, interesting, innovative, creative, relevant, interesting and enjoyable. Also, making effort to be enthusiastic increases active learner participation.

d) Efficiency, Accuracy and Conformity

Universities realize challenges in the field of academia on how L.Es could improve their pedagogical practices, improve their expertise research and administrative duties for effectiveness. In addition, institutional expectations, teaching load and research publications expectations should be made known to the early career L.Es. It is not easy to strike a balance between these major duties of L.Es. These concerns create a gap in knowledge on L.Es effectiveness in teaching, research and administrative practices where little research has been done to inform policy on L.Es effectiveness. Maxim of efficiency requires that the L.Es plan and implement instructional process effectively. Effective time management is made possible in lectures through good content mastery, use of appropriate language, explaining concepts clearly, use interesting teaching methods and strategies, use of appropriate resources, maintain class control. Researchers have found that maxim of efficiency is influenced by three key factors. These are L.E's professional development opportunities, career opportunities and evaluation of professional development. These three factors are related in that they are all concerned with L.Es growth in the profession resulting in their teaching effectiveness. Professional opportunities available for lecturers to better their skills are encouraged. In a recent research done in China by Zhang (2024) found that there are three factors which are key in development of L.Es career progression which is sustainable

at the university. These include support by the institution, mentoring the young lecturers and lifelong learning. It is not known the support given to L.Es at the university to help them in enhancing maxim of efficiency.

Maxim of accuracy is concerned with accurate, fluent and appropriate output by the L.Es and their students. This means that L.Es' input targets for accurate, fluent and appropriate learning by the students. These requires the L.Es to design class activities that enable them to practice using language in context. Learners' answers are also corrected so that they produce grammatically correct sentences. According to research done in Germany by Voss and Gruber (2006) found that university students want L.Es with accurate knowledge, skills, values, passionate about the course, approachable and friendly thus providing valuable learning experiences in order to help them to do well in their examinations and prepare for teaching profession.

Researchers observe that maxim of conformity require teachers to follow the prescribed syllabus/course content, prescribed methods and conform to authority as an accepted standard (Borg, 2003). This maxim seeks to make sure that teaching and learning process follow the prescribed teaching method. Therefore, conformity is one of the important qualities of an L.E. If there is confusion it may create problem and contradiction between L.E's claim about the methods that s/he uses and his/her practices.

e) Maxim of Appropriateness

The L.E should explain the content of the lesson well and give appropriate support to the learners. This will require the teacher to know individual learner's needs in the lecture. Also, the L.E could provide support by giving students reading resources such as recorded video lectures, books, lecture notes, recordings and articles so that the bulk of the important knowledge from the teacher to learners is got for revision and future reference (K.I.E, 2002). Also, teachers could provide support during class activities, help in leading discussions and facilitate learner collaboration.

In addition, appropriateness can also imply that the language educator uses an appropriate form of target language which is accurate to the context of usage during lectures. This is because appropriateness in language use leads to students acquiring both socio-cultural and linguistic competence. Although researchers argue that sometimes one can divert from using an appropriate form of language as a result of conflicting norms for instance between target language and mother-tongues in Kenya or other languages (German, French, Mandrid), wrong usage of language can lead to tension and anger among the learners and other users in a speech community in the world.

Therefore, language Educators are role models who should be conscious users of English language thus ensure that the second language learners conform to the norm or rules of second language in order to use well-formed grammatical structures depending on the context of usage. According to a research in Birkbeck University of London by Dewaele (2008), the judgements of appropriateness in foreign language are tied on specific context of communication hence foreign

language teachers can only point out the general rules of specific languages.

f) Maxim of Honesty

Researchers have raised concern over wrong use of power, lack of recognition, inappropriate behavior towards students and other members of staff, cheating in examinations and accepting gifts for grades which result in low motivation for both staff and students (Enrich et al, 2012). Maxim of honesty if embraced by L.Es and students could help alleviate these problems at the universities. L.Es are required to give an honest account of their students' progress basing on feedback that they receive from students. Feedback refers to the information that students get from their L.Es about their performance in assignments and examinations. Depending on the feedback that students get from L.Es, they take self-corrective action and improve on their achievements. Researchers observe that students receive feedback from several sources: themselves, the learning task, fellow students and the Language Educators. At the same time, the L.E also receives feedback from the students especially when they answer oral questions in class, written assignment, group discussion and presentation and continuous assessment tests and end semester examinations. These, help the L.Es in providing guidance, constructive advice, motivating learners, reinforcing learning, remedial teaching and raising learners' performance in the subject/course.

However, researchers have found that there is examination irregularity and inappropriate behaviour. A study done in Ethiopia by Mulisa (2015) found that Bahir Dar University (BDU) undergraduate students were dishonest academically with majority of them committing academic dishonesty at least once. The students were mostly dishonest in assignments than in end semester examinations. Similarly research done by Enrich et al, (2012) reported lack of recognition of students' efforts in research leading to low motivation. Accordingly, a study done in Australia by Gupta et al, (2025) found that lack of recognition of academic staff and students particularly in teaching and research negate credibility of universities. These vices influence maxim of honesty negatively. These negative findings point into a gap in knowledge on the use of maxim of honesty by L.Es in English language lectures at the universities in Kenya.

g) Openness

The Language Educator (L.E) should be approachable to students. L.E should be encouraging, patient and sympathetic in order to be approached by students who need help or with questions on other issues. A study by Sugita & Takeuchi (2008) found that there is a relationship between English language teachers' motivation and students' motivation. Motivated teachers promote learners' self-confidence and create a pleasant classroom climate thus motivating learners to learn English language. This creates a gap in knowledge where L.Es are demotivated because they will not be able to promote learner autonomy and create conducive atmosphere for learning. Therefore, it is not known whether lecturers adopt maxim of openness to help motivate their learners.

However, researchers caution that maxim of openness depends on the teacher-learner relationship. This is because students are sometimes reluctant in contacting their lecturers

even after they have been assured that they could contact their course lecturers. This creates a gap in knowledge on how undergraduate students establish and maintain contacts with their language educators at the university context (Lentell, 2003). According to the research done by Shelley et al, (2006) findings indicated that maxim of openness is the most important maxim that other maxims depend on. This is because an L.E who is approachable to students also have other teacher maxims for example maxim of encouragement, order, planning among others.

3. Methodology

The study adopted the quantitative design and Case study method. The study was conducted in Uasin Gishu County, in one of the public universities. The public university was chosen because it has manifested the problem of lack of motivation by the students in English language lectures (Creswell, 2009). The university was purposively sampled. In addition, 4th year students in Bachelor of Education (Arts) programme studying English and Literature students were randomly sampled because they had experience in being taught using teacher maxims for the past three years. One hundred students were randomly sampled to participate in the study using table of random numbers. A closed ended questionnaire was developed with 9 statements with the teacher maxims of interest to the researchers. A likert scale of one to five was used. Validity and reliability of the questionnaire items were ensured through consulting authorities in the area. Ethical consideration of informed consent, decision to participate voluntarily and protection of participants was adopted. The raw data was therefore collected by administering the questionnaires to students to fill and returned within a duration of two weeks. The data was analyzed descriptively using percentages and means. The findings are presented descriptively using percentages and means.

4. Findings

4.1 Teacher Maxims Enhancing Student Motivation

As can be seen from Table 3 of the questionnaire, item 1 to 9 have positive statements. The majority of the participants' responses are on the agree side and the average mean of responses to the statements in this domain on teacher maxims is 4.358 out of 5.000 which shows that most of the English as Second Language Learners (ESL) perceive that teacher maxims play a positive role in their motivation to learn English. These maxims include planning, order, encouragement, empowerment, efficiency, conformity, appropriateness, accuracy, honesty and openness. When we specifically look at each of the above items, we see that in item 1, all the participants (100%) agreed with the statement: "The lecturer motivates his/her learners if s/he plans his/her lessons and tries to follow the course content plan." In item 2, 79% perceived that: "The lecturer motivates his/her learners if s/he maintains order and discipline. S/he sets clear classroom rules for students to follow."

Also, in item 3, 88% of the participants agreed with the statement: "The lecturer motivates learners by encouraging them to learn English. S/he uses non-threatening language in

class and creates a conducive learning environment.”, while 10% disagreed and 2% were undecided. In item 4, 79% of the participants agreed while 7% disagreed and 13% were undecided with the statement that: “The lecturer motivates his/her learners when s/he empowers them and builds up learners’ sense of control over their learning through group work.” In item 5, 90% of the participants agreed, 4% disagreed and 8% were undecided with the statement that: “The lecturer motivates his/her learners if s/he is efficient. S/he uses appropriate language, has mastery of content, is knowledgeable and uses class-time well.”

Besides, item 6 also showed that 87% of the participants agreed, 10% disagreed while 3% were undecided with the

statement that: “The lecturer motivates his/her learners if s/he conforms to accepted standards, and follows the prescribed methods in his/her teaching.” In item 7, 91% of the participants agreed with the statement: “The lecturer motivates his/her learners if s/he gives appropriate support to them learners through explanation.” While 4% disagreed and 5% were undecided. In item 8, 72% agreed with the statement that: “The lecturer motivates his/her learners if gives an honest account of his/her learners basing on the feedback s/he gets from them.” 12% disagreed with the statement while 16% were undecided. Finally, 85% of the participants agreed while 15% disagreed with the statement: “The lecturer motivates his/her learners if s/he is open. S/he is approachable, patient and sympathetic.” (See Table 1).

Table 1: Lecturer Maxims Motivating ESL Learners

S. No	Maxim	SA	A	U	D	SD	Mean
1	The lecturer motivates his/her learners if s/he <i>plans</i> his/her lessons and tries to follow the course content plan	85%	15%	0%	0%	0%	4.85
2	The lecturer motivates his/her learners is s/he maintains <i>order</i> and discipline. S/he sets clear classroom rules for students to follow.	48%	31%	9%	6%	6%	4.09
3	The lecturer motivates learners by <i>encouraging</i> them to learn English. S/he uses non-threatening language in class and creates a conducive learning environment.	65%	23%	2%	6%	4%	4.94
4	The lecturer motivates his/her learners when s/he <i>empowers</i> them and builds up their sense of control over their learning through group work.	28%	51%	13%	3%	4%	3.93
5	The lecturer motivates his/her learners if s/he is <i>efficient</i> . S/he uses appropriate language, has mastery of content, is knowledgeable and uses class-time well	50%	40%	8%	0%	4%	4.36
6	The lecturer motivates his/her learners if s/he <i>conforms</i> to accepted standards, and follows the prescribed methods in his/her teaching	53%	34%	3%	3%	7%	4.53
7	The lecturer motivates his/her learners if s/he gives <i>appropriate</i> support to learners through explanation	51%	40%	5%	4%	0%	4.38
8	The lecturer motivates his/her learners if gives an <i>honest</i> account of his/her learners basing on the feedback s/he gets from them	42%	30%	16%	4%	8%	3.94
9	The lecturer motivates his/her learners if s/he is <i>open</i> . S/he is approachable, patient and sympathetic.	51%	34%	0%	15%	0%	4.21
							Average Mean 4.358

Concerning maxim of planning, this study found that lecturers motivate their students when they plan their teaching effectively. The lesson content must be planned prior to the lesson. The content must be enough to last for the hours that lecture will take place. Besides, the use of varied teaching methods and strategies must also be planned beforehand. Teaching methods and strategies that are interactive enhance learner motivation. Additionally, the activities must be presented in a logical manner so that learners are able to understand easily. Also, the teachers plan beforehand the evaluation procedures for learners which are fair and give an honest account of the tests done (oral or written assignments). This agrees with Gathumbi and Masembe (2005) who observe that planning is an important requirement for an effective teaching process in any context in the world.

Also, researchers argue that CLT encourage active learner participation and collaboration Kennedy (2010) argues that students can be encouraged to participate in the learning process by employing communicative methods of language teaching because it ensures active participation by the learners. Besides, Borg (2003) emphasize that teachers should endeavor to seek ways of encouraging students to learn. The current research found out that efficient teachers motivate language learners to learn English language with ease. Otunga et al., (2011) emphasize that effective teaching is systematic, stimulating and caring. The teacher is efficient when s/he understands the subject matter well. Maxims are influenced

by teachers’ belief systems, experience, training and education. They are very important to the teachers because they inform what they require before they go to classroom. However, planning require teachers to take care of learners’ interest, age, fluency and vocabulary level.

Maxim of Order was also important in this research. The researchers in the current study found out that students were highly motivated when L.Es maintain order and discipline in their classrooms, empower their learners through group work, offer them support and encourage them to learn the language. This finding agree with a research done in Algeria by Guerid (2015) who states that experienced teachers know how to manage their learners in English language lessons by creating conducive learning environment. In addition, this is also echoed by the research done in Saudi Arabia by Mahdi (2015) who found out that minimizing negative factors including anxiety, apprehension and stress in English language lessons enhances student motivation. According to research done in Iran by Rahimi and Karkami (2015), it was found out that motivation has the strongest effect on achievement. Further, teaching effectiveness, motivation and achievement in learning English were all found to be related to discipline strategies. They found out that students who were punished lacked motivation because punishment lowered their self-esteem.

The participants also agreed that L.E motivates learners to learn the language if s/he sets rules for the class, maintains order and discipline in the classroom. This finding agrees with West (2010) who contend that the teacher should have space in the classroom and ensure the environment for learning is safe. This will make students feel welcome, respected and motivated to learn. The finding also showed that lecturers who encourage their learners through praise and creating a conducive learning atmosphere motivates them to learn English. This finding agrees with Kubanyiova (2007) who argue that the teacher has a role of creating a conducive learning environment thus increasing student engagement by teacher having positive behavior and classroom discourse.

Research also found that learners are encouraged to learn when L.Es employ maxim of encouragement in their teaching and learning process. The L.E must cultivate a conducive environment where learners feel safe which will enhance their motivation so that they participate in the learning process freely without fear. Also, the teacher should use language that is not threatening the learners' abilities and personalities by being a role model so that learners emulate. For one to be able to do these, s/he must respect the learners and believe in their abilities to learn. Besides, the lecturer must be warm and passionate about English language.

A part from these, a research done in Kenya by Syomwene (2016) found that students' motivation can also be enhanced when L.Es encourage active student engagement by praising students who give correct answers, encouraging students who give incorrect answers, clapping for learners who get answers right, varying tone and volume of speech, using written reinforcement and use of correct stress patterns in English language. Similarly, a research done by Reinke et al (2013) indicated that teachers with higher praise rates are more efficacious while teachers in classrooms with higher rates of disruptive behavior reported feeling of being less efficacious. Therefore praising students' attempts in lectures help in sparking interest in learning English language. A research done in Kenya by Gudu et al (2016) found that the use of punishment to force students to speak in target language did not work as students kept on talking in mother tongue. So, use of reward comes in to help enhance student behavior. In addition, giving students rewards, giving a positive comment, encouragement, praise and giving extra points help reinforce positive student behavior (Brown 2001). Similarly, a research done in Iran by Rahimi and Karkami (2015) indicated that teachers reward and praise to students help in increasing student motivation.

L.Es also used maxim of empowerment which helped in enhancing motivation in language lectures. This they did by using group work which give students space to discuss assignment on their own and presenting the findings by enhancing deep learning, 21st century skills and high order skills. In addition, it gives students space to be independent in looking for information and compiling. Maxim of efficiency also encourage students' high motivation. The use of appropriate language, time management and good content mastery are key. Maxim of appropriateness also help motivate learners. This includes following rules, language use in context and provision of support to learners. The teacher teaches learners rules of a language in use of appropriate

words, sentences, expressions in polite communication by taking care of cultural norms in the society so that the speech can be judged as being appropriate for example one having knowledge of what to say, whom to say to, in what situation and how to say it.

5. Conclusion and Recommendation

The study indicates that teacher maxims play an important role in supporting student motivation in English language lectures. The students responded positively to instructional practices associated with planning, encouragement, empowerment, efficiency, conformity, appropriateness, honesty and openness. These findings suggest that Language Educators can strengthen learner motivation by combining appropriate maxims according to learner's needs and instructional contexts. Teacher Educators and Course Designers should therefore give greater attention to teacher maxims in English language teacher preparation so that pre-service teachers develop reflective and motivating instructional practices. Further, research across additional universities would help determine the wider applicability of these findings.

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