

## UNIT: TEACHING STYLES

### 1. Definition of Teaching Styles

A Teaching style is the unique, habitual way a teacher delivers content and interacts with students. Unlike methods, which are procedural, style is **reflective of the teacher's personality, beliefs, and pedagogical philosophy** (Grasha, 1996). For example, a teacher may consistently encourage questions, use humor, and scaffold student responses-this becomes part of their teaching style. In EFL classrooms, teaching style influences the **motivation, participation, and language acquisition** of learners.

### 2. Emergence and History

Teaching styles have been studied since the early 20th century, initially within **humanist frameworks**, examining how teacher personality affects learning (Flanders, 1970). In the mid-20th century, researchers like Grasha (1996) categorized styles according to **interaction patterns** and **control levels** in classrooms. Over time, the focus shifted toward **learner-centered styles**, recognizing that flexibility and adaptation to student needs enhance learning outcomes, especially in language classrooms where communication is central.

### 3. Relationship with Teaching Methods

Teaching style is the **“how” of teaching**, while method is the **“what”**- the specific procedures or techniques employed. For instance, a teacher who favors a **facilitator style** might adopt **Task-Based Language Teaching (TBLT)**, encouraging students to complete real-world tasks in English, while a teacher with a **direct instruction style** might prefer **grammar-translation or structured drills**. The interplay between style and method determines **effectiveness and learner engagement**.

### 4. Different Teaching Styles and Principles

#### 1. Direct/Authoritative

- Principle: Structure, clarity, and measurable outcomes.
- Example: An EFL teacher leading a beginner class with **explicit grammar explanations, controlled practice, and immediate correction**.

#### 2. Facilitator/Guiding

- Principle: Student autonomy, scaffolding, and active participation.
- Example: Using **pair and group tasks**, discussions, and problem-solving activities to let students generate language.

#### 3. Delegator

- Principle: Learner responsibility and self-directed learning.
- Example: Assigning **research projects or presentations** in English, with the teacher providing guidance only when requested.

#### 4. Demonstrator/Modeling

- Principle: Learning by observation and imitation.
- Example: Teacher **models pronunciation, intonation, or dialogues**, then students repeat and practice in controlled settings.

#### 5. Hybrid/Adaptive

- Principle: Flexibility; style shifts according to context.

- Example: Mixing **direct instruction for new concepts** with **facilitated tasks for application** in the same lesson.

## 5. Implications for EFL Classrooms

Understanding and consciously applying teaching styles allows EFL educators to adapt instruction to learner needs, proficiency levels, and cultural contexts. For beginner learners, Direct and Demonstrator styles provide the structure and clear modeling necessary to reduce cognitive overload and ensure accuracy. Intermediate and advanced learners benefit from Facilitator, Delegator, and Hybrid styles, which encourage autonomy, authentic communication, and critical thinking. A practical lesson design might combine styles: the teacher begins with a modeled role-play (Demonstrator), transitions into pair work for communicative practice (Facilitator), and concludes with a group project or presentation (Delegator/Hybrid), providing a balanced approach that integrates fluency, interaction, and learner autonomy. Moreover, awareness of teaching style helps teachers manage classrooms more effectively, motivate learners, and adapt culturally sensitive approaches for diverse EFL settings.

## Conclusion and Key Takeaways

Teaching style is a powerful determinant of classroom climate, learner engagement, and language acquisition. No single style is universally “**best**.” Effective EFL teachers adapt styles to match lesson objectives, learner proficiency, and classroom context, often combining multiple approaches within a single lesson. By aligning teaching style with method and task design, educators can enhance motivation, participation, fluency, and learner autonomy, ultimately supporting meaningful and successful language learning experiences.

## References

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