TẠP CHÍ KHOA HỌC
TRƯỜNG ĐẠI HỌC SƯ PHẠM TP HỒ CHÍ MINH
Tập 23, Số 9 (2026): 2139-2150
Website: https://journal.hcmue.edu.vn
ISSN: 2734-9918

HO CHI MINH CITY UNIVERSITY OF EDUCATION
JOURNAL OF SCIENCE
Vol. 23, No. 9 (2026): 2139-2150
https://doi.org/10.54607/hcmue.js.23.9.6018(2026)

Research Article

PRIMARY TEACHERS' INSTRUCTIONAL STYLES: ADAPTING GRASHA'S MODEL ALONG A CONTINUUM OF LEARNING RESPONSIBILITY TRANSFER

Nguyen Dac Thanh
Ho Chi Minh City University of Education, Vietnam
Corresponding author: Nguyen Dac Thanh – Email: thanhnd@hcmue.edu.vn
Received: July 23, 2026; Revised: August 24, 2026; Accepted: September 03, 2026

ABSTRACT

Teachers' teaching styles reflect how they use their professional knowledge, organize learning activities, and interact with students during the instructional process. This paper aims to synthesize the theoretical foundations of teaching styles and at the same time apply Grasha's teaching style model to propose teaching-style clusters appropriate for primary education context. The study employs a theoretical research approach by means of a literature review, content analysis, comparison, and synthesis of relevant studies on teaching styles. Based on Grasha's five teaching style, namely Expert, Formal Authority, Personal Model, Facilitator, and Delegator, the paper analyzes four broader teaching-style clusters: Instruction and Control; Instruction and Modeling; Guidance and Exploration; and Facilitation and Responsibility Transfer. The findings indicate that teachers rarely employ a single teaching style in isolation but they tend to combine and adapt multiple styles in accordance with lesson objectives, content characteristics, students' competencies, and specific classroom contexts. Utilizing Grasha's model provides a comprehensive framework for describing the transition of teachers' roles from transmitting knowledge, maintaining control, and modeling practices to guiding, supporting, and empowering students in the learning process. The proposed theoretical framework may serve as a foundation for teacher reflection, professional development programs, and future empirical studies of teaching styles among primary school teachers.

***Keywords*:** Grasha model; instructional organization; primary school teachers; teaching style

1. Introduction

Within the same classroom context, teachers may deliver identical content using similar instructional methods, yet create markedly different learning experiences for students (Ahmed et al., 2021; Fischer & Fischer, 1979). These differences are reflected in the ways teachers communicate knowledge, establish expectations, organize learning activities, interact with students, respond to classroom situations, and distribute responsibility

Cite this article as: Nguyen, D. T. (2026). Primary teachers' instructional styles: Adapting Grasha's model along a continuum of learning responsibility transfer. *Ho Chi Minh City University of Education Journal of Science, 23*(9), 2139-2150. https://doi.org/10.54607/hcmue.js.23.9.6018(2026)

throughout the learning process (Grasha, 1994). Heimlich and Norland (2002) emphasized that teaching style represents a relatively stable behavioral tendency of teachers. Consequently, it should not be equated with a single method or technique but rather understood as an integration of the teacher's beliefs, values, and instructional behaviors throughout the teaching and learning process (Fischer & Fischer, 1979).

Teaching style has been approached from multiple theoretical perspectives. Teaching styles have also been examined along a continuum from teacher-centered to student-centered approaches. Controlling versus autonomy-supportive teaching behaviors have also been distinguished, along with the gradual transfer of decision-making power from teachers to students. Among the most influential frameworks, Grasha (1994) proposed five teaching styles: Expert, Formal Authority, Personal Model, Facilitator, and Delegator. Teachers rarely rely on a single style; instead, they tend to combine multiple styles according to instructional goals and classroom conditions.

In addition to the five individual teaching styles, Grasha (1996) also identified four commonly occurring teaching style clusters: Expert–Formal Authority; Personal Model–Expert–Formal Authority; Facilitator–Personal Model–Expert; and Delegator–Facilitator–Expert. Teaching style clusters are combinations of individual teaching styles. Subsequent empirical studies have applied these four teaching style clusters in chemistry education (Uzuntiryaki, 2007), primary education (Şen, 2018; Üredi & Üredi, 2009), and medical education (Jack et al., 2010). These teaching style clusters have guided teachers from teacher-centered approaches toward student-centered approaches (Evin Gencel, 2013; Mete & Bakır, 2016).

Previous research has demonstrated that teaching styles are associated with various dimensions of student learning. Sheikh and Mahmood (2014) reported differences in learning motivation and learning processes across distinct teaching styles. Shaari et al. (2014) identified a relationship between teachers' instructional styles and students' academic engagement. Aktan (2012) examined teaching styles in relation to academic achievement, motivation, and self-regulated learning, whereas Karataş and Yalın (2021) found that students' academic performance may vary depending on how teachers organize instructional activities.

In primary education, it is a requirement for teachers to be flexible in using teaching styles because young students often need explicit guidance, concrete modeling, and continuous support from the teachers to develop foundational knowledge and skills. However, when teachers maintain complete control over students' learning activities and provide predetermined solutions for every task, the latter may have limited opportunities to question, explore, collaborate, and gradually assume responsibility for their own learning. Conversely, transferring responsibility before students have acquired the necessary knowledge and skills may create learning difficulties. Research has also suggested that how teachers use particular teaching styles in primary education are related to their professional beliefs and perceptions (Üredi, 2006), which in turn influence classroom practices.

Basing on Grasha's framework, this study proposes four teaching-style clusters that are particularly relevant to the context of primary education, including Instruction and Control, Instruction and Modeling, Guidance and Exploration, and Facilitation and Responsibility Transfer. The study aims to provide a conceptual framework to support teachers in reflecting on their instructional practices and selecting teaching-style combinations and aligning more effectively with lesson content, students' developmental characteristics, and their readiness for learning.

2. Theoretical Background and Research Methodology

2.1. Concept of Teaching Style

A teaching style is defined as a system that encompass teachers' beliefs, values, and behavioral tendencies, manifested through how teachers transmit knowledge to students, how they interact with students, organize classroom activities, and manage the classroom environment. Fischer and Fischer (1979) suggest that a teaching style is a stable behavioral characteristic, defined by the level of control, flexibility, and student autonomy granted within the classroom. Therefore, a teaching style should not be equated with any single instructional methods or techniques.

Referring to Grasha (1994), Chih Huang and Qi Zheng (2022) argued that teaching style is a multidimensional construct. In contrast, other scholars have emphasized that teachers' styles are reflected in their professional roles, such as establishing authority, serving as role models, and providing support (Sun & Wang, 2007), or in transferring responsibility for learning to students (Conti, 1979). The importance of intellectual stimulation and interpersonal relationships in effective teaching has also been highlighted. Teaching style has similarly been described as a personal instructional signature reflected in communication patterns, classroom interaction, and learning organization, and further conceptualized as a continuum along which decision-making authority is transferred from teachers to students. Consequently, teaching style reflects a teacher's instructional approach, embodying their conceptions of students, knowledge, and the role of teachers within educational settings.

2.2. Teaching Styles

The Expert teaching style, as described by Grasha (1994), emphasizes teachers' extensive subject knowledge and professional competence, academic engagement, precise communication of information, and preparation of students with the necessary knowledge and skills (Shaari et al., 2014). Teachers employing this style serve as primary sources of knowledge, guide quality improvement initiatives (Ford et al., 2016) and use their expertise to explain concepts, provide guidance, and present challenges to help students develop their capabilities, performance (Chetty et al., 2019; Karataş & Yalın, 2021), and learning outcomes (Ahmed et al., 2021). This teaching style is considered a significant predictor of professional awareness, perceptions of the teaching profession (Üredi, 2006), and student engagement (Halif et al., 2022). Although the Expert style is advantageous for systematic

knowledge delivery, overreliance on it may make students apprehensive and impede the development of academic independence and self-regulated learning skills (Aktan, 2012).

The Formal Authority style, as described by Grasha (1994), is an instructional mode in which teachers rely on their professional status and roles to establish goals, expectations, rules, learning standards, and motivation as well as learning autonomy (Aktan, 2012). Teachers using this style typically provide clear guidance and feedback (Shaari et al., 2014) while requiring students to complete tasks according to predefined or accepted procedures (Ford et al., 2016). According to Chetty et al., (2019), this approach contributes to classroom order, consistency, and instructional efficiency However, excessive reliance on regulations and norms may constrain students' flexibility (Ahmed et al., 2021), initiative and their ability to express personal viewpoints (Karataş & Yalın, 2021), and overall classroom engagement (Halif et al., 2022).

The Personal Model teaching style involves in the ways teachers use their own knowledge, experiences, cognitive processes, and professional behaviors as models for students to emulate (Grasha, 1994). In stead of relying entirely on verbal explanations, teachers demonstrate how to analyze problems (Aktan, 2012), perform tasks, and apply knowledge in practical contexts, thus enabling their students to observe and emulate these practices (Shaari et al., 2014). Teachers who adopt this style work as both instructors and role models (Ford et al., 2016), and expect students to gradually internalize the demonstrated approaches (Ahmed et al., 2021). Nevertheless, if they have much dependence on this style, teachers may inadvertently present their own methods as the sole standard (Karataş & Yalın, 2021), potentially causing students who fail to replicate the same approach to feel incompetent or struggle to develop their own personal strategies (Chetty et al., 2019).

The Facilitator style, as described by Grasha (1994), emphasizes the interaction between teachers and students, in which teachers use questions, suggestions, and guidance to guide students in exploring problem-solving alternatives (Aktan, 2012). They teachers do not choose to impose a single procedure, but they encourage students to independently construct criteria (Shaari et al., 2014), make informed choices, and assume responsibility for the learning process (Ahmed et al., 2021). The primary objective of this style is to develop students' independent thinking (Chetty et al., 2019), their self-direction, and responsible action (Halif et al., 2022), with the guidance and support by the teachers.

The Delegator style, which Grasha (1994) describes, is when teachers transfer significant responsibility to students, creating conditions for them to complete tasks independently or work in self-managed groups, thereby fostering students' proactivity and teamwork skills. Furthermore, teachers focus on developing students' capacity to work autonomously. While students work independently on projects or within self-managed groups teachers remain ready in any situations to provide support as a resource for motivation and student self-regulation (Aktan, 2012). In this teaching style, students are encouraged to select learning methods independently, make decisions, and take

responsibility for their learning outcomes (Shaari et al., 2014), while teachers serve as advisors and provide support when it is necessary. This style contributes to developing student's self-direction, collaboration, and problem-solving capacities (Ford et al., 2016). However, its effectiveness largely depends on the students' level of readiness, prior experience, and capacity for self-management (Karataş & Yalın, 2021).

2.3. Research Methodology

This study utilizes a theoretical research approach that integrates a literature review and content analysis of teaching style concepts to examine the four concepts of teaching style, clarify the characteristics of different teaching styles, and at the same time propose an analytical framework that can be appropriate for Vietnamese primary school teachers.

The primary theoretical framework adopted in this study was Grasha's (1994) model, which identifies five teaching styles and emphasizes that teachers typically employ a combination of various styles rather than relying on a single one. This model facilitates the interpretation of teaching practices that are particularly appropriate for primary education. At this level, students are believed to start acquiring basic knowledge and skills, while teachers continuously shift between transmitting knowledge, modeling practices, guiding discovery, and gradually transferring responsibility to students. Furthermore, Grasha's model highlights the relationships among teachers' expertise, their classroom organization strategies, and students' level of participation, which are essential dimensions of primary school instruction. Additional studies, including those by Aktan (2012), Sheikh and Mahmood (2014), Shaari et al. (2014), Ford et al. (2016), Chetty et al. (2019), and Karataş and Yalın (2021), were incorporated to the study as empirical support for the applicability of the model across different educational contexts.

The selection of literature sources was determined by three criteria. First, each study had to directly address the concepts or theoretical models of teaching styles. Second, each publication had to describe teachers' behaviors, roles, or instructional practices in classroom settings. Third, studies related to primary education, student engagement, and self-regulated learning were prioritized to support the adaptation of the framework to the primary school context. Following a screening process, 20 references from an initial pool of 262 publications were kept for use.

The document analysis process was conducted in three stages. First, different conceptualizations of teaching style were reviewed, compared, and categorized according to key dimensions, including the stability of teaching behaviors, teachers' beliefs and values, approaches to knowledge transmission, interaction patterns, and the distribution of decision-making authority. Second, Grasha's five teaching styles were analyzed based on their core characteristics, including professional expertise, authority and the setting of standards, modeling behaviors, facilitating inquiry, and delegating responsibility to students. Finally, the identified styles were synthesized into four broader clusters and reinterpreted according to instructional activities commonly observed in primary school classrooms.

Based on this synthesis, four teaching-style clusters were proposed for the Vietnamese primary education context: Instruction and Control, Instruction and Modeling, Guidance and Exploration, and Facilitation and Responsibility Transfer. These clusters are analytical labels developed by the present study rather than original terminology used by Grasha. This categorization helps translate abstract theoretical descriptions of teaching styles into observable instructional practices that can be identified and examined in primary school classrooms. Grasha's four teaching style clusters provided the conceptual basis for this adaptation. The synthesis involved interpreting the teaching functions of these clusters in primary education, and the descriptions specific to primary education were derived from the document analysis conducted in the present study.

3. Results and Discussion

3.1. Results

Based on Grasha's teaching style framework, the analysis resulted in four teaching-style clusters that are considered particularly relevant to the context of Vietnamese primary education. These clusters represent different ways in which teachers use professional expertise, organize learning activities, and distribute responsibility within the classroom. To ensure accuracy in interpretation, the four teaching style clusters correspond, respectively, to Grasha's Styles 1 through 4.

Style 1: Instruction and Control. The Instruction and Control cluster combines the Expert and Formal Authority teaching styles. This cluster is designed to support students in acquiring new knowledge, developing foundational skills, and completing learning tasks according to established requirements, procedures, and standards.

Teachers adopting this style focus on introducing new concepts, teaching basic academic skills such as reading, writing, and numeracy, and explaining procedures for completing learning tasks in addition to correcting mistakes committed by students. In contrast, students are typically provided with structured exercises, and also receive immediate feedback from the teachers.

Within this instructional approach, the teachers play a central role in the classroom and all learning activities are mainly conducted through whole-class instruction, accompanied by individual practice under the teachers' supervision. Teachers clearly define learning objectives, expectations, classroom rules, and performance standards while maintaining close guidance and monitoring throughout the learning process.

Instruction commonly involves direct explanation of lesson content, specification of task procedures, step-by-step guidance, monitoring of task completion, and immediate corrective feedback. The emphasis is placed on ensuring that students acquire essential knowledge and skills accurately and efficiently.

Style 2: Instruction and Modeling. The Instruction and Modeling cluster integrates the Expert, Personal Model, and Formal Authority teaching styles. This cluster supports students' knowledge acquisition and their recognition of the thinking processes and

procedural steps involved in task completion. Skills develop through observation, selective imitation, guided practice, and improvement informed by feedback.

Teachers facilitate the acquisition of academic knowledge, expressive reading, handwriting techniques, mathematical problem-solving skills, experimental procedures, and behavioral norms in specific contexts.

Classroom instruction is generally conducted through teachers' demonstrations followed by guided student practice. Students observe examples provided by the teacher, engage in individual practice, participate in collective feedback sessions, and may occasionally work in pairs or small groups through role-play activities.

Teachers explain their knowledge and thinking processes and directly perform or demonstrate procedures. They subsequently monitor students' attempts to replicate the demonstrated actions, guide students in practicing according to the model, monitor their progress, correct errors, and provide formative feedback.

Style 3: Guidance and Exploration. The Guidance and Exploration cluster combines the Expert, Facilitator, and Personal Model teaching styles. This style empowers students to actively construct knowledge while developing their thinking, observation, questioning, reasoning, collaboration, problem-solving, and presentation skills.

Teachers select learning problems, provide the necessary subject knowledge, design inquiry-based questions, organize discussions, observe student activities, offer prompts, model specific procedures when necessary, and assist students in drawing conclusions. Learning tasks often involve observable phenomena, data analysis, exploratory activities, or situations that stimulate students' observation, prediction, and exploration.

Instruction is organized through a combination of whole-class activities, pair discussions, group work, learning stations, educational games, and experiential learning tasks. Teachers guide learning by posing open-ended questions, facilitating dialogue, and encouraging students to engage in cycles of observation, prediction, explanation, and verification.

Teachers present problems, use questions to scaffold learning, and require students to observe, predict, and explain. When necessary, teachers demonstrate a portion of the learning process before supporting students in verifying their findings and generalize conclusions. This style is appropriate for students who possess foundational knowledge and experience and are capable of engaging in discussion, observation, or practice.

Style 4: Facilitation and Responsibility Transfer. The Facilitation and Responsibility Transfer cluster combines the Expert, Facilitator, and Delegator teaching styles. This cluster aims to foster students' autonomy, self-direction, planning skills, collaboration, decision-making abilities, self-assessment, and responsibility for both learning processes and outcomes.

In this approach, teachers provide the necessary knowledge base, design learning tasks, establish boundaries for student choices, monitor progress, and offer guidance, support, and feedback when needed. Learning activities often include small projects, experiential learning

tasks, simple investigations, and individual or group products connected to lesson objectives and classroom presentations.

Students work independently or within self-managed groups, participate in project-based learning activities, engage in learning-center tasks, complete experiential assignments, and present learning products to their peers. They are encouraged to participate in planning, selecting roles, determining implementation strategies, monitoring progress, and assuming responsibility for outcomes.

The teacher provides students with foundational knowledge and clarifies learning objectives and assessment criteria while assigning tasks that allow multiple approaches and solutions. Students are given opportunities to determine how tasks will be completed, distribute responsibilities among group members, and evaluate both individual and group performance. During the process, teachers act as facilitators, advisors, and support providers when needed rather than direct instructors. Assessment includes student self-assessment, peer assessment, and teacher feedback. This style is suitable for students who possess prerequisite knowledge, understand task requirements, and have developed some level of collaboration, self-management, communication, and self-assessment skills.

3.2. Discussion

The findings indicate that a teacher's teaching style is an intersection of their beliefs, values, and behaviors within specific contexts. A teacher may not make any changes in classroom organization while simultaneously adjusting their instructional approach based on such aspects as lesson objectives, content, student characteristics, and the requirements of each activity. This perspective is in line with Grasha (1994), who argued that the Expert, Formal Authority, Personal Model, Facilitator, and Delegator styles typically appear in combinations in stead of mutually exclusive entities.

The four teaching-style clusters proposed in this study illustrate a gradual shift in how teachers apply professional expertise and support student autonomy within the classroom. In the Instruction and Control and Instruction and Modeling clusters, teachers assume primary responsibility for transmitting knowledge, establishing expectations, and demonstrating procedures while in the Guidance and Exploration and Facilitation and Responsibility Transfer clusters, teachers increasingly adopt the roles of facilitator, advisor, and learning partner, which creates opportunities for students to have more active participation in their learning process. This interpretation aligns with the idea that teaching styles differ mainly in how decision-making authority is permitted between teachers and students. It is also consistent with Grasha's position that shows how the teacher decide the appropriateness of particular teaching-style combinations.

The four clusters should not, however, be viewed as mutually exclusive instructional approaches. Within a single lesson, a teacher may begin with Instruction style and Control style to clarify learning objectives, then they move to Instruction style and Modeling style to demonstrate a procedure, even proceed to Guidance and Exploration to have students take part

in inquiry and problem-solving tasks before using Facilitation and Responsibility Transfer by assigning students responsibility for producing and presenting learning outcomes. Such flexibility reflects Grasha's proposition that teaching styles are dynamic and often occur in combinations in stead of fixed instructional patterns. Consequently, the value of the proposed framework lies not in classifying teachers into predetermined groups but in helping them reflect on their instructional roles, evaluate opportunities for student participation, and consider whether the level of support provided is appropriate for a given learning task.

The findings also support the argument that classroom organization significantly influences students' learning experiences. However, the present analysis does not suggest that any single teaching style is universally superior. Instructional effectiveness depends on multiple factors, including lesson content, student characteristics, implementation quality, and educational context. Therefore, the effectiveness of a teaching style should be understood in relation to its appropriateness for specific instructional goals and classroom conditions in stead of an inherently approach.

For primary school teachers, the proposed framework may be used as a valuable tool for professional reflection by suggesting that changing classroom organization is not merely a technical adjustment. However, it is deeply connected to the teacher's beliefs regarding student capability, their own professional role, and the degree of autonomy that students can assume. As a result, professional development programs that aimed at enhancing teaching styles should emphasize classroom observation, instructional reflection, and analysis of authentic teaching situations in stead of focusing entirely on the introduction of new teaching methods.

A major contribution of this study is the reinterpretation of Grasha's teaching-style model through clusters that more closely reflect classroom realities in primary education. The proposed framework translates abstract theoretical descriptions into observable instructional practices that can be identified and examined in school settings. Nevertheless, the four clusters and their associated descriptors are conceptual interpretations that are developed by the present study rather than Grasha's original descriptions. Furthermore, they have not yet been empirically validated with Vietnamese primary school teachers. Accordingly, the framework should be regarded as a preliminary conceptual model that provides a foundation for future research in stead of a definitive classification system.

Future studies may prove how the framework is effective through expert consultation, teacher interviews, and systematic classroom observations. Based on such evidence, teaching-style indicators can be refined prior to developing and testing scales on a representative sample of Vietnamese primary school teachers. In addition, combining self-report data with classroom observations would be particularly valuable because teachers' perceptions of their instructional styles may not fully correspond to their actual classroom practices. Such research would contribute to a more comprehensive understanding of how the four teaching-style clusters are enacted across different subjects and grade levels, as well as how they relate to student engagement, autonomy, and learning outcomes.

4. Conclusion

Teaching style reflects how teachers use their professional expertise, organize the classroom, interact with students, and distribute responsibility throughout the learning process. Based on an analysis of relevant concepts and models, teaching style can be understood as both a relatively stable professional characteristic of individual teachers and a dynamic construct capable of adaptation based on lesson objectives, content, students' characteristics, and specific instructional situations. Therefore, no single style should be considered universally appropriate for all circumstances, nor should teachers be confined to a rigid, singular instructional mode.

Based on Grasha's teaching-style framework, this study proposed four detailed teaching-style clusters that are relevant to the context of Vietnamese primary education. They are Instruction and Control, Instruction and Modeling, Guidance and Exploration, and Facilitation and Responsibility Transfer. The component structure of the clusters was derived from Grasha's four-cluster framework, while the present study contributes descriptions specific to primary education.

These clusters illustrate a continuum of instructional roles, ranging from teachers as being direct knowledge providers who establish expectations and supervise learning activities, to teachers as being models, facilitators, advisors, and supporters who gradually empower students to assume greater responsibility for their own learning. Across the proposed teaching-style clusters, the teacher's professional knowledge and organizational capability remain essential to ensure the face that learning activities are appropriately directed by teachers. The findings further suggest that the combination of these styles must be used flexibly in primary education. The key issue is how to integrate guidance, structure, support, and student autonomy in stead of choosing exclusively between teacher-centered and student-centered approaches in any teaching situations.

The proposed four-cluster framework also offers a useful lens through which teachers can critically reflect on their classroom practices and instructional decision-making. It may also provide a foundation for teacher professional development, the design of self-assessment instruments, and the development of measurement scales for teaching styles in primary education. Finally, the above-mentioned framework provides a basis for future empirical research examining differences among teacher groups and the relationships between teaching styles and outcomes such as student engagement, autonomy in how students' learning outcomes will be assessed, and in how their academic performance will be achieved.

❖ ***Conflict of Interest:*** *Author have no conflict of interest to declare.*

REFERENCES

Ahmed, S., Farooqi, M. T. K., & Iqbal, A. (2021). A study of teachers' teaching styles and students' performance. *Elementary Education Online, 20*(2), 1098–1105. https://doi.org/10.17051/ilkonline.2021.02.124

Aktan, S. (2012). *Öğrencilerin akademik başarısı, öz düzenleme becerisi, motivasyonu ve öğretmenlerin öğretim stilleri arasındaki ilişki*. Aktan, Sümer, Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü. Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü. https://hdl.handle.net/20.500.12462/1787

Chetty, N. D. S., Handayani, L., Sahabudin, N. A., Ali, Z., Hamzah, N., Abdul Rahman, N. S., & Kasim, S. (2019). Learning styles and teaching styles determine students' academic performances. *International Journal of Evaluation and Research in Education, 8*(3), 610–615. https://doi.org/10.11591/ijere.v8i3.20345

Evin Gencel, İ. (2013). Öğretmenlerin öğretim stilleri tercihleri: Türkiye–ABD karşılaştırılması. *Turkish Studies, 8*(8), 635–648. http://dx.doi.org/10.7827/TurkishStudies.5182

Fischer, B. B., & Fischer, L. (1979). Styles in teaching and learning. *Educational Leadership, 36*(4), 245–254. The National Center for Research in Vocational Education. The Ohio State University. Columbus

Ford, J. H., II, Robinson, J. M., & Wise, M. E. (2016). Adaptation of the Grasha Riechmann Student Learning Style Survey and Teaching Style Inventory to assess individual teaching and learning styles in a quality improvement collaborative. BMC *Medical Education, 16*, 252. https://doi.org/10.1186/s12909-016-0772-4

Grasha, A. F. (1994). A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator. *College Teaching, 42*(4), 142–149. https://doi.org/10.1080/87567555.1994.9926845

Grasha, A. F. (1996). *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles*. Alliance Publishers. International Alliance of Teacher Scholars, Inc.

Halif, M. M., Hassan, N., Muhamed, A. A., Abd Rahim, N. N., Abu Bakar, M. Z., & Hassan, M. F. (2022). The moderating effects of teaching and cultural variables on the relationship between learning styles and student engagement. *International Journal of Academic Research in Business and Social Sciences, 12*(6), 410–417. https://doi.org/10.6007/IJARBSS/v12-i6/13859

Heimlich, J. E., & Norland, E. (2002). Teaching style: Where are we now? *New Directions for Adult and Continuing Education, 2002*(93), 17–25. https://doi.org/10.1002/ace.46

Huang, C., & Zheng, Q. (2022). How teaching style influences learning effectiveness through learning motivation: An example of an advanced mathematics course for undergraduate students at university. *International Journal of Research in Business and Social Science, 11*(6), 468–477. https://doi.org/10.20525/ijrbs.v11i6.1933

Jack, M. C., Kenkare, S. B., Saville, B. R., Beidler, S. K., Saba, S. C., West, A. N., Hanemann, M. S., & van Aalst, J. A. (2010). Improving education under work-hour restrictions: Comparing learning and teaching preferences of faculty, residents, and students. *Journal of Surgical Education, 67*(5), 290–296. https://doi.org/10.1016/j.jsurg.2010.07.001

Karataş, E., & Yalın, H. İ. (2021). The impact of matching learning-teaching styles on students' academic achievement. *Eurasian Journal of Educational Research, 92*, 377–402. https://doi.org/10.14689/ejer.2021.92.19

Mete, H., & Bakır, S. (2016). Teaching styles of science teachers. *Journal of Educational Sciences Research, 6*(2), 95–111. https://doi.org/10.12973/jesr.2016.62.6

Şen, Ö. (2018). Analysing the correlations between primary school teachers' teaching styles and their critical thinking disposition. *Journal of Education and Training Studies, 6*(1), 130–136. https://doi.org/10.11114/jets.v6i1.2790

Shaari, A. S., Yusoff, N. M., Ghazali, I. M., Osman, R. H., & Dzahir, N. F. M. (2014). *The relationship between lecturers' teaching style and students' academic engagement. Procedia - Social and Behavioral Sciences, 118*, 10–20. https://doi.org/10.1016/j.sbspro.2014.02.002

Sheikh, A., & Mahmood, N. (2014). Effect of different teaching styles on students' motivation towards English language learning at secondary level. *Science International (Lahore), 26*(2), 825–830.

Üredi, I., & Üredi, L. (2009). Yapılandırmacı öğrenme ortamı üzerinde etkili olabilecek bir değişken: Öğretim stili tercihi. *Education Sciences, 4*(4), 1171–1185. https://doi.org/10.12739/10.12739

Üredi, L. (2006). İlköğretim I. ve II. kademe öğretmenlerinin öğretim stili tercihlerine göre öğretmenlik mesleğine ilişkin algıla Ayınlanmamış Doktora Tezi. Marmara Üniversitesi Eğitim Bilimleri Enstitüsü.İstanbul. https://katalog.marmara.edu.tr/veriler/yordambt/cokluortam/3D/T0052390.pdfrının incelenmesi

Uzuntiryaki, E. (2007). Learning styles and high school students' chemistry achievement. International council of Associations Science Educations. *Science Education* International, *18*(1), 25–37. https://files.eric.ed.gov/fulltext/EJ1065300.pdf

---

PHONG CÁCH DẠY HỌC CỦA GIÁO VIÊN TIỂU HỌC: VẬN DỤNG MÔ HÌNH GRASHA THEO PHỔ CHUYỂN GIAO TRÁCH NHIỆM HỌC TẬP

Nguyễn Đắc Thanh

Trường Đại học Sư phạm Thành phố Hồ Chí Minh, Việt Nam

Tác giả liên hệ: Nguyễn Đắc Thanh – Email: thanhnd@hcmue.edu.vn

Ngày nhận bài: 23-7-2026; Ngày nhận bài sửa: 24-8-2026; Ngày duyệt đăng: 03-9-2026

TÓM TẮT

Phong cách dạy học phản ánh cách giáo viên (GV) vận dụng tri thức chuyên môn, tổ chức hoạt động học tập và tương tác với học sinh (HS) trong suốt quá trình dạy học. Bài viết nhằm hệ thống hóa cơ sở lí luận về phong cách dạy học và vận dụng mô hình phong cách dạy học của Grasha để đề xuất các nhóm phong cách dạy học phù hợp với bối cảnh giáo dục tiểu học. Nghiên cứu sử dụng phương pháp nghiên cứu lí luận, kết hợp tổng quan tài liệu, phân tích nội dung, so sánh và tổng hợp các công trình liên quan đến phong cách dạy học. Dựa trên năm phong cách dạy học của Grasha gồm Chuyên gia, Người có thẩm quyền chính thức, Hình mẫu cá nhân, Người hướng dẫn và Người ủy quyền, bài viết phân tích và đề xuất bốn nhóm phong cách dạy học: Truyền đạt và Kiểm soát; Truyền đạt và Làm mẫu; Hướng dẫn và Khám phá; Hỗ trợ và Chuyển giao trách nhiệm. Kết quả cho thấy GV hiếm khi chỉ sử dụng một phong cách dạy học đơn lẻ mà thường kết hợp và điều chỉnh linh hoạt nhiều phong cách theo mục tiêu bài học, đặc điểm nội dung, năng lực của HS và bối cảnh lớp học cụ thể. Việc vận dụng mô hình Grasha cung cấp một khung lí thuyết toàn diện để mô tả sự chuyển dịch vai trò của GV, từ truyền đạt tri thức, duy trì kiểm soát và làm mẫu, đến hướng dẫn, hỗ trợ và trao quyền cho HS trong quá trình học tập. Khung lí luận được đề xuất có thể là cơ sở cho việc tự phản tư của GV, cho các chương trình bồi dưỡng chuyên môn và cho những nghiên cứu thực nghiệm tiếp theo về phong cách dạy học của GV tiểu học.

Từ khóa: giáo viên tiểu học; tổ chức dạy học; mô hình Grasha; phong cách dạy học