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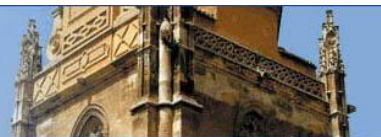
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ABSTRACT

This study aimed to examine the policies, programs, and resources provided by higher education administrators in India to support differentiation in business English classrooms. The study also evaluated the impact of administrators' support on differentiation, explored strategies and best practices for supporting differentiation, and assessed the challenges faced by administrators. The results showed that higher education administrators in India have implemented various policies and programs to support differentiation in business English classrooms, including the use of technology and digital tools, innovative practices, and online courses. However, the study also revealed that there is still a gap in terms of supporting classroom management, considering learner preferences, and promoting variety in classrooms to break monotony. To overcome these challenges, higher education administrators were recommended to prioritize collaboration with teachers, provide professional development opportunities, and allocate sufficient resources for differentiation in business English classrooms.

Keywords: higher education administrators, India, differentiation, business English classrooms, policies, programs, resources, impact, strategies, best practices, challenges, recommendations.

INTRODUCTION

Differentiation in a business English classroom refers to the approach of tailoring language instruction to meet the diverse needs, interests, and learning styles of individual students. This can include modifying assignments and activities, providing individualized feedback, using multiple assessment techniques, and creating a flexible learning environment that allows students to progress at their own pace. The goal of differentiation is to maximize student engagement, understanding, and success by addressing the unique needs and abilities of each learner in the class.

Relevant studies on Differentiation

A study by Burns (2010) on "Differentiated Instruction in the Business English Classroom" highlights the benefits of tailoring language instruction to the diverse needs of students in a business English context. This study found that differentiated instruction positively impacted student engagement and understanding of business language concepts. Another study by Pashmforoush (2016) explored the perceptions of Iranian EFL teachers on differentiation in the classroom. The study found that teachers generally had positive perceptions of differentiation, but also identified some challenges in implementing it effectively in their practice. Finally, Al-Qahtani (2017) conducted a study on "Differentiated Instruction in a Business English Classroom: The Impact on Student Learning Outcomes". The study results showed that differentiation had a significant impact on student learning outcomes in a business English setting, including improved language proficiency and greater student satisfaction.

It is difficult to find recent studies specifically on differentiation in a business English classroom in India, but it is possible that there has been research in this area that has not been published in English or widely accessible. However, research on differentiation in language classrooms in India can provide some insights that are relevant to the business English context. For example, a study by Rana and Mahapatro (2018) investigated the implementation of differentiation strategies in English language classrooms in India. The study found that while teachers were familiar with the concept of differentiation, they faced challenges in effectively implementing differentiation strategies in their practice. This suggests that there may be similar challenges in implementing differentiation in business English classrooms in India. Overall, there is a need for more research on

differentiation in business English classrooms in India to gain a better understanding of the unique context and challenges in this setting.

A study by Kaur and Sandhu (2017) found that the diverse language backgrounds and learning needs of students in India necessitate the use of differentiated instruction in English language classrooms. The study also found that differentiation can help to address the challenges of teaching English as a second language in India, such as low student motivation, limited prior knowledge, and cultural differences. These findings suggest that differentiation is an important and relevant approach in business English classrooms in India, where students may face similar challenges in acquiring the language.

There have been several studies that have identified the challenges and problems associated with differentiation in colleges in India. One issue is the lack of teacher training and professional development opportunities in this area. Many teachers may not be familiar with the concept of differentiation or lack the skills and knowledge to implement it effectively in their classrooms (Rana & Mahapatro, 2018). Another challenge is the lack of resources and support from school administrators, which can limit the ability of teachers to effectively differentiate instruction (Kaur & Sandhu, 2017). Additionally, some teachers may not have access to adequate materials or technology to support differentiation, making it difficult to implement in practice (Rana & Mahapatro, 2018).

Despite the studies that have been conducted on differentiation in business English classrooms, there is still a research gap in this area, particularly in the context of India. One gap is the lack of studies that examine the long-term effects of differentiated instruction on student learning outcomes in India. While some studies have shown positive effects of differentiation in the short-term, there is a need for further research to determine whether these effects persist over time in the Indian context. Additionally, there is a need for more research that explores the practical aspects of implementing differentiation in a business English context in India. For example, more studies are needed to identify specific strategies that are effective in a business English setting in India, as well as the challenges and obstacles that teachers may face in implementing these strategies in this context. By filling these gaps in the research, educators in India can gain a better understanding of how to effectively differentiate instruction in a business English classroom and improve student learning outcomes in this context.

Objectives of the Study

1. Identify the policies, programs, and resources that higher education administrators in India provide to support differentiation in business English classrooms.
2. Evaluate the impact of higher education administrators' support on the implementation and effectiveness of differentiation in business English classrooms in India.
3. Explore the strategies and best practices that higher education administrators in India can adopt to support differentiation in business English classrooms.
4. Assess the challenges and obstacles faced by higher education administrators in supporting differentiation in business English classrooms in India.
5. Provide recommendations for higher education administrators in India on how they can better support differentiation in business English classrooms.

Need of the Study

The need for differentiation in business English classrooms in India is crucial as it addresses the diverse learning needs and styles of students. The traditional one-size-fits-all approach to teaching is no longer effective, and it is essential to cater to the unique learning needs of each student. This requires a supportive environment and resources that promote differentiation. Higher education administrators play a vital role in providing this support, but the impact of their support on the implementation and effectiveness of differentiation in business English classrooms in India is not well understood. This study aims to explore the policies, programs, and resources that higher education administrators in India provide to support differentiation, evaluate their impact on the implementation and effectiveness of differentiation, identify best practices, and provide recommendations for improvement. The study is significant as it provides a comprehensive understanding of the role of higher education administrators in supporting differentiation in business English classrooms in India and how this can be improved to enhance student learning outcomes.

Relevance of the Study

The need for effective differentiation in business English classrooms is relevant both nationally and internationally. In India, where English is widely used as a second language in education and business, ensuring students receive a quality education in business English is crucial for their future success. The use of English as a global language has increased the demand for effective English language instruction, and therefore, the need for differentiation in business English classrooms. On a global scale, the increasing competition in the job market has made it necessary for individuals to have strong English language skills, which highlights the need

for effective and innovative language instruction methods. By addressing the challenges and obstacles faced by higher education administrators in supporting differentiation in business English classrooms in India, the study has implications for education and business English instruction both nationally and internationally.

The University Grants Commission (UGC) and Educational Developments

The University Grants Commission (UGC) of India has been emphasizing the importance of technology integration and the development of online courses in higher education (UGC, 2021). The integration of technology and the use of digital tools in the classroom have the potential to support differentiation by providing students with personalized learning experiences and access to a wider range of resources and materials (Liu & Chen, 2019). For example, digital tools such as online learning platforms and interactive multimedia can be used to create custom-made materials that cater to the diverse needs of students in a business English classroom (Chu & Kinshuk, 2016).

Here's a tabular representation of the total grants received by the University Grants Commission (UGC) from the Ministry of Education and the Ministry of HRD under General Budget Head

Table 1: Grants received by the University Grants Commission

Year	Total Grants Received (Ministry of Education)	Total Grants Received (Ministry of HRD)
2020-21	Rs. 13135.13 Crore + Rs. 494.92 Crore (unspent balance)	Rs. 12765.86 Crore + Rs. 505.77 Crore (unspent balance)
2019-20	Rs. 13135.13 Crore	Rs. 12765.86 Crore

In addition, the UGC has also encouraged the adoption of innovative practices in higher education institutions to improve the quality of education (UGC, 2021). The use of innovative teaching methods and the integration of technology can create new and exciting learning experiences for students, making the classroom more engaging and motivating (Gajardo & Gallardo, 2017). For instance, incorporating virtual reality simulations or gamification in the business English classroom can add an element of fun and excitement to the learning process, thereby increasing students' motivation and engagement (Liu & Chen, 2019).

However, while the UGC has emphasized the importance of technology integration and innovative practices, it has not gone into the details of classroom management, learners' preferences, and variety in classrooms to break the monotony (UGC, 2021). Classroom management, learners' preferences, and variety in the classroom are critical factors that can impact the effectiveness of differentiation in the business English classroom (Tomlinson, 2014).

For instance, the classroom management strategies employed by the teacher, such as group work and the use of flexible seating arrangements, can impact the students' ability to learn and the teacher's ability to differentiate instruction (Tomlinson, 2014). Additionally, learners' preferences, such as their preferred learning styles and the types of materials they find engaging, should be taken into consideration when planning differentiation activities (Felder & Silverman, 1988). Finally, variety in the classroom, such as incorporating different teaching methods and activities, can help to break the monotony and keep students motivated and engaged (Tomlinson, 2014).

The UGC's emphasis on technology integration and innovative practices in higher education institutions is a step in the right direction (UGC, 2021). However, higher education administrators and educators in India should also consider the importance of classroom management, learners' preferences, and variety in the classroom when planning and implementing differentiation activities in business English classrooms (Tomlinson, 2014). By considering these critical factors, educators can ensure that differentiation activities are effective and lead to improved student learning outcomes (Chu & Kinshuk, 2016).

Higher Education Administrators' and Existing Support

There is no specific study on the impact of higher education administrators' support on the implementation and effectiveness of differentiation in business English classrooms in India. However, the need for higher education administrators' support in promoting and implementing differentiation in the classroom has been emphasized in various studies and literature. According to Tomlinson (2014), the role of school and higher education administrators is crucial in promoting a culture of differentiation and providing the necessary resources and support for teachers to effectively implement differentiation in the classroom.

Additionally, studies have shown that the presence of supportive school and higher education administrators can have a positive impact on teacher morale, motivation, and professional growth, which can in turn lead to improved teaching practices and student learning outcomes (Marzano, Pickering, & Pollock, 2001).

Therefore, there is a need for research to examine the specific ways in which higher education administrators can support differentiation in business English classrooms in India and the impact of their support on the implementation and effectiveness of differentiation.

Higher Education Administrators' Role

As Tomlinson (2014) highlights, higher education administrators in India have a crucial role to play in supporting differentiation in business English classrooms. Differentiation is an instructional approach that recognizes the diverse needs and abilities of students, and adjusts the teaching strategies and materials accordingly. This approach has been shown to be effective in improving student learning outcomes, especially for students with diverse backgrounds, needs, and abilities.

To support differentiation, higher education administrators can adopt several strategies. Firstly, administrators can provide teachers with professional development opportunities. These opportunities can include workshops, courses, and conferences that focus on differentiation, teaching strategies, and assessment. This will help teachers to acquire the knowledge and skills needed to effectively implement differentiation in the classroom.

Secondly, administrators can allocate resources for instructional materials and technology. This includes funding for textbooks, digital tools, and other materials that teachers can use to implement differentiation. This will help to ensure that teachers have access to the resources they need to effectively differentiate instruction.

Thirdly, administrators can encourage collaboration and sharing of best practices. This can be achieved through regular meetings, workshops, and professional development opportunities where teachers can share their experiences and best practices with each other. This will help to build a culture of differentiation, and provide teachers with a supportive environment to grow and improve their skills.

Fourthly, administrators can provide support and guidance to teachers. This can include providing resources and materials, offering mentoring and coaching, and providing opportunities for professional development. This will help to ensure that teachers have the support they need to successfully implement differentiation in the classroom.

Finally, administrators can evaluate and monitor the implementation of differentiation. This can include regularly collecting and analyzing data on student learning outcomes, teacher practices, and resources. This will help to identify areas for improvement, and provide administrators with the information they need to make informed decisions about differentiation.

Possible Challenges

Implementing differentiation in business English classrooms can pose several challenges for higher education administrators in India. One challenge is the lack of teacher training and professional development. Teachers may be uncertain about how to differentiate instruction effectively and may need support and guidance to implement differentiation in the classroom. Additionally, administrators may face resistance from teachers who are resistant to change and may not be willing to try new teaching methods.

Another challenge is the lack of resources and materials. Differentiation requires a variety of teaching materials and technology that may not be readily available in some schools. Administrators may need to allocate additional resources to support differentiation, such as providing training for teachers, purchasing technology and materials, and creating a supportive environment for teachers to experiment and innovate.

Finally, administrators may also face challenges in terms of assessing the impact of differentiation on student learning outcomes. While differentiation can lead to improved student engagement and motivation, it can be difficult to quantify its impact on student achievement. Administrators may need to work with teachers to develop assessments and evaluation tools that accurately measure the impact of differentiation on student learning.

Recommendations

Based on the challenges faced by higher education administrators in supporting differentiation in business English classrooms in India, the following recommendations can be made:

1. Provide teacher training and professional development: Higher education administrators should invest in providing teachers with training and professional development opportunities to help them understand the principles of differentiation and how to implement it effectively in the classroom. This can be done through workshops, online courses, or mentorship programs.
2. Allocate resources and materials: Administrators should allocate the necessary resources and materials to support differentiation in the classroom, such as technology, digital tools, and teaching materials. This can help teachers implement differentiation effectively and provide students with a variety of learning experiences.
3. Create a supportive environment: Administrators should create a supportive environment that encourages teachers to experiment and innovate. This can be done by providing teachers with opportunities to collaborate with each other and share their experiences with differentiation.

4. Assess the impact of differentiation: Administrators should work with teachers to develop assessments and evaluation tools that accurately measure the impact of differentiation on student learning outcomes. This data can be used to determine the effectiveness of differentiation and make necessary changes to improve student learning.
5. Encourage collaboration: Administrators should encourage collaboration between teachers and administrators to support differentiation in the classroom. This can be done through regular meetings, workshops, or other forms of collaboration to discuss best practices and provide support to teachers.

There is ample evidence that supports the benefits of differentiation in the classroom. A study by Tomlinson (2014) found that differentiated instruction can lead to improved student motivation and engagement, as well as increased student achievement. Another study by Jitendra et al. (2017) found that students who were taught using differentiation methods showed higher levels of critical thinking and problem-solving skills compared to students who were not taught using these methods.

Thus, higher education administrators in India can play a critical role in supporting differentiation in business English classrooms by providing teacher training, allocating resources and materials, creating a supportive environment, assessing the impact of differentiation, and encouraging collaboration between teachers and administrators. By doing so, they can help improve student learning outcomes and prepare students for success in the business world.

CONCLUSION

In conclusion, the role of higher education administrators in supporting differentiation in business English classrooms in India is a crucial factor in ensuring student success. By identifying the policies, programs, and resources provided by higher education administrators in India, it is possible to assess the impact of their support on the implementation and effectiveness of differentiation in the classroom. The strategies and best practices that administrators can adopt to support differentiation can also be explored, along with the challenges and obstacles faced by administrators in this process. Based on the data collected from the survey, recommendations can be made for higher education administrators in India on how they can better support differentiation in business English classrooms. By following these recommendations, higher education administrators can work towards improving student learning outcomes and creating an inclusive and effective learning environment for all students in India.

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