


Chapter 22

Incorporating Vernacular Tribal Literature Into the English Language Classroom: A Study of the Gond Tribe of District Mandala in Madhya Pradesh

Shibani Basu Dubey

The Bhopal School of Social Sciences, India

Tanuja Khan

 <https://orcid.org/0000-0002-0013-4717>

The Bhopal School of Social Sciences, India

Vineeta Saluja

Mangalayatan University, India

ABSTRACT

The Holistic Integration and Appreciation Model (HIAM) was developed to enhance educational outcomes for students from the Gond tribes by integrating their cultural heritage into the curriculum. This study aims to evaluate the effectiveness of the HIAM model in improving language proficiency, student engagement, cultural understanding, and community impact. An experimental research method was employed using a group post-test design. A purposive sample of one section of Class 9 students from Brain Child Academy in Mandla, Jabalpur, Madhya Pradesh, was selected as the intervention group. The conceptual framework of the tool was tested using Smart-PLS 4 software. The post-intervention data indicated significant improvements in language proficiency and student engagement. Students demonstrated a greater appreciation and understanding of their cultural heritage, reflected in increased self-esteem and sense of identity. The community also reported positive impacts, including heightened educational aspirations and greater involvement in school activities.

DOI: 10.4018/979-8-3373-4124-8.ch022

INTRODUCTION

Cultural diversity and inclusivity have been given more prominence in educational institutions in the past few years. The renewed focus on the significance of Indigenous heritage and Indigenous peoples' knowledge has spurred researchers, educators, and other stakeholders to search for new ways to incorporate Indigenous perspectives into school programs or mainstream curricula. The use of vernacular tribal literature in English utilizes English language classrooms to expose students to this cultural heritage (International Experiences in Language Testing and Assessment, 2015). The present study is based on the use of Gond Tribal literature among the Gond Tribe of Madhya Pradesh, district Mandla, India. The Gond Tribe, with its rich cultural heritage and distinct literary traditions, offers a valuable reservoir of knowledge and storytelling that can enrich the educational experiences of students. By incorporating Gond tribal literature into the English language curriculum, educators have the opportunity to foster cultural understanding, linguistic proficiency, and appreciation for indigenous perspectives among learners (Deogaonkar, 2008).

The Gond Tribe population in the district of Mandla in Madhya Pradesh is quite high and there are educational institutions that are trying to emphasize inclusive and culturally sensitive education for the first-grade children (Stauss et al., 2021). By conducting a critical analysis of the integration process and its effects on the student's learning, this study aims to enhance the existing literature on Multicultural Education and Curriculum Integration (Koreti, 2016). This study also seeks to explore the difficulties, advantages, and strategies involved in using the vernacular tribal literature in English language classes with the hope of helping shape educational policies and practices for cultural diversity and equality in the education system. Finally, the conclusions made in this research may contribute to the establishment of multicultural learning environments that focus on indigenous cultures such as the Gond Tribe (Thamanna & Subramani, 2023).

It will be important to understand how to merge the vernacular tribal literature used in the English language classroom besides taking some particular consideration of the indigenous Gond Tribe of Mandla district in Madhya Pradesh, India. Cultural context therefore, encompasses the social, historical, economic, and political framework that defines the culture of a certain group of people group (Gupta et al., 2010).

THEORETICAL FRAMEWORK AND DESIGNING INSTRUCTIONAL STRATEGIES

Designing Instructional Strategies using the Holistic Integration and Appreciation Model (HIAM) involves a purposeful approach to incorporating Vernacular Tribal Literature (VTL) into educational contexts. HIAM is a concise yet potent framework tailored to seamlessly integrate VTL, with a strong emphasis on cultural integration, cultural engagement, and the implementation of effective teaching strategies supported by comprehensive teachers' training.

Cultural Integration

HIAM prioritizes the seamless infusion of Vernacular Tribal Literature into educational settings, ensuring that it becomes an integral part of the curriculum. This involves carefully selecting VTL texts that authentically represent the cultural identity, values, and traditions of the indigenous community.

14 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/incorporating-vernacular-tribal-literature-into-the-english-language-classroom/379018

Related Content

Intellectual Capital and Business Performance in University Spin-Off Companies

Anna Szopa (2013). *Intellectual Capital Strategy Management for Knowledge-Based Organizations* (pp. 215-224).

www.irma-international.org/chapter/intellectual-capital-business-performance-university/75259

Managing Government Agency Collaboration through Social Networks

Salvatore Parise (2011). *Encyclopedia of Knowledge Management, Second Edition* (pp. 1054-1064).

www.irma-international.org/chapter/managing-government-agency-collaboration-through/49051

Prognostication of Sales by Auto Encoder and Long-Term Short Memory

Kapil Kumar and Kripa Shanker Mishra (2022). *International Journal of Knowledge-Based Organizations* (pp. 1-15).

www.irma-international.org/article/prognostication-of-sales-by-auto-encoder-and-long-term-short-memory/307147

External and Internal Knowledge in Organizations

Rafael Andreu and Sandra Sieber (2011). *Encyclopedia of Knowledge Management, Second Edition* (pp. 298-307).

www.irma-international.org/chapter/external-internal-knowledge-organizations/48980

Using Artificial Neural Networks (ANNs) to Improve Agricultural Knowledge Management System (KMS)

Mriganka Mohan Chanda, Neelotpal Banerjee and Gautam Bandyopadhyay (2020). *International Journal of Knowledge Management* (pp. 84-101).

www.irma-international.org/article/using-artificial-neural-networks-anns-to-improve-agricultural-knowledge-management-system-kms/255134