

Summary

The responsible use of social media can lead to positive outcomes such as increased connectivity, access to information, support networks, opportunities for self-expression, cultural exchange and education, to mention a few (Ellison, Steinfield, and Lampe, 2007). This research uses digital platforms to disseminate children's songs in the Ticuna language, aiming to promote the cultural identity and the use of the Ticuna language amongst the Cushillo Cocha community, and follows up children's initial reactions to the presence of the language and culture of their ancestors in social media.

Preliminary results indicate the use of social media increased children's interest and engagement with songs in the Ticuna language. This suggests promising opportunities to further promote and preserve both the use and cultural value of the Ticuna and other originary languages and their culture.

Introduction

The use of social media significantly influences the dissemination of ideas and understanding of the world through the internet (Kaplan and Haenlein, 2010). Additionally, social media has the power to engage and involve large audiences in managing and promoting cultural heritage (Liang, Lu and Marti, 2021). However, the visibility of the Ticuna language in social media is limited, and this could contribute to a lack of visibility for the cultures of indigenous communities. Anecdotally, it has been observed that parents discourage children from using the Ticuna language due to a fear of being discriminated, and some families feel embarrassed when speaking the Ticuna language. The self-perception as speakers of Ticuna can have a negative impact on the future of the language, unless children are taught to value their originary language. Social media can be adapted to teach children about their culture from an early age, using resources such as music video to support the development of essential skills for their education and personal growth. Through music, children strengthen their learning, build self-confidence and develop their ability to socialize with others (Choque Rosas, 2022). Through the use of children's songs in Ticuna disseminated via social media, children have the opportunity to develop their expression and communication skills in their native language.

Methodology

A mixed research method was used in this study. Participants were 17 children aged 5 attending Kindergarten No. 333 in the Cuchillo Cocha community. For the activity, children were presented a song in the Ticuna language. The song was presented in two formats: audio only and audio and video together. Information was collected on the children's behavior during and after the activity. The organization of the activities and data collection was carried out by the assistant teacher. Before listening to the song, children were asked questions to identify their interest in traditional songs in the Ticuna language. During the activity, the teacher assistant observed the reactions during the listening activity, following a protocol provided in advance. After listening to the song, the children answered a survey that collected their understanding and impressions on the song, and their interest in learning the language through music. Additionally, in order to obtain information on the access to social media and use of technology, a questionnaire was distributed among parents of those children.

1. ¿Qué operador utilizas?
2. ¿Con qué frecuencia realiza su recarga?
3. ¿Cuánto es el máximo de recarga que realiza?
4. ¿Qué tipo de trabajo tiene?
5. ¿Crees que los ingresos que obtienes, te alcanzan para solventar los gastos de tu familia?
6. ¿Cuántos hijos tienes?
7. Usted, ¿Utiliza los sitios de redes sociales?
8. ¿Qué aplicaciones utilizas con más frecuencia?
9. ¿Qué dispositivo usas para navegar en las redes sociales?
10. ¿Para qué utilizas las redes sociales?
11. ¿Qué tipo de videos observa su niño(a) en las redes sociales?
12. ¿Le gustaría que las canciones o videos que observa sean en su lengua originaria? ¿Por qué?
13. ¿Estaría de acuerdo que las canciones en su lengua originaria, se difunda en las redes sociales?
14. Del 1 al 10 ¿Que tan bueno es el internet en su localidad?



Figure 3: QR to the song video.

Figure 1: Survey distributed among parents

Figure 2: Observaton protocol followed during the activity

Results

Children were enthusiastic and responding to the video version of the song, more than the audio version. They encouraged their peers to engage and were interested in the song. When asked if they were familiar with Ticuna songs, all participants said they had listened to some at home, and two shared songs sang by their parents. The topics of the songs known to the children focus mostly on nature, suggesting the importance of the appreciation of the natural surroundings in the Ticuna culture. Children said they were interested in improving their understanding of the language and expressed interest in learning more songs in Ticuna.

In terms of the information provided by parents, only seven surveys were completed. It was reported by the teachers that parents have a limited understanding of the use of technology and could not complete the questionnaire. Parents reported the main use of internet was to communicate with family, followed by watching videos. All parents expressed interest in having Ticuna songs available online, and in the words of one of the parents "I would love for songs in our originary language to be available in social networks, and thus value our cultural identity".

Discussion on technology solutions

Based on the experience of this study, two important points are presented:

Technological Literacy Deficit

The lack of technological skills is evident, as families have smartphones but they do not have full information on the benefits they could obtain from them. Information and technology can help boost the development of the community and missed opportunities in this community have been observed.

Technological Poverty

There is a limited access to a steady internet connection, and the digital media devices required at home (smartphone and internet access) and institutions (TV, projector).

This research proposes the use of social media to promote children's songs in the Ticuna language, but the abovementioned problems represent a challenge to the dissemination of digital materials in social media.



Figure 4. Children participating in the listening activity.

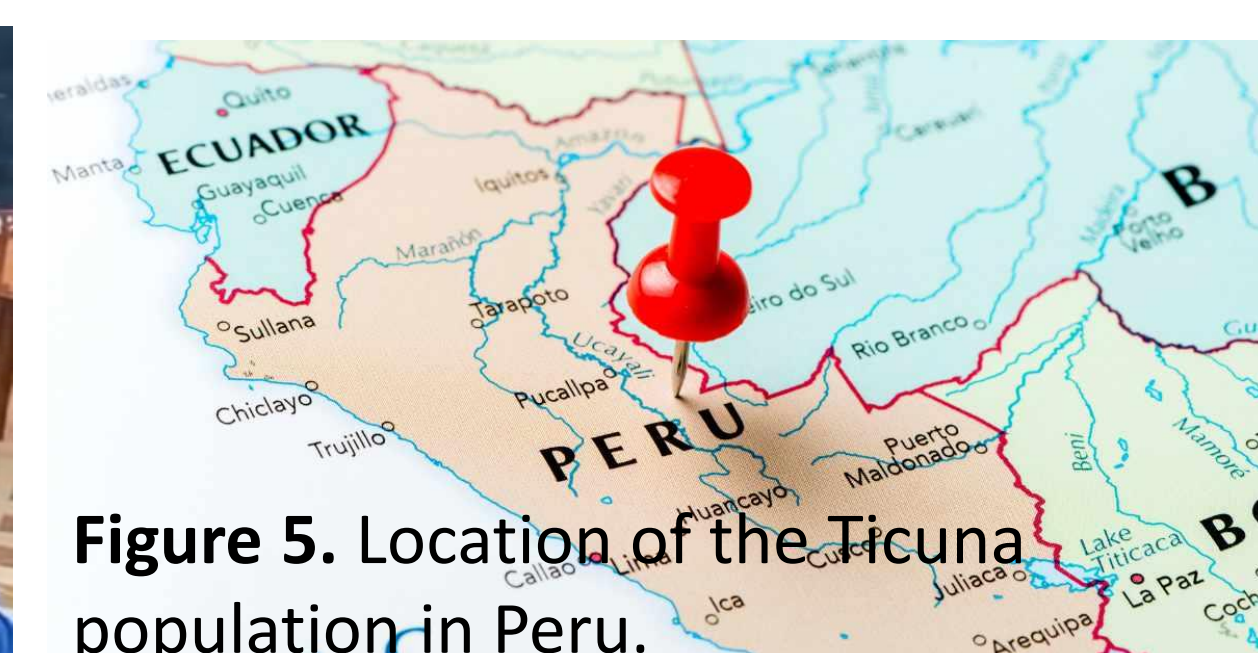


Figure 5. Location of the Ticuna population in Peru.

Conclusions

- Many participants do not know how to use technology correctly and this awareness raises a concern on how this lack of knowledge can have a negative impact on their daily lives.
- Children were more engaged with the video version of the song, this encourages the use of video materials to promote culture and language.
- Future work includes the dissemination of materials that document the use of the Ticuna language and culture not only among the Cuchillo Cocha both the community and the rest of the people who live inside and outside of Peru can learn what the original Ticuna language is through children's songs that will be disseminated on social networks.
- For future research, the use of paper surveys is expected to increase the response rate.

References

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