

XIPANO NO CHAJ: NATIVE LANGUAGE ON THE INTERNET

LIA. MIREYA GODÍNEZ MARTÍNEZ, TEACHER UICSLP.
RODOLFO CORONA RODRIGUEZ, TUTOR OF REDNACECYT.

Introduction

To speak of identity is to mention the distinctive characteristics of a society, within these we find its traditions, customs, organization, objectives and its language.

Mexico is a country that cares about preserving the identity and rights of indigenous peoples, however, there is still work to be done. It is well known that, throughout history, education and job opportunities have Spanishized the native peoples, forcing them to preside over one of their most outstanding characteristics, their language.

To compensate for this problem, Mexico has designed strategies to protect and preserve our cultural wealth, including language, XIPANO NO CHAJ: LENGUA NATIVA EN INTERNET; It aims to be a support tool for university students so that they have the necessary knowledge to apply it in their projects, while preserving the legacy of our ancestors.

Statement of the problem

One of its main objectives is to preserve our traditions and customs, however, the main difficulty is to allow the dissemination of the Nahuatl language through the internet, in such a way that the students of the Bachelor's Degree in Administrative Informatics of the Intercultural University of San Luis Potosí, campus Matlapa know this important language, and can apply it in software development.

Methodology

For this occasion, it was decided to use a type of inductive research (Arispe Alburquerque et al., 2020), of a qualitative nature, since derived from the need to acquire knowledge in Nahuatl, propose a solution that allows learning this language and apply it in software development.

On the other hand, it was decided to select a random stratified sample (Münch y Ángeles, 2015). The total number of students of the Bachelor's Degree in Administrative Informatics is 103 students, therefore, a representative sample of 82 students was obtained, of which 28 belong to the first semester, 22 to the third semester, 17 to the fifth semester and 15 to the seventh semester.

A survey was applied to the selected students, the main reason why this tool was chosen is its practicality, so the respondent feels free to choose their answers, without feeling observed, as in the case of the interview. Not to mention, results are obtained faster, and results can be analyzed in a better way.



Ilustración 1. Students of the Bachelor's Degree in Administrative Informatics, UICSLP, Matlapa.

Preliminary results

The results are detailed below, firstly, in each semester we find students coming not only from the municipality of Matlapa, but also from neighboring municipalities, being Axtla de Terraza, Tampacán y Xilitla the predominant ones.

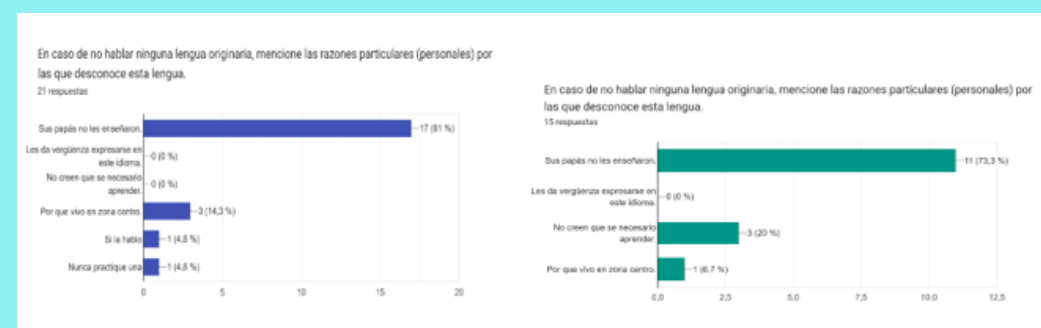
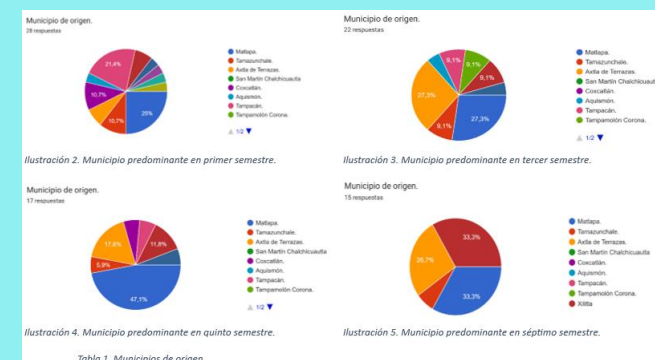


Ilustración 10. Principales razones por las cuales los alumnos de primer semestre no hablan náhuatl.

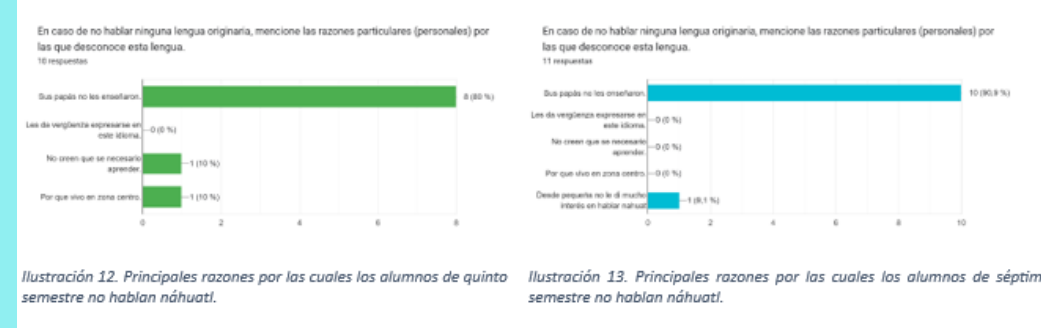
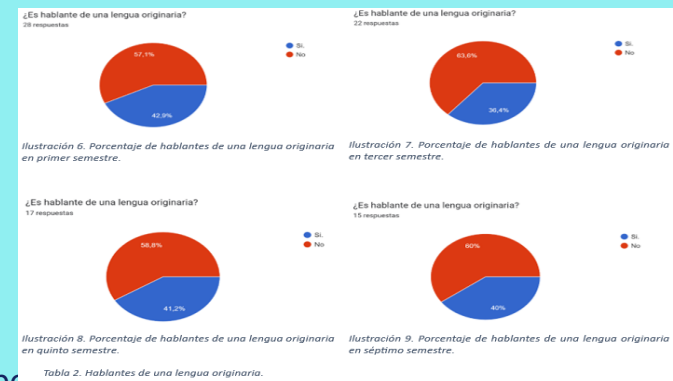


Ilustración 12. Principales razones por las cuales los alumnos de quinto semestre no hablan náhuatl.

On the other hand, in each semester, there are students who speak a mother tongue, of which the predominant is Nahuatl, followed by Tenek.



In the table above, we can see that in each semester there are students from different municipalities classified as indigenous according to the INALI (Instituto Nacional de Lenguas Indígenas, 2009), Unfortunately, more than half of the students surveyed do not speak their native language.

Semestre	Náhuatl	Tenek
Primer	12	1
Tercer	4	4
Quinto	7	0
Séptimo	6	0
Total	29	5

Tabla 3. Alumnos que comprenden o hablan una lengua indígena.

In the first semester group, there is one student who speaks Tenek, the rest speak Nahuatl, none or only speak Spanish. Now, in the third semester group, we have at least 4 students who speak Tenek. In the fifth-semester group, the predominant group is Nahuatl. In the case of the seventh-semester group, there are only Nahuatl speakers, being the predominant one in the group. It is alarming that out of a sample of 82 students, only 34 speak or understand their native language.

According to the catalog of National Indigenous Languages, at Risk of Disappearance (INSTITUTO NACIONAL DE LENGUAS INDIGENAS., 2012), The Nahuatl of the Huasteca is at very high risk of disappearing.



Ilustración 12. Alumnos de la Universidad Intercultural de San Luis Potosí celebrando el 12 aniversario de la UICSLP, 2023.



Among the reasons found, it is disturbing to identify that from their homes they have been denied the learning of Nahuatl, as he mentions (Delgadillo Guzmán, 2020), The family is essential to preserve our traditions.

However, their parents during their childhood or adolescence had some unpleasant event. Therefore, they want to prevent their children from being subjected to aggression or teasing; The drawback is that, as a result of this, their identity is endangered, since the students themselves do not feel part of the Nahuatl community, losing interest in their customs and traditions, or failing that, refusing to try to learn their native language.

Semestre	Preservación de idioma.	Traductor.	Desarrollo web en náhuatl.
Primer	13	8	5
Tercer	13	4	3
Quinto	5	7	5
Séptimo	7	6	2
Total	38	25	15

Tabla 5. Intereses de aplicaciones basadas en náhuatl.

However, despite not having the necessary knowledge in the Nahuatl language, the students are interested in both preserving the language and developing applications that contribute to reducing the technological gap with the native peoples.

This is of great importance, since despite the existence of tools on the internet, we have linguistic variants, since the variant that corresponds to San Luis Potosí is Nahuatl from the Western Huasteca, according to (Valiñas Coalla, 2019), which require the adequacy of both educational and general material to comply with Article 2 of the Constitution, specifically in paragraph A, section IV, V and VI.

Its content speaks both of research and the importance of education to preserve the identity of indigenous peoples (CAMARA DE DIPUTADOS DE LA H. CONGRESO DE LA UNION, 2024).

Future Work

The current situation of the preservation of the culture, traditions and identity of indigenous peoples is a collaborative work of both governments and educational institutions, as well as from research. That is why, once the opportunity to develop a website that contributes to the learning of the Nahuatl language has been identified, the ideal is to propose the structure of the site, so that students can access it from their mobile and desktop devices.

In turn, students of the bachelor's degree in computer science, who already have the necessary knowledge to develop software, will now have the advantage of knowing the basics of the Nahuatl language in the future, and will be able to develop applications in this language, generating advantages for indigenous peoples.

Technological reflections

The development of this project requires the intervention of applications such as Google Form. Useful tool for the analysis of responses in real time, not to mention that allows you to create the form that suits the needs of the case. Allowing the link to answer the survey to be shared via email or WhatsApp

On the other hand, although it is true that there are tools such as Google Translate, which integrates the Nahuatl language into its catalog, the variant does not correspond to the Huasteca Zone of San Luis Potosí, making the translations generated not be correctly understood by the speakers of this language. That is why, taking advantage of the advantages of the internet, the development of a website for the learning of Nahuatl, both written and verbal, is intended.

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