

Flipsnack on the creation of free verse poems to encourage intercultural freewriting

Flipsnack en la creación de poemas con versos libres para incentivar la escritura autónoma intercultural



Grace Katamari Pacheco Chalen*

Abstract

The article is focused on fostering intercultural freelance writing of free verse poems through Flipsnack. The problem lies in the deficit of modern literary creations of the XXI century where traditional words are used according to the dialect of their region. Therefore, a population of 27 students from an Educational Institution in the Avellaneda Province in Argentina and in the Eloy Alfaro Educational Unit of the Chone canton in the province of Manabí, Ecuador, was chosen. For this purpose, variables were determined, the research has a qualitative approach, with a descriptive method. Through instruments such as observation cards and evaluation rubrics of practical activities, it was possible to show the difficulties that the students had and during the process of poetic production, the benefits of using the Flipsnack platform and other elements such as literary figures that helped the students to create ideas, motivating easier writing were determined.

Keywords: writing, poems, cross-cultural, autonomous, free, literary

Sinergias educativas

April - June Vol. 9 - 2 - 2024

<http://sinergiaseducativas.mx/index.php/revista/>

eISSN: 2661-6661

revistasinergias@soyuo.mx

Page 34-54

Received: December 19 , 2023

Approved: March 08 , 2024

Master's

ULEAN Universidad Laica Eloy Alfaro de Manabí,

grace.pacheco@pg.uleam.edu.ec

<https://orcid.org/0009-0008-2730-7500>

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Resumen

El artículo está enfocado en fomentar la escritura autónoma intercultural de poemas con versos libres a través de Flipsnack. La problemática radica en el déficit de creaciones literarias modernas del siglo XXI donde se utilicen palabras tradicionales de acuerdo con el dialecto de su región. Por lo cual, se escogió una población de 27 estudiantes de una Institución Educativa en la Provincia Avellaneda en Argentina y en la Unidad Educativa Eloy Alfaro del cantón Chone en la provincia de Manabí, Ecuador. Para aquello se determinaron variables, la investigación tiene enfoque cualitativo, con método descriptivo. A través de instrumentos como fichas de observación y rúbricas de evaluación de actividades prácticas, se logró evidenciar las dificultades que tenían los estudiantes y durante el proceso de producción poética se determinaron los beneficios al utilizar la plataforma Flipsnack y demás elementos como figuras literarias que ayudaron a los estudiantes a crear ideas, motivando la escritura más fácil.

Palabras clave: escritura, poemas, intercultural, autónomo, libre, literario

Introduction

The writing of poems in students is something they interpret as classic, old, others relate it to the stanzas of songs because they have rhyme. But they do not know that they can create poetry without rhyme, with more freedom applying some literary figures or elements that give beauty to the verses. For the students it is difficult to write any kind of literary or non-literary text because they have no motivation, the subject matter is not interesting, it is always about romanticism, hate, etc.

In addition to other present difficulties, there are didactic alternatives for such reason it is intended to promote literary writing of poems with free verse through the use of Apps such as Flipsnack that are coupled to the development of their skills, where it is possible to identify whether students use intercultural writing in poems with free verse, to know if Flipsnack promotes modern poetic writing where current issues are involved, according to their level of interest according to the social realities of the XXI century and finally the benefits of writing poems with free verse.

Students will be able to write with ease, communicating through letters their emotions, feelings, obtaining an original writing.

In fact, free verse poems break the traditional schemes, it is the opposite of the classic poems we are used to read, create or interpret.

The poetic creations have had several transformations in the way of diffusion, thematic, elements that complement it based on the context. This allows the writer to express himself freely without the need to talk about his own self.

One of the most radical changes that we can observe in the always questioned terrain of poetic modernity is the growing space that the contemporary lyric author grants not only to the presence of the self and the self-conscious experience of his creative work (Torres, 2011) (p.104).

The beginning of the dissemination and expression of poems with free verse, also called prose or versolibris, led to investigate in history to know where it arose and which authors relate it to other terminologies.

The versolibristic phenomenon does not appear suddenly. It has been brewing for a long time and is preceded by different metrical experimentalisms. Many authors have related versolibrismo to both non-syllabic accentual metrics and to the attempts to recover the hexametric rhythm verse (Utrera Torremocha, 2003).

Some authors mention where free verse poems emerged, making it the starting point and post-development of the great successes that have transcended for decades and were pillars for developing writers. Although in those decades this style of poetry was not very common.

The birth of modern free verse is generally located in France, although it should be noted that it is, in reality, an international phenomenon. In this sense, along with French poets such as Gustave Kahn (1859-1936), Jules Laforgue (1860-1887) or the Belgian Emile Verhaeren (1855-1916), Walt Whitman (1819-1892) also stands out, who early on experimented with free verse in his work *Leaves of Grass*, whose first edition, which would be followed by others with important variations, dates from 1855 (Utrera Torremocha, 2003).

Free verse poetry breaks the traditionalism of classical poetry, which needs literary beauty to create a harmony between the words in each verse, following a structure to finally create a story, express feelings,

etc. Music is an explicit example of the versatility of the written word when there is a younger audience looking for freedom of expression.

At the end of the 19th century, some poets broke the traditional limits of syntax and meaning, such as Rimbaud, Lautréamont or Mallarmé, who wished to "restore to language a fluid, provisional state" and "restore to the word the power of enchantment" These rupturist strategies would be dwarfed in the hands of minor poets. The rupture with syntax and meaning is related to the musical ideal, very important in modern literature. Remember symbolism, which seeks sonority. With music, the poet also tries to escape from linearity, logic, syntax, as opposed to what he seeks: simultaneity, immediacy, freedom. (Torremocha, 2004).

Writing a free verse with metrics is not easy for that reason, versolibris poems are not very common and accepted as poetry. Therefore, it becomes a challenge where the harmony in the words plays a fundamental role and gives musicality in the verses and makes it coherent with other interpretations that by putting the words together it is possible to create other meanings.

The disarticulation of the verse implies the disarticulation of a system, objective, understood as universal order accepted the universal rhythm of the music of the spheres and of a subjective system, understood as coherent internal order. The rupture of the coherence of the system leads to fragmentarism and affects the universal and personal equilibrium. (Torremocha, 2004).

Likewise, classical poems are characterized by their traditional verses, the opposite of versolibrisms where everything is contradicted and the rigorousness of classical poetry disappears.

The dismembered free verse not only goes against the universal rhythmic order represented in traditional verse but also against another order of an objective rational nature, which is syntax, aspects that will determine in many cases a reading marked by uncertainty. The typographic arrangement that visually distorts that of traditional verse is but an expression, as already noted, of a new way of feeling that goes against the verse as a conventional centralizing and objective order against the syntax that also corresponds to the same traditional and centralizing order. It is a vindication of the dismembered modern subject in conflict and of his particular way of feeling the absence of a divine order. (Torremocha, 2004).

In general, the structure of the sentences in each verse of the versolibris poem is less cohesive, to give more freedom to the author

showing feelings, expressions of the spoken word that are only manifested in written form. Considered as a different art in contrast to the classic poems. Therefore, leaving the social circle for these lyrical writings is unilateral, that is to say, one of the parts benefits by granting more possibilities of liberal writing.

The rupture of syntax is taken to the limits with the visual and rhythmic rupture of the verse: now it is the word -not the verse or the phrase- the protagonist, the naked idea, words that appear isolated without connection, in a perception that makes them more independent, more absolute, more perceptible, that is, de-automatized. The liberation of form implies going against society, against status. Modern art is always revolutionary through a pure form that acquires a subversive sense (Torremocha, 2004).

Expression of feelings in modern poetic writing.

Poetic writing allows the integration of multiple expressions of language through words, these manifest deep emotions that are perceived when they form a structure and through semantics it is possible to integrate ideas in a harmonious way.

In this sense, writing is defined as a manifestation of human linguistic activity that shares the features of intentionality and contextualization of verbal activity. Likewise, it constitutes a social fact that is manifested in a determined time and space and that is shared by a specific community. It manifests what we have called the *Homo loquens* and the *Homo socialis* (Barrera, 2000).

To obtain this characteristic of free verse poetry, it is necessary to know the different forms of expression through the written word. Motivating this art through the inspiration of the individual is fundamental for the creation of poems. Likewise, as in other disciplines, it contributes to the development of cognitive skills such as creativity, reasoning, emotional intelligence, motivation, language, comprehension, emotion, organization, learning, etc.

Thus, diverse manifestations of language offer the individual the possibility of expressing his or her most personal feelings, in modalities such as the diary, literature, painting, music, caricature, cinema, and sculpture. To promote the recognition of the significant possibilities offered by language, through its different manifestations, to formalize their particular way of seeing and understanding the world and thus recreate it and offer it to other views and perspectives (Nacional., 2003) (p.142).

For example, the student can easily write a poem using different literary elements that give beauty to the words, but, when writing the ideas are interpreted differently by the reader. Therefore, the author must convey the spoken word to the written word in the best way for comprehension.

When the student talks about what he is writing, he verbalizes his internal thinking and allows other people, classmates and teachers to help him to shape it, to ask him questions that encourage him to expand it, or to show him alternative ways of thinking that he did not know (Cassany, 1999).

In fact, as mentioned before, the art of writing is not easy and requires time, dedication, etc. Considering the writing process as an essential part for the good development of a literary or non-literary text, it will always be based on communication.

Writing has a communicative approach, in attention to communication as a category that allows the planning of writing, in which students express themselves orally and in writing, it is evident that in the exercise of writing it is necessary to provide a good number of hours, dedication of the language teacher, the use of technologies or didactic tools, work by tasks, group reading, co-evaluation, promotion of dialogue and interaction. (Claudia Marcela Callejas Velasco, 2021) (p.140).

The individual according to his context is in constant adaptation, so the dialect is not an impediment to be revolutionary. When a new word is adapted by a mass, it is difficult not to exclude it, so it is inserted into the vocabulary as something normal. Therefore, colloquial language is that set of words that have been voluntarily accepted. According to, (Española R. A., 2022) "slang is the special language originally used for cryptic purposes by certain groups, which sometimes extends to general use".

In order for the colloquial language system to work it must accommodate the masses according to its usefulness, the words will be named more and more and eventually it will be normal to use it in any social aspect. "No human being is capable of acquiring language without the company and instruction of other human beings. In order to think it is necessary to incorporate linguistic conventions, and that process cannot take place in complete isolation." (Dottori, 2019) . The Swiss linguist (Saussure, 2007) emphasizes with respect to language, namely: 1) institutionalism; 2) immutability; 3) infinitude; 4) complexity; 5) alterability/continuity; 6) nullification of freedom.

These elements can be catalogued with the following interpretations institutionalism is governed by a social power that is coupled to the immutable everyday life that cannot be easily altered must go through a process of adaptation and if it is correct, it prevails. Infinitude language does not end until it stops emitting communication. The individual who is in constant improvement will always welcome the vocabulary that helps him in his context, with respect to the complexity of some terms can the adaptation time impair the way in which it is incorporated into the social system with ease.

The annulment of freedom will prevail if the subject in its construct does not let incorporate a new language, on the other hand, is unstoppable the new jargons, colloquial language that is promoted subjectively.

The emergence of language is something transcendental that has endured since the beginning of human consciousness. The individual through time has improved his dialect given by the social context in which he is involved. "Saussure assumes that language is a product inherited by preceding generations; therefore, it is taken as a Law (in the sense of unmodifiable), rather than as the product of a consensual rule." (Dottori, 2019)

The social system is in constant growth, so it is always trying to adapt the new meanings and linguistic signs that appear. Imposing a language is like placing a barrier of bars where water is penetrable.

He states among one of his conclusions that the more the population of speakers of the various languages grows, the more difficult and/or systematized changes of transformation they undergo, it is obvious that these changes have not been fixed by variants such as prestige or linguistic imposition; the variations occur naturally and apart from a progressive observation of the phenomenon. (Jaramillo, 2013) Mentioned by (Eduardo Sagastegui, 2020) (p.138)

Culture is included in all aspects of society, it begins through the transmission of knowledge and prevails for decades, thus involving everything from the natural to the ordinary. In effect, culture becomes important, making it possible for each individual to characterize it as his or her identity.

Man is immersed in a culture, in the universe of signs. A system of knowledge that provides the members of a community with a universe of meanings from which they derive meaning, build a model of reality through which they define their world, interpret their existence, express their feelings and ideas, give meaning to their actions and the context in which they are situated (social and natural) is above all, a sum of transmitted representations. Language is part and condition of possibility of culture (Dottori, 2019) (p.4).

Materials and methods

The qualitative approach was essential in the research, because through the information obtained from the instruments such as observation cards and evaluation rubrics with practical activities, it was possible to demonstrate the students' ability to write free verse.

The descriptive method was used to verify each procedure in the practical evaluative activities and the results. The population used in the research was 27 students between 10 and 15 years old from an Educational Institution located in the Avellaneda Province in Argentina and in the Eloy Alfaro Educational Unit of the Chone canton in the province of Manabí, Ecuador.

The participants met the following criteria: 5th grade student of the selected institution; informed consent of the tutors, teacher, and director of the institution. The research instruments used were the evaluation rubric with practical activities and observation sheets. According to (Balcázar Nava, 2013) "its purpose consists in the reconstruction of reality, it is oriented towards the process and develops a description close to the reality under investigation".

Applied longitudinally with a total of 2 sessions 1 hour each class.

For the evaluation, the variables of (1) poems with free verse, intercultural writing (2), were recognized through the development of the evaluation load-hoc by means of practical activities, where previously an induction of the topic was carried out in the first session as shown in Table 1.

It consisted of 2 sessions applied during 1 hour of class.

Table 1. Intervention plan

Session	Subject	Activities
1	Poems with free verse. Concept Literary figures Examples	<ol style="list-style-type: none"> 1. Introduction to prior knowledge 2. Explanation of terminology with examples 3. Select the theme: Family experiences, culture, traditions. 4. Examples of jargons. 5. Develop 2 sentences containing anaphora and 2 with metaphor with its meaning (remembering that each sentence must have coherence and cohesion, i.e. meaning)
2	Oral assessment of prior learning. Examples Activity	<ol style="list-style-type: none"> 1. Place the sentences in the form of 4 verses with their respective title (if they are longer than 4 verses there is no problem, remember the previous examples, but you should not copy them for your poem). 2. Create a digital book with your poetry at https://www.flipsnack.com/es/.

The observation consisted of identifying the elements that made it difficult to write poems with free verse, as well as those that motivate writing. Consequently, the following criteria and reflections were noted through a logbook.

Table 2. Criteria

Criteria	Activity reflections
Do you know free verse poems?	<p>They identify classic poems, confuse free verse poems during the first section.</p> <p>2nd section easily identifies free verse poems</p>

Do they use their creativity to express ideas? It includes emotionality, in the development of the writing.

Some students feel overwhelmed and do not know how to start writing without any selected subject matter despite previous prompts.

Does it integrate grammatical elements? *Knows grammatical rules, uses punctuation marks with ease.*

They present spelling errors in writing.

Promotes the dissemination of terminologies of their culture. Colloquial language and jargon

Use of literary figures: Metaphor - Anaphora

Is there clarity and development of the content of the poem? Identifies the main elements of the structure

Length of verses

Do you present original content? Does not copy content previously mentioned during class, examples, etc.

Results

For the analysis and interpretation of results, different research instruments were used, including observation sheets and practical evaluation activities based on the descriptive method, each procedure was verified (see table 1,2).

The activity evaluation rubric was divided into two practical sessions. Based on the information obtained, the results are explained in the following categories of information.

Category: Free verse poems and expression of feelings in modern poetic writing

During the development of the activities of poetic creation, students were able to identify some literary figures such as metaphor and anaphora which gave the writing different interpretations of linguistic signs. Essential elements to interpret poetry with free verse in a different way. The students chose topics such as sports, family, gastronomic tastes, etc.

Some sentences with metaphor that students from Argentina wrote were: Su sonido me salpica; i.e. the sound was very loud.

The fisherman got tired of fishing for words; it would be interpreted as, there are no more words to say to describe the emotions I feel.

The letters are so long that I can make a hundred thousand croissants in three minutes which will make it easier; it would be interpreted as, with the letters you can create infinitely many words as well as make croissants (bread) in a short time.

Sweet and calm day, that is to say that during the presence of the sun the weather is beautiful.

They revive the tears of every Argentinean; it could be interpreted as the feeling of euphoria of the citizens when they witness an unusual or shocking event.

Streets full of joy Argentina; it means that there is a presence of happy citizens celebrating in the streets.

Time sings; that is, time is like a sequence of rhythms, like the flowing daily activities

Funny sea; it would be interpreted, that the sea is very precipitated.

The morning was cold because it was dreary; that is, during the day the weather was at low degrees.

The afternoon was dressed in warmth because I was happy; it meant that past noon there was a rise in temperature.

Then, together with the sentences created by the students from Argentina, they were able to write the following verses, for example:

"There goes Messi, Messi goal goal goal, revive the tears of every Argentinean, we are all Gonzalo come on, the streets full of joy, after thirty-six years, Argentina world champion".

"Argentina, Argentina champion of the world, and the streets full of joy, and Argentina full in tears".

"Telling the chauffeur to put his foot in his mouth. Open up to the dazzling sun, to welcome the world champions, while on the radio they listen to the story of Enzo's goal, Enzo, Enzo, Enzo, Enzo's goal".

"A dream achieved, everyone wanted to win, we won the cup, and we went to celebrate, Messi you leave me happiness, lifting the world cup, the winning ball, world champion."

The feeling of the students which is undoubtedly reflected in the written word of the free verses shows the euphoria, the passion they have for soccer, a characteristic part of which since childhood is instilled the love for the sport. There are several important and transcendental dates in the country that stand out to the citizens as December 18, 2022, is the eternal feeling of glory and joy that persists in the hearts of all those who celebrated as Latinos. Some of the expressions show the joy of that gracious day.

"Letters are like walking, three meters that last three hours, letters are twenty-seven, but in my mind they are infinite, letters are so long, I can do a hundred thousand half moons, in ten minutes it's going to make it easier, letters are so long."

The first verse manifests a seasonal place, which truthfully ratifies that the streets are long and it is difficult to walk them. Also, there is a comparison with the letters and the previous verse, on the other hand, includes the half moons that are sweet breads soft on the inside, but crunchy on the outside. Bread is a typical food of the country as a snack that delights the palate of anyone who tries it.

The inclusion of the literary figure anaphora was essential to guide the students towards a good development and easy writing of the poems. The following sentences are the result of the creativity and inspiration they had to develop the verses.

Argentina, Argentina, what a beautiful country I was born in.

Messi, Messi Gol Gol Gol

The clock, clock the time showed me

Argentina, Argentina world champion

Lionel Messi you know that you are a crack

Lionel Messi you know you are an animal
Boca, boca, boca, mi cancha, I love it with passion.
Beach, beach, your sun doesn't let you see upwards
Sea, sea ships in you sail all over the world
Sea, sea your beautiful waves make it less calm.
Dog, dog your shaggy fur I love you and you are very sweet
Argentina, Argentina sos mi vida
Argentina, Argentina I will always carry you in my soul

Also, the students from Ecuador used the literary figure anaphora, for example in the following verses.

Chone, land of greatness and pride of Manabí
Chone, cradle of beautiful women with beautiful heart
The sea, the sea gave tranquility
The sea, the sea looked beautiful
Your waves are distant, the wind does not caress you.
Your waves were not caressed by the wind.

The literary figure as metaphor was easily understood and developed by the students of Ecuador, achieving the following free verses:

The sky was covered with white cotton wool; that is, the sky was covered with clouds.

You could hear the murmur of the river; it would be interpreted as, you could hear the sound of the river.

I know your warm and strong waves; it means, they know your beautiful salty waters.

A beautiful light reflected in your beautiful sea; that is, the moon reflected in your waters.

The sound of the waves was harmonious music; it would be interpreted as, the sound produced was very pleasant.

The water was a midday sky; that is, the water was very beautiful and conveyed peace.

Icy look; it means that, it does not show emotions.

Afterwards, the students of the Chone canton, Province of Manabí, Ecuador showed some of the sentences transformed into verses for poems, for example:

"Chone, like the bird that soars through the blue skies, takes flight, defies the duels, its fields are palettes of colors in bloom, Chone is a free verse, a love poem.

I love your rich flavors, my grandparents still talk to me about that ball of vanilla, mint and roses of the ricoco, the suspiros and its rich tonga Manaba, the maduro with peanuts and sal prieta and the rich chame. Chone where there are beautiful women and brave men, Chone where there is unparalleled agriculture and livestock, Chone where their experiences are unmatched, its beautiful landscapes as its river, Chone I love, it transmits peace, its people are friendly and hospitable, so you are my Chone, beautiful of our dreams.

The free verses presented by the students express patriotism, emotions of affection for their canton Chone, delight to the typical gastronomy that amazes young people, such as sweets, culinary delights. Also, the flora and fauna, the environment of the rural area that is in harmony with nature, cultural and traditional activities and other characteristic elements of the canton. They also describe the moral values of the citizens and flatter physical aspects of women and men.

"On the golden shores of the blue sea, lies Manabí, treasure of Ecuador, with its warm and welcoming beaches, its landscapes captivate, are splendor, in the breeze that caresses its blessed land, you can feel the soul of a people full of life, its traditions and culture, an ancestral legacy, Manabí, proud and brave, without equal. Green mountains and meandering rivers. They testify to the greatness that lurks in their lands, in their fields, the essence of work and effort, history is woven, with love and verse, in every look, in every smile. The warmth of its people, a sweet breeze. Music and dance, in every beating heart, Manabí resounds, enveloping melody. Oh, Manabí, your essence and charm are a heavenly song, in the beauty of your beaches and in your sunsets, the magic of Manabí always prevails".

"On the Ecuadorian coasts lies Manabí With its golden beaches and indigo blue sky Its mountains and its friendly people Make of its lands an unforgettable place In its green fields love is sown The fertile land provides delicious fruits with splendor Oh, Manabí, land of charm and color Where the sun rises from the horizon with fervor Oh, my dear Manabí, beautiful, beautiful Manabí In each verse of this poem I make a tribute to you May your beauty be eternal and

that in its cities and towns, culture and tradition, resound the songs and passion".

Through the contrast with the natural, the students had ideas to integrate the sentences in the free verses where natural elements of the coasts of Ecuador are reflected, specifically describing the beauty of the Manabi coasts. A comparison can also be made with the poem to Chone which manifests the natural wealth.

In fact, both poems Manabitas poetic expressions expressed through the written word of the students extol the majesty of the province of Manabi and its most visited side, the beaches.

Another characteristic part is the music, the chants and the ancestral, folkloric dances that would be interpreted as, is another representation of the culture and traditions of Manabí. On the other hand, the students from Argentina also expressed through the written word their prayers turning them into free verses, therefore, the following poems can be highlighted.

Category: Colloquial language or jargon

The words that are used frequently are the most adapted by society and over the years they become part of the colloquial language in people's daily lives. Slangs are most commonly used when formal language is not necessary, to speak more quickly and facilitate understanding. They also provide confidence when they are spread and shared with other people due to the type of context in which they are used. For example, the Argentine jargons most used in everyday life identified by the students are:

Mate: drink with boiling water and hot water

Old woman: terminology for calling mother

Jewel: it is like saying that everything is perfect, e.g. "what a jewel the food is".

Pineapple or ñapi: to hit someone, or it is also the pineapple fruit.

Manija: to be impatient for something to happen, e.g.: I'm really looking forward to go to that concert and listen to them sing".

Medialuna: you know that for sure, it's the bill we always eat with coffee

Gato: to denigrate, to be a servant, although it was also used as a crutch when talking to a trusted friend.

Steak: also means to give a blow a punch, and it is also a cut of meat.

Che or muletilla: also to call someone, "che, vos".

Churrasco: boneless cut of beef, grilled.

Chorro: thief, delinquent, or also used to say a little bit of, handful, e.g.: un chorro: agua, échale un chorro de aceite a la comida.

Likewise, it is possible to interpret some of the colloquial or slang words that the children expressed from Argentina with the following meanings:

Half a pile: person who is not fast, e.g.: Are you done with this? half a pile, give it faster.

What a slump: manifestation of low self-esteem, energy, or lack of motivation to perform activities.

Long be: letter b of the alphabet

Be short: letter v of the alphabet

Que onda: expression used to say how are you doing.

Soy boleta: to give up on something, to give up " ya fue ya soy boleta, perdí todo

All good: everything is fine, everything is in order.

Medialuna: sweet spongy bread that can be filled with any additive, but usually with cheese and ham.

Que paja: to be lazy, to not feel like doing something, e.g.: que paja tengo para ir caminando, vamos en bondi mejor.

It's pico: it really depends on which sentence, pico is to give a little kiss and it also means the highest point of something, e.g.: 6 pm is the peak traffic time in the city.

Ecuadorian slangs most used in daily life identified by the students are:

Yapa: refers to a free extra to a purchase. For example: La yapa del encebollado was good.

Encebollado: typical food of Guayaquil, it is a fish soup with yucca accompanied by chifle, rice or bread and onion curtido.

Ísimo: suffix that can be added to almost any word. For example: Mariana's ceviche was delicious, buenísimo.

Ceviche: Typical food of the coast, fish with salt and lemon, accompanied by patacones or chifle.

De ley: reaffirmation of an action. For example: De ley I will attend the quinceañera.

Chévere: affirmation, which is fine.

Suspiros: typical sweet of Manabí, made with eggs and sugar.

Tierrita: place where one lives.

Carajo: expression of anger.

Flaming: something that is bright, luminous, radiant.

Tonga: typical food from Manabí, prepared with yellow rice with peanut sauce, accompanied by chicken and wrapped in banana leaves.

These words were useful for the elaboration of some sentences that later became verses. also, they helped in the interpretation of some verses.

Discussion

Through the literary creations of poetry with free verse or versolibrismo, it was possible to demonstrate the creativity that students have to develop writing. On the other hand, some of the problems presented by the students were: low self-esteem, low motivation, spelling mistakes, not knowing how to use the Flipsnack platform and difficulty in developing ideas and initiating writing. Through the use of topics of interest, the students were able to develop the activity.

Some of the themes most used by the students in Argentina were soccer, typical gastronomy (medialuna), family, love for pets. On the other hand, in Ecuador it was the beach, fauna, flora, typical gastronomy (suspiro, tonga), civism, values of citizens. Finally, there is a relationship between the topics most selected by the students and it is the typical gastronomy and the values of the citizens.

Also, it was found that through the use of literary figures such as anaphora and metaphors as main elements to write poetry and through the identification of jargons helped students to use the cultural language according to their social context and country. This

was required to show the richness of their language and thus use it to write poetry with free verse without difficulties, contributing to the development of their creativity, writing in an emotional way, without presenting difficulties in free writing, communicating ideas in a chronological way, achieving a good development in the poems giving amplitude in the elaboration of the stanzas in some poems.

According to the interpretative analysis carried out in some previously selected verses, it was possible to determine the different interpretations according to the context and the terminologies used by the students, therefore, the respective meaning was given to facilitate the understanding of some words in the developed verses contributing to the dissemination of the colloquial language of the different nationalities.

Through the use of Flipsnack, which is a web page, it was possible to show some poems with free verses. The students created an easily accessible digital book, but because they could only create a free account, the material was only visible for 15 days. In addition, a guide and tutorials were created for the students, which helped them to learn about Flipsnack, which presentation format to use, how to enter and share the material.

However, the short time to visualize the digital books of poems with free verse made possible alternatives to preview their work on other websites with more viewing time such as Canva and Word. Also, a Padlet was enabled to place the poems in a total of 60 students wrote their free verse poems, 6 used Flipsnack, 1 Word, 1 Canva and 20 students did it in a traditional way on a sheet of paper. The results showed that in addition to Flipsnack there are other ways to visualize a digitally written content and easy dissemination, students showed their versatility in seeking other alternatives to perform their activities and meet the objective, when encountering difficulties.

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