



Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas

**Usage of significant images found in social networks when learning phrasal verbs by
Target language 4 students at LEI – BUAP**

A Thesis Submitted to the Faculty of Languages for the Degree of Licenciatura en la
Enseñanza del Inglés

By

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Approval page

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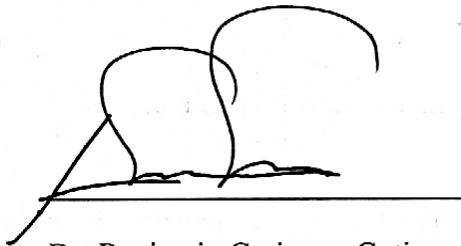
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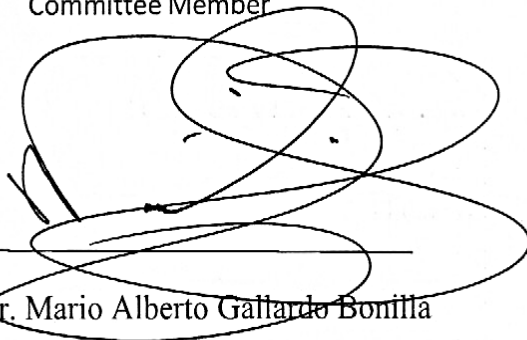
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DEDICATIONS

Foremost I'd like to thank my father Mario Jorge Martinez Sanchez for all the love and the support that he has always given me in his interesting way. My eternal gratitude to her and my mother Lourdes Chiquillo Castillo for the time spent and everything that they have done for me to help me to reach my goals throughout my academic life. Finally, I would like to thank my uncles and my colleague who encouraged me to carry on in the bad days.

ABSTRACT

The current paper is focused on explaining the usefulness of significant images found on social networks when learning phrasal verbs in English at an advanced level on the Target Language IV subject at Licenciatura en la Enseñanza del Inglés (LEI) in Benemérita Universidad Autónoma de Puebla (BUAP). It is necessary to mention the context of the research in a national, local field. Data taken from organizations such as UNESCO, BBC, UNICEF, CEFR among others are considered to set up a basis of the practicality of the authentic virtual materials.

Besides, different old-fashioned approaches of learning vocabulary in English were described so that to describe the usefulness of this material, it is essential to mention some learning theories such as behaviorism, cognitivism and constructivism were taken into account for the development of the study, finally, relying completely on constructivism, having Vigotsky's theory and learning styles as the focal point; having in consideration a communicative approach throughout the sessions when the intervention was performed to give coherence and guidance to this research.

The research was in need of setting an intervention where with the help of significant pictures found on different social networks the practicality of these were recognized in the classroom, the ensuing period relied on the establishment of intrinsic and extrinsic factors subdivided into different categories. These elements were suitable, and answers are related to the factors involved, to finally describe and then explain its functionality according to Target Language IV students. Every aspect previously mentioned was considered to create the interview used in the instrument.

Finally, data gathered from different works are exposed which support the conclusions of the current research which could be guided to further study to improve or change to have a better perspective about specific information obtained concerning the methodology, implications and limitations.

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CHAPTER I: INTRODUCTION

1.1 Introduction

According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), as of mid-May 2020, more than 1.2 billion students of all educational levels worldwide will no longer offer face-to-face courses in schools. Among these students, there are more than 160 million students from Latin America and the Caribbean. An example of this is Chiapas, where schools lack access to Information and Communication Technologies (ICTs). Those who live in remote areas of the Costa-Soconusco or communities near the jungle or the north of the entity; places where not only do they lack internet, but also electricity, and therefore, they will not be able to have adequate installations for the new educational system, such as the majority of students living in urban areas of the country.

Teachers from rural areas confirmed this problem, they counted with singular concern about the situation their students are experiencing, because, they said, in the end, students will not obtain the necessary knowledge, however, they will accredit the course; even if they didn't reach the objectives of each syllabus, all to protect themselves from the Covid-19 pandemic. In other parts of the Republic, the infrastructure is more developed for distance education, especially for higher levels such as high school. However, it is unfortunate to know that Mexico is the lowest-efficiency rated in online education, mainly due to the high cost of internet access and not enough computers, according to an analysis that compares 30 countries of the Organization for Cooperation and Economic Development. (OECD, 2019)

The government has worked in agreements with different television channels to broadcast educational content, 24 hours a day, seven days a week, with varying grades at other times. So that no day was lost, although the academic methods were not distorted, which one believes is the best for students to neither distort the outcomes. But what happened in Mexico, where students only took classes 3 times a week, when it was agreed that it would be the same as face-to-face, and the opposite was done, delaying the learning of Mexican students from all over the country, leads us to enhance the way we teach, is it possible to have the outcomes we had in a different context?

Whether or not the internet is the most accurate way for devising material when teaching, one of the most complex challenges for an English teacher is devising efficient methods for students to reach the program objective, furthermore, the difficulties of learning vocabulary in a foreign language (L2), have become in a problem which students have to face by their own, knowing only the surface of any syllabus topic, and, sometimes, we as teachers do not go beyond in the strategies for students to increase their lexicon easier. Apart from that, due to covid-19, the interaction between teacher-students (T - S) could have decreased if we do not implement effective methodologies using proper materials.

Additionally, the usage of virtual material has become the main source to support English classes. However, how effective is our usage of virtual material throughout the course? Have we been using them correctly? Hardly had the quarantine been announced when we implemented methodologies, the execution did not reach a high performance on students. Firstly, the deployment of significant pictures is being undervalued. Most of the time, we rely on the adjustment of traditional teaching methods, just by copying and pasting it into a slides presentation.

Peruvian professor Juan Francisco Baldeón is not a first-timer in the classroom: he has taught law for 17 years. He was not unfamiliar with online teaching either, he's been teaching on digital platforms similar to Zoom for three years, but he acknowledges that last month he reached a level of frustration that was unprecedented. He led him to announce to his students that he would resign from teaching the class that he taught them at the Peruvian National University Federico Villarreal (UNFV).

1. Disconnection with the student

The students seem to be in a kind of confinement due to the pandemic. And as they don't read, it leads the student to have no interest and fall asleep in classes or care little, with the excuse that the internet was constantly leaving.

2. Student's non-verbal response is missing

In online classes like those at UNFV, students are not required to connect with the camera on, which creates another big problem. The feelings and emotions of the students when explaining a topic are perceived in the face, when he doesn't understand, the teacher looks at him, to see the smile, the anger, or the concern. There was a quota of feelings, teachers can perceive these

gestures to ensure learning, which in this case disappeared. The student does not turn on his camera, does not speak, much less expresses his doubts or concerns, which leads to low-efficiency classes (Brooks, 2020).

Even though the topics to be taught are the same, whether virtually as face-to-face, not only the environment is different, we can't rely just on what we were accustomed to doing in the classroom, or how we used to work before covid-19, it is something that is far away from the current position; as teachers, one of the most essential roles in a society; we have to develop the accurate methodology for creating the best learning environment.

The transformations brought about by the information society create new opportunities for distance learning, collaboration, and lifelong education. However, they also introduce challenges and shortcomings that can frustrate or demotivate online students. This frustration may hinder the student's learning progress or even lead to dropout. Moreover, such issues can impact the teacher, as they are directly involved in addressing student behavior, and may also harm the reputation and funding of the institution offering the training.

But, what can we do to encourage students? How effective is the actual material when learning your target language? The teacher serves as a guide and facilitator of learning and knowledge, rather than being the primary source of information. Additionally, an institution provides a virtual learning environment for students far from their immediate geographical area and competes with other institutions in an increasingly global context; with this, teachers are constantly participating in forums and workshops to reach it.

As we mentioned previously, in many instances some teachers rely on traditional ways of teaching vocabulary, this approach typically consists of giving students lists of words to memorize or offering limited practice opportunities, without providing additional support to the often stunned learner., rarely do you find a student who was involved in those methods, that could have found it joyful; the usage of stressful methods can lead students to dislike the learning process, which will result in desertion.

One of the most common methods for teaching vocabulary to students is the use of word lists, a method where students are generally unaware of the context, this ends up in after testing those words, students usually forget the material, it's been nonsignificant for them. According to Zhang "cooperative language learning is gaining broad acceptance in many language learning classrooms principally because of its contributions to improving productivity and achievement

and providing more opportunities for communication.”(p.2, 2010); this is an example of why setting a traditional way of teaching for getting students to learn vocabulary, which has been used, can be not that effective, due to we do not whether we will use that vocabulary in a real situation, some teachers rely more on teaching specific structures/vocabulary without teaching students how to structure them into a sentence; nevertheless, word lists can be easier to learn if the students generate their association between the L2 and L1 equivalents, in addition, some students have learned a lot of vocabulary through it, but, yet it is a stressful method and, they probably will not be able to utilize the new significances in an efficient communicative way without further aid.

The student becomes the center of training, with autonomous communication skills and attitudes. Some learners attempt to memorize the entire L2 dictionary, focusing on one page at a time. This specific approach to using the dictionary. Using the dictionary in this manner can be considered long, despite that the speakers are constantly changing language; hence, means can be different when finishing that decontextualized word list. It has led to significant failures, except as it may be for the rare learners with perfect memories. Nevertheless, others relied on using significant pictures through social media to increase their vocabulary, which is contextualized, simplified, and engaging; some of them are not even conscious about it.

Virtual sources are used the most in the current circumstances, which brought up a lot of materials that students can reach on their own. The classroom has transformed a lot lately, from a single-room, low-efficiency schoolhouse into a virtual learning environment. Communicating in English has become a core competence that should be developed in all academic contexts (Fandiño, Muñoz, & Velandia, 2019). With this change come changes in the role of the educator (O’Neil, 2009). Our work as their L2 teachers is to select the proper material for them to learn easier. If we want students to accomplish a good proficiency in a natural environment, cooperative groups can be helpful to students in developing their social abilities, according to Michael Long and his colleagues (1976, cited in Lightbown & Spada, 1999).

Then during the times of COVID-19, teachers quickly had to address the barrier of virtual learning and adapt to a new world of online teaching. (Kirby K, 2021) When selecting teaching material, we usually dismiss the specific output pictures can have on students; pictures with vocabulary can have great vocabulary coverage. It is contextualized, related to L1, and not so stressful to learn. Students even unconsciously learn vocabulary using social networks, using

a related but enhanced method of the previously mentioned (word list, memorizing). Based on that, the main purpose of this investigation is to Prove that students at target language IV in LEI BUAP, increased the vocabulary learned through significant pictures found in social nets to learn phrasal verbs, rather than using antique visual material. (Moore & Kearsley, 2005) As technology advanced, so did the development of distance education.

1.2 Justification

This paper will understand how the use of certain images when learning English will increase the phrasal verbs vocabulary on students, and since we are still going through this hybrid-virtual classroom, this paper can be used for teachers to consider the design of each authentic material they use when trying students to increase their lexicon in a more significant way.

This paper investigates how the strategic use of images enhances phrasal verb learning in English language learners. Just as native speakers unconsciously absorb phrasal verbs through frequent exposure in diverse contexts from childhood onward, this research explores how carefully selected images provide a similar form of contextual learning for students. The principle is the same: repeated encounters with phrasal verbs within meaningful contexts solidify their meaning and usage. While native speakers gain this context from their everyday environment, language learners often require supplementary materials. This paper will examine how images can serve as these supplementary contextual cues, effectively relating the natural learning process of native speakers by associating phrasal verbs with visual representations. Given the ongoing prevalence of hybrid and virtual classrooms, this research offers valuable insights for teachers seeking to design authentic and impactful learning materials. By understanding how images facilitate phrasal verb acquisition, educators can create resources that promote more meaningful and lasting vocabulary development, mirroring the natural acquisition process through rich contextualization.

But with the passage of time, it is understandable that all innovation is tiring, some students and teachers even registered a mental rejection that was reflected in inattention during the moment of being in front of the screen, some suffered headaches and had redness of the eyes, due to exposure to more than three hours in front of a device while having classes. At the same time, I've been talking about how these old-fashioned methods used by long-standing teachers can be overshadowed, by the current virtual materials because of its facility; as if it were a

criticism, but as feedback to all teachers who are accustomed to what we used to, to create the best learning environment.

Confinement measures have led a significant portion of the population to live in overcrowded conditions for extended periods, which has serious consequences for mental health and increases the risk of violence towards children and teenagers.

According to NU. CEPAL / UNICEF (2021), 51.2% of children and adolescents living in urban areas across Latin America reside in homes with some form of housing insecurity. Two out of ten live in conditions of moderate housing instability, while three out of ten experience severe housing insecurity. This means that over 80 million children and adolescents in urban areas face some level of deprivation in their housing conditions, with approximately 18 million living in situations of serious housing instability. Research has highlighted the significant connection between housing deprivation and the violation of other children's rights. Overcrowding prevents having an adequate space to study and rest, which has repercussions on cognitive development in childhood and work trajectories and well-being in adulthood, at the same time that it favors a greater propensity to abuse situations (NU. CEPAL / UNICEF, 2021).

The crisis forced the rapid implementation of online education, creating a situation for which teachers, authorities, and students were unprepared. Today, as 25 million students return to classes, they face numerous challenges, including insufficient infrastructure, digital illiteracy, a shortage of computers in public schools (which do not even reach half of the households), the absence of a clear distance education plan, and a lack of resources—all of which hinder the education of kids and adolescents.

Moreover, the coronavirus pandemic altered the dynamics of various global activities, with education being one of the most affected. It was forced to shift to a digital format to allow students to stay in quarantine and reduce the spread of the virus. However, an analysis of countries in the Organization for Economic Cooperation and Development (OECD, 2019) revealed that Mexico received the lowest rating in online education. Factors contributing to this ranking include the high cost of internet services and the lack of computers. This assessment, referenced by El Universal, relies on data from several international organizations and was conducted by the digital education consultancy, considering at least 30 OECD nations.

It is paid around 700 hundred in Mexico for internet access, which is a similar rate to Norway or Australia, according to data from the International Telecommunications Union (ITU, 2021).

On this, the analysis indicates that the lower the price of the internet, the greater the population can participate in online classes. So that it can be said that the cost of broadband is decisive for e-learning.

As a result, the educational technology sector has advocated for the introduction of advanced technology into educational institutions funded by independent public sources. The outcome has been the creation of virtual classrooms, where the autonomy of these schools is integrated with the flexibility offered by the internet.

1.3 General Objective

Understand the usefulness of significant pictures found in social networks when learning phrasal verbs at target language IV section 03 in LEI BUAP.

1.3.1 Specific Objectives

- Identify what kind of significant images on social nets work when encouraging students learning phrasal verbs in LEI BUAP.
- Analyze images help when learning phrasal verbs in students at target language IV in LEI BUAP.
- Understand images help students produce meaningful learning phrasal verbs at target language IV section 013 in LEI BUAP.

1.4 Research Questions

- What kind of significant images found in social nets work when encouraging students learning phrasal verbs in LEI BUAP?
- What are the experiences of Target Language IV students at LEI BUAP when using images as a tool for understanding and retaining phrasal verbs?
- How do students in Target Language IV at LEI BUAP describe their understanding of phrasal verbs when learning with images?

1.5 Premise

Target language IV students are conscious about learning phrasal verbs when using significant images found in social nets and express improvement at lei BUAP.

1.6 Methodology.

In this research, it is adopted a qualitative approach, thus it can be obtained a flexible and data-driven research design, to use relatively unstructured data, so to study a small number of naturally occurring cases in detail, and to use verbal rather than statistical form of analysis (Hammersley, M. 2012.) This research pursues a case study as methodology, which leads to having a particular and small number of participants. Daniel & Harland (2017) explain that the quantitative approach is used in research to determine relationships among variables and to state study results in differential forms.

As the purpose of the research is to understand and explain how significantly images can help students when learning phrasal verbs, the technique used is the focused group interview, in this way, we can collect the data in the best way.; since it is qualitative research, I consider the employment of a structured interview. Interview questions are typically designed to be open-ended in order to gather detailed information. Moreover, this research adopts a cross-sectional approach, data is collected to help answer research questions of interest. In addition, as Olsen & George established (2004) it is called cross-sectional because the information about X and Y that is gathered represents what is going on at only one point in time.

1.7 Limitation.

As this research is directed to target language IV students, whose English level is upper intermediate, the conclusions and comments made here can't be generalized to any public, thus, we can't expect to have the same outcomes to lower English levels from A1 to B1, however, we can adapt the material each. Furthermore, within the range of groups situated on target language IV at LEI, students of section 2 will be the subjects of the study; so the perspective of the teacher is not considered in the results, which is going to be a crucial factor if not using this research for devising material.

In spite of the fact that subjects are from the same bachelor's degree, indeed inside of a target language IV group, section 02 are situated in afternoon classes, it is not expected for evening or morning students to get the same results if trying to boost a method alike into their classes, besides, in a case study there is neither inbound register nor outbound, even intervention is used, hence we are not allowed to generalize, but explain in deep the phenomenon.

Even though the participants have a good internet connection, and mostly live in an urban area, some others don't, so, as in this research having a good internet connection and getting to know social networks is a crucial factor, people who live in rural areas are not expected to have the same results. Furthermore, A case study is a method that entails a thorough and focused examination of a particular case. It can also be confined to a single type of scenario.

1.8 Implication.

Devising accurate material to students has always been a challenge, we can't rely on the same materials, due to the context is always changing, and indeed different to each student, and this, affects the learning way; to reach significant learning, we have to consider the interests our students have, in addition, if we talk about images found in social networks it will be exhaustive research, due to every day different sources releases plenty of pictures, but, what images are considered helpful to learn a language? What images are helpful when learning phrasal verbs?

Moreover, the adjustment of materials teachers devise for classes, tend to be very similar if we rely on publishing companies; of course, they have a frame to create all material, nevertheless, we can't generalize all students having the same hobbies and interests; in addition, some of these publishing companies devise the material to a learner from a different context, for instance: some meanings change thanks to the geographic areas of the speaker, then we can find a double teandre; thus, elaborating authentic material carries on an exhaustive work, but still the best way to reach the learning objectives and having more joyful learning for students.

Hence, this research can help teachers to consider the use of significant pictures in their methodologies. This can start making a positive change when thinking about getting students to enjoy learning when using social networks besides themselves; even if students are not aware of it. Further, this study can establish the basis for future work for letting students ease into the use of more than significant images; virtual material in order to create significant learning, subsequently, initiate discussing material to young learners who weren't accustomed to using these kinds of material when entering this new setting.

1.9 Research organization.

The current research is structured into five chapters; the first chapter exposes the problem and how it affects learning from general to specific learning through the internet to introduce the main aspects of this thesis, additionally, the premise, objectives, methodology are presented.

1.10 Key terms.

Learning styles “The term learning styles refers to the concept that individuals differ regarding what mode of instruction or study is most effective for them” (Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. 2008, p.105)

Teaching material “Teaching materials should help the students to learn or as part of the activities of instruction learning in the class that help both teacher and learners (Fitriah, 2015, p, 41)”

Phrasal verbs “Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb” (British Council. s. f.)

Vocabulary “the words in a language or a special set of words you are trying to learn” (Vocabulary. s. f.)

Authentic material “Authentic material is any material written in English that was not created for intentional use in the English language classroom” (Zazulak, S, 2017)

Methodology “Methodology is a system of practices and procedures that a teacher uses to teach. It will be based on beliefs about the nature of language, and how it is learned, known as Approach” (British Council. s. f.)

CHAPTER II: THEORETICAL FRAMEWORK

In the following chapter, the relevant aspects are exposed to structure this research. The aspects are structured from general to specific. The theoretical framework implements Second Language Learning theories. Moreover, it pursues theories related to English as Second Language; Learning Styles in a Communicative approach focused on the use of authentic material. Learning of phrasal verbs through the use of significant images as the main aspect in this research, significant learning, and the methodologies that can be used when teaching this topic in English.

2.1 Learning definition

There have been several theories to explain how human beings learn by many people throughout history, while several authors establish that is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences, some other relies on 'learning' as the ability to learn is possessed by humans, animals, and some machines; there is also evidence for some kind of learning in certain plants. Richard G. (2022)

2.1.1 Piaget's theory

Jean Piaget's (1971) theory suggests that children move through different stages of mental development, which explain not only how people acquire knowledge, but understanding the nature of intelligence that involves processes based upon actions and later progresses to changes in mental operations. In relation to the earlier theory, it can be stated that individuals actively participate in their learning journey by making observations and gaining knowledge about their surroundings.

According to Enloe (2019) learning requires not only the acquisition of relevant knowledge but also the development and practice of skills necessary for citizenship, such as effective communication skills; skills of collaboration, negotiation, and decision-making; and nonviolent action and campaigning skills. Learning only the syllabus and maintaining that knowledge to accredit the subject is not important if it's contrasted with the capability of that subject in coexistence with society, regardless of accomplishing the demands needed of the educational system.

As Enloe claims (2019)

‘Do we wish to form people who are subjected to the restraints of earlier generations and traditions? If so, then the authority of the teacher is enough, and consequently also the “lessons” in ethics, with the system of rewards and punishments reinforcing this obedient behavior ‘(p.11)

Only a social life among the students themselves will lead to this double development of personalities, masters of themselves and based on mutual respect. (Piaget 1973b) Leading students to reach and find the best way for autonomy learning is one of the most accurate objectives teachers can have.

In conclusion, Jean Piaget's theory of cognitive development suggests that children move through four different stages of mental development; cognitive development involves changes in cognitive processes and abilities, making observations, and learning about the world. His theory focuses not only on understanding how people acquire knowledge but also on understanding the nature of intelligence and how to achieve autonomy in students for becoming capable people in society.

2.1.2 Vygotsky’s theory

The prime concept of Vygotsky's notion highlights the fundamental role of social interaction in the process of cognition development (Poehner, 2008). According to this theory, teaching is the process of helping learners develop mental functions. In addition, teaching is the process of collaborating with students in the execution of incipient mental functions (Roebuck, 2001). Hence, it is imperative for the learner to prompt mental functions by collaborating at the behest of a mentor who will be capable of helping him to create knowledge.

According to Wood, D., & Wood, H. (1996)

‘Vygotsky's definition of the zone of proximal development leaves open to us the task of identifying the nature of the guidance and collaboration that promotes the development and a need to specify what gets learned during the course of a given history of tutor/learner interaction’ (p. 2)

Vygotsky relied on a sociocultural theory, where learning doesn’t show up by itself; human beings are shaped in contact with society, improvements are caused by a pedagogical

intervention that didn't occur spontaneously; this research will be focused on Vygotsky's theory and how the accurate intervention is needed for developing significant learning.

The engagement in cultural connections proves the influential impact of the social environment as a key source of development. No human, for instance, is born as a culturally proficient member; it is necessary to be taught the appropriate cultural practices within the interactions in a society (Rogoff, 2003). Learning in this theory is defined as a social process formed by human intelligence in the culture or society the learner lives in. Children are immersed in a social environment where it represents them with social, cultural, and interpersonal experiences.

2.1.2.1 Learning style

The term "learning style" refers to the idea that each student learns in his or her own way. More specifically, a learning style is a preferential way that a student can learn, retain, and apply the information that they are learning. The idea of the term "learning style" was first recognized as early as 334 BC by Aristotle, who believed that, "each child possessed specific talents and skills" (Reiff & National Education Association, W. D., 1992) Even though learners can have some preferences alike when learning, each person has specific manners to heighten information learned. The concept of learning styles has evolved ever since. For the purpose of this paper, it is going to be focused on the learning theory of Vygotsky.

In order to bring about success in anything that one does, it is important to understand learning styles, the history of them, their evolution, and how research on them can help better on understanding how students learn. Vygotsky believed that social learning precedes a child's development because a child's development stems from social interactions. He also believed that a child's specific environment will influence how the child thinks and what the child thinks about. (Haswell, 2017) Along with this theory, Vygotsky believed that a child's community plays the biggest role in a student's ability to make meaning from things (McLeod, 1970). Since the current study is going to step in using significant images aimed to instill knowledge into students, Vygotsky's zone of proximal development establishes an intervention as crucial for scaffolding.

The concept of learning style describes individual differences in learning based on the learner's preference for employing different phases of the learning cycle. Then Vygotsky emphasizes that people construct new knowledge and understanding from what they already know and

believe, based on their previous experience. In other words, teachers build on exploration of what students already know and believe, in the sense they have made of their previous concrete experiences. The rapid growth, change and development of knowledge increase the need for education and learning and accelerated efforts to meet this need (Kumar 2020 a; Ajmal & Kumar, 2020). Beginning with these or related concrete experiences allows the learner to re-examine and modify their previous sensemaking in light of the new ideas. So that significant learning can occur in different environments, nowadays one of the main sources to modify knowledge are virtual environments, although it may not always be the learning the teacher intended.

2.1.3 Skinner's theory

The theory of B.F. Skinner (1963) is based on learning as a function of change in overt behavior; he believed that the best way to understand behavior is to look at the causes of an action and its consequences. He called this approach operant conditioning. Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment; when a particular Stimulus-Response (S-R) pattern is reinforced; when a particular S-R pattern is reinforced or rewarded, the individual is conditioned to respond. The characteristic of operant conditioning relative to previous forms of behaviorism is that the organism can emit responses instead of only eliciting responses due to an external stimulus.

No doubt a key term of Skinner's theory is behavior, learning is shaped through the capability of stimulating or suppressing behavior; according to this principle, behavior that is followed by pleasant consequences is likely to be repeated, and behavior followed by unpleasant consequences is less likely to be repeated. Operant conditioning has been widely applied in clinical settings as well as teaching and instructional development. This theory also establishes context as the main scenery where human beings develop learning. Context suffers subtle changes whether approaching a different cognitive process, believing that the environment eases learning and not learners by themselves.

The major influence on human behavior is learning from our environment. Kumar (2021) claims, individuals grown in today's scenario should use both their mother tongue effectively and effective communication skills, as well as learning a foreign language, should use competently, also, social learning theory (Bandura, 1977) suggests that humans can learn automatically through observation rather than through personal experience. The learning

situation, operant conditioning, applies largely to issues of class and student management, rather than to learning content; what actually happens when an organism learns is not an easy question since it is noted that Skinner rejected the idea of theories of learning.

2.1.4 J Dewey's theory

This research detected that the American philosopher, psychologist, and educational reformer John Dewey, appointed 'learning' as social learning, he believed that school should be representative of a social environment and that students learn best when in natural social settings (Flinders & Thornton, 2013). J. Dewey (1897) believed in experiential learning, social learning, and a basic constructivist approach to pedagogy, not to mention consistent support for the idea of self-knowledge, inquiry-based learning, and even self-directed learning; thus, regarding Dewey's point of view, we can conclude that context is fundamental for learning, either if it is in a self-directed way or guided by a teacher in an institution, owing to teachers are the facilitators of knowledge, it's crucial constructing the basis for students to reach autonomy.

Dewey established (1897) "To prepare him for the future life means to give him command of himself" (p. 77) we cannot depend on the teacher for acquiring knowledge, whether or not we are aware of it, we progressively learn through interaction; Dewey (1897) also considered education to be a "process of living and not a preparation for future living." (p.79) Teachers and students interact each other and learn one from another at the same time, one of the assets the human being has is adaptability, we have to grow up along with society, nowadays most classes are carried out either in a virtual or hybrid system, eventually it is expected to come back to classrooms, whereas there is no good condition for it, it's not plausible to stop development in education at the behest of resettlement.

Traditional classroom settings were not developmentally appropriate for young learners (Dewey, 1938.) In contrast to traditional classrooms, Dewey thought that schools and classrooms should be representative of real-life situations, allowing children to participate in learning activities interchangeably and flexibly in a variety of social settings (Dewey, 1938; Gutek, 2014). Even though there's just a year of difference from one generation of students to another, the context has already changed, even more, if we talk about language, if the student tries to succeed it has to come along with communication.

2.2 Learning English as a Second language

Besides, VanPatten & Williams (2015) suggest that a theory is useful to comprehend and know the process of what is happening; it is understandable that Second Language Acquisition (SLA) researchers do not agree to the answers given by linguistics investigations because the Second Language Acquisition is complicated, so the explanations and theories related to SLA could vary. As Lezama Carrasco (2020) in her thesis establishes, each theory has particular characteristics that give the people involved in the teaching-learning process tools to face the complexity of SLA and also promotes the continuous progress of the linguistics field.

It is purely presumptive that the language mostly used on the Internet is English. Nevertheless, English is broadly used in the research area, internet communication, social domains, and so on. Although either a different language is spoken in your country, even not having ESL, considerable information on the web is in English and so it is indispensable for people, not only to be able to understand but also to communicate fluently in English.

Learning English as a Second Language requires not just interest in it, it must be considered an 'approach' to teach an attitude of mind; the teaching approach is based on the learner's reason for learning, which is going to be different from one another. (Paltridge & Starfield 2013). It increases the student's competence in using English for a specific discipline or professional skills. Understanding the gap of acquiring significant learning throughout the class is one of the main objectives for teachers, therefore if we close the range to a specific skill, we'll be able to explain deeply the reasons students are struggling with.

Even though English for specific purposes (ESP) and ESL are not the same; due to ESP is an approach of teaching a language having command on syllabus, methods, and activities used for studying it based on the students' needs and for their previous knowledge on their research area; perhaps we can use this focused approach as an example to explain the purpose of intervening in learning for easing students into language. According to Krashen (1981), adults possess two methods to develop second language abilities: language acquisition that is subconscious that consists of meaningful interaction and natural communication where the message is the most important; and language learning that is conscious which includes the adoption of explicit grammatical rules.

In a communicative approach, the teacher consistently focuses on improving students' skills to ensure they can communicate effectively. Furthermore, as this research is having students of

the English Teaching degree as subjects, who eventually are going to be working as teachers/researchers/translators, indeed is important proper communication in their work and study. In conclusion, Language learning is geared towards helping learners enhance their communicative competence, extending beyond just acquiring grammatical structures.

2.3 Communicative approach

The Communicative Approach, also known as Communicative Language Teaching (CLT), transformed the perspective on language instruction, shifting the focus from solely mastering grammatical rules to fostering effective communication. As McDonough & Shaw & Masuhara (2013) state, CLT changed the goal of language teaching from the entire domain of grammatical aspects and linguistic properties to the domain of communicative competence. In addition to this, Richards & Rodgers (2006, cited in Elwell 2012) declare that it is necessary that learners develop communicative proficiency, even more than vocabulary and grammar.

As Jabee (2014) states, the need to develop communicative skills to be competent in any language has made the implementation of the communicative approach essential. To sum it up, as previously mentioned, students have different needs when learning a language, leading all students to accomplish a profile which is not going to be suitable to some students' goals is something that has to be avoided, due to the methods used in class influences second language learning, it is essential to prepare students to reach an autonomy for them to succeed.

2.3.1 Learning strategies.

The term "learning" is commonly mentioned in conversations about higher education teaching, making it crucial to specify what it means in the context of learning. As previously established, learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences, nevertheless human beings are different from one another, hence, each person develops knowledge differently using several methods, with it comes the term 'learning strategies'. As Paltridge & Phakiti state (2015) language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. In other words, learning strategies are tools and techniques that learners develop as they learn.

The student engages actively in the learning process through their interactions with the surrounding environment. Learning styles of the learners must be taken into consideration in

choosing the best teaching method, it can be said that the usage of various techniques, strategies, tactics, and visual materials while teaching and the implementation of effective educational practices contribute to success, and so can be adapted to the language proficiencies of individual learners (Cohen and Apek, 1980). In addition, students feel better when they enjoy the lesson and feel more relaxed toward the fact of reviewing the topics set using a strategy that lets them get involved.

Learning strategies, for the most part, are relatively easy to use and have the potential to be taught with positive effects to learners unacquainted with their applications (Rubin and Thompson, 1982) In other words, Strategies help students begin to understand the process of learning. Strategies enable students to navigate their weaknesses and achieve their potential. They encourage adaptable thinking and underscore the significance of altering their methods for various tasks. Instructional techniques such as modeling, providing feedback, questioning, guiding, and cognitive structuring reflect Vygotsky's Zone of Proximal Development. These strategies "scaffold" student learning from assistance by others to self-learning toward the goal of internalization (Sanders & Welk, 2005).

Learners undervalue the use of accurate learning strategies; being overwhelmed by the several options presented, nevertheless, learning strategies are an important part of developing autonomy (British Council, paragraph 1). The primary objective of learning strategies is to help students become more efficient in their learning. Numerous studies on this subject have presented various methods. To help learners achieve independence, Vygotsky, who introduced the concept of the Zone of Proximal Development (ZPD), described scaffolding as a means of facilitating growth. Learners tackle small, attainable tasks to achieve their objectives. Collaborating with a skilled teacher or more knowledgeable peers aids students in linking different concepts.

By partnering with the learner in the educational process, the teacher can optimize the learner's growth, development, and socialization in professional environments (AACN, 2003). Therefore, working together with learners within the Zone of Proximal Development (ZPD) can enhance their growth toward reaching higher levels of potential. In this process, the teacher's role involves building, adjusting, and ultimately removing scaffolds to aid the learner in their educational journey. Regarding Vygotsky (1996), the teacher needs to recognize when to diminish or remove scaffolds so that the learner can practice independently, however, to

reach autonomy teachers must heighten the accurate use of all the elements granted within the class.

2.3.2 Learning and teaching materials.

Learning and teaching materials (LTM) are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives (Ololube, 2015). These resources can help students solidify their learning experiences, making the process more engaging, intriguing, and interactive. The tools employed in these activities, which incorporate active learning and assessment, should be linked to the educational goals. Classroom instruction that consists solely of a teacher giving lectures and writing on the board is a prime example of not incorporating any learning materials. Teaching aids ought to be straightforward and adaptable to different classroom environments. They play a crucial role in making lessons more engaging and enjoyable for students.

The central role of textbooks and other learning and teaching materials (LTM) in enhancing the quality of learning and improving student performance is widely recognized (Smart and Jagannathan, 2018). In low-income countries, quality LTM can compensate for disabling factors such as large class sizes, poorly trained or unqualified teachers, a shortage of instructional time, high levels of illiteracy among parents, and a lack of reading materials in homes (Smart and Jagannathan, 2018). Many countries still face the challenges of insufficient availability, poor quality, and ineffective usage of LTM (Elliot and Corrie, 2015). Nevertheless, thanks to the virtual class teachers can adapt materials better and so devise the most accurate material for students.

LTM can greatly enhance students' success by facilitating their learning process. For example, an educational video can offer students valuable insights, while an attractive worksheet can create new opportunities for them to practice skills they have acquired in class. Material for learners at all levels must provide exposure to authentic use of English through spoken and written texts with the potential to engage the Learners cognitively and effectively. (Tomlinson, 2008) This approach supports the learning process by enabling the learner to independently explore knowledge and also allowing for repetition.

2.3.2.1 Authentic material.

The use of Authentic Materials (AMs) in teaching English has been discussed by many scholars since the approach of Communicative Language Teaching (CLT) appeared in the 1970s. It has been established that for many years, it has been argued that teaching materials should motivate the learners by stimulating their interests, encouraging them to further explore the potential for language learning capacities, and providing the teachers to create meaningful and engaging activities. (Huda, 2017) AMs are materials in English specifically designed for use in the English language classroom. Furthermore, these materials should incorporate real-world interactions and leverage authentic sources to enhance classroom learning as much as possible.

Since virtual classes promote the use of virtual material since the creation of material to adapt them to virtual content, whether or not are supported by previous traditional materials, AMs are used, furthermore, as the use of authentic material has increased along with reading materials, hence, it is essential to mention that the purposes of reading in class should be the same as in they are in real life, to provide cultural information about the target language; to provide exposure to real language, to relate more closely to learners' needs, and to support a more creative approach to teaching. (Huda, 2017) Incorporating this content into English language instruction can enhance the learning experience, making it more engaging, creative, and motivating for students, while also increasing its relevance.

In addition, the results of the study of Hugo (2017) who mainly promoted the usage of AMs in the classroom revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their gender, teaching experience, and academic degree. The purpose of this approach was to immerse the students in authentic English and inspire them to learn the language. If it is pursued to instill significant knowledge into Students, it is necessary to implement significant material. Therefore, there should be more research on this issue in order to justify the claims that authentic materials increase motivation (Sarıçoban, 2005).

The concept of utilizing authentic materials is rooted in the necessity for genuine communication, which is a fundamental aspect of Communicative Language Teaching (CLT). This idea is also argued by Richard (2006), "Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium. (p.24) Hence, if the methodology doesn't employ approaches that are not close to real-world interactions in CLT, it is expected

the students' communication to fail in a real-world interaction due to it is not alike to the interaction in the classroom.

2.3.2.1.1 Significant Pictures.

There are many discussions on the definition of authentic materials in teaching classrooms. According to Herod (2002), authentic learning materials and activities are designed to imitate real-world situations. On the other side, pictures are any drawing, painting, or artwork created on a computer. A picture is also used to describe anything created using a camera or scanner. Then it can be concluded that significant pictures refer to those images which are sufficiently great or important to be worthy of attention which will lead up to a significance into knowledge.

Many researchers state that if students are willing to use the English language sufficiently, they must be exposed to the language, exactly as it is used in real-life situations by native speakers. Even though significant images found in social media are created by several sources; from a young person who had nothing better to do than creating content, to professional designers working for companies to reach the audience, and perhaps, neither of them are focused on creating significant learning in people, these visual aids are created by native speakers using real-life situations that can also arouse learning in non-native speakers who try to have fruitful time in learning a language through emerging themselves in natural interactions either to heighten previous knowledge or to outweigh the time spent in the networks wrongly considered as a waste of time, with a non-fictitious setting.

Al Azri, & Al-Rashdi (2014) claimed that regarding the use of this type of materials as a useful means to motivate learners, arouse their interest, and expose them to real language they will face in the real world. Subsequently, as this research pretends to use significant images found in social networks to instill noteworthy results in students when learning phrasal verbs, authentic materials trigger learners to learn phrasal verbs significantly, because they notice they are dealing with the language in real life using a visual aid that sometimes it is not shown as one for authentic learning. Herrington & Oliver (2000) suggested a new pedagogical term, called "authentic learning". This term is directly related to the students' real life and prepares them to face and deal with real-world situations.

Still, some researchers are against the use of authentic materials in the classroom, because they believe that they might be too culturally biased and contain complex words and structure, and as it is the labor of teachers to devise the materials, they work with the implementation of these

materials are at the behest of them and how much are concerned about using visual aids to classes. Despite the bad blood some teachers have with technology Al Azri, & Al-Rashdi (2014) said that the latter is and will surely be the researchers' conviction of the vital role that such authentic materials have, and will play for an effective, practical learning process that must happen in every teachers' classroom.

2.3.2.1.1.1 Usefulness in the classroom.

Hyland (2003) states that one of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively on their learning process. Huda claims that teachers must be aware that they can only benefit from the use of authentic materials if AMs are used in the classroom in the same context that these were designed for, in the real world and that a text can only be truly authentic in the context for which it was originally written (2017). In addition, throughout this research, it's been mentioned how the use of accurate material can have different features rather than just providing a visual aid to classes.

Akbari & Razavi (2016) explored the attitudes of teachers toward using authentic materials in EFL classrooms in Iran. The study was conducted in TED (Tabadkan English Department, one of the zones of Mashhad, Iran). The results revealed that all of the teachers had positive attitudes toward providing authentic input in their classes, regardless of their nationality, teaching experience, and academic degree, also the results indicated that the internet and TV would be the most used sources for obtaining authentic materials. Moreover, psychologists suggest that attribution is how students learn about themselves and impose order in uncertain environments (Graham, 1994) Effective usage of proper learning resources help the students to construct more than superficial knowledge that is building in-depth knowledge on a particular subject and also developing their individual learning strategies, values, attitudes, and generic skills.

Although concepts of different topics can be summarized to ease learner, it is easier to remember an image than a written concept; the image can have more elements within, which summarize the whole concept in a figure, concepts on the other side, are structured through words, which of course come along with accurate use of words to let most learners create a significant meaning, nevertheless, there are concepts which need to specify more due to they are not easy, this can be solved with significant pictures using the given context without too much verbiage to lighten the signifier.

2.4 Learning activities

Learning as an activity is understood as a process in which a group of subjects interacts to achieve a specific purpose (Osorio & Duarte, 2012). Then we can say that learning activities, as the name suggests, are activities designed or deployed by the teacher to bring about, or create the conditions for learning. The learning styles of the learners must be taken into consideration in choosing the best teaching method in order for learners to acquire knowledge, and so to be capable of applying it in real-life situations as they are indulged in inquiry-based education and problem-solving. Thus, learners have more opportunities to contribute to the lesson which is leading to a supportive classroom environment and active learners.

Learning activities were designed to combine actions in both face-to-face and e-learning spaces, therefore, the skills expected from individuals in the information age and responsibilities have also evolved. Teaching learners with traditional methods is no longer effective. Interactivity is one element to have an effective and efficient teaching and learning process where teachers impel learners' attention and learners are capable to learn more in comparison to traditional methods (Padrono, Astriagui & Moniaga, 2013).

The pedagogical effectiveness of a learning element can be traced to the mindful selection of learning activities related to the knowledge processes which those activities set in motion; the context used, as established throughout this study, any learning must be significant and easy to understand, moreover, it has to emerge learners into daily-life situations for developing skills to let students reach autonomy and let them fit into society. In other words, learners must use English effectively and use effective communication skills.

Effective communication is important in all areas of education. It is also suitable for effective language teaching. Thus, to achieve the goal, organizing learning environments, using correct and effective teaching materials are very necessary. A teacher who is mindfully engaged with considering and choosing learning activities based on the students' interests, activates thinking through the purpose of those activities and with the kind of work it is intended for students to be engaged in. As an individual becomes better acquainted with the English language, they will be able to communicate their thoughts, learn, and gather information.

2.4.1 Phrasal verbs in learning activities.

Phrasal verbs are very common in English, especially in more informal contexts. They are made up of a verb and a particle or, sometimes, two particles. The particle often changes the meaning of the verb (British Council, paragraph 2). Regardless of the learning methods each student has when beginning to learn a new language, it is essential to support learning with audio-visual aids to make it more meaningful and effective. Phrasal verbs have received much attention in recent years; they have been considered as an important factor in curricula for English as a foreign language (Quick et al., 1972). Even though the participants of the current study are not beginners, phrasal verbs can represent a challenging topic to advanced levels as well, since phrasal verbs are split into two categories: separable and non-separable.

According to Cornell (1985)

‘Phrasal verbs occur on the whole more frequently in the spoken than in the written language, though there are many important exceptions to this rule of thumb and the Situation is by no means’ (p. 269).

Most learners receive that statement with less enthusiasm, due to it is well known that speaking is one of the most difficult skills for learners thanks to poor learning opportunities received to speaking English with native speakers, which leads to a poor phrasal verbs vocabulary thanks to the artificial interaction used in classes; even though in the CLM it is expected to use real life activities, it is just that, an artificial environment pursuing natural interaction. Nevertheless, regarding the British Council (paragraph 2) phrasal verbs are used more in informal contexts, thus, this exposure can be easier reached and so the interaction with phrasal verbs use.

It is important to have media in the teaching and learning process. Media helps to deliver information and can help to simplify the teaching process and make it perfect, as well as to allow teaching to practice the principle of object teaching and learning illustration (Darmawan et al. 2021). Hence, flashcards are transparent and vibrant, according to Gelfgren (2012), and they can have a beneficial impact on the learner's visual learning process. Mayristanti (2016) vocabulary learning using flashcards was more successful than withdrawing the use of flashcards on the vocabulary achievement of students. It is expected that the combination of the text and the picture will make it easier to remember, increasing the participants' academic achievement, creative thinking skills and improved attitudes towards the English language.

2.4.2 Use of significant images in phrasal verbs activities.

The study made by Darmawan et al. (2021) which used flashcards to instill vocabulary showed that they also became more active in the learning process, and when doing the treatment, they enjoyed the learning process. Nunan (1989) defines authentic materials as the materials which have been produced for purposes other than to teach language, then, as previously established, the provenance of these significant images can come from normal people who are not concerned about the input these contents can have. The images found in social networks can be turned into flashcards which trigger learners to learn phrasal verbs significantly, because they notice they are dealing with the language in real life using a visual aid that they sometimes recall from the web, and so the students are free to create knowledge that is going to be significant since it is based on their experiences.

Learners are well equipped with virtual materials which allow the opportunity to relive the past and make conclusions about how language changed; visit foreign lands to contrast the speech of natives from different areas and start using one; apart from everything that involves language, students can hear the speeches of several topics of interest if wanted. However, the limited class time will not allow teachers to introduce as many vocabulary items as needed. Incidental learning may be helpful here, but it requires sufficient exposure to comprehensible input (Krashen 1989) to occur.

The importance of phrasal verbs is often expressed in quantitative terms since it can be approximately calculated how many of them exist in the English language, and how many are instilled into students using a certain quantity. Moreover, their number constantly increases due to their non-stop emergence in modern English (Darwin and Gray 1999; Gardner and Davies 2007). Regardless, it is the aim of this paper to understand and explain in a qualitative way how learners can increase significant learning of the phrasal verbs topic using visual aids in the classroom, and so, to acknowledge the usefulness of these visual aids learners have when exposed to them.

Significant images found in social networks are placed to bring about this shift in awareness and to heighten learners' understanding of their own and the target culture using it in flashcards. According to Gilmore (2007) authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight the target language. Although concepts of different topics can be summarized to ease the learner, it is easier to remember an image than a written concept. Flashcards in cooperation with significant images found in social nets impel learners' attention, learners are capable to learn significantly,

providing real-world contexts, interactivity, repetition and subsequently to acknowledge the usefulness of significant pictures in learning activities.

CHAPTER III: METHODOLOGY

In the following chapter are presented the characteristics of the subjects who participated answering the instrument, also are explained the reasons why they were selected among the different target language IV groups in the English language teaching degree (ELT) and how these features are useful to reach the objective of the research. Moreover, it is exhibited the apposite data regarding the development of the instrument. Afterwards, the steps to apply the instrument are detailed, likewise the information obtained from the interview to be analyzed.

3.1 The setting

The research was performed in a language department in the Benemérita Universidad Autónoma de Puebla (BUAP) a public autonomous university in Puebla city which provides two undergraduate programs: French Language Teaching and English Language Teaching (ELT). ELT is divided into 46 subjects which are divided into basic and formative levels; target language belongs to the basic levels and it is divided into five stages depending on the English level proficiency. In addition, target language IV was selected considering the fact that the content is directed to upper intermediate English level students, where the students can function independently in a variety of academic and professional environments in English, despite the limited range of nuance and precision. Regarding the subtleties of language, phrasal verbs are one of them, since phrasal verbs are very common in English, especially in more informal contexts where meaning can differ thanks to the various combinations.

3.2 Participants

In the study, 11 participants are part of the interview in view of the fact that they agreed to participate in the study, all of them belong to section 2 of target language IV from the English Language Teaching degree. In addition to this, all participants have already taken target language III where the grammar theory of multi word verbs were explained, which is a crucial factor due to the fact that the study is aimed to heighten the understanding of the phrasal verb topic. These participants answered the questionnaire in order to achieve the purpose of this research: understand and explain the process that LEI Target Language IV students get through to ease phrasal verbs learning regarding visual material.

3.3 Methodology

This research is directed to target language IV students from the English Language Teaching degree of the Benemérita Universidad Autónoma de Puebla, where students are directed to reach a B2 level in which level students can miss some of the subtleties and implied meanings in language.

In this research, it is adopted a qualitative approach, thus it can be obtained a flexible and data-driven research design, to use relatively unstructured data, so to study a small number of naturally occurring cases in detail, and to use verbal rather than statistical form of analysis (Hammersley, M. 2012.) This research pursues a case study as methodology, which leads to having a particular and small number of participants. Daniel & Harland (2017) explain that the quantitative approach is used in research to determine relationships among variables and to state study results in differential forms.

As the purpose of the research is to understand and explain how significant images can help students when learning phrasal verbs, the technique used is the focused group interview, in this way, we can collect the data in the best way.; since it is qualitative research, I consider the employment of a structured interview as instrument. Interview questions are usually open-ended questions so that in-depth information will be collected. Moreover, this research adopts a cross-sectional approach, data is collected to help answer research questions of interest.

3.4 Instrument.

For this research the interview is designed to ascertain that the use of the significant images found in social networks arouse phrasal verbs learning in target language IV students at LEI. The whole participants were apprised about the privacy of their answers and the purpose this data would be used for and the intention of the instrument by text. Additionally, some descriptive information is required, such as the participants age, gender, a range of years they've been studying English, and if near to university; this data is necessary to be more specific to report the information collected.

The instrument is conformed by 8 questions, in addition, the instrument is going to be developed in a spoken interaction by online collection and can be answered by any of the participants within the group since it is used in a focussed group interview way, that followed the dimension chart 3.1. Finally, the interview was inspected and changed in order to start the interview for generally talking about the learners' awareness of the importance of the material

when learning, leading up to precisely talking about the significance of the images in the activities developed throughout the classes where the material was used.

3.5 Materials

Considering that social networks are the sources where the materials developed throughout the study are from since the research is aimed to heighten learning significantly using social networks it's needed to know what the most used social networks in Mexico are, thus having interaction within these will ease participants into learning. Facebook is established as the second most used social network in Mexico in 2021 (Plan B, 2021) so that's the reason why the majority of the images used are retrieved from Facebook, additionally to Facebook, Messenger, WhatsApp, and Instagram have a great placement in the country, so a few images are also from these sources. In spite of the fact that YouTube has the first place in the most used social networks in 2021, none image was taken from this source in the current study.

As previously mentioned, these visual aids that will be developed during the intervention can be created from non-native speakers using real-life situations, this material pretends to arouse learning in participants who attempt to have fruitful time in learning a language through emerging themselves in natural interactions either to heighten their general English knowledge or to outweigh the time spent in networks wrongly doomed as a waste of time and that undoubtedly have a great outreach.

One example of this kind is a page found on Facebook called 'The Language Nerds' whose content is focused on the subtleties among languages approached wittily to entertain people, hence the use of significant images is one of the main courses of action to reach people; another example of these pages is 'sarcasm_only' found on Instagram, where the vital factor to interact within the social network are images, subsequently, finding images resulted effortlessly. The ensuing period required the implementation of significant images in classroom activities, so it required to look up to the Target language IV syllabus to adjust the material to the content, following this the images chosen were adjusted to this intention. See figure 1.

3.6 Task

During the sessions different tasks were devised for the arousing of learning using significant images found in social networks as the focal point. Furthermore, the usage of flashcards in

cooperation with the visual aids impel learners' attention. Learners are more capable of learning significantly, providing real-world contexts, interactivity, repetition as the main purpose of a flashcard and subsequently to bring about significant learning in view of the fact that is something the students get along with.

Different design flashcards were used to prompt learning, in the first instance (see Figure 2), the provided material didn't have a further explanation, and only relied on the visual aid and the phrasal verb to a side, so students can speculate the meaning of the phrasal verb basing their ideas on the image. Afterward, students could share their ideas so the meaning with an example in a sentence were given using the previous set of multi-word verbs in a modified set of flashcards.

Another activity that pursues to recall different information is jeopardy, with a self-devised jeopardy where instead of cultural questions, the meanings of the phrasal verbs were asked, so now participants recalled the information without having any material, hence, if the visual aids used in the flashcards is significant, students would not struggle when asked to describe the meaning of the phrasal verb. Furthermore, having more interactive activities in the class such as "phrasal verb description" is helpful when learning through images, since while one student is looking at his classmate, another student is watching the image and trying to describe the action so his partner can figure out what phrasal verb is; this is directly rooted to the picture shown in the flashcard for the reason that when the students is trying to describe the action, the situation showed can be used.

In addition to that, some activities such as reordering segments and replacing the word can heighten the cognitive process of withholding the information, it provides significance which is rooted to these images, moreover, it provides real-world contexts, interactivity, repetition necessary when trying to increase vocabulary, otherwise, memory would not retain information if is not going to be used in future.

Finally, charades are not only a famous game to spend time with friends, but for bringing about learning if well adapted. This game can be used as a method to instill not more than single words; phrasal verbs, since now students are not required just to remember information, but to create new ideas around the phrasal verb topic, and so, if participants are capable of creating examples for the rest of the teammates to figure out what phrasal verb is, students must have gone through the cognitive process.

3.7 Procedures

As the current study needed intervention to prove the premise right, it was required to ask for permission to Sara Merino Munive, a Target language IV teacher, so it was explained the purpose of the research and how interventions would be developed through email, who allowed having these interventions developed throughout her classes advising to start on Monday 03/07/2022 and so it was done.

For the intervention, 7 sessions of 2 hours were required to test the material previously prepared, additionally, classes were developed in a hybrid set (virtual and on-site), switching them every other day. In the first session, which was developed through teams, professor Sara introduced me to the class giving a brief explanation and mentioning that I'd be helping them in some classes. Afterward, the researcher introduced himself and explained the purpose of the intervention to the class. Throughout the first session the material was focused on the usage of phrasal verbs regarding traveling since the syllabus sets it up as the main topic in unit 6. In spite of the fact that the class started with a grammar explanation of the usage of phrasal verbs, the usage of flashcards became the focal point in the class. It was reclaimed the usage of the previous flashcards focused on the usage of phrasal verbs when traveling for the activity, recovering the grammar explanation of the session, nevertheless, this time it was asked to be given by the students themselves, so participants were required to recall what it was mentioned. Additionally, the main activity of this session was in need to start creating sentences with the phrasal verbs shown in class using jeopardy; this game relies on making teams and answering a set of questions some harder than others to obtain a score, and the highest wins once all questions are answered. A clear idea of the proper usage of the phrasal verbs was essential since students were asked to create sentences without the immediate help of the flashcards, participants couldn't rely on more than their mere knowledge and memory for developing the main activity. See appendix III.

Throughout the second class, after using a warm-up activity to ease students, a grammar explanation of the separable and non-separable multi word verbs were given, afterward, students were asked if there were questions and subsequently all inquiries were answered, the ensuing period relied on the usage of a self-created worksheet where the main activity required the rearrangement of words to make a correct sentence using the certain phrasal verb, students could help their answers based on the images, that were also showed at the beginning of each section. The usage of phrasal verbs when traveling had the mere objective of ascertaining that

students recall the information given using the flashcards without much trouble, which is the aim of the current research. Even though the same multi-word verbs were recalled, more flashcards with new phrasal verbs were added to the list already given. All questions about grammar and when to use them regarding the new phrasal verbs were answered; the ensuing activity required students to reorder the words in the new worksheet to create a coherent sentence with the parts given, now participants again relied on their memory to complete the activity. See appendix III.

It is well known that the verb “get” has plenty of meanings depending on the context, furthermore, it gets even more complicated since several meanings arise when it is used as a part of a phrasal verb, that’s the reason why the third session focussed on the combinations of “get” in a phrasal verb. This activity was in need of the usage of real flashcards with their meanings as the last face-to-face class, so these flashcards were pasted on the board by the students just after they were asked for telling the meaning of the phrasal verb shown using different words, supporting their ideas only by the sheer image used in the flashcards. See appendix III.

Fourth session was used to implement a more dynamic activity. Students were split into two teams, after that they were sat in front of each other; one of them was looking at the board and the other was looking at his classmate, the student looking at the whiteboard was given a multi-word verb and so he has to use different words to refer to the usage of the one picked up by the teacher with one minute as limit, if the student guesses the phrasal verb the team gets one point, and so on, the team with the most points wins. The interaction ended when 14 phrasal verbs were chosen, whether or not the students had guessed it. A variation with the eyes closed was implemented virtually as well, keeping the student to describe and the rest of the class with their eyes open, while the blind one had to guess which multi-word verb was. See appendix III.

During the fifth class the last set of phrasal verbs was given through teams, having a variation of the previous structure; all participants could look at the flashcards given using teams, nevertheless, this time no explanation was given, only time for them to get familiarized and to take notes and to deduct their meaning though the significant images. The ensuing period relied on the substitution of multi-word and using one-word verbs without changing the meaning of the sentence. Participants had a limit of time and then the answers were given one by one by the participants, mistakes were corrected immediately. See appendix III.

With this last face-to-face interaction during the sixth session, interactivity was the focal point, no other phrasal verb was given but the previous were recalled with charades. In this activity participants were separated in two teams, subsequently, teams have to choose and write down seven of all the phrasal verbs given throughout all interventions (traveling, city living, describing change, and so on), the options were exchanged and handed in to the other team, so the ensuing period was to perform the phrasal verbs given by the other team through gestures and body language. If the team guessed within the time limit, gets a point, if not the point was lost and the phrasal verb discarded. The game ended when all the phrasal verbs chosen by the teams were answered and performed, and the team with the highest score wins. See appendix III.

During the last virtual session, the main activity pursued to look back at the different phrasal verbs given throughout all sessions. The mere objective of ascertaining that students recall the information given using the flashcards without much trouble. The ensuing period was the activity, which returned to one of the first activities carried out through all sessions; Jeopardy, this game relies on making teams and answering a set of questions some harder than others to obtain a score, and the highest wins once all questions are answered. The difference of this final jeopardy is that all phrasal verbs were sat in the table so students look back on their meaning and so, to ensure their learning. See appendix III.

During the eighth and last session dated on March 17th, as it was handed in the informed consent whether face-to-face or virtually to the participants, the purpose of the investigation was exposed and how the usage of significant images in the different activities had a different approach but pursued the same purpose; arouse significant learning in students. Hence, it was explained what a focussed group interview is, and that anyone from the group could answer the questions orally. Once all questions were answered three times by different participants, the informed contents were returned and the intervention finished.

In the instrument, eleven people; eight women and three men between 19-23 years old were taken into account. These participants answered a focussed structure interview orally; six participants answered face-to-face and the others did it through teams, additionally, the interview lasted 37 minutes, at first participants hesitated in giving their answers, after a couple of answers they started to feel more comfortable and started giving more opinions. The session was recorded with the permission of the participants already given in the consent letter. See

appendix III. Therefore, the answers were registered using an excel document in order to have a clear organization for the data analysis.

3.8 Data analysis

The ensuing period was in need of retrieving the answers from the interview, that were divided into eight sections, according to the questions of the instrument using an Excel document. Once the answers were given, they were transcribed in an Excel chart. It was mentioned all that is related to the design of the instrument and its application, likewise the participants and the procedure to process the data obtained from the interview. In the following chapter, it is explained what was obtained from the instrument, through detailed descriptions about the findings of each question of the instrument.

Table 3.1: Key terms

Key	Meaning
Q	Question
P	Participant
—	Pause in the speech
<i>I</i>	Participant's speech
SI	Significant images (found in social networks)
PV	Phrasal verbs

Table 3.2: Data analysis chart

Participant	1. Significant knowledge in English because... sometimes in... when you are learning English...with most of the times the people will remember things some verbs in	2. Reaching significant knowledge in English	3. Importance of using virtual material	4. Accessibility to virtual material	5. Attitude towards virtual material	6. Attitude towards SI in class	7. Description of PV learning	8. Description of SI when learning PV
P1			Most of the times the...the students...the students are visual...learning...the learning is visual...to using virtual visual	I think they have access to Internet so the...is more...more to ease to use...people have phones and have			I think that it can be at first is more...challenging because the general meanings and how you can add more...and during	I think that it is very illustrative...to phrasal verbs...to have more associations...is not so difficult to understand
P2		Reaching the new knowledge with the new world and with personal previous experiences			I think that it's motivating for the students to participate.			
P3	I think that it is important...it is important to get something significant when learning a language because...if you don't get	I can say that...there is a more practice...learn at the time...create significant knowledge...it needs to be important, for		I think is more interactive when you...more in the classroom...that the material teachers did, to create more skills.		I agree with her...if you see something you are related to, you'd say that might be better to use...very more significance.		In my class I...I'd rather use this word...with meaning of all the phrasal verbs
P4	because you are able to understand how the language works, instead of memorizing and repeating patterns...also you can use that.			During the classes was excellent, because I could understand explanations, however, during typical sessions was difficult because	The material help to the students to understand it.	The class became funny, so I was interested in it.	Personally, it is difficult with the lots of structures, but I used the names of the phrasal verbs and could see the	
P5								
P6								
P7								
P8		Oh...I think that we...we can reach that through significant ways of learning.	Well I think it is important because...they when the activities...think using the different resources...I think so.		I think they are visual, and more easy to learn that when using it.			In my class it helped me to understand more...to understand them.
P9								
P10			Because it is more entertained.					
P11								

Table 3.3: Dimension chart

Use of significant images found in social networks for learning phrasal verbs.

Dimension	Indicator	Operational definition
Intrinsic factors	1. Awareness of learning.	Learners are not aware of the importance of materials can have when arousing significant learning.
	2. Accessibility to virtual material.	The use of virtual material in the activities has been decreased or dismissed when devising the methodology.
	3. Attitudes towards the use of significant images.	Teachers and students underestimate the value of some material that can have a good outcome because of their background, even though it can arouse learning and how heightens it.

	4. Output of significant images in flashcards activities.	The importance of the acceptance and usefulness of the flashcards materials and the results aroused.
Extrinsic factors	1. Significant English learning.	Awareness in significant learning. Awareness of what is 'significant' and the procedure to prompt it.
	2. Usage of material.	The importance of using materials in activities to impel significant learning.
	3. Phrasal verbs domain.	Students' necessity for increasing the phrasal verbs lexicon with ease.

(Self-created)

CHAPTER IV: FINDINGS

In this chapter the results of the instrument will be presented. Results are divided into two sections, which are directly rooted to the variable chart; the first section describes the intrinsic and extrinsic factors of the usage of significant images found in social networks to heighten phrasal verbs learning, hence, it is divided into categories as described in the design of the instrument. Thereby, data is exposed in order to describe the usefulness of the intervention carried away in chapter III.

4.1 Intrinsic factors

In this section were considered four critical elements: awareness of learning; accessibility to virtual material; attitudes towards the use of significant images; output of significant images in flashcards activities, which were taken into account as the indicators. Five questions structure this first section, it is compulsory to say that intrinsic question are scaled with extrinsic, this is in the view of the fact that questions would have a clear sequence providing a general approach including a extrinsic question so that the intrinsic questions would not be taken as randomized or with no point, additionally, one intrinsic section was in need of creating two questions; one devised for the purpose of the general attitude towards virtual material and the following for the purpose of the feeling towards significant images as in the class material.

4.1.1 Awareness of learning

Since the questions are constructed from general to specific, it was necessary to mention a general view of the matter so the interview was carried out in a straight-forward way. In this section, one question was developed directly rooted to the awareness of learning, which is the first element to consider in the study, thereby, information to support the claims previously established was searched, and so to be explained to the readers. Question number two pursued the description of significant learning when learning English, understanding the importance of it. The answers are written as they were expressed.

Q2P3 *“Relating the new knowledge with the real world and with personal previous experiences”*

Q2P4 *“...it needs to be important, for example, if you are ___ have motivation ___ if you are motivated to get more ___ to be exposed to get significant knowledge than if you are not ___ I imagine that this knowledge needs to be constant ___ constatly practice if you don't practice it or if you don't take it into*

account several times ___ I believe you are more ___ you are in ___ you are more exposed to forget that knowledge ...”

Q2P8 “...we can reach that through significant ways of learning.”

Accessibility English learning awareness is one of the main aspects when discussing learning. As already established, learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences, hence, the conscious knowledge facilitates learning, Svalberg established (2007) that the level and the quality of awareness are considered important factors when learning a language. What’s more, it was found that learners with higher levels of awareness of the target features performed better than those with lower levels of awareness.

In spite of the fact that students are situated in different levels of awareness of learning, and so with different abilities which have significantly different metacognitive processes, learning awareness is crucial for learning significantly, and hence to not dispose of the information learned. Additionally, to these differences in consciousness, it also is important to consider the different preferential ways that a student can learn, retain, and apply the information that they are learning that was set in chapter II. Since motivation triggers motivation in students for learning, thereby promoting awareness which is a kind of knowledge that helps learners to control the process of learning (Rahimi & Katal, 2012a).

Answers support the idea that emphasizes that people construct new knowledge and understanding from what they already know from a concrete experience. These findings are in line with other studies which showed that successful learners are conscious of the learning process and the use of different strategies that meet the requirements of different learning tasks and situations (Rahimi & Katal, 2012). Subsequently, it can be established that awareness of learning allows the learner to look into and modify their previous knowledge in light of the new ideas, thereby arousing new ones.

4.1.2 Accessibility to virtual material

As question one, this question was in need to mention a general view of the matter thereby question four was exposed so the interview was carried out straight-forward; it was compulsory to query participants their opinion about virtual material, since the study is directed to the crucial usage of virtual material for arousing learning. Answers were written as exposed.

Q4P2 “...people have phones and have something to find material ___ what it was a difficult to use for visual material, now the people have more accessibility.”

Q4P5 “I think is more interactive when you ___ more in the classroom ___ than the material teachers did, to create more skills.”

Q4P7 “During online classes was excellent, because I could understand explanations, however, during hybrid sessions was difficult because sometimes the audio or the internet connection...”

Education is a daily challenge for many students and teachers regarding virtual material, whether to start a topic or to instill previous topics to learners in an easier way since technology is a humongous source either to devise self-created material, or to find useful apps for learning languages thanks to the fact that technology never stops developing. According to an investigation carried out by Valencia (2016) having integrated technology in classes of two universities for a period of one year has given a significant result in the students’ English acquisition. The study relied on the integration of technology to bring about learning with ease, presenting a new topic, which in the study was present continuous, the data obtained showed better results from students has been a great achievement.

For the study, significant images found in social networks are placed to bring about this shift in awareness and to heighten learners’ understanding of their own and the target culture using it in flashcards relying on a virtual format. Will concur with another study (Alpala & Flórez) which claims that teachers must be facilitators who help students to go through different stages during the learning of a foreign language and get them aware of the importance of the resources around them to learn a foreign language to have a better output. (2011)

Data gathered from the instrument is in line with another research, according to Beulah:

“This transition from a traditional mode of learning to a virtual mode of learning necessitates a great deal of upskilling, motivating, and coordinating counseling for stakeholders such as instructors, parents, and students to instruct them on the administration's measures. In order to facilitate students-learning, it is necessary to make a continuous effort to develop personalized teaching- learning materials suitable for online classes.” (2022, p.135)

All participants have at least a device, hence, this means that they can be really close to the online environment, which answers concur. What is more, all of them are familiarized with social networks since participants are also part of the social networks mentioned in chapter III as the most used in Mexico and where the significant images were gathered and adapted from, all with the purpose of being noticed and remembered during the session. From that it can be proved that the current context of the classroom is in need of unfettered access to online learning material in order to conduct students to significance in learning. Following this, adapting materials and finding engaging methods for classes prompt the devisal of more virtual materials, so as to ensure efficient language learning and create a positive teaching and learning environment. (Maican & Cocorada, 2021)

4.1.3 Attitudes towards the use of significant images

As previously established, the engagement proves the influential impact additionally to the social environment as a key source of development. Following the plot of the other intrinsic factors, the two following questions are not the exception. The next interrogations were devised with the purpose of suggesting that learners' attitude towards the material devised will cause acceptance and benefit in the classroom. Hence, the descriptions would set a clear association of the contexts used within the social networks and significant images. Answers were written as exposed.

Q5P3 *"I think that it motivates for the students to participate."*

Q5P6 *"The material help to the students to understand it."*

Q5P8 *"...more easy to learn that when using it."*

Q5P9 *"I like it, in this way is easier to understand the new topics."*

Q6P8 *"Ah__ I think that in my case describe examples better so it's a complement to understand better."*

Q6P4 *"...so if you see something you are related to, I would say that might be better to stay ___way more significant."*

Q6P6 *"The class became funny, so I was interested in it."*

Q6P10 *"I remember it was funny ___yeah ___because ___ I was familiarized with them so ___if we are familiarized with it, is more probable to see them again and probably to use."*

The internal state the student has when learning a language is without a doubt an important factor in language learning and teaching; according to Tahaineh, & Daana (2013)

“Attitudes are crucial in language growth or decay, restoration or destruction. Attitudes are internal states that influence what the learners likely to do” (p. 164).

Based on the answers gathered from both questions, without doubt there is indeed a nexus between what they saw in the intervention and what they are accustomed to doing in their daily-life. Participants got used to having virtual classes with the normal material sat up for those classes (target language), which indeed has a syllabus and a program to follow with elaborated instructions in order to achieve the level expected, nevertheless, during the first approach to the material, some laughs and attention to the class came up, leading to a more interactive class, since there was no absence of students’ non-verbal response; if the methodology doesn’t employ approaches that are not close to real-world, knowledge would be easily forgot due to the absence of practicality.

Using material in the classroom without considering the interests of the students, keeping the same structures without notion of the different context will lead students to a selfless learner. According to Svalberg (2007) the engagement learners have with the language can be intellectual, affective, social or political or, usually, a combination of them, hence, the usage of AM can work as the facilitators of knowledge triggering a meaningful interaction and natural communication where the message is the most important, which are crucial for constructing the basis for students to reach autonomy.

4.1.4 Output of significant images in flashcards activities

The aim of the following and last inquiry of the intrinsic factor is in need to highlight the long-term effects of the practices done throughout the sessions with the help of adapting significant pictures to different teaching dynamics and strategies. Answers were written as exposed.

Q8P2 “I think that it is very illustrative ___ to phrasal verbs ___ to have more association ___ it's not too difficult to understand.”

Q8P4 “In my case, I'm ___ I'd rather use this kind ___ with the meaning of all the phrasal verbs.”

Q8P7 “In my case it helped me to understand more ___ to understand them.”

Q8P10 “...with the use of an image you can get to know way better what kind of phrasal verb are you ____you are using, for example there are phrasal verbs that are the same in structure but the context is way more different, so with an image you know what phrasal verb is specific and in what kind or situation you can use it.”

Taken as an inevitable truth, the teaching and learning process nowadays can't be separated from the use of technology. For the purpose of this research the usefulness of significant images found in social networks are succinct and capable of inviting active engagement by students who encounter digital content online that exhibits said characteristics. According to a study made by Purnama “integrated activity of memes creation and Instagram posting is proposed as an alternative strategy that yields creativity and innovation for teaching and learning process. Memes are dense. It has an attractive packaging which is an additional value for our students.” (2017, p.2)

Even if an argument could be made that these learners are still in the process of learning an upper-intermediate level, where the topics to be taught are not as difficult as the following levels, this explains why they perform the way they do in accord with the usage of material gathered, especially material from social networks. Teachers must teach the same as they are in real life, to provide cultural information about the target language; to provide exposure to real language.

Language is always in constant change, so perhaps the books which were advantageous at the released time, can't be as beneficent nowadays, nevertheless, of course a normal answer to face this problem is to look over the publication date in order to select those that are close to the current use of meanings of the language. Despite that clever way of thinking, it has not been mentioned that those materials for learning a language which are up to date are really expensive if we compare the cost to free resources found on the internet. The idea is not to replace books released by well-known publishers, but to highlight that significant images have a great coverage when learning phrasal verbs due to its elements.

According with the answers given, participants establish that the material in cooperation with significant images found in social nets impel learners' attention, since it provides real-world contexts, interactivity, repetition and subsequently to acknowledge the usefulness of significant pictures in learning activities, which are easier to reach by the learner; the focal point here is to make more out of digital resources, more explicit of material found on social networks resources. Thus, it can be established that by creating an enjoyable yet fun mixed form of

language learning activity and technology in the language classroom, researcher believes that students would benefit more in the long run.

4.2 Extrinsic factors

In this section were considered three elements: significant English learning; usage of material; and phrasal verbs domain, taken into account as the indicators. Three questions were established in this second section, moreover, as previously put in place, extrinsic questions are scaled with intrinsic, this is in the view of the fact that questions would have a clear sequence.

4.2.1 Significant English learning

Given the English level of the participants (upper-intermediate), as well as the time it has been since they entered to LEI (average= 3 years), and considering communicative approach as the basis of the classes, it seems reasonable to argue that they are accustomed to having much thinking about learning in the daily-life in order to bring about significance in knowledge and practicality when learning English. Therefore, the first question established the general view of learning English and participants' beliefs of why it is compulsory to get significant knowledge. Answers were written as exposed.

Q1P1 *"...when it has more importance, that will stay in your ___memory easy___ I don't know, it's useful for you."*

Q1P4 *"...all things that you want to learn won't have like, the same durability, as if ___if the knowledge is significant..."*

Q1P6 *"Because you are able to understand how the language works, instead of memorizing and repeating patterns ___also you can use that knowledge in a real situation."*

Some people learn English very quickly. They are said to have an asset which eases into it without considerable difficulty, some others struggle and allocate much time without good progress. Learning a language not just relies on the coverage of memorizing grammar structures, even though CLT approach focuses on the knowledge of these patterns in the language, data obtained concur on the usage of words like 'real situation', 'significant' and 'useful' when querying about the importance of significance in English learning. Information that agrees with language teaching having a correlation with overall context in use in English, thanks to the complication of the constant change of itself claimed throughout chapter II.

The results showed that participants have a clear idea of what significant learning is and why it is important when learning, either considering the practicality of the knowledge or the long term it has, furthermore, participants are aware of the reason for learning beyond accomplishing a good score in target language IV. Language is the principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture; it is aimless to memorize something for the simple fact of getting a good score in the subject, getting rid of the grasp once the subject is completed. Results report words like ‘significant’, ‘important’ when talking about why it is important to acquire significant knowledge in English, according to a study made by Dwinalida, & Setiaji (2022) the English learner’ achievement is highly influenced by motivation in learning English. On top of that, participants show an awareness of the crucial fact that as they belong to LEI, a bachelor's degree which grows English teachers, understanding that their motivation is to grow learning in students.

4.2.2 Usage of material

The overall view of learning requires the usage of different materials depending on the purpose. The issue of the use of electronic resources and the Internet in the educational process is not new, their application in the education system and the ongoing informatization of all spheres of human life, thanks to their capabilities, made it possible to quickly transfer the entire learning process to a distance format. Answers were written as exposed.

Q3P1 “...using virtual visual material helps to learn better...”

Q3P8 “...it is important because ___they obtain the ability___ I think using the different resources...”

Q3P10 “Because it is more entertained.”

According to the answers, the thinking of participants is that entertaining material is better when learning thanks to the accessibility and interaction, this is in line with a study made by Gilakjani (2012) who described that analyzing the particular learning using multimedia can be very helpful and beneficial for the learner by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success. (p. 63-64) Along with the importance of accessibility and usefulness of virtual material in class, according with Svalberg (2007) the engagement one has with the target language can be intellectual, affective, social or political or, usually, a combination of the above. This point can be easily reached with

the usage of virtual material thanks to the several sources and plenty of combinations, leading to a positive attitude towards the value of using technology for educational purposes (Teo, 2008).

Neither can we generalize at any point since not all people are the same, even the smallest and subtlest alteration can lead to a whole different perspective, nor take it for granted that the acceptance is going to be productive. The edge of the age here is a main factor for the reason that all participants are digital natives, and the use of social networks are compulsory to the mere participation in the society. Nevertheless Abdullayeva (2022) claims

“individualization and personification of the learning process due to the flexibility of the schedule and the possibility of learning at an individual pace” (p. 69)

Individuals must find the best way for learning, nevertheless, technology will not stop developing new settings which can be interactive and cause interest in the student. In a nutshell, if the virtual material goes along with material found in social networks, it can bring about success to English learners easier.

4.2.3 Phrasal verbs domain

It is not new that when introducing the topic of multi-word verbs in the English classroom learners feel afraid of committing a mistake thanks to the fact that one can change the meaning by having one particle different, furthermore, phrasal verbs are very common in English, especially in more informal contexts. Considering that at university students must participate in class in a more formal way, and hence, be taught to learn the usage of language in this context, “phrasal verbs” is a really challenging topic thanks to the shortfall of practice in these settings. Answers were written as exposed.

Q7P2 *“it can be at first ___ is more challenging because the several meanings and how you can add more ___ and during the phrasal verbs examples were put the examples ___ so you can practice it.”*

Q7P5 *“Personally, it is difficult with lots of structures, but I wrote the names of the phrasal verbs and I could see the examples ___ I could understand better.”*

Q7P9 *“I'd say that, well in my case, with virtual materials ___ it's better for example to solve a question because you can search it online to understand it more.”*

Although participants of the study are not beginners, multi-word verbs can represent a demanding topic to advanced learners. Findings also point at the fact of the difficulty of the several structures within. Insofar as adult L2 learners transfer and use their L1 grammar to make hypotheses about the target L2 initially and throughout language development, it is logical to teach these learners in terms of explicit L1/L2 contrasts when such comparisons facilitate the acquisition of the L2 grammar, a main factor in CLT. Spanish, on the other hand, also has different nuances, even more if talking about informal contexts as English language, conversely, the Spanish language does not have actions that are structured by more than a single word. Considering that the main reason why the contrast between L1/L2 will not be as effective as in the rest of the topics, it is important to consider different strategies to facilitate this topic.

Even more, participants' answers established a better understanding of the topic using virtual and visual material used throughout the session thanks to the fact that they can find it with ease. Phrasal verbs and English are inseparable, and hence awareness is important in language education. Having this approach in English classes assigns a fundamentally different importance to teaching, because making use of this awareness it really is about explaining the meaning embedded within the multi-word verb, something really important, especially for processing phrasal verbs, given that new ones can constantly be created or changed.

According to Abdirashidovna (2022) "A syllabus or list of phrasal verbs is not enough. We need interesting and engaging ways of presenting and practicing them, and this means presentation and practice in typical, meaningful contexts." (p. 46)

The present study concurs with the research from Miasoiedova (2018) with the suggestion that technology, specifically Instagram educational pages Phrasal Cards and Fantastic Phrasals, can improve students' foreign language learning. The results of this research also suggest that integrating different situations found in more social networks when teaching the topic, phrasal verb in particular, can improve students' vocabulary performance.

CHAPTER V: CONCLUSIONS

In this chapter was included a short version of the context of this research; as well as conclusions of the findings previously exposed, in order to answer the research questions which were given in Chapter I. The implications and limitations that were faced during the process of this investigation are also presented. Additionally, some considerations for future purposes are pointed out based on the barriers.

5.1 Research context

Students of all educational levels worldwide no longer offer fully face-to-face courses in schools in the view that the forced introduction to technology has eased education. Among these students, there are more than 160 million students from Latin America. Nevertheless, Teachers confirmed the problem of interaction when virtual classes, they counted with singular concern about the situation their students are experiencing, because, they said, in the end, students will not obtain the necessary knowledge, however, they will accredit the course. In other parts of the Republic, the infrastructure is more developed for distance education. However, it is unfortunate to know that Mexico is the lowest-efficiency rated in online education, mainly due to the high cost of internet access and not enough computers.

The government worked in agreements to broadcast educational content, 24 hours a day, seven days a week, with varying grades at other times. So that no day was lost, although the academic methods were not distorted. But what happened in Mexico, where students only took classes 3 times a week, when it was agreed that it would be the same as face-to-face, and having the same topic twice due to half of the group are scaled to not exceed the capacity suggested by the health institution, delaying learning of Mexican students from all over the country.

Whether or not the internet is the most accurate way for devising material when teaching, one of the most complex challenges for English teachers is devising efficient methods for students to reach the program objective, furthermore, the difficulties of learning vocabulary in a foreign language (L2), have become in a problem which students have to face by their own, knowing only the surface of any syllabus topic, and, sometimes, we as teachers do not go beyond in the strategies for students to increase their lexicon easier. Apart from that, due to covid-19, the interaction between teacher-students (T - S) have decreased if we do not implement effective methodologies using proper materials.

Additionally, the usage of virtual material has become the main source to support English classes. However, how effective is our usage of virtual material throughout the course? Have we been using them correctly? Hardly had the quarantine been announced when we implemented methodologies, the execution did not reach a high performance on students. Most of the time, we rely on the adjustment of traditional teaching methods, just by copying and pasting it into a slide presentation.

If so, little effort is done when devising the class methodology, it leads the student to have no interest and fall asleep in classes or care so little, with the excuse that the internet was constantly leaving. In online classes students are not required to connect with the camera on, which creates another big problem. The feelings and emotions of the students when explaining a topic are perceived in the face. There was a quota of feelings, teachers can perceive these gestures to ensure learning, which in this case disappeared. The student does not turn on his camera, does not speak, much less expresses his doubts or concerns, which leads to low-efficiency classes. With no further aid to the often stunned learner, rarely do you find a student who was involved in those methods, that could have found it joyful; the usage of stressful methods can lead students to dislike the learning process, which will result in desertion.

The contingency caused online education to become a necessity to be implemented by force, an environment for which neither teachers nor authorities nor students were ready. Today 25 million students return to classes and the lack of infrastructure, digital illiteracy, the low number of computers in the country public schools that do not reach even half of the homes, the lack of a plan to educate at a distance, and even the lack of resources, are the obstacles to the instruction of children and young people.

Teachers are guides and facilitators of learning and knowledge, rather than a central element in transmitting knowledge. Even though the topics to be taught are the same, either in a virtual way or face-to-face, the environment is changed; teachers, one of the most essential roles in a society, have to develop the accurate methodology for always creating the best learning environment. The changes in society provide new opportunities to learn at a distance, in collaboration, and throughout life. They also carry with them the germ of actions and deficiencies that can frustrate or demotivate the online student if they are not properly used. This frustration can negatively affect the student's learning or even motivate the student to drop out. In addition, this has repercussions on the teacher, due to the fact that they interact directly with the behavior.

This is an example of why setting a traditional way of teaching for getting students to learn vocabulary, which has been used, can be not that effective nowadays, due to we do not use that vocabulary in a real situation, some teachers rely more on teaching specific structures/vocabulary without teaching students how to structure them into a sentence; conversely, these methods can be easier to learn if the students generate their association between the L2 and L1 equivalents. Moreover, some students have learned a lot of vocabulary through it, but, yet it is a stressful method and they might not be able to use the new words in any communicative way without further assistance.

The students become the center of training, with autonomous communication skills and attitudes. Others relied on using social media to increase their knowledge. Virtual sources are used the most in the current circumstances, which brought up a lot of materials that students can reach on their own. The classroom has evolved from the one-room schoolhouse to a virtual classroom. Communicating in English has become a core competence that should be developed in all academic contexts (Fandiño, Muñoz, & Velandia, 2019). Our work as their L2 teachers is to select the proper material for them to learn easier.

This paper demonstrated how the use of certain images when learning English would increase the phrasal verbs vocabulary of students. This paper can be used for teachers to consider the design of each authentic material they use when trying to increase their lexicon in a more significant way. But with the passage of time, it is understandable that all innovation is tiring, some students and teachers said that presented a mental rejection that was reflected in inattention during the moment of being in front of the screen, some suffered headaches and had redness of the eyes, due to exposure to more many hours in front of a device while having classes.

Then during these times, educational methodologies had to address the barriers of virtual learning and adapt to a new world of online teaching. When selecting teaching material, we usually dismiss the specific output pictures can have on students; pictures with vocabulary can have great vocabulary coverage. It is contextualized, related to L1, and not so stressful to learn. Students even unconsciously learn vocabulary using social networks. Based on that, the main purpose of this investigation was to prove that students at target language IV in LEI BUAP, increased their vocabulary learned through significant pictures found in social nets to learn phrasal verbs. As technology progressed, so did the educational methods.

5.2 Conclusions

Learning a second or foreign language, vocabulary plays an important role, since words are beneficial while we utilize all our four skills: listening, speaking, reading and writing. Answers support the idea that people construct new knowledge and understanding from what they already know from a concrete experience; time spent in social networks where they have seen the significant images used in the study. Subsequently, we can establish that awareness of learning allows the learner to look into and modify their perspective towards virtual material in light of the new ideas, thereby arousing learning vocabulary.

All university students have at least a device nowadays, hence, this means that they can be really close to the online environment. From that it is proved that the current context of the classroom is in need of unfettered access to online learning material in order to conduct students to significance in learning. Following this, adapting materials and finding engaging methods for classes prompt the devisal of more virtual materials, so as to ensure efficient language learning and create a positive teaching and learning environment. (Maican & Cocorada, 2021)

Using material in the classroom without considering the interests of the learner, keeping the same structures without notion of the different context will lead students to a selfless learner. According to Svalberg (2007) the engagement learners have with the language can be intellectual, affective, social or political or, usually, a combination of them, hence, the usage of AM worked as the facilitators of knowledge triggering a meaningful interaction and natural communication where the message is the most important, which are crucial for constructing the basis for students to reach autonomy.

The material in cooperation with significant images found in social nets impel learners' attention, since it provides real-world contexts; to find solutions to problems related not only to vocabulary instruction, but rather to all aspects of language (Krashen, 1982). Interaction and repetition acknowledge the usefulness of significant pictures in learning activities, which are easier to reach by the learner; making more out of digital resources, more explicit of material found on social networks resources. Thus, creating an enjoyable yet fun mixed form of language learning activity and technology in the language classroom would benefit more in the long run.

Having a clear idea of what significant learning is and why it is important when learning, either considering the practicality of the knowledge or the long term it has, one is aware of the reason

for learning beyond accomplishing a good score in target language IV. Language is the principal method of human communication, consisting of words used in a structured and conventional way and conveyed by speech, writing, or gesture; it is aimless to memorize something for the simple fact of getting a good score in the subject, getting rid of the grasp once the subject is completed. Words like ‘significant’, ‘important’ come up when talking about why it is important to acquire significant knowledge in English, according to a study made by Dwinalida, & Setiaji (2022) the English learner’ achievement is highly influenced by motivation in learning English.

Neither generalize at any point since not all people are the same, nor take it for granted that the acceptance is going to be productive. The edge of the age is a main factor for the reason that most of the university students are digital natives, and social networks are compulsory to the mere participation in the society nowadays. Nevertheless Abdullayeva (2022) claims “individualization and personification of the learning process due to the flexibility of the schedule and the possibility of learning at an individual pace” (p. 69) Individuals must find the best way for learning; technology will not stop developing new settings which can be interactive and cause interest in the student. If the virtual material goes along with material found in social networks, it can bring about success to English learners easier.

According to Abdirashidovna (2022) “A syllabus or list of phrasal verbs is not enough. We need interesting and engaging ways of presenting and practicing them, and this means presentation and practice in typical, meaningful context.” (p. 46) The present study is in line with the research from Miasoiedova (2018) with the suggestion that technology, specifically Instagram educational pages Phrasal Cards and Fantastic Phrasals, improve students’ foreign language learning. Finally, integrating different situations found in more social networks when teaching the topic, phrasal verbs in particular, improve students' vocabulary performance.

5.3 Research questions

At the beginning of this work, three research questions were proposed, and they are answered below.

- What kind of significant images found in social nets work when encouraging students learning phrasal verbs in LEI BUAP?

Given the target language of the participants, as well as they have studied English during three years which allows us to infer that their experience with the language is similar, considering communicative approach as the basis of the classes, extrinsic questions were developed to know the awareness in learning English. They are accustomed to having much thinking about learning in their daily-life in order to bring about significance in knowledge and practicality when learning English.

Entertaining material is better when learning thanks to the accessibility and interaction; the engagement with the target language is crucial in language growth or decay, restoration or destruction. Results show that attitudes are internal states that influence what the learners like doing, leading to a more interactive class. AM helps to better understanding of the topic using virtual and visual material used in classes thanks that they can find them with ease. In addition, it helps the learner to be more creative when looking for learning material to achieve the learning objectives based on the needs.

- What are the experiences of Target Language IV students at LEI BUAP when using images as a tool for understanding and retaining phrasal verbs?

Current context of the classroom needs unfettered access to online learning material in order to conduct students to significance in learning. According to the data gathered, analyzing the particular vocabulary learning of multi-word verbs using multimedia was very helpful and beneficial for the learner by aiding them in becoming more focused on an attentive learner, allowing the learner to look into and modify their knowledge in light of the new ideas brought by something that they already recognized on the time spent on social networks. Also, most of the students preferred using the significant images rather than textbooks, and they definitely agreed that authentic materials are motivating, leading to a great significance.

- How do students in Target Language IV at LEI BUAP describe their understanding of phrasal verbs when learning with images?

Using significant images in phrasal verb activity work as a strategy heightening creativity and innovation for teaching and learning process. This material gathered from the net which is based on contextualized situations work as the facilitators of knowledge triggering a meaningful interaction and natural communication where the message is the most important, which are crucial for constructing the basis for students to reach autonomy.

Afterwards, analyzing the results obtained from the instrument and the methodology, it can be deduced that the majority of the students are well familiarized with this material in their daily lives, nevertheless, they never saw it as part of the class, or as a specific methodology. Moreover, even though participants declared that it is important to find the best material for classes.

5.4 Implications

Devising accurate material to students has always been a challenge, we can't rely on the same materials, due to the context is always changing, and indeed different to each student, and this, affects the learning way; to reach significant learning, we have to consider the interests our students have, in addition, if we talk about images found in social networks it will be exhaustive research, due to every day different sources releases plenty of pictures, wondering what images are the most helpful when learning English, and so which are most useful for phrasal verbs learning.

Moreover, the adjustment of materials teachers devise for classes, tend to be very similar if relying on publishing companies; of course, they have a frame to create all material, nevertheless, some of these publishing companies devise the material to a learner from a different context, for instance: some meanings change thanks to the geographic areas of the speaker, thus, elaborating authentic material carries on an exhaustive work, but still the best way to reach the learning objectives and having more joyful learning for students.

Hence, this research can help teachers to consider the use of significant pictures in their methodologies. This can start making a positive change when thinking about getting students to enjoy learning when using social networks besides themselves; even if students are not aware of it. Further, this study can establish the basis for future work for letting students ease into the use of more than significant images; virtual material in order to create significant learning, subsequently, initiate discussing material to young learners who weren't accustomed to using these kinds of material when entering this new setting.

5.5 Limitations

As this research is directed to target language IV students, whose English level is upper intermediate, the conclusions and comments made here can't be generalized to any public, thus,

we can't expect to have the same outcomes to lower English levels from A1 to B1, nor C1, however, we can adapt the material each. Furthermore, within the range of groups situated on target language IV at LEI, students of section 2 will be the subjects of the study; so the perspective of the teacher is not considered in the results, which is going to be a crucial factor if not using this research for devising material.

In spite of the fact that subjects are from the same bachelor's degree, indeed inside of a target language IV group, section 02 are situated in afternoon classes, it is not expected for evening or morning students to get the same results if trying to boost a method alike into their classes, besides, in a case study there is neither inbound register nor outbound, even intervention is used, hence we are not allowed to generalize, but explain in deep the phenomenon in a qualitative way.

Even though the participants have a good internet connection, and mostly live in an urban area, some others don't, so, as in this research having a good internet connection and getting to know social networks is a crucial factor, people who live in rural areas are not expected to have the same results. Furthermore, a case study is an approach that involves the specific and detailed study of a case. Case studies also can be limited to one type of situation.

5.6 Directions for further research

This research paper focused on Target Language IV students' usefulness of significant pictures found in social networks when learning phrasal verbs during spring 2020, and one group from an afternoon shift at LEI participated in answering the interview, so it is expected to have different results if applied to either lower or upper target languages, even more if introducing the phrasal verbs topic. Based on the results and findings, it is necessary to apply the instrument to a bigger sample; this can make generalizations about the usefulness. Also, teachers in charge in Target Language classes must be considered to have a different perspective about this problem and thus to contrast the data. The instrument was designed following a qualitative approach so it is necessary to focus on quantitative analysis to understand and explain the phenomenon from another perspective.

Figure 1

Multi-word verbs

Come down with		To become ill
-------------------------------	--	------------------------------

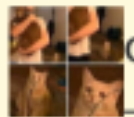
I don't know how I **came down with** COVID, I always used a mask

Figure 2

Rearrange the words to make a sentence. Don't forget some phrasal verbs are separable and non-separable.



yet / in / Have / checked / ? / you / yet



Can / me / ? / you / for / in / tomorrow / fill



The / minutes / got / ahead / ten / plane / in



I / am / not / looked / I / it / involved / into / have / despite



but / flight / held / late / , / Sorry / my / I / was / am / up

Appendix I

Benemérita Universidad Autónoma de Puebla

Facultad de lenguas

Licenciatura en la Enseñanza del Inglés

I declare that I have been informed and invited to participate in the research called "Usage of significant images found in social networks when learning phrasal verbs by Target language 4 students at LEI - BUAP". This is a research project that aims to collect information for the development of a thesis project. The information obtained will be confidential and for exclusive academic purposes.

Name: Maria Paola Landero Alcantara Age: 21 Section: 02

1. Why is it important to get significant knowledge when learning English?
2. How do you reach significant knowledge when learning English?
3. Can you tell me about the importance of using virtual material in classes?
4. How do you describe your accessibility to virtual material?
5. How do you feel about the use of material when learning?
6. Can you explain your attitude when significant images found in social networks are used in class?
7. How do you describe the process of phrasal verbs learning?
8. What can you state from the use of significant images found in social networks in the phrasal verb activities?

Appendix III

INSTITUTION:
DATE: 07/03/22

Facultad de lenguas BUAP

LEVEL: B2

Language function: **Traveling multi-word verbs**.....

AIM: Students will be able to identify and use phrasal verbs correctly.

ACTIVITY	MATERIAL	APP	PROCEDURE	TIME
Warm up	internet, board, teams.		T will welcome the students and later introduce himself. The teacher will presentate board where the word "intermediate" is written as an acronym, then students tell or the comments a word beginning with each letter of "intermediate" one by one and the acronyms have a different word the game will stop to do it over with the word "ed".	
Revision	internet, inva ntation, ms.		ook back at the multi-word verbs topic using a canva presentation that will be shared teams. T will explain the grammar point again; transitive and intransitive, and that so can be split into separable and non-separable. T will share flashcards using nt images with traveling multi word verbs, moreover, T will be explaining the g of each multi-word verb.	
1	internet, dy labs, , canva ntation.		uing step is to play jeopardy, where S have one minute to answer the question d and only one person of the team in turn can answer by raising their hand, right after lent says it, he/she has to write it in the comments, and if the answer is correct, the ts the points, but if not, the question will go back to the board, and so the team with est score, wins.	
g 2	internet, nva ntation, ms.		opardy has stopped, and all answers are given, T will introduce the new set of verbs using more flashcards without further explanation of the meaning of each, SS ve to take notes and to speculate what the meaning of the phrasal verb is.	min
Activity	internet, ms.		s will be asked to change their ideas among themselves with the person who is sat them and so the class will be finished.	min

Trainee: Martinez Chiquillo Mario Jorge

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