

THE USE OF IMAGES FOR TEACHING ENGLISH TOPICS FACILITATES A FAST
AND EFFECTIVE LEARNING OF ENGLISH TOPICS OF THE STUDENTS WHO
ATTEND TO THE SYNCHRONOUS MEETINGS BY WHATSAPP DURING THE
COVID19 PANDEMIC IN 2020-2021

A Research Project

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by

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DEDICATION

To my God, thank you because you made this challenge possible.

SPECIALIZED ANALYTICAL SUMMARY

Title	The Use of Images for Teaching English Topics Facilitates a Fast and Effective Learning of English Topics of The Students Who Attend to the Synchronous Meetings by WhatsApp During Covid19 Pandemic in 2020-2021.
Author(s)	Mildred Gutiérrez de Piñerez Amaya
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Keywords	Images, learning, WhatsApp, English, topics, COVID 19 Pandemic, Z generation.
Description	Research Project
Sources	Thirty-four (34) references.
Contents	<p>Resumen en español.</p> <p>La pandemia por el COVID 19 iniciada en el 2020 cambió y desestabilizó todos los sectores económicos de nuestra Sociedad; sin embargo, el sector educativo emergió con la valiosa ayuda de las herramientas que ofrecen la Tecnología, la Informática y las Comunicaciones (TIC), a pesar del precio pagado por muchos docentes, estudiantes y padres quienes fueron afectados emocional, física y financieramente (Caiyum at e. 2020). Esta investigación resalta el invaluable trabajo de aquellos docentes que asumieron el reto y a aquellos quienes la pandemia los forzó a incorporar las TICs en la enseñanza.</p>

Los docentes buscaron herramientas nuevas para lograr que la mayoría de sus estudiantes continuaran, y les enseñaron los temas que habían planeado al inicio del año escolar. La modalidad presencial cambió a la modalidad a distancia y las instituciones educativas tuvieron que encontrar un medio de comunicación para cada contexto según las necesidades de su comunidad.

La idea de este Proyecto nació de una necesidad detectada en el salón de clases durante la cuarentena del año 2020 ya que los celulares de algunos estudiantes no podían abrir las guías en formatos PDF o WORD, enviadas por el docente al grupo de WhatsApp. Este inconveniente fue solucionado ya que los mismos estudiantes solicitaron que les mandaran pantallazos de las partes de esas guías, convirtiéndose en imágenes de aprendizaje.

Este Proyecto de investigación se centró en documentar la importancia de las imágenes en el aprendizaje, especialmente, en la adquisición de un Segundo idioma. Estas imágenes se convierten en un material educativo más fácil de compartir y de entender, fortaleciendo la lectura crítica del estudiante (Ai Lin, 2020) y reemplazando largas guías de trabajo por imágenes de textos, fotos/dibujos o la combinación de ambos correspondiente a los temas. Este material puede ser

	<p>elaborado por el docente o escogido de innumerables sitios en Internet.</p> <p>Esta investigación busca documentar la importancia del Aprendizaje Basado en Imágenes según los estilos de aprendizaje de los estudiantes, la comprensión lectora para guiar a los estudiantes a leer y a entender un tema desde una imagen, ya que una imagen atractivamente diseñada se convierte en un material de enseñanza universal porque puede ser usado por una mayor cantidad de docentes y estudiantes.</p> <p>Este Proyecto de investigación fue desarrollado mediante la metodología documentaria, es decir, la recopilación de información bibliográfica relevante acerca del aprendizaje por imágenes. Las referencias bibliográficas fueron encontradas en documentos indexados, libros, y revistas de la Biblioteca de la Universidad Nacional Abierta y a Distancia UNAD.</p>
<p>Research Line</p>	<p>This investigation belongs to the Argumentation, Pedagogy, and Learning Research Line because it permits developing didactic strategies to acquire Argumentative skills at Basic, Medium, and Superior Educational level.</p> <p>The present research is a data collection obtained from several previous serious and formal investigations found through Universidad Nacional Abierta y a Distancia-UNAD library and other reliable sources such as blogs, articles written by</p>

	<p>scholars on the subject which gives this project a qualitative character.</p> <p>Each objective was worked in the order in which they appear in its section, trying to be coherent and accurate to conserve the Argumentation, Pedagogy, and Learning Research Line developing a strong argument to establish the importance of the use of images in the teaching-learning process and establishing assertive conclusions.</p>
<p>Conclusions</p>	<p>During the COVID 19 pandemic, one of the most notable decisions made by teachers of Educational Institutions was to choose the WhatsApp application as an educational tool because it is one of the most popular and affordable Social Networks within the student population of all social strata that permitted the school year could continue.</p> <p>Although there is not enough specific information with the strategy called "Image-based learning", the use of this type of academic resource has great importance in the learning of subjects since it connects in a creative way to the student.</p> <p>On the other hand, it is important to remember that a picture can be a drawing, a text or their combination. It is a valuable material that can be used several times with different groups and can be designed or chosen from a wide variety offered by thousands of teachers around the world through the internet.</p>

	<p>Designing an image for educational purposes is really a challenge because its composition must be notable for capturing student's attention. Moreover, the teacher's intervention is required to achieve a learning outcome that permits its analysis and taking advantage of it, according to the learning goals previously established.</p> <p>According this research it is able to conclude that an image as a learning resource facilitates fast and effective learning of English topics, regardless of the medium used to communicate. This means that WhatsApp, used as a means of communication in synchronous encounters, at an early stage of the research was not relevant on the effect that an image has as a learning resource in any educational modality or any other context.</p> <p>This research project will be part of the Repository of the Universidad Nacional Abierta y a Distancia UNAD, supporting the importance of images in the teaching-learning process in a current world that asks for visual skills.</p>
Advisor	<p>Licenciado en Literatura e Idiomas y Especializado en Enseñanza del Inglés Edner Suárez Alomia</p>

ABSTRACT

Student, Gutierrez de Piñerez Amaya M., *The Use of Images for Teaching English Topics Facilitates a Fast and Effective Learning of English Topics of The Students Who Attend to the Synchronous Meetings on Whatsapp During The Covid19 Pandemic in 2020-2021*. Licenciatura en Inglés como Lengua Extranjera, May, 2021, Universidad Nacional Abierta y a Distancia.

Covid Pandemic situation in 2020-2021 changed and destabilized all current world economic sectors; however, the education sector emerged with the invaluable help of the Information, Communication, and Technological (ICT) despite the price paid for many teachers, students and parents who were affected in some way emotionally, physically or financially (Caivun et al. 2020). This research highlights the invaluable work of those teachers who had assumed the challenge themselves, and those whom the pandemic forced to incorporate ICT into teaching.

The teachers looked for new tools to get the majority of their students to continue, and they taught them the topics they had planned at the beginning of the school year. The face-to-face modality changed to the distance modality and the educational institutions had to find a means of communication for each context and the needs of their community.

The idea for this Project was born from a need detected in the classroom during the 2020 quarantine since the cell phones of some students could not open the guides in PDF or WORD formats, sent by the teacher to the WhatsApp group. This problem was solved since the same students requested that they were sent screenshots of the parts of these guides, which were converted into learning images.

The images become an educational material that is easier to share and understand, strengthening the critical reading of the student (Ai Lin, 2020) and replacing long work guides with images of the topics, for example, texts, photos, or the combination from them. This material can be prepared by the teacher or chosen from countless sites on the Internet.

This research aims to document the importance of image learning based on student learning styles, image reading comprehension and how to guide students to read and understand a topic from an image combined with texts to their learning, especially in English subjects, since an attractively designed image becomes a universal teaching material because it can be used by a greater number of teachers and students.

The present research is developed through the documentary methodology gathering relevant information about this useful learning material, found in indexed documents, books, and journals from UNAD library, primarily.

KEY WORDS: Images, learning, WhatsApp, English, Topics, Pandemic, ICT.

ACKNOWLEDGEMENTS

In the second semester of 2016 I started my Bachelor's degree in English and choosing the UNAD was the most relevant decision I made because its modality let me detect my weaknesses and strengthen my qualities. Today I want to acknowledge and thank the great work done by each person from UNAD, administrators, course directors, tutors, and my partners, who were present in all this academic process.

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CHAPTER I

Introduction

In Colombia, according to Decree 457 issued on March 22nd. 2020 by President Iván Duque Márquez, it was established that the quarantine began on March 25 as a preventive measure to avoid the COVID19 pandemic (Ministerio del Interior, 2020)

This unexpected situation became a true challenge for all Colombian economic sectors, especially Education. Soon, those devices that before were used for entertainment and leisure, as WhatsApp became the main educational tools to continue the School year 2020-2021. A study in 2015 researched the effectiveness of WhatsApp in the educational process much time ago before the current Pandemic (Barhoumi, 2015)

It is evident that, although the COVID19 pandemic has also affected children, as mentioned in the article "The psychological impact of the COVID-19 pandemic on adolescents in China", presenting depression, anxiety and stress, added to the current social problems, teachers have had to adapt to the new teaching modality. Most teachers had to face this change without knowing how to use ICT tools, especially some teachers from the Public educational sector, who had avoided including the ICT in their classes for different causes, some of them related to fear, but finally, they were who saved the educational system.

The WhatsApp application was one of those tools taken into account to continue classes during the Covid19 pandemic because it is cheaper and more affordable than others, and currently, it is the most preferred and installed cellphone application. These all characteristics were taken into account to choose this tool in order to continue classes during the COVID19 pandemic.

On the other hand, some students, despite having a cellphone and WhatsApp application, their cellphones were disabled to download PDF and WORD documents sent by their teachers like workshops, learning guides, or other types of papers, troubles that were solved through the delivery of screenshots from that same teaching material.

Therefore, images became another strategy to learning any subject, any topic, especially in English language teaching.

An image is understood as, a photo, a painting, a text, or a combination of all of them to catch the interest of the student.

Image-based learning is an interesting proposal because it attracts the attention of students since it is presented in eye-catching charts with very specific information on any topic and can be reinforced with a short workshop if the teacher considers it appropriate, which allows the analysis of the image, avoiding the apathy of the students for long readings, and because it strengthens the understanding and critical reading of the students.

This research aims to document the importance of image learning based on student learning styles, image reading comprehension and how to guide students to read and understand a topic from an image combined with texts to their learning, especially in English subjects, since an attractively designed image becomes a universal teaching material because it can be used by a greater number of teachers and students.

The present research is developed through the documentary methodology gathering relevant information found in indexed documents, books, and journals from UNAD library, primarily.

Significance of the Study

Images-based learning is an interesting proposal because a sixty five percent of the population are visual learners (Shift, 2014). They catch student attention presenting in boxes with very specific information on any topic and it can be accompanied by a short workshop if that is necessary, that allows the analysis of the image to achieve the learning goal.

Most of the students who are part of the new Technological Era show lower interest in reading long texts or work-guides that teachers in educational institutions usually design for learning about topics. Therefore, Images-Based Learning provides students an accurate strategy to learn according to their learning styles.

On the other hand, teachers may use the present research to support their decisions to design or choose an image for teaching any topic finding here important aspects to improve their teaching development.

This research project will update theoretical references from previous research on the same topic and it will offer new reasons to use images in teaching.

An image designed in a clear and attractive way becomes a universal teaching material because it can be used by a greater number of teachers and students.

Image-based learning can be used by other teachers from other areas.

Really an image design of some subject implies time but not money. There is no need to print them because they would be sent through the internet.

Statement of the Problem

Most teachers, without doing any prior research had to choose new strategies and technological applications to continue the classes virtually during the pandemic but, some students, maybe a few of them could not visualize the worksheets or other English material designed in PDF or WORD formats because their cell phones were not working well. This kind of problem is expressed by the students and the teacher must find an assertive solution. Taking screenshots of each part of the worksheet permitted students to achieve to visualize the information and they are able to continue classes and doing their activities.

In a real educational context was possible to detect a problem related to the inclusion of students in Online environments (Dhingra, 2020). Most students from Educational Institutions who were connected to the English classes by cell phone using the WhatsApp application sometimes lack some features in their cellphones obstructing their learning process.

This problem detected in the classroom leads us to formulate the following problematizing question: Does the use of images for teaching English topics facilitate fast and effective learning in students through WhatsApp?

Objectives

General Objective

To document the importance of the use of images in learning English as a learning resource.

Specific Objectives

1. Identify the generation to which our current students belong to establish their learning styles.
2. Analyze how an image can capture the students' attention to achieve learning.
3. To establish a methodological process to achieve an image becomes in a learning resource.

CHAPTER II

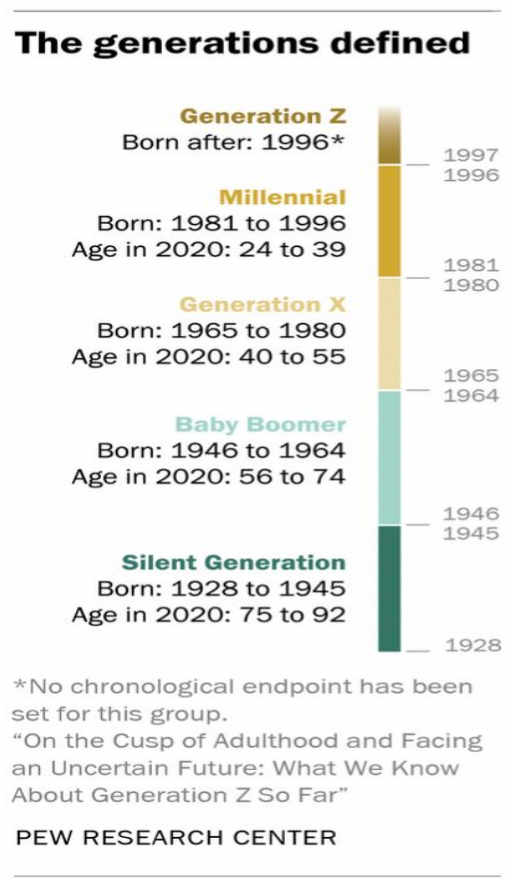
Literature Review

Generation vs. Learning Styles.

It is considered relevant to be clear about who our students are and classify them into a group called Generations (New Strategist Press, 2018) to determine their learning styles and to know if images are adequate resources for learning English.

American Generations is an interesting topic which most researches have been addressed to know how they think, believe, feel, and how are their preferences and needs (Weinbaum, Cortney, et al. 2016) aiming to determine learning's styles. This is important to illustrate using an image (Fig. 1).

Figure 1 Generations classification



Education and Technology referring to the use of the Internet and Smartphones principally, are two of the fundamental pieces to classify the new generations from the older ones (New Strategist Press, 2018 p. 1) but it is necessary, too, to take into account “the organizational scheme of the Colombian Educational System according to with the International Standard Classification of Education (ISCED) approved by the Conference UNESCO General” (MEN, 2014 P.8) to design any educational resource. This image (Fig. 2) shows the school level according to the age:

Figure 2 Organizational scheme Colombian Educational System



Fuente: MEN-OAPF

CINE: Clasificación Internacional para la Normalización de la Educación

According to the image, Colombian children in Secondary Level are between 11 to 16 years old; therefore, they belong to the generation also known as Generation Z or Centennials. They are described by Business Insider as "Gen Z grew up with technology, the internet, and social media, which sometimes causes them to be stereotyped as tech-addicted, anti-social, or social justice warriors."

Analyzing the age of the student could determine the learning style, and if, for example, high school students ranging from 11 to 16 years of age and belonging to generation Z in 2021, considered addicted to the cell phone where visual information is shared, it could be inferred that they are visual learners.

Visual learning is the ability to process in the brain visible objects, principally using the sense of sight structuring, organizing and giving a meaning (Gonzalez & Palettac, 2019), main characteristic of the Z Generation. Therefore, an image as a learning resource could be useful to apply to this type of students.

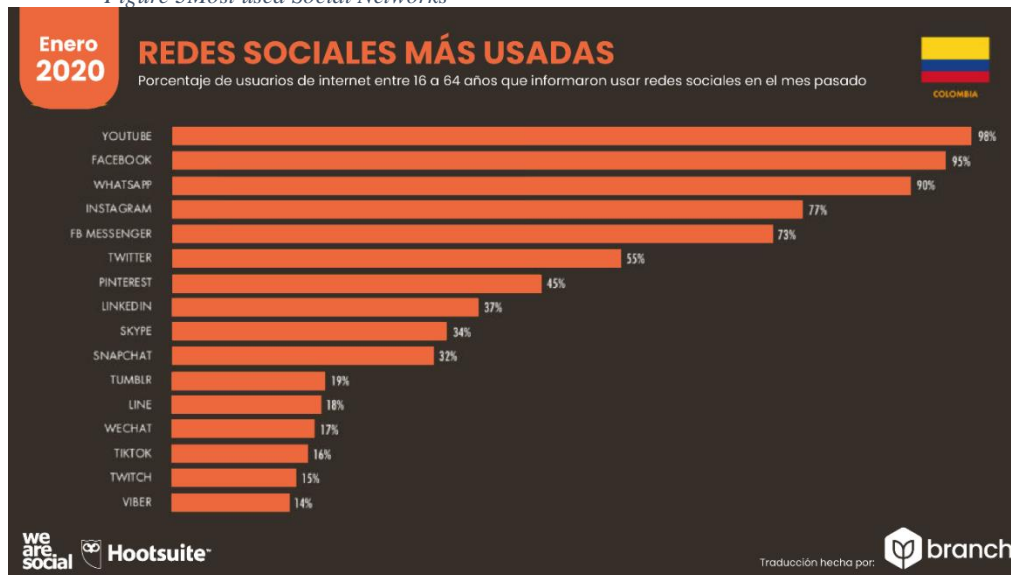
Visual learning is a process of understanding through visual tools such as texts, paintings, drawings, photography, cartography, diagrams, graphs that increase a knowledge according to Gonzalez & Palettac, who conclude "By providing a visual display of information, visual learning can help teachers and students (Ramos et al., 2019) as it facilitates the presentation and acquisition of knowledge (Stokes, 2002)."

WhatsApp as a learning tool during the COVID19 pandemic in 2020-2021.

In March 2020 schools were not prepared to continue the Academic Year in a virtual way but they knew most students had a smartphone and that WhatsApp is the third

of the most used Social Network in Colombia with 92% of Internet users between 16 and 64 years old, as this graphic (Fig. 3) shows (Branch, 2021).

Figure 3 Most used Social Networks



Moreover, Alenazi (2017) referenced WhatsApp Inc, 2017 to say:

WhatsApp allows users to exchange texts, photos, audios, videos, documents, locations, voice calls, and video calls for free at any time and from anywhere in the world. One of its features is group chatting, where group members can share data without barriers or limits. (Alenazi, 2017).

On the other hand, his research concluded that the use of WhatsApp in education achieved learning outcomes and social benefits, too. The following image corresponds to the results of Alenazi (2017) who tested if trainee teachers could use WhatsApp Messenger to create a learning platform without the instructor's interference. This study shows that images (photos) register more benefits than texts, videos, voice messages and documents. This means that students prefer to view images rather than read extensive information in PDF or Word documents. The next image (Fig. 4) shows his results.

Figure 4 Results of Alenazi's Research (2017)

Table 1. Summary of posts created by the entire group

Post Type	Total Count	Beneficial	Unbeneficial
Texts	745	131	614
Photos	268	237	29
Videos	1	1	0
Voice Messages	5	1	4
Documents	3	1	2
Total	1022	371	651

The best image for learning English.

An overload of information can make learning less effective being more difficult to pay attention to, learning and remind the information (Sweller, 2007). An image can facilitate understanding and put students in a better attitude for learning.

If it is talked about images is inevitable refers to semiotic. Semiotic is a science that treats of signs. The Semiotic approach focused on teaching/learning involves the use of material such as visual aids, pictures, flashcards, among others obtaining effectivity and funny moments for students and improves the students' development in writing, reading, speaking and listening skills (Qadha and Mahdi, 2019).

On the other hand, it is relevant to bring the word Mnemonic which is a technique used to remember any information and, the combination with images can have better long-time results for language learners reminding vocabulary and topics. The mnemonic technique is a memory aid and its main characteristic consists in associating new knowledge with already processed knowledge. (Mahdi and Ibraheem, 2018).

Mahdi and Ibraheem (2018) proposed “three types of images: (a) bizarre images+ text, (b) normal images+ text, and (c) text + no images”, therefore the criterion of the

teacher who designs the image or chooses one from anyplace, for example from Internet, plays an important role.

Images are a faster strategy today in a world where time is a measure of quality. Technology as WhatsApp helps to spread images and images facilitate the understanding of the message. “The amount of new material retained through images is significantly higher than in the commonplace approach in which participants are only exposed to articles” (De Oliveira, V., 2015).

Ward and Mora (2016) suggest how to design, layout and apply L2 learning materials. They advise starting with the content and then looking for a suitable image. The disposition of the content and picture are significant to catch attention. What color is better, size, quantity of pictures, letter size and font are some requirements to make a great L2 material. Textually, they propose “Color images that includes photos, illustrations, highlighted sentence parts, indicators, as well as background colors for superimposed text boxes with L2 target items.”, and it is important to know what language skill will be worked, too.

Likewise, designing L2 material requires giving understandable contents, clear instructions, if it was necessary, and primordially write examples to help students to develop the activity and that the learning happens.

Image increases critical reading and comprehension in students

Some studies conclude that the most effective image in reading tasks should avoid being distracting, superfluous, or unrelated to reading text. (Yu, F. 2015 p.24) but it should be a link to remember the relevant information. On the other hand, an image

would not have an effect while the students do not improve their reading comprehension skills. The role of the teacher is primordial when he/she designs material since this material should be easy to analyze, even if the teacher is not present. Actually, today's students show apathy for reading and this attitude could be improved by analyzing an image. For designing any didactic material that includes graphics is important to consider the type of task, characteristic of students, and kind of information or topic because graphics reach the main objective as a learning tool if students achieve to interpret and to have a learning process (Vekiri 2002).

How to encourage students to analyze an image.

One of the teacher's roles should be to encourage students to develop planned activities. The teacher should plan methodological processes through cognitive self-questions as (Lopez & Justiz et al, 2013). The teacher should encourage students to look at the image as if they were taking a photo (Fanaro, Otero & Greca, 2005). This step allows the image to remain in the student's mind as it originally was, and the learning occurs. In this way the image is perceived, recorded, processed and learned. Therefore, observation and attention are fundamental.

Another way to learn through images is the order. This is other advice that teachers must highlight to analyze an image with his/her students, and where the information is located is relevant to remind it. For example, the following figure pretends to teach the open and close sounds of the vowels which are part of a technic of pronunciation. When this graph (Fig. 5) is observed and the order and place of the information is taken into account, the student could remember it in a long term.

Figure 5 Vowels Sound image

Open sound	Vowels	Close sound
/ei/	a	/a/
/i/	e	/e/
/ai/	i	/i/
/ou/	o	/o/
/iu/	u	/æ/

English material may be designed by teachers that involves coherence, consistency, and creativity (Link, 2019) supported by clear instructions given for the teacher, and a well-formulated and reachable learning objective (Haddad, 2020), but not necessarily the teacher has to design images since the Internet offers a lot of them, some of these online sites offer creative images about English topics without mistakes. In all case, each teacher should check the chosen material before sharing it to the students.

Some images can be organized through:

1. Graphic organizers. Help students to organize their mental process, understanding and improving their reading skills (Haddad, 2020).
2. Only Text charts, require special attention to understand them because they offer no pictures.
3. Text and pictures charts. Pictures should be related to the text.

English material designed by teachers, published in textbooks, or shared on the Internet embodies Images in a high percentage, and their reading sometimes is not taken into account, although that does not mean that it has not been unconsciously processed and possibly remembered later, but likewise it is extremely worrying that most students do not know how to analyze an image to learn some topic (Rigo, 2014).









Teaching to look at an image in an aware way implies a teacher's active role. Images-based learning supposes a pedagogic plan, an intentional learning process in charge of the teacher. Some strategies to encourage students to learn through images could be the use of questions that allow, first, that students put attention to the image to be able to answer those questions, and then they can process that information and forming new knowledge.

Another way to take advantage of an image would be to encourage students to search for additional data for complementing, strengthen, and set down the topic.

Finally, each English teacher should create his/her own material taking into account students' needs and his own needs, too, because he only knows what teaching-learning objectives he wants to reach, and on the other hand, the designed material must be useful to be used several times, and the teacher must have the necessary experience to adapt it to new students and environments (Navarro A, Ilha do Desterro E., 2015).

Analyzing my own images.

Figure 6 Personal Pronouns image

Personal or Subject Pronouns		
1st. singular person	I	
2nd. Singular person	YOU	
3rd. singular person	HE	
	SHE	
	IT	
1st. plural person	WE	
2nd. plural person	YOU	
3rd. plural person	THEY	

Note the image above (fig. 6) includes a title, and the pictures are related to the text which is presented in a logical order for easier learning.

Figure 7 Structures and Basic English Grammar image.

STRUCTURES AND BASIC ENGLISH CHART designed by Mildred Gutiérrez de Piñeres Amaya

Pronombres personales	Estructura para oraciones con verbo To Be	Verbo TO BE (Ser / estar)				Estructura para oraciones con verbo diferente a To Be	Auxiliares			Regla de 3as. Personas (HE-SHE-IT)
		PRESENTE	PASADO	FUTURO (WILL BE)	Present continuous		PRESENTE	PASADO	FUTURO	condiciones
I (yo)	INTERROGATIVE To Be + S + O	Am (soy/estoy)	Was (era-fui/ estuve)	I will be (seré)	CARACT. 2 VERBOS TO BE+V(ING) I AM PLAYING AM I PLAYING? I AM NOT PLAYING.	INTERROGATIVE ASVO?	DO	Did (para todos los pronombres personales)	"will" (para todos los pronombres personales) AF..._SAVO ? Neg..._SANVO (Will not= won't)	3ª. persona
You (tú)		Are (eres/estás)	Were (eras-fuiste/ estuviste)	Will I be? (seré?)						Presente
He (él)		Is (es/está)	Was (era-fué/ estuvo)	I will not be (no seré)						Afirmativa
She (ella)	Affirmative S+To Be + O	Is (es/ está)	Was (fue/estuvo)	PRESENT PERFECT CARACT:2 VERBS HAVE/HAS+V (3ª. columna/past participle)	Affirmative SVO (Regla 3ª.persona)	DOES (para 3as. Personas)	Cuánto? How many (contables) How much (incontables)	W QUESTIONS: What (qué-cuál?) Where (dónde?) When (cuándo?) Who (quién?) Why(por qué?) Rta=Because porque Which(cuál) Whose (de quién?) How (cómo?) How long(cuánto tiempo?) How high (qué tan alto?)	Son las mismas excepciones tanto para Regla de 3ª persona (VERBO) y PLURALES (SUSTANTIVO)	
It (el-ella) animalescosas		Is (es/ está)	Was (fue-estuvo)						Si cumple con estas 3 condiciones se AÑADE AL VERBO (S / ES/IES)	
We (nosotros)	NEGATIVE S+To Be+ not +O	Are (somos/estamos)	Were (eramos -fuimos/ estuvimos)	I have been (yo he estado) Have I been? I have not been She has been... (ella ha estado) Has she been? She has not been.	Negative SANVO	DOES (para 3as. Personas)	Cuánto? How many (contables) How much (incontables)	si el verbo termina en "y" precedida de consonante se cambia la y por "i" luego se agrega "ES"	Plural terminados en F/Fe cambian a VES	
You (ustedes)		Are (son/están)	Were(eran-fueron/ estaban)						Irregular plurals: Man/men-person/people- mouse/mice Child/children	
They (ellos)		Are (son/están)	Were(eran-fueron/ estaban)							

Fig 7 is a Chart of structures and Basic English Grammar designed in Word Application. This image was made years ago and each year was improved including the most English basic information. The order is primordial, it starts with Personal Pronouns in both, English and Spanish. This image uses six colors, white, light and dark grey, pink, green and red. The second part is light grey color and contains all information related to the Verb To Be, except the bottom part, which has information in red color about Present Perfect structures.

The third section is in dark grey color containing information related to structures of other verbs To different to the verb To Be, i.e. the structures for Affirmative (SVO), Interrogative (ASVO?) and Negative forms (SANVO), where S=

subject/V=verb/A=auxiliars/O=object or complement, then three columns on the Auxiliars in Present, Past and Future Tenses.

The last column contents the Third Person Rule applied to Verbs, and Plural formation applied to Nouns, both sharing the same exceptions. The common exceptions are in white color. Pink color is related to Third Person Rule, and the green color part is about plural formation.

This chart might be a valuable English material for Beginning students meanwhile they are gradually more confident about basic English topics. Also, it is easy to understand by any English teacher. This image can be useful on any learning phase: at the beginning of a course, it can be shown to give a general idea about all information planned; on the other hand, it can be used, each time the teacher teaches a topic to know where the student can find that information; and finally, at the end of the course this image is become a support resource for the students each time they need to check or consult something.

Note that the image is only text, and the most important is its organization and order.

Figure 8 Already and Yet Image

ALREADY= ya		YET= todavía	
AFFIRMATIVE FORM.		NEGATIVE FORM	
INTERROGATIVE FORM			
MIRA LA UBICACIÓN DE ALREADY y YET según la oración.			
Oraciones con verbo To Be			
Are you ALREADY a professional? I am ALREADY a professional.		Are not you a professional YET ? I am not a professional YET .	
Oraciones con otros verbos diferentes a To be			
Did you ALREADY eat? I ALREADY ate.		Don't you understand YET ? You don't understand YET .	
En Present perfect.			
Has she ALREADY written? She has ALREADY written.		Haven't we played YET ? We haven't played YET .	

This image (Fig. 8) was designed aiming students learn the correct place of already and yet, in sentences with Verb To Be and with other verbs, as a complement to the main topic Present Perfect tense. It shows “already” is used in Affirmative sentences and “yet” in Negative. Note the image has some examples.

Figure 9 Verbs image

VERBS					
REGULAR VERBS					
PRESENT	TRANSLATION	PAST	TRANSLATION (pon tilde si la hay)	PAST PARTICIPLE (PP)	TRANSLATION (ado-ido) Yo he _____
Work	trabajar	workED	trabajé	workED	trabajADO
stay	permanecer	stayED	permanecí	stayED	permaneciDO
wash	lavar	washED	lavé	washED	lavADO
study	estudiar	studIED	Estudié	studIED	estudiADO
stop	Parar/detener	stopPED	Paré/detuve	stopPED	ParADO/deteniDO
live	vivir	liveD	viví	liveD	vivido
PRESENT SIMPLE		PAST SIMPLE		PRESENT PERFECT	
She works at the bank. Does she work at the bank? She doesn't work at the bank.	Ella trabaja en el banco. ¿Ella trabaja en el banco? Ella no trabaja en el banco.	She <i>worked</i> at the bank. Did she work at the bank? She did not work at the bank.	Ella trabajó en el banco. ¿Ella trabajó en el banco? Ella no trabajó en el banco.	She <i>has worked</i> at the bank. <i>Has</i> she <i>worked</i> at the bank? She <i>has not worked</i> at the bank.	Ella ha trabajado en el banco. ¿Ella ha trabajado en el banco? Ella no ha trabajado en el banco.
IRREGULAR VERBS					
PRESENT	TRANSLATION	PAST	TRANSLATION (pon tilde si la hay)	PAST PARTICIPLE (PP)	TRANSLATION (ado-ido) Yo he _____
Be-Am-Is-Are	Soy/estoy	Was (I, he, she, it) Were (you, we, they)	Era/fuí-estuve	been	Sido-estado
do	hacer	did	hice	done	HECHO
go	ir	went	fui	gone	ÍDO
Have/has	Tener/HABER	had	Tuve/había	had	Tenido/habido
break	romper	broke	rompí	broken	ROTO
teach	enseñar	taught	enseñé	taught	enseñado
PRESENT SIMPLE		PAST SIMPLE		PRESENT PERFECT	
He goes at home. Does he go at home? He doesn't go at home.	Él va a casa. ¿Él va a casa? Él no va a casa.	He went at home. Did he GO at home? He didn't GO at home.	Él fué a casa. ¿Él fué a casa? Él no fué a casa.	He has gone at home. <i>Has</i> he gone at home? He hasn't gone at home.	Él ha ido a casa. ¿Él ha ido a casa? Él no ha ido a casa.

This image (Fig. 9) shows the usual table (Present, Past, and Past Participle) in a complete way because it includes some Regular and Irregular Verbs giving some examples of Present Simple, Past Simple and Present Perfect sentences, aiming to explain the use of each column. The two colors permit the differentiation between Regular and Irregular verbs.

All the images presented above must be previously understood by the English teacher before sharing them with the students, seeking greater learning achievement.

CHAPTER III

Methodology

Initially the central idea about the use of images for English learning was taken from a real classroom situation during the COVID 19 pandemic in 2020, with sixty-five students of Eighth Grade students organized in five groups from 8-1 to 8-5 belonging La Salle educational institution in Ocaña (N.S), whose ages were between 13 and 15 years old, connected by WhatsApp in synchronous meetings with their English teacher, once a week on Wednesdays during two hours from 7 to 9 am. This population belonged Santa Clara community in Ocaña formed by family groups originate from the Catatumbo Region and close small towns, social status 0, 1, and rarely 2.

This research documented how an image becomes a learning resource that facilitates fast and effective learning of English topics especially in students attending synchronous WhatsApp meetings.

In this way, the present research project is a data collection obtained from several previous serious and formal investigations found through Universidad Nacional Abierta y a Distancia-UNAD library and other reliable sources such as blogs, articles written by scholars on the subject., which gives this project a qualitative approach.









Each objective was worked in the order in which they appear in its section, trying to be coherent and accurate to conserve the Argumentation, Pedagogy, and Learning Research Line, developing a strong argument to establish the importance of the use of images in the teaching-learning process and establishing assertive conclusions.

The objective of this research was to describe some aspects related to the design of images for learning purposes, being necessary to address student characteristics such as learning styles, age, and also how to design this teaching resource.

For the design of an image for learning purposes or image-based learning, so called by the researcher, since no previous research with that name was found, it must start with the intention of the teacher in wanting to achieve a learning objective by offering the student a more creative strategy that allows the student to understand a topic, analyzing information given in a simpler form than that of a long text. The organization and order of the information are fundamental to facilitate understanding.

The studies referenced in this research show a positive result in the sense that images as a teaching resource facilitate fast and effective learning of English topics, regardless of the medium used to communicate. This means that WhatsApp, used as a means of communication in synchronous encounters, at an early stage of the research was not relevant on the effect that an image has as a learning resource in any educational modality or any other context.

Suggested procedure to design an Image as a Learning Purpose.

Personal or Subject Pronouns		
1st. singular person	I	
2nd. Singular person	YOU	
3rd. singular person	HE	
	SHE	
	IT	
1st. plural person	WE	
2nd. plural person	YOU	
3rd. plural person	THEY	

To design an image for a learning purpose, the information must be clear and specific to create a title that facilitates to the students an initial contact with the topic.

It would be recommendable to make a draft to know how the information will be placed, taking into account the learning objective. To color is useful to differentiate the items in the topic and their importance.

If the image has a picture, this must be according to the text to permit students remember easier and learn the topic. The image defines the font and the size of the letter being a particular decision made by the teacher since this could be a material incorporated into the teacher's material to be used several times and adapted for different groups and shared on the Internet if the teacher wishes it.

CHAPTER IV

Results and Discussion

The educational system finally adopted ICT tools as the only alternative for communication between teachers and students to continue the school year during the pandemic that started in March 2020. In recent years, social networks as WhatsApp were only a means of communication for leisure and since the pandemic, they became a school tool that allowed education did not stop.

Especially for the Z generations, considering a high school student population in the years 2020-2021, an English topic presented as an image could be easier to understand than long texts; therefore, image design would be a viable alternative for learning.

An English teacher may design his/her own images or choose them from a lot of the Online sites, always taking into account to revise material before sharing to the students, and according to a learning goal.

Designed or chosen images should be coherent (text vs. picture), consistent (the topic must be easy to understand), and creative (catching student's attention) but the most important, without mistakes.

The teacher must be in charge of making the students interested in understanding the subject through images, either through observation, questioning, or another method that is planned for this purpose, mainly to make students aware of the use of their sense organs, especially the eyes; on the order of the information in the image and the relation that the titles have with the topic.

CHAPTER V

Conclusions and Recommendations

During the COVID 19 pandemic, one of the most notable decisions made by teachers of Educational Institutions was to choose the WhatsApp application as an educational tool because it is one of the most popular and affordable Social Networks within the student population of all social strata that permitted the school year could continue.

Although there is not enough specific information with the strategy called "Image-based learning", the use of this type of academic resource has great importance in the learning of subjects since it connects in a creative way to the student.

On the other hand, it is important to remember that a picture can be a drawing, a text or their combination. It is a valuable material that can be used several times with different groups and can be designed or chosen from a wide variety offered by thousands of teachers around the world through the internet.

Designing an image for educational purposes is really a challenge because its composition must be notable for capturing student's attention. Moreover, the teacher's intervention is required to achieve a learning outcome that permits its analysis and taking advantage of it, according to the learning goals previously established.

According this research it is able to conclude that an image as a learning resource facilitates fast and effective learning of English topics, regardless of the medium used to communicate. This means that WhatsApp, used as a means of communication in synchronous encounters, at an early stage of the research was not relevant on the effect that an image has as a learning resource in any educational modality or any other context.

This research project will be part of the Repository of the Universidad Nacional Abierta y a Distancia UNAD, supporting the importance of images in the teaching-learning process in a current world that asks for visual skills.

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