



Total Physical Response (TPR) and the Development of Metacognition and Motivation in Learning English

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Abstract: This is a qualitative study with an exploratory scope since it wanted to examine a little-studied research topic on the teaching and learning of English. Its objective was to establish the relationship between the TPR (Total Physical Response) method and motivational and metacognitive development in seventh grade students in the English area from three basic education institutions in the rural and urban sectors in Colombia. With the particularity that all the students participating in the study stated that they had had unpleasant experiences with English in their academic environments. For this, an intentional non-probabilistic sample was used, since in these groups there was evidence of greater difficulty in using and learning the second language, greater fear when expressing themselves orally and interacting with others. A survey was applied to this population as an instrument, through which it was possible to know the effectiveness of the TPR method for meaningful learning of English. As analysis methodology, description and comparison were used. An Excel matrix was produced; structured, categorized and detailed with specific objectives, categories, subcategories and finds, which showed how to compare and analyze each data obtained and thus see the results clearly. In conclusion, it can be stated that the results showed that the method raised interest and motivation, pursuing a significant learning of English, in an autonomous and self-regulated way, and at the same time facilitating the active participation of the student.

Keywords: Self-Regulation, Motivation, Metacognition, Total Physical Response, Active Learning, Second Language Teaching

1. Introduction

Having the knowledge of two or more languages provides several advantages to interact in a globalized world, which is why the teaching and learning of English has become very important in our country, due to trade relations with foreign countries and the different opportunities for growth. Personal and labor that bilingual people have. However, there is an average of students who do not reach the basic skills for the use of this language, those who find it difficult, do not find it useful, important or are apathetic about learning English.

This knowledge must start from the motivation that the student acquires in the search to improve their learning and do it as a conscious, effective and self-control process in the study [15].

Motivation in learning a second language plays an important role, since it allows the student to take ownership of their training in such a way that they are aware of their strengths and weaknesses in the face of the challenge of being bilingual. In addition, motivation activates emotions, effectively causing a reaction to learning [12]. This then leads us to a metacognitive process that allows establishing the actions that a person needs to learn, using various

strategies that go according to their own needs, as well as identifying and solving difficulties in learning [18]. To help this motivational and metacognitive process, the TPR method is proposed, which helps the appropriation of English, through combined activities of listening, speaking, observation and imitation through body language and thus achieving significant learning [1].

Due to all of the above, it was decided to investigate the relationship between the Total Physical Response Method - TPR and the motivational and metacognitive development in learning English, of seventh grade students from three secondary education institutions in the rural and urban sectors in Colombia. All of this, to make this language learning process more effective and meaningful for them, under the premise that this method can contribute to making them much more motivated to learn this language and develop strategic metacognitive abilities in terms of self-control, monitoring, awareness and self-reflection on their learning; this since with the use of this method, the teacher and the students develop dynamic, playful, participatory and interactive processes, since movements, signs and gestures are used that, together with the vocabulary, motivate and empower the students in the learning and use of this foreign language [18].

Then, in this thesis document, all the processes that led this investigative process to a successful conclusion are described, and which are framed in five chapters that account for: the problem statement, where the background is related, the problem is formulated and it is justified, the objectives and assumptions are stated, and the limits of the study are established; the referential framework, where the main theories and concepts that guide the research are addressed, establishing an analysis and theoretical dialogue with the authors; the design of the methodological route that implied outlining the research within the qualitative methodology, establishing the study subjects and the instruments, techniques and procedures for the collection, analysis and presentation of the results; the process as such of systematization and analysis of results; and the final conclusions of the study.

Regarding these final conclusions, it is necessary to highlight that the TPR method encouraged students to learn, make an effort to achieve, retain and reproduce what they learned; created comfortable classroom environments, increasing their confidence and self-esteem, showing English learning in a more tangible, functional, fun and inclusive way in different contexts, in a meaningful way and at their own pace. In the same way, it was evidenced that the TPR was effective in obtaining better results in the teaching-learning process of English and it was demonstrated how motivation and self-regulation had an impact on the ways of thinking and on the orientation of learning English in students, how it facilitated learning processes accurately and with better results in students, making it possible to develop their English communication skills [4].

2. Method

In relation to the methodological approach, qualitative research was selected, since, according to Hernández, Fernández and Baptista [8], this type of research focuses on understanding and interpreting the subjectivity of the human and social reality of a group and analyzing behaviors. of the subjects, in addition to qualitative research, it offers the opportunity to observe, analyze and understand the different educational particularities, it makes it possible to delve into aspects such as beliefs, interests and values that go hand in hand with the development and improvement of educational practice and the processes of self-reflection [14], therefore, its application in the course of this research, managed to reveal an overview regarding the development of motivational aspects and self-control by students when learning English through the TPR.

With respect to the scope of the research, it was exploratory, since it sought to become familiar with relatively unknown phenomena such as the use of TPR and motivational and metacognitive aspects in learning a second language, and descriptive because it involved observing and describing the behavior of three groups of individuals with the same educational level [21].

The research approach was interpretive, since it allowed knowing the interior of the students, their motivations, meanings and interactions taking into account their behavioral aspects.; It was also comparative, when comparing the results obtained in the three institutions and subjecting them to a process of analysis with the objective of finding similarities, differences and global conclusions, thanks to this process, the behaviors and behaviors that the students of the different institutions were understood and interpreted. three institutions adopted against the learning of English through the use of the TPR method.

Taking into account the above and following the specifications of Valenzuela and Flórez [19]. for the election of the population, three institutions from different regions of the country were chosen: IED Las Gardenias from the city of Barranquilla, IERD Cacicazgo from the municipality of Suesca, and the I. E. D The Pozo Cuatro School in the municipality of Sabana de Torres Santander, one urban and two rural, with classrooms of between 20 and 35 students each, all of them low-income, belonging to strata 0, 1 and 2, with similar characteristics such as: problems dysfunctional families, displaced, immigrants and others affected by violence, micro-trafficking, gangs etc.

The choice of the sample was intentionally non-probabilistic, since three groups of seventh grade between 11 and 13 years of age were premeditated, 7A of the IED las Gardenias with 35 students; grade 701 of the IERD Cacicazgo with 26 students; and the seventh grade of the I. E. D El Colegio Pozo Cuatro with 20 students, who presented similar characteristics in learning English, such as low performance in the subject, greater difficulty expressing themselves in English, apathy for the subject, fear when using the English language, demotivation, among others

mentioned above. Those who were part of the research and influenced its development, benefiting locally and globally the community under study.

The categorization was a process that allowed the analysis, interpretation and ordering of different research data in a precise way, avoiding errors and helping to meet the objectives, it facilitated obtaining useful concepts and data, knowing the effects and showing the usefulness and effectiveness of the TPR method in the learning English [16]. For this categorization, a table was created where a research category was shown for each specific objective, which was divided into 4 subcategories that sought to answer our research question and from which the instruments were created.

About the methodological procedure, six phases were developed that facilitated understanding all the elements present in the investigation, the choice of the topic as such, up to the report of the results obtained and their respective conclusions. According to Avilés [22]. It is a critical introspection entrusted to analyze the birth, development and validity of the methods and instruments used in a study.

It began with the informed consent of the institutions requested, endorsed and signed by: rectors, parents or legal representatives of the children and students, then two instruments were designed, a questionnaire that aimed to perceive the responses of the students during the application of the TPR method, to know their motivations and difficulties in learning English, consisted of twenty-two open questions and a semi-structured interview applied to English teachers, which consisted of eleven questions, about problems in learning English, the TPR method in the teaching of English, self-regulated learning processes and the contributions of TPR to motivational and metacognitive development in learning English; Afterwards, the validation of these instruments was carried out, submitting them to a judgment of experts with experience in the educational and

investigative field and a pilot test that was previously applied in order to verify the structure, effectiveness and reliability of the instruments. [23]. It is worth mentioning that the instruments were applied virtually, due to the national health emergency caused by COVID-19. With the exception of those applied in the POZO 4 Institution that were carried out personally because they belong to a rural area and do not have sufficient digital tools for virtual development.

For the data systematization, the information from the field work was collected, digitized, organized, codified and categorized through a systematization in categorical analysis matrices according to the coincidences of attitudes, motivations and difficulties in learning English. yielded by the sample, were structured and categorized in great detail in the form of specific objectives, categories, subcategories, and findings. It should be noted that for each institution two matrices were used, one for each instrument. Next, the data was coded, identifying recurrences and trends from which the findings were labeled and ranked, then the information was analyzed and triangulated to finally present the results through Word tables that graphically represented the findings according to each subcategory, this in order to provide a better organization and thus facilitate the understanding of the reader.

3. Analysis of Results

Regarding the development of the study, it was structured into 4 categories, which are the following: Problems in learning English, TPR Method in teaching English, Self-regulated learning processes and Contributions of TPR to motivational and metacognitive development in learning English. Which at the same time were divided into subcategories. The most representative findings of the research obtained after the application of the data collection instruments are presented below.

3.1. Problems in Learning English

Table 1. Problems learning English.

Problems in learning English	
Problems in reading comprehension and English grammar	Difficulties in pronunciation: It was found that one of the most repetitive difficulties is pronunciation, since words are not written in the same way as they are pronounced and that creates confusion, not only in how it is spoken, but also in its writing and meaning. in Spanish.
	Problems memorizing vocabulary. This aspect is derived from the previous one, because having pronunciation problems, it is also difficult to memorize that new word and remember its meaning, in such a way that the language cannot be appropriated because it is forgotten.
	Grammatical structure problems: Another problem is maintaining the way in which words are joined and syntactically combined with others to form logical sentences in English or their grammatical structure, because it is not the same as the order in Spanish and that also requires a level of complexity for students.
	Lack of attitude and interest in grammar and reading comprehension exercises: Students, feeling that it is difficult to learn the order, meaning and pronunciation of English, lose interest, have a passive and indifferent attitude in class and do not give importance and that is why it is even more difficult for them to understand this language.
Socio-cultural and contextual problems	Limitations of access to technological resources and basic material: the vast majority of the student population does not have the necessary resources for learning English, since access to elements such as computers, audio and video players, and even texts, makes learning difficult continued both in schools and at home.
	Social environment with low level of English: The environment that the students have does not have a high level of English, since their parents and neighbors or friends do not have it as a second language, for this reason the practice outside the school environment is not continuous or easy.
	Social problems of the environment: the social environment of the students is characterized by gang violence, micro-trafficking, armed

Problems in learning English	
Motivational type problems	groups, situations of intra-family violence, displacement from their places of residence, which hinders the continuity of the learning processes.
	Not finding meaning in the importance of English for their development in society: Sometimes students do not find meaning and do not give importance to learning English, because they think that it will not be useful in their future, because they are going to work in the same way that their parents will not have the opportunity to develop a professional career where they will use it.
	Lack of didactic activities, absence of games and dynamism in class: Monotonous classes without playful activities, is a problem so that students do not see the importance of learning and it is not a participatory class.
	Low self-esteem: When the student sees that it is difficult for him to learn, he feels incapable in front of the class and thinks that his abilities diminish.
	Not very assertive communication processes on the part of the teacher: Teachers play a motivating role in learning, and sometimes they do not have good communication with the student group, their methodology is not the most appropriate for them, and not having these characteristics is much more complicated than they can manage to arouse interest in learning.
	Insecurity regarding the participation processes: This mainly occurs when the student does not understand the pronunciation of the words or their writing or a sentence in English, not understanding the expressions creates a feeling of insecurity and for this reason they do not want to participate in the classes.

Note. Table 1. Problems in learning English. Source: self-made.

Relating to *the problems in learning English*, it was possible to notice in the results of said test, that this learning, that of a second language, generates great problems, such as the pronunciation of the words in English, as well as learning writing and grammatical order, as these aspects are not easy to understand for those who do not speak English. To this are added sociocultural and contextual aspects such as, for example, the lack of technological and material resources necessary to continue the learning process at home; all this due to complex socioeconomic situations in their family and social environment. According to the results, there are also aspects such as the lack of dynamism, not integrating play into the classes and little communication with the teachers, which leads to the development of monotonous and boring pedagogical processes that, instead of motivating them to learn from English, what it does is make them lose interest. Losing interest in learning means that they do not generate active empowerment in the face of their learning, that they do not develop strategic processes for the establishment, monitoring and fulfillment of their learning objectives.

For this reason, it is necessary to take into account, as highlighted by Ginoris, Addine and Turcaz [7], that the teaching and learning process must help to solve these problems with new variables when teaching, which allow the use of techniques that give the student tools that allow him to investigate, find methods that are adopted to his needs to solve the problems adapting them to the society that surrounds them. For this reason, it is pertinent to return to what was stated by Skolimowki [17], regarding the fact that in learning there are aspects such as motivation, interests and experiences that the student contributes to the new knowledge and that they bring, precisely, from their environment. Thus, demotivation becomes one of those transcendental problems for these students in terms of learning English. These motivational problems can be evidenced in some classes that do not arouse greater interest in them; It was also evidenced that low self-esteem, insecurity and the inability that students feel when facing the activities proposed in English classes end up increasing their detachment from learning this language.

3.2. TPR Method in Teaching English

Table 2. TPR method in teaching English.

TPR method in teaching English	
The TPR method for the combination of speech and action in learning English	TPR and reading comprehension through the combination of linguistic and kinetic codes: the level of effectiveness in students' reading comprehension is significantly increased thanks to the fact that TPR facilitates the understanding of meanings by associating verbal language with non-verbal.
	TPR for a playful and dynamic learning in the combination of verbal and body languages: the learning of English in students is greatly benefited due to the development of activities where verbal repetition is linked to motor activity and recreational exercises based on the fun.
The TPR Method for the development of oral competence	TPR to activate interest in conversational processes through speech and action: the method encourages students to take an active part in linguistic productions through interaction, leaving aside attitudes that inhibit them from doing so thanks to physical activity.
	TPR to enhance concentration through the association of verbal and body language: the student increases his level of concentration in learning English because all his attention is focused on the meaning, rather than on the linguistic form; all due to physical actions.
	TPR and development of speaking and listening comprehension skills: by facilitating the memorization of the new linguistic codes, the student improves their communication skills, both speaking and listening.
	The TPR method promotes orality in a didactic and playful way: the student develops oral competence through the creation of an active, calm and dynamic environment, thus reducing feelings of anxiety when speaking.
	The TPR method to enhance interaction and participation in conversational processes: by understanding the meaning and significant relationship in a better way, students feel stimulated to intervene orally in the activities carried out in class.
	The TPR method to maintain the student's attention, interest and curiosity in conversational processes: since students through TPR see English from a more practical and useful point of view, they are attracted to be part of it. Active part of the learning process through oral production.

TPR method in teaching English	
The TPR method as a motivational element for meaningful English learning	The TPR for a better understanding of English, a fundamental aspect for motivation: to the extent that the student generates a greater apprehension of the target language through the combination of verbal and non-verbal language, he feels stimulated to face the process of learning with a conducive attitude.
	The TPR to find meaning in a more real, useful and practical learning of English: the method, by creating a relaxed atmosphere in the classroom, showing English in a more tangible and functional way, encourages the student and makes an effort to achieve, retain and play English.
	The TPR, an incentive to find meaning in English in personal, academic and professional development: thanks to the characteristics of the method, the student is encouraged to learn, since through it he experiences a new perspective of English as such, understanding that this language can offer you more opportunities in various aspects of life, both professional and personal.
	The TPR method and entertaining and fun learning: the student is motivated to learn because the method helps to perceive English not only as an academic approach, but as entertainment and fun.

Note. Table 2. TPR method in teaching English. Source: self-made.

In relation to the TPR method in teaching English, the results allowed us to see that speaking skills and reading comprehension improved in these students, through the combination of linguistic and kinesic codes; this allowed students to better understand and remember linguistic meanings through the combination of speech and action. Through the active and energetic pedagogy of the TPR, students were helped to learn English in a more effective way, what Krashen [24] calls "Comprehensible Input", likewise, this method activated interest in conversational processes and improved concentration through the association of verbal and body language, achieving playful and dynamic learning.

According to Martínez [10], the effectiveness of the method lies in the continuous movement in response to the activities carried out, and through its active and energetic

pedagogy, it helps to achieve effective learning. On the other hand, it was evidenced that it contributed to the development of speaking and listening comprehension skills, as well as to promoting orality in a didactic and playful way, improving students' oral skills, maintaining attention, interest and curiosity, as well as promoting interaction and participation in conversational processes.

On the other hand, it was also possible to show that motivation improves the student's understanding of English and facilitates the acquisition of new knowledge from their real environment, in a natural, repetitive way and at their own learning pace, as mentioned by Botero [4], is reflected in the way of thinking, in guiding knowledge in the most appropriate way, enabling the development of their skills in front of what they learn.

3.3. Self-Regulated Learning Processes

Table 3. Self-regulated learning processes.

Self-regulated learning processes	
Metacognitive processes	The TPR method and the strengthening of the capacity for the recognition of weaknesses and strengths: The TPR allows students to recognize what their successes and weaknesses are, to be able to correct the errors that they can make when facing the use of English, they are able to appropriate their learning process and practice through the method autonomously.
	The TPR to activate the strategic sense and self-control in the face of learning: Through the method, the student can devise the most appropriate ways of learning for him, that is, to facilitate his own process, devising new strategies to learn through expression bodily.
	The TPR method and the development of concentration capacity: The method allows students to use their concentration capacity in the activities proposed for the class, it also attracts their attention and this allows them not to lose the thread of the classes and have a sequence of each stage of learning English.
	The TPR method and the enhancement of self-control capacity in the face of learning: The student is able to know how much he is learning and how much is needed to achieve the proposed performance, that is, he manages to have his own control of his learning process versus what is scheduled by the teacher.
Motivational Processes	Playful use of the TPR by the teacher to activate the motivation for learning: The method allows the teacher to energize the class, make it more attractive in the eyes of the students and awaken their attention, their desire to learn and their concentration.
	The TPR as a motivational engine for the transformation of mental aptitudes into academic competences: The TPR favors increasing motivation in students, activating their thought processes, helping them to give meaning and relevance to new knowledge and students being the protagonist in their learning stimulating them through motor actions.
	The TPR as an enhancer of self-initiative processes: The TPR provides tools and strategies to students allowing them to be autonomous, active and participatory in their learning, as well as increasing their self-confidence, making them risk learning beyond the classroom.
	The TPR as a motivational element in the learning rhythms: The TPR promotes progressive learning according to the capacities, abilities and needs of the students, they learned at their own pace, which increased their confidence and enthusiasm to participate, decreasing their apathy and fear and facilitated cooperative and inclusive learning.

Note. Table 3. Self-regulated learning processes. Source: self made.

Regarding the processes of self-regulation of learning, the results allow us to see that metacognitive processes are present, since students, when approaching their English classes through the method, develop skills to identify their weaknesses and strengths regarding the language. Likewise,

it was possible to observe that the students, when learning through error, reach a critical and self-regulatory position of the learning process, which allowed them to be aware of their progress and remaining objectives to be achieved, which could be called autonomy. As mentioned by Muñoz and

Ocaña [13], when understanding metacognition as the measurement of the activities necessary to obtain knowledge, through different strategies to self-regulate learning, solve questions or problems proposed by an academic activity and a step essential to teach to learn autonomously.

On the other hand, regarding the motivational processes through the results, it was possible to show that the students, when perceiving a pleasant and recreational character in the TPR method, experiencing more dynamic and energetic

experiences, feel more attracted to learning English, increasing concentration and willingness to learn. It could be said more frankly that the TPR is a tool for transforming mental aptitudes into academic competencies. Motivation has an impact on the ways in which thoughts are given, and this logically helps to guide students' learning, since it facilitates learning processes in the most appropriate way and with better results in students, enabling the development of their skills against knowledge [4].

3.4. TPR Contributions to Motivational and Metacognitive Development in Learning English

Table 4. Contributions of the TPR to motivational and metacognitive development in learning English.

TPR Contributions to Motivational And Metacognitive Development In Learning English.	
The TPR and its impact on the activation of motivation for learning English.	<p>Motivation for learning thanks to the easy association between body language and meaning, which allows the TPR: The TPR allows students to learn English more quickly and easily, since when hearing or seeing the word, they associate and remember the movement or actions that they did or observed, made it easier for them to participate, propose and consciously build their learning.</p> <p>The TPR to counteract tedious processes in comprehension and memorization: The TPR method was attached to a wide variety of activities, helping to prevent learning from being boring for students, activated interest in learning, facilitating memorization by associating the new language with its previous experiences and knowledge, achieving a reconstruction and cognitive apprehension.</p> <p>Motivation thanks to a dynamic and participatory learning through the TPR: The TPR method, being dynamic and involving physical activity and being new for the students, activated their interest in participating in their learning and interacting with their classmates and teachers in the different daily activities.</p> <p>TPR, security, self-esteem and motivation: The students expressed that the TPR method helped them strengthen their self-confidence by getting them to participate, to be active in their process, encouraging them to learn and use English, putting aside prejudices and fear of expressing themselves., creating flexible and safe environments to interact.</p> <p>The TPR to enhance the sense of collaborative work in the student: For students and teachers, the TPR method promotes interaction, which managed to unite them and help each other, encouraging teamwork, increasing confidence, empathy, support and respect for the other when collectively building learning guided by the teacher.</p>
The TPR and its contributions to the development of metacognitive capacity in the face of learning English.	<p>The TPR and conscious learning of English: Thanks to the TPR methodology, students experience and practice English, as well as consciously appropriate it with greater ease and permanence of new knowledge.</p> <p>The TPR method and the development of self-reflective capacity: The TPR, through the application of its strategies, helps the student to become an active and participatory subject in their learning of English, as well as self-critically analyze their progress, strengths and aspects to improve.</p> <p>The TPR as a facilitator of learning from error: The TPR methodology makes it easier for the student to learn from his mistakes and by not being judged by others, gives him the opportunity to be aware of his mistakes, correct them calmly, seeing them as opportunities for improvement. improvement and facilitating learning and increasing their confidence and self-esteem.</p> <p>The TPR to find the self-effective and meaningful deep meaning of English: Students, by being able to remember and use the knowledge acquired through the use of the TPR, can be aware of their learning, see its usefulness, make it real by using it in context, what It gives meaning to your learning.</p>
Significant learning through TPR	<p>Assertive and permanent learning through the TPR, keys for a significant learning of English: By using the TPR method, students manage to associate new knowledge with motor movements, which activates their memory, helps them to remember and easily use what they have learned.</p> <p>Exploration, experimentation and development of cognitive skills, key elements for meaningful learning through the TPR: Students using the TPR interact with each other by participating in activities with different contexts that allow them to use their knowledge, experiment, explore and be aware of their learning involving emotional, motor, educational and sociocultural factors.</p> <p>Learning by doing, a fundamental element for meaningful learning through TPR: The TPR method gives students the opportunity to use movements to make themselves understood, making themselves the main resource of their learning, developing their communication skills by putting them into practice with those who surrounds him, making his learning stronger through practice.</p>

Note. Table 4. Contributions of the TPR to motivational and metacognitive development in learning English. Source: self made

As for what concerns the contributions of the TPR to motivational and metacognitive development in learning English, it must be said that the results revealed that the method generates great contributions to motivational development to the extent that it encourages and drives students through through the alliance between the lexicon of the English language and physical movements, to the learning of English as a second language. Likewise, it was evident to see that thanks to the TPR, the students are submerged in an environment of continuous interaction and construction of knowledge in a collective way, which encourages them to participate in classes without anxiety and

pressure, thus strengthening self-esteem, which is a substantial contribution to the motivational development of learners.

Regarding the contributions of TPR to metacognitive development, the results allow us to see that the method contributes in a very representative way to the growth of metacognitive capacity in students, to the extent that through this and all its participatory and dynamic characteristics, the Students manage to consciously take over the process of learning English as a second language with greater comfort and simplicity, allowing them to develop a self-regulatory posture regarding their advances, strengths and shortcomings

to improve. As mentioned by Flavell [6], who refers that metacognition is the process of monitoring and regulating information to achieve clear and specific goals and objectives (p. 232).

In the same way, it was possible to observe that the TPR, by having all these characteristics conducive to the development of motivation and metacognitive capacity, also favors meaningful learning in students, since, through the method, students manage to link the new knowledge acquired with previous knowledge more easily and also enhance their abilities to use them in a real context when wanting to express ideas or messages in their daily lives, giving meaning to learning and also activating memory. In order for significant learning to be achieved, it is necessary to relate previous concepts, experiences and knowledge with new ones through representations that make it easier to remember new learning [5].

Now, regarding the comparative analysis of the results obtained in the present investigation after the application of the data collection instruments to students and teachers of English in the seventh grade in the institutions: Colegio rural Pozo 4 de Sabana de Torres, Santander, IED Rural Cacicazgo de Suesca Cundinamarca and the I. E. D. The Gardenias of Barranquilla.

It was evidenced that the students of the three institutions coincided in ensuring that their motivation for learning was awakened thanks to the easy association between body language and meaning, which allows the TPR. Likewise, they improved their comprehension of English by making it possible to remember what they had learned, associating the new knowledge with motor activity and enhancing learning. However, the students of the rural institutions Pozo 4 and Cacicazgo easily adapted to the use of TPR in their interactions; On the other hand, in the institution the Gardenias were ashamed to carry out motor actions to communicate, but later they noticed that they learned by doing and that this process was increasingly conscious, which helped to make sense of acquiring a second language [9].

Likewise, the results show a coincidence in the three institutions with respect to the fact that motivation is activated thanks to a dynamic and participatory learning through the TPR, since it adapts to the needs of the context, to the different activities and to the tastes of the student. coupling in a playful and attractive way, energizing the teaching and learning processes [20]. On the other hand, in relation to the finding of the TPR and the conscious learning of English, it should be mentioned that there was an almost total coincidence between the three institutions, since in the three schools it is stated that the method and its different particularities help the students. to develop metacognitive skills by creating a certain level of awareness when learning English. As mentioned by Muñoz and Ocaña [13], metacognition through necessary activities and different strategies to create a critical sense in the student regarding learning and thus approach the construction of autonomous learning.

Finally, regarding *the exploration, experimentation and development of cognitive abilities, key elements for meaningful learning through the TPR*, the three institutions agree that the method offers dynamic, varied, participatory activities, explains Asher [2], that the TPR It allows processes of memorization, learning and a whole succession of cognitive acts that help make learning more practical and experiential, adapting to each learning rhythm. On the other hand, it can also be observed that, unlike the other institutions, in Colegio Pozo 4 the dynamism of the activities proposed by the TPR stands out.

4. Conclusion

After reviewing the research results from the data analysis, it was possible to establish that there was a relationship between the application of the TPR method and the significant learning of English by enriching, relating and making it relevant for the student, in this way the students modified their mental structures, which from the point of view of Ausubel, Novak & Hanesian [3], arose when the new learning was clear, relevant, viable and useful in their daily life.

In the same way, it was evidenced that after the application of the TPR method, it was possible to favor and increase the motivation of the students, their thought processes were activated, their curiosity and interest aroused, it helped them to give meaning and relevance to the new knowledge as they are the protagonists in their learning, the use of the TPR managed to stimulate students through motor actions, encouraged them to learn, to make an effort to achieve, retain and reproduce what they learned, created comfortable environments in the classroom, increasing their confidence and self-esteem showing English in a more tangible, functional, fun and inclusive way, confirming what was expressed by Asher [1] and Valle [20], when they said that the TPR helps the teaching and learning process by adapting in a playful way, attractive and dynamic to the needs of the student so that they can develop basic skills to communicate in different contexts, in a meaningful way and at their own pace.

In addition, it was possible to see the relationship between TPR and metacognitive development reflected by having students use English in a real context, with a communicative approach, which created particular and significant situations in which students could understand and make themselves understood., interacting, as mentioned by Muñoz and Ocaña [13], when saying that metacognition provides different activities and strategies to create a critical sense in the student regarding learning and thus approach the construction of autonomous knowledge, validating the TPR as a practical and facilitating tool in the meaningful learning of the second language, facilitating students' understanding of English through listening and the use of gestures, signs, body language, etc. In the same way, the students increased their confidence, their fears decreased, they were empathic with their peers in the practice of the English language during learning, it was collaborative, and they had a different

horizon about learning and using English.

Finally, it was possible to demonstrate what was said by Asher [2] and Miller [11], regarding the TPR method in that it provides valuable tools that helped the motivational and metacognitive development of students, gave them autonomy in their learning, made them more aware of their strengths and limitations, offered them tools to overcome their shortcomings, aroused interest in their own progress as learners and they were able to practice the second language outside the classroom, without academic pressure and as self-training.

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