



UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION

ENGLISH PRACTICE SEMINAR

ENGLISH TEACHING

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I QUARTER 2018

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Introduction

The understanding of the emotions is the fundamental pillar to comprehend the human behavior. Emotions are generated from the different experiences that relationships cause in people's lives. However, these relationships sometimes can provoke a negative impact in a teenager. Indeed, it triggers serious disorders and traumas that in many cases begin in childhood. The interpersonal conflicts can influence and affect the emotional stability during the teenage learning process and consequently the teaching development.

Adolescence used to be the stage where the person undergoes changes and alterations in his life such social, biological and behavioral. (Packard, L. 2017). All these variations imply an emotional coupling that is not always achieved. Unfortunately, there is a lack of interest given to interpersonal problems in adolescents. That is why, sometimes teenager don't trust in their parents, teachers, and superiors; because most of the time what society wants from them is their good behavior and grades. As a result, the persistence of teenagers to look for their identity will be affected. Consequently, the negative performance of the students in high school can increase thanks to the incomprehension of their tutors. Finally, the process of discovery in adolescence involves the good guidance and understanding of family, teachers, and friends.

Thanks to all this, people would understand the real importance of the interpersonal problems in teenagers. As has been noted, it is an essential issue that belongs to everyone because everyone was once a teenager; or at least knows

someone one who is going through this stage and does not receive the relevant support. Consequently, it is vital that teachers will understand these conditions in order to help their pupils in the best way possible.

Interpersonal conflicts in adolescents generate a lack of interest in the learning process that leads to student negative performance in English class. In addition to this problem, students are not comfortable talking in a different language which can complicate the communication and the learning process. Also, sometimes caretakers do not care about the welfare and effective learning in their pupils. In fact, these problems may depend on whether it is something that is happening in the educational environment or personal problems of the individual. As all the people adolescents undergo many internal problems that affect their social stability. However, the problem is that they do not always have the necessary maturity to deal with difficult situations in the best way, and on some occasions, they make the worst decisions only to escape their problematic reality. Also, when adolescents do not find help or support in their loved ones they lose confidence, provoking them to look for new routes of escape. In fact, the worst of cases they seek the acceptance from wrong people that might be influencing them to do things that in the short term can do damage; because of relations of social goal pursuit to social acceptance, classroom behavior, and perceived social support. (Wentzel, K.1994).Consequently, this can cause a negative impact on their emotional stability. Usually, when this happens it's too late to help them. For this reason, it is important to be able to understand, listen, and support adolescents when they ask for help or at least when their behavior is not normal.

CHAPTER I: PROBLEM OF INVESTIGATION

1.1 Contextualization

The following research problem and supporting evidence focuses on 9th graders students section 9-7 from Tecnico Profesional del Este high school with students in an age range of 14 to 15. The period in which the search is taking place is from February to April of 2018. All the pupils have Spanish as a native language and different levels of English and interaction using this language.

1.1.1 Problem Antecedent

The issue of interpersonal problems in adolescents in the classroom has not been investigated or treated with the importance it deserves. Therefore, the information related to this problem are not sufficient to establish an appropriate historical framework. However, this opens the doors to encourage research on this problem that has suffered many generations of students and teachers. nevertheless, it is necessary to deepen in the research and awaken an adequate interest in these problems so that it can be attended in the best possible way, since in many cases they are not given adequate attention; as it happened with the case of the student Sebastián Días from the Liceo of Costa Rica who died after being thrown into the train. This is an example of what happens when interpersonal problems are ignored, which is something that young students experience every day. And for the concern of many, a lot of young people from all over the country and the world experience these situations. In addition, there is relevant information to support this important theme. For example, there are informative resources that affirm and emphasize the importance of the emotions of adolescents and how emotional intelligence can help the good development of them in any area of their

lives. It is also necessary to establish that this dissertation is carried out in a specific and small student population. For this reason, in this informative work, specific results of the population will be reflected; but in spite of that, they could reveal important factors that can provide help to adolescents and teachers. In the end, this research encourages reflection on the true importance of these problems in the classroom and in addition to focusing more on the need to eradicate this problem with new theses and proposals.

An example of a relevant research previous mentioned is the Relationship of Botín Foundation's Emotional Intelligence Test (TIEFBA) With Personal and Scholar Adjustment of Spanish Adolescents. What this test does is to evaluate the emotional intelligence of the adolescents, and therefore helps the personal adjustment of them. This evaluative test is based on the model of Mayer and Salovey (1997), according to the research; it measures four skill branches while the participant is executing emotional tasks triggered by a situation that provokes emotion. With this test, it can be obtained data on personality, empathy, intelligence, and psychosocial adjustment. Therefore, this demonstrates the reliability of the instrument and some predictive validity. In addition, the TIEFBA is an effective new measure to test "EI" in students, which will allow educators to understand how "EI" affects young people, as well as to assess the impact of "EI" interventions.

1.1.2 Problematization

“Specialist recommends parents to do not minimize the complaints of students when they are emotionally affected because the adolescents don't solve the problems in the same way that mature adults do” Cerdas, D.(2018, March 6). Diez señales que pueden detectar los padres para saber si su hijo sufre de 'bullying'. La Nacion. This

quotation is suggested because there are a lot of students that are living this kind of interpersonal problems and by the information taking from CTP del Este high school there is not the appropriate concern in this topic. It is necessary to consider all the factors that a teacher has to deal with, teachers often have to be in charge of many pupils at a time or are in charge of teaching entire generations, as is often the case in high school. It is at that time that teachers have to be inclusive, but still, the needs of all students who have different problems cannot be met. For that reason, it is in those situations where the teacher has to team with the parents of his students. The problem is that parents do not always have the accessibility or the time to care for their own children. Indeed, in order to deal with intrapersonal problems in adolescents, it is necessary to look for family well-being.

1.1.3 Justification of the Problem

The aim of this research is to expose to the population the common conflicts that adolescences have to face thanks to the interpersonal problems in order to eliminate the lack of interested in their educative environment. Consequently, this is more marked in the learning environment in an English class, since the oral and social expression is essential to develop good English language proficiency. Therefore, if the adolescent is having intrapersonal problems, it will be very difficult for him to be able to foster an environment where the student learns and practices English, since he or she does not even have the confidence to express themselves in the Spanish language, which is their native language, much less he or she will be able to disburse in the English language. It is important to point the fact that everybody has a voice, which it has the need to be heard and expressed, no matter their social position or their condition. Silence is one of

the biggest problems in education and in the entire world, for example, when students are afraid of expressing their needs and doubts because of their fear of sound silly, they will keep under the submission of ignorance and repress themselves because there are victims of bullying as it is mentioned in the educational magazine by (Cabeza. H. 2007). “ Bullying cannot be considered part of the adolescent's common and normal development; Numerous studies have related them to emotional and behavioral problems ... and more and more children come to consult with diverse pictures that have as background a mistreatment in the class”, p. 163. Consequently, students won't be able to defend their integrity. Indeed, it is important to tackle this problem so that way young people will feel comfortable in their study environment, and thus create future professionals who help society to create a better future. In fact, it is a topic of interest for all people who wish to maintain the well-being of the base of society (adolescents). It is true that young people are the future leaders of the country. Pitifully, if this does not stop in the best way as soon as possible all the problems caused by interpersonal conflicts will continue affecting their lives.

Also, the purpose of research is to raise awareness among educators, so in that way, they will be more comprehensive and in that way prevent the student negative process learning; eliminating the most common problems of the intrapersonal conflicts that cause damage in adolescents' emotional integrity. In fact, it is important to teach adolescents to know themselves to be more sensitive and perceptive to their own needs and the needs of others, since in many cases, it is difficult to be able to face their own interpersonal problems if they do not know how to recognize what is happening to them in their relations with their classmates. As consequence, in this way educator achieve

harmony between effective academic and emotional learning. As Orlando Fals Borda says it is important to create a sentient learning where thinking is encouraged by feeling and feeling thinking; what this does is that through affection you can create learning as it happens when you are a child, many of the significant norms and learn that now rule every person went through the affection of loved ones that although they did not seem logical at the beginning now they make sense. As a future teacher, it is essential to be aware when the interpersonal problems are affecting the class, in order to approach them in the best way with a good technique of well-applied group work which promotes the affective socialization in an effective English class. Undoubtedly, many of these problems are generated by interpersonal problems. Therefore, it is of vital importance to be able to identify when these problems are attacking the integrity of a student and consequently the academic performance. At the end of everything, it is not a matter of worrying only about the good grades of the students, but also to cultivate their spirit. It is well known that teachers are made to teach more than superfluous things which come in a program done by governmental entities that do not contemplate the needs of the students. For this reason, this research can lead to important facts that help avoid bad situations and improve the functioning of the educational environment.

1.2 Formulating the Problem

The question of formation of the problem is this.

How can interpersonal problems affect group work and socialization in the development of English learning?

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1.3 Objectives of the research

1.3.1 General Objective

- Expose how interpersonal problems in the 9-7 group affect the production of effective communication in the English language.

1.3.2 Specific Objectives

- Identify by observing students behavior with their classmates, which interpersonal conflicts influence the class.
- Describe through the interview which kind of interventions does the counselor or tutors apply to help teenagers confront interpersonal problems.
- Create a group technique in order to address the interpersonal problems of adolescents with the purpose of to strengthen social and fraternal bonds that helps to have a comfortable educational environment free of interpersonal problems generators.

1.4 Scopes and Limitations

1.4.1 Scopes

The information extracted from this research cover the environment relationship among students in section 9-7 in CTP del Este High school with an age range of 14 and 15, from the city of San Miguel of Santo Domingo Heredia, in the first trimester of 2018. One of its main purposes is to focus on the effects of the good or bad interpersonal relations in the English class.

1.4.2 Limitations

The present research is done in the first trimester of the year, in which the accommodation of schedules, teachers, and students are made and sometimes incomplete, also the limited time had for differences between the University quarter schedule and the beginning of the school year.

Also, another limitation is that for matter of time where the teacher attends around 400 students of the seventh, eighth, ninth, and tenth, three lessons per week, the workload in planning, review of tasks, and exams leaves very little space for proper attention of the interpersonal problems that attack all the students of each group in the English class. In addition, as it was explained previously three lessons per week is a very limited time to be able to give quality and varied content of a specific topic, so in some cases it is necessary to see a great variety of contents in a short time since you have to cover with the contents that the MEP has in their study programs. Therefore, the book that teachers use is the most feasible and quick way to comply with the contents that are necessary for the syllabus, but since the book is the most feasible way for teachers to teach English, it is also a bit restrictive since it is the most vital for the class and is the focus of attention for teachers and students; This proves that the class is monotonous, leaving behind important facts such as interpersonal relationships.

In addition, we must highlight the administrative problems, infrastructure, overpopulation that affect and overwhelm teachers and students, due to situations that have been carrying from previous years for various reasons.

CHAPTER II: THEORETICAL FRAMEWORK:

What is interpersonal intelligence?

“Interpersonal refers to something involving, or occurring among several people. Interpersonal skills refer to an ability to recognize and understand other people’s moods, desires, motivations, and intentions.” (Gardner, H. 1983). Consequently, interpersonal refers to situations that happen to a person in the relationship with others.

This type of intelligence layers the person to see beyond, to perceive what other people do not see because it goes unnoticed. People with this intelligence go beyond the words that are pronounced and can interpret the gestures and looks of other people and are able to understand and generate empathy to relate to others. This allows them to adapt to the environment and relate more easily.

This type of intelligence is very useful for people who work with groups or who help others like teachers. But, in general, it can be used in the personal and professional field to improve communication and relationships with other people as doctor Pavel Aramyan says in his project management blog “interpersonal skills are at the foundation of establishing a healthy company culture. While company culture is still rather an abstract concept, it undoubtedly plays a vital role in whether your employees are going to be happy and excited every morning when they head to the office”.

Interpersonal Conflict

Interpersonal problems are recurrent difficulties in relating to others, and are a common reason why people seek psychotherapy (Horowitz, Rosenberg, & Bartholomew, 1993) Now knowing the proper definition of what interpersonal intelligence

is, it can be interpreted that when there are interpersonal conflicts the connections of the person with others people is affected and it can make a more uncomfortable environment for that person and for the people that are around. In fact, the feelings, emotions, principles, and thoughts of a person are more disturbed as Thomas Wai director organizational development said "When conflicts are not handled properly, it leaves negative consequences:

- Psychological impact, creating challenges for one to think clearly and stay focused
- Physical conditions, including difficulty in sleeping, upset stomachs and headaches
- Behavioral implications, withdrawal symptoms, overuse of alcohol, smoking cigarettes in an attempt to relieve tension.

. For that reason, emotional conflicts are so difficult to deal with, because in many instances the person has no awareness of what is happening inside it or at least it is very difficult to decipher it and it can affect their relationships. Eventually, these kinds of problems in the worst of cases can negatively influence the making of important decisions that can affect a person's life. That is why the support and healthy interaction exchange with other it is so important, since the communication and help of someone else it becomes easier to cope with interpersonal conflicts.

"Like having both an angel and a devil whispering advice in our ears" (Gilbert, J. 2007). Indeed, there are many things that shape a person and what it is in the inside depends on what a person should do and what he wants to do with the people that are

around him. When these worlds collide is when these interpersonal conflicts arise. Duty depends on the place, culture, values, and beliefs in which the person grew up since a young age. Then, there is the desire which is not always in accordance with what is due, because the desire is linked to the action of satisfying their needs in a society that might have different expectations. That is why when the time of making decisions come and there is a divergence within the person between the will and duty affecting the interaction with others, provoking the emergence of interpersonal conflicts.

Generators of emotional conflicts in adolescent from CTP del Este High school.

“Public school curricula have traditionally treated conflict as a body of knowledge rather than an opportunity for skill development.” (Levy, 1989, p.71).Using this knowledge and through the acquired experiences, it is easier to recognize the main conflicts that take place in CTP del Este High School. This institution has been part of the life of the majority of people who live near of San Miguel of Santo Domingo Heredia over 25 years. Since, over the years, this institution has received many people who have lived remarkable and unforgettable things. Unfortunately, many of these remarkable situations have been negative events caused by different adversities. Today, there are new generations of people and challenges that this institution has to confront. In short, this research tries to reveal the different emotional problems that overwhelm this generation of students and therefore to know if these problems are treated for the proper functioning of the learning process.

Generally, the problems that the students of this institution confront are very common every day throughout the school year. Some of the problems that usually

attack the emotional stability of adolescents in the first instance the use of drugs are present a lot, which is often caused by bad influences because they need social acceptance, in addition, they have to deal with everything that entails their sexuality, and all of this may be a consequence of their familiar problems. In fact, these conflicts are not a secret for the people who live and lived their teenage years in this high school. However, this research will focus on ninth graders that are going to have three more years to finish high school and have also lived various experiences the previous two years. Finally, the maturity of their emotions regarding their learning process is in a favorable position for the disclosure of this research that tries to unveil if their interpersonal conflicts are in full bloom and therefore affecting their educational performance in this high school.

Technology

Also, it is important to mention that today technology is a fundamental part of people's lives and even more so in the lives of young people. This is some cases causes many problems and therefore develops many interpersonal conflicts. That is why it is important to emphasize the fact that all people because of technology do not have much personal contact with others because they replace it with a virtual world. This world often persuades young people to access dangerous websites with content that is harmful to them. Not to mention the constant intervention of cell phones in learning time often causing distractions and blockages. While it is true that technology is used as an advantageous instrument for the acquisition of knowledge, it is also considered a double-edged sword. That is why constant supervision of teachers and parents in charge of young people is vital.

Teacher accessibility

Besides, it is important to emphasize the factor of the relationship between the student-teacher and teacher-student. As the information provided by Kirby Hall School of studies that say that "The relationship between teachers and students can have a lasting impact on the development of a child. Teachers who have strong bonds with their students have been shown to be more effective in their teaching roles." In essence, it is essential that teachers acquire the confidence of students to make them feel comfortable and in that way, the pupils will be more open to express what things bother them to their teacher. Otherwise, if the professors are too close to give only information, the students will not see them as guides and source of support. Consequently, the inaccessibility of teachers makes students feel disturbed and uncomfortable in the classroom. Indeed, this fact adds another problem to the list of interpersonal problems that attack young people.

Family

While it is true that teachers have to know the needs and interpersonal conflicts of their students, it does not mean that all responsibility lies with the teacher. In fact, this work would be impossible without the help of the parents or caretakers because the young people spend the other half of their time in the house if they are not in school, or at least that is what is expected. With parents two things can happen, first, they can be a great support and help for the guidance and emotional stability of their child making an excellent teamwork with the teacher; but It can also happen the opposite, that pitifully is usual, nowadays most of the parents are very absent and pretend that the institutions

take care of everything. "The institutional perspective holds that children who do not succeed in school have parents who do not get involved in school activities or support school goals at home. Recent research emphasizes the importance of parent involvement in promoting school success"(Comer 1984, Lareau 1987). Consequently, students feel lost and alone because they think they are not in anyone's interest. It is a fact that the teachers turn to the parents to look for help but in many cases, the answer is the lack of time. This is due to the parents' lack of responsibility for their children.

Social acceptance and self-esteem

In adolescents, there is a situation of social acceptance. "Healthy friendships help teenagers feel accepted and confident and can pave the way for the development of other positive social ties. Confidence and feeling accepted are integral characteristics of a teen's social and emotional development" (Moore, A. 2018). All people at some point in their life go through a stage where they seek the acceptance of others to fit in and feel part of a group. This fact is something that everyone is looking for in one way or another, whether it is with co-workers, friends, and family. Therefore, social acceptance is even more important in adolescents as it is the stage where young people attach great importance to their physical appearance affecting positively or negatively their self-esteem. In fact, social approval or what is commonly called in schools "popularity" increases self-esteem and therefore leaves no space for interpersonal conflicts.

Social acceptance and self-esteem can cause negative situations in students. "At this stage of life, a teen might start experimenting with drinking, drugs, and sex because of this pressure to conform to what others do. Your teen might start acting like everyone

else, even if everyone else's behavior goes against the morals that a parent has instilled in a teen" (Davidson, J. 2017). Many times the search for popularity can lead young people to do things that are harmful to others and themselves. This depends on what is considered good in the socio-cultural context of the school. To exemplify it in a better way, the young people considered popular have norms and sometimes these norms are not very good, it is at that moment where others only to be accepted have to like or do what the majority do. Eventually, this causes a conflict in adolescents with respect to what is morally right or what is right according to what others say, in other words, if the popular say it is correct to ingest alcohol others will do just to be accepted and they do not think about the consequences; But if a person believes that drinking alcohol is bad will be rejected and therefore their emotional stability will be affected.

It is important to recognize that interpersonal problems can disrupt the teaching and learning process. Actually, confrontations in the young people are something very frequent nowadays in the institution where this research takes place; In fact, in section 9-7, there are some cases in which some students are rejected from their classmates or they have discussions for many differences in which sometimes they get to a verbal aggression causing segregation among students of this class. This is worrisome because in a class where it is essential to express oneself and socialize is vital to be able to learn English effectively. At this point, it is where the interpersonal problems begin to appear and the counselor and teachers have to act so that their education is not sacrificed.

Thanks to the information obtained from the teacher Cinthya Arce C. every time a direct approach is needed with a patient to meet their needs can be given in two ways.

a. Direct Interview.

This generally happens when the counselor, teachers, and students perceive that something wrong is happening with a specific student. Whenever this situation occurs, the counselor make this kind of interview which consist in planning a directed interview with the student and it is in charge of searching general data of the student by asking some questions like general or specific information of the family, economy, pastimes, or if she or he consumes drugs etc. The problem of this interview is that it is more difficult to obtain information from the student in question since most of the time they do not want to cooperate or do not have the good disposition to help themselves, or at least they don't think that they need any kind of help for anybody.

b. Indirect Interview.

This kind of interview is fortuitous since in this interview there is no foreseen planning by the counselor. In fact, this interview happens when the same student or parents(which is what happen most often) seeks some kind of help or advice from the counselor, and in this way, the information can be obtained in an easier way since the same student is open and accessible to provide information relevant to solve the problem that is presented.

It is important to recognize that each student has different cases and the solution will vary in each person, but when it comes to solving interpersonal problems, the recommendations that Howard Gardner suggest are.

Put yourself in the shoes of others. Empathy is fundamental in interpersonal intelligence. It is essential to learn to put yourself in the place of others to understand and relate well to them.

Learn to listen. Look at what you do while another person talks to you. Listening requires attention and concentration and active listening means that you do not interrupt and ask questions that show your interest.

Learn to identify emotions. When a person is with other people make an effort to identify the emotions of those people and try to understand them. This simple exercise will help to understand different people personalities.

Open your mind. Travel, interact with people from other cultures, talk to people of other religions. Knowledge and acceptance of diversity will help to develop interpersonal intelligence.

Working on interpersonal intelligence will help to relate better to others in every situation. In this way, you will be able to understand others.

How does the interpersonal intelligence can be directed to a group of students in the learning process in order to diaper the interpersonal problems?

•Good communication:

Communication is also important, Indeed, it is essential to encourage dialogue in families because with a persuasive way by applying specific questions of "how was your day, what did you do at school, etc." parents will be aware of the things that are happening with your children. That way, young people will feel more confident about

talking to their parents or the counselor. Although it is true the communication is not only verbal. In fact, for adolescents, it is very difficult to express what they feel in words. That is why it is extremely important to know how to interpret the actions, gesture, or attitudes that the young person presents so that the parents or teachers can recognize what is happening. Indeed, most parents know their own son very well and by making connections, it will not be difficult to identify these details that can rebel and abnormal behavior in them.

- **Support of the students themselves (Fellowship):**

There are times when teens trust more on their friends than on their own relatives. In fact, friends are very important in the life of a teen since most of the time they spend with them. In other words, friendships are fundamental to the confidence and self-esteem of a teenager. Therefore, they are a very valuable resource in case of the need for reliable student information. That is why it is very important to teach young people to promote principles and values that encourage them to socialize and make friends. In this way, loneliness and depression will have no place in the emotional well-being of adolescents. Through the observations made in the institution, it can be revealed that the more solitary teenagers usually have difficulty in overcoming interpersonal conflicts, therefore, this may affect the teenager in the future as an adult. Finally, as a recommendation, it would be good for parents to make it easier to bring their children's friends home, so that they can get to know them better.

- **Sexual education:**

In adolescence, you need to address the issue of sexuality differently. In this case with the students of 9-7 section, there are some effectual and uncontrolled behaviors in the topic of flirting that can interrupt the class and also leads to other situations that could be more intense for their age. In other words, this topic has to be applied to the vocabulary appropriate to the maturity of the person. Even parents can address this issue in coordination with the educational system of adolescents to facilitate comprehension and avoid confusion. Indeed, the sex talk is very important and will not be a problem between parents, teachers, and students if the communication is effective. In synthesis, there are many ways in which you can educate a student on this subject. However, it is vital that this conversation occurs in a significant way since at this time teenagers becoming very curious about everything that has to do with sex. This happens because it is a very common theme among young people and therefore there is a certain social condition that gives a certain hierarchical level if this practice is performed.

- **Motivation:**

Motivation is supposed to guide and motivate a person to reach their goals. If the appropriate motivation is applied to young people by teachers and parents, intrapersonal problems will not fit into the life of adolescents. In fact, motivation can bring about positive changes in student engagement by acting as an impulsive force to act and confront problems in difficult situations. In the end, it is about awakening the need to look for the things they want and need so that they work hard to get it.

•Educational programs:

This is very irregular and varies in each institution since the programs are adapted to the needs of the students. But as far as this institution is concerned, there are no programs that achieve the emotional well-being of students. However, some of the programs that have been implemented try to prevent the generators of interpersonal conflicts. For example, the Lic. Mario Vindas Salazar applied a program called "Bebe Piensalo Bien" which consisted of using a robotic baby with certain applications that persuade the teens to think twice before having sex deliberately. This kind of program was applied because at that time there were so many cases of pregnant teenagers. In any case, educational programs are not often very helpful and the teaching of teachers does not have much to do with the integral well-being of students, but rather in the administrative part where teachers have to know how to effectively apply Issues in the MEP program.

MEP

The MEP does not offer programs, techniques, or training to deal with the emotional conflicts of adolescents, but in 2015 and the last year some of the schools were favored by this pilot project "Con Vos!" In fact, this program can be considered as one of the closest plans that this entity has reached to help the student as a person not as a student, it is the program. Even taking into account that the counselors are to guide students, in many cases this does not happen. In particular, the work of the counselor is devaluing much as it is losing its main purpose of helping the students. However "Con Vos!" provides advice to students, teachers, and counselors.

¡Con Vos!

The objective is to provide them with tools to be more supportive, respectful, inclusive institutions adapted to student needs and diversities. Indeed, this program works to promote that respect for human rights, horizontality, coexistence, and mainly to prevent the dropout of young people in educational institutions. This will work with a training of teachers and students so that both work and face problems that arise not tolerating violence of any kind and promoting peace. In other words, what this plan principally tries to eliminate bullying among students.



Theoretical Framework Conclusion.

As a conclusion in research, it tries to show what interpersonal intelligence can achieve, but most of all, research focuses on the prevention of interpersonal problems in the classroom environment. Therefore, the fact that interpersonal intelligence focuses on the relationship of an individual with relation to others and the ability to empathize with others can be emphasized. While this is true, this would be very important in English classes in particular, since communication and interaction is the main reason for

learning a new language; Actually the new MEP programs were modified so that English learning is more dynamic and effective providing spaces where students have more contact and interconnectedness with their peers while they are practicing their English skills. In short, if the teacher manages to do everything possible to maintain a class environment free of interpersonal problems, effective learning will allow students to feel comfortable among their peers to devote themselves to the English language without restrictions, which is something that usually happens because they are afraid of being embarrassed in front of their classmates when they try to talk in English.

CHAPTER III: METHODOLOGICAL FRAMEWORK:

3.1 Type of investigation:

3.1.1 Purpose: applied:

The information obtained is focused on an investigation that shows how interpersonal conflicts are affecting the learning process of English. The observation made at students from section 9-7 from CTP del Este High school shows a problem of segregation where the development in the English language is very limited and even in some cases null, since they feel insecure because they are shy or do not have the confidence to disburse with their classmates even in Spanish, much less they do not have the knowledge or the confidence to express themselves in English, causing them to speak only in Spanish. It is necessary to highlight the fact, that space where oral abilities are promoted is null. This happens because they only work with the book writing and reading, and the production time in the English lessons is harmed by many external elements of the institution.

In other words, the methodology used in English classes is limited in social, oral, and dynamic development; so that the students do not feel motivated to speak or at least try to produce the English language. For this reason, the focus of this research emphasizes the importance of an innovative group dynamics methodology so that these students and teachers can have a more effective and efficient learning environment in English.

This method was applied in the first trimester of the year 2018 from the 2nd to the 23rd of April; this was the month in which the groups and schedules were finally defined, not giving space to the variables that occurred during the first two months.

3.1.2 Transversal:

The research is done in less than a month so that means that it was in a short period of time. From the 2nd to the 23rd of April 2018.

3.1.3 Framework (Micro):

This research is micro because It is carried out in a single group of CTP del Este in San Miguel of Santo Domingo of Heredia, to be more specific the research was done in a ninth grade 9-7 with an amount of 30 students between the ages of 14 to 15 years in a period of three months, which were the first of the year, and when students begin to assimilate for the first time new classmates, professors, and schedules; like new situations of accommodation of the institution. For that reason, this research was conducted towards the group in general, in an approach where group dynamics and socialization were done in microanalysis.

This research aims to analyze how interpersonal problems among ninth-grade students can affect the environment in the English class, which affects both the students and the teacher.

3.1.4 Nature (Qualitative or Quantitative):

3.1.4.1 Qualitative

Therefore, an observation of the group dynamics and socialization of the class was made during the period of time that the investigation was conducted in section 9-7 that occurred from February 19 until April 20. Likewise, an interview was conducted directly with the teacher who knew some students from previous years and therefore provides general features of the factors that affect group dynamics thanks to specific descriptions of the personality of the class. In addition, as noted, the quality of the teaching method of this class is very linear, not giving space to the development of other skills that encourage the learning of English. Finally, this causes that at all times during all the English lessons received in the period of time where the research was done, the production of English is null towards their classmates as well as the teacher; having as a result that at all times the students express themselves in Spanish, either because they do not have the knowledge or the necessary trust for fear of being exposed and embarrassed in public.

3.1.4.2 Quantitative

In essence this research can be considered qualitative; however, quantitative research is required to be able to focus this research on a smaller population of people to whom this research is directed. In fact, the observations made were directed towards a group of ninth grade students 9-7 of the CTP in the east of Santo Domingo de Heredia. This group is made up of 32 students 13 men and 15 women between 14 and 15 years old. These quantitative data reflect important factors for research since it shows that woman are the majority and therefore the interaction is

greater among men than among women. Therefore, it can be noted that there is more division between women and less interpersonal relationships and even less participation in the disbursement of the English class. However, this does not mean that some women do not participate and even try to produce English to communicate, in fact, the few who participate are those who handle English better and are more able to communicate with others regardless of sex.

3.1.5 Exploratory/ Descriptive / Casual:

3.1.5.1 Exploratory

It began with an exploratory investigation since it is about collecting data that can vary according to the interaction and personality of the group; consequently, the observations made showed specific data already qualitative or quantitative that may vary in other groups. In fact, this exploratory research produced data that reinforce important points. In effect, I encourage the generation of the objectives that helped the gathering of information in order to develop a technique that can help address interpersonal problems.

3.1.5.2 Descriptive:

Descriptive research reflects the focus of the research more specifically as it is based on the interview given to the English teacher which at the beginning of the school year was the guide of this group of ninth grade; It could reveal the personalities and behavior of the group and not only of the group in general but also of some of its specific students whom the teacher knew from previous years. This research projects information reflected in both quantitative and qualitative data.

3.1.5.3 Causal:

Casual research demonstrates what causes interpersonal problems in the English class, whether negative or positive effects depending on the population that the research is directed. Therefore, what this research encourages is to expose the interpersonal problems, in order to implement a technique that manages to solve the negative effects that harm the production of the English class in the best way.

Subjects and sources of information:

3.2.1 Subjects:

This research is directed to students who are in the 9th grade, which mostly do not master or try to produce English; the teacher is fluent in English but does not interact much of the class using English with her students for various reasons.

The students are studying in a technical high school which has a wider English department than the other subjects given in this high school; therefore, they have different types of English, such as academic English, conversational, or with some kind of specialty.

The main foundation of this research is given by the lack of communication and social dynamism among the students; this does not mean that the students as a whole are isolated and do not interact, but that their relationships are very limited in the classroom and at times null. This causes the students with less interpersonal abilities to lock themselves in and their participation in the English class is scarce; This is bad for students who feel intimidated and therefore uncomfortable when communicating with their classmates, which is fundamental for learning English.

The participation of the professor in this research is fundamental. The professor is a graduate of the Universidad Latina, with an English degree and has 12 years of experience teaching. This teacher is responsible for 3 groups of 7th grade, 5 groups of eighth grade, 4 groups of ninth grade, and 2 groups of tenth grade. Therefore, the classes of this teacher are very monotonous using only the required school book.

3.2.2 Sources of information:

3.2.2.1 Firsthand:

Basically, the information collected is given through an observation and interaction of students for about 2 months and through an interview made with the teacher.

The observation made in section 9-7 was based on the recommendations that Howard Gardner suggests by effective interpersonal relationships.

1. Empathy: students only close their own social group without opening the door to the interaction with other people in their class and do not try to learn to put themselves in the place of others to understand them.
2. Learn to listen: on the contrary, students with a more dominant attitude want to monopolize the attention, while the shyest students try not to attract attention at all, causing the blocking of interaction in the English class.
3. Learn to identify emotions. The different personalities of the students, instead of uniting, separate them into subgroups in the same class; the lack of sensitivity to identify emotions among some students proves that other students feel intimidated.

4. Open your mind. Students who are shy or confident are not interested in knowing about other different thoughts and beliefs but remain in their own comfort state, which complicates the dynamism of the inclusion of the English class.

For this reason, the interventions that are applied in this ninth grade are intended to encourage group work where the content of the class is focused on the most personal knowledge of the students using reality.

In addition, according to the interview applied to the guidance teacher which is the English teacher, provides relevant data on the personality of the students and consequently the external and internal agents that affect the relationship between the students themselves, causing clashes in the English class. What the teacher explains is that the students are confronted by their different personalities and demonstrate their domination over others, demonstrating that they are not capable of reconsidering or reaching an agreement peacefully, since they are sometimes offended verbally, in those cases it is where the teacher has to resolve the situation in a passable way.

The problem itself is that the English class at first for reasons of time or agents outside the same class does not allow a focus with a social and effective dynamism in English, but rather focuses on the content that is given from a book.

3.2.2.2 Secondhand

Second-hand resources were obtained by relevant research on the interpersonal intelligence of Howard Gardner and how to develop it in the best way, this information led to the search of group methods where the content target of the English class focused on the dynamics that promote the socialization. There was also an investigation

in the newspapers about the effects of the interpersonal problems in the classroom environment that have occurred during the last months of the school year of 2018.

3.3.2 Sampling

3.3.2.1 Probabilistic:

This research is done with a 9th-grade population (9-7) in the English class environment.

- 30 students of CTP del Este of San Miguel of Santo Domingo of Heredia, between February 2018 and April 2018.
- 1 English teacher

Research engages and focuses on the specific population prior to this institution.

3.4 Techniques and instruments to collect Information:

The instruments used to obtain information are observation and interview.

- **Observation**

The observation was vital at the time of gathering information since firsthand information could be obtained essentially for the investigation; since during more than 2 months and a half, it was possible to observe the behavior and interpersonal relations of the students of 9-7 of the Eastern CTP of Santo Domingo de Heredia. Thanks to this experience, the students expressed through their conversations their relationship with their classmates and the English language, and in many cases, they commented on their own personal profile and limitations.

Therefore, this observation reaffirms valid points about the stable objectives for this investigation; adding veracity to the importance of the effect of interpersonal problems in the English class and even more in other classes. Therefore, without observation, it would be very difficult to understand the social dynamics of the class and the effect it has on the teacher when teaching English class.

- **Questionnaire.**

The questionnaire addressed to the teacher is very important since she is the first to realize the interpersonal problems that occur in the class and how it affects her when teaching English. In addition, she has more experience and knowledge of the students since she has taught them in previous years, therefore she has a follow-up of the behavior patterns of the students as well as her disbursement with her classmates when producing and practicing English. She also exposed the way in which she deals with this kind of interpersonal disturbances in case they arise. Finally, with this interview, it can be obtained information that suggests possible recommendations for future problems.

3.5 Operationalization of variables:

3.5.1 Selection of techniques and instruments:

The observation was applied to the students of 9th grade to understand their social dynamics and their devotion in the English class, which showed the limited English proficiency of the students and the domain of the Spanish language in this class.

The questionnaire was chosen because it was the most direct way to gather information from the person who knows more the personality of the class in general and their students from previous years.

Therefore, both the observation and the questionnaire were the most feasible ways to gather information about the interpersonal relationships of the class.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA:

4.1 Qualitative Analysis Results:

As previously established, the observation and interview conducted gave many qualitative data that both the students and the teacher provided.

This research was necessary to understand the reality lived in the ninth grade (9-7) of CTP del Este high school. These observations and interviews took place in the institution during the teaching practice in the first period of the year 2018.

Therefore, the coupling stage of students and teachers is more intense, affecting the effective hours of English teaching. This is due to the fact that the students are in a process of acceptance of their new classmates which in some cases is not achieved, In fact, during this period the students request to change their group either by being with their friends or because they have more known people in a certain group.

Also in this research, it was possible to establish the personality of the group and its interpersonal relationships which can promote a productive learning of English; however, the division of subgroups in the same class is evident, since the students themselves affirm their differences in personality and interests that cannot be shared with others.

It is also necessary to take into account the interview of the teacher that by using the direct or indirect interview, as the case may be, she reaffirms what the students

themselves say. The different personalities are barriers for them instead of being bridges of knowledge; showing that people with a more dominant and secure personality opaque and segregate the shyest and different people, provoking that these insecure students don't participate in the production of English class.

Then, according to the observation made about the 9-7 group, we highlight some interpersonal problems:

- Students are divided into subgroups around the class, however, this is not the problem, but the problem is in why they are divided into subgroups; the reason is in the interpersonal incapacity of being able to put in the shoes of the other, in the works in class the opinion of one is motive of insults on the part of others that do not share that position.
- Students are not interested in listening to what others think and in that the teacher is included, since in most of the time they do not want to follow instructions or suggestions from the teacher or from some of their classmates, since they preferred to talk about their own interests they had nothing to do with the class, leaving aside the English learning objectives.
- The last point is a consequence of this point. The students are not open-minded, the majority of their interests are for their own benefit, leaving aside the opportunity to know more than what they are used to doing since they only spend using the cell phone at all times in the class even when they know that is prohibited. Also, they only spend talking about their love relationships and do not focus on the content of learning English because in many cases they do not care or try to learn.

- Students are not able to open their minds to see that English serves to open up new opportunities to interact with people from all over the world.

Already stable what are the problems that arise in this class thanks to the interview the teacher explains how to act when handling these problems:

First what the teacher does is to draw the attention of the students.

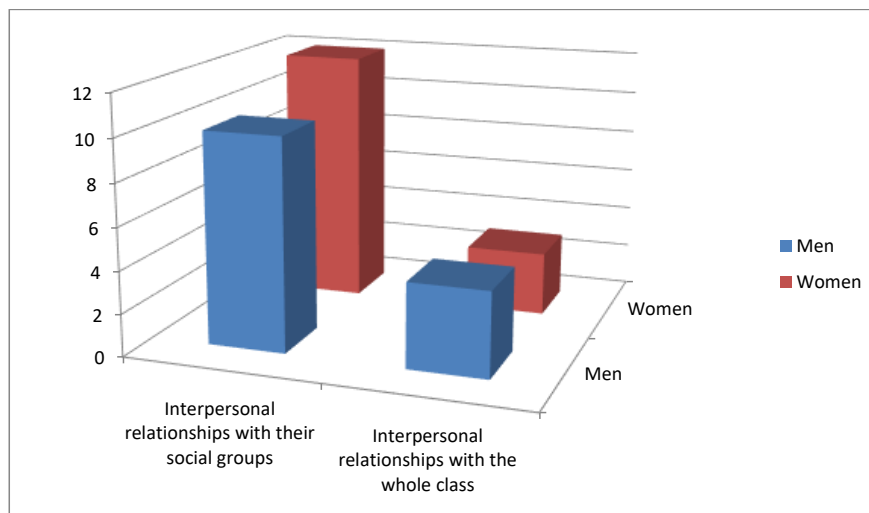
- Try to maintain order and encourage respect between students correcting the abuse of bad words and abuse to fellow students, this the teacher repeats three times if necessary.
- At the same time, the teacher walks around the class to supervise the work of each student.
- Also, if it is a deeper problem, the teacher applies a direct interview to reach a diplomatic settlement among the students.
- As a last resort the teacher uses the ballots as a threat and if that does not work, she applies them without further discussion.

In summary, the cordial and respectful dialogue between students is null and void most of the time, therefore, if discussions are presented it is almost impossible to solve it with diplomacy among them. Having this established, the level of social and interpersonal skills is very low. Consequently, this is negative since having an effective communication is a purpose to learn a new language and without good communication, the purpose of learning English is lost and therefore the English class with section 9-7 becomes useless for many students.

Quantitative Analysis Results:

As it was established previously, the observation made in class and through the comments of the students, it was achieved that the quantitative research established certain limits reducing the population to investigate, providing data that demonstrate certain patterns of social behavior in both men and women of ninth grade section 9-7 of the CTP del Este.

Interpersonal skills according to the sexual gender



Although the graph shows that most of the class is female, it suggests that interaction and interpersonal relationships are stronger and broader in them. On the contrary, there is more division of subgroups distributed in the class. Also, it can be noted that their participation in the class is less. On the other hand, men are more sociable among themselves and even with their partners, and therefore they are more participatory in the English class, even if they do not master the language well.

The previous graph reflects the cohesion and interactions of students divided between men and women in the class. Showing that although there are more women, there are only three of them who have more interpersonal layers to relate to others; It should also be emphasized that although the rest of the women socialize with their same social group of friends, these groups are divided into three. On the other hand, although men are a minority in the class, there are more men capable of having a better command of interpersonal relationships with a large part of the class. In synthesis, the women who are 15, only 3 interact with both men and women, and the other 12 are divided into 3 subgroups of friends of the same sex; whereas men who are 13 are divided into 4 who are able to relate to men and women, the other 9 are divided into two groups of friends of the same sex.

This is relevant because although there are some women who participate and interact with others in the English class, the men are who mostly have the interpersonal capacities of interaction, trying to produce English both with the teacher and with their classmates. This result of the analysis showed how the students are divided according to their level of social interaction, but thanks to that it was possible to distinguish the students with a better interpersonal intelligence which are the most skilled at the time of producing English. This is convenient since these students can be support for the teacher when carrying out group activities that encourage good interactions in the English class; since these students presented fraternal attitudes of collaboration with both the teacher and their classmates, they are also skilled at expressing themselves with many people without being intimidated. Taking all these points into account, many times the way to express and impose these students on others, is not appropriate, so the challenge is to channel their dominant personalities in the best way so that they

learn to be leaders who positively influence to students with less interpersonal skills to participate more in the class. In synthesis, this analysis reveals important points that can help foster the interpersonal abilities that these few students have so that in that way a positive leadership can be fostered, making these students with good interpersonal skills able to persuade their classmates to have a more effective communication in the English language.

Bearing this in mind, the teacher will be able to create group techniques where students with more interpersonal abilities guide and be leaders when carrying out an activity in English; always promoting respect, good communication, and solidarity in the classroom environment.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS:

5.1 Conclusion:

As explained previously in the analysis results, it was possible to establish how interpersonal problems affect the communication of students in English since in many cases they are not interested or because there is not a good relationship between some students; This fact shows that the differences between students damage the interpersonal interactions for the production of English since students see their differences as barriers instead of being bridges of knowledge.

There are also other barriers faced by teachers when dealing with interpersonal problems.

The first barrier is that of time, three lessons per group in a week are very limited to be able to give an effective and deeper teaching of English, and therefore the

appropriate attention to be able to eliminate the interpersonal problems is not so efficient.

The second barrier that prevents the development of the class is the constant changes of schedule, classrooms, classmates, and teachers in a period of time of two months of the current year due to administrative matters; these changes did not allow students and teachers to have an appropriate school year.

Also taking into account the interview with the teacher it was possible to highlight what type of approach the teacher makes to address the interpersonal problems of the students; showing that their approach does not necessarily provide a good solution to these problems since their behavior management methods are very limited.

Taking into account all these factors that teachers and students have to face daily. It can be suggested that group activities that can foster social skills work in teams where they can share ideas and interests in common that allow students to know while they are learning English, providing the teacher and the students. However, these techniques will not be effective from the start since students and teachers are not used to this kind of dynamics and can repel them; in the best of cases, these social dynamics with content in English can work if they are done with constancy, fostering respect and providing positive reinforcements. The challenge is to be able to make three factors the interaction of the class, the effective interpersonal dynamics with content in English and the limited time. If this is achieved efficiently and effectively; The purpose of learning English will make sense, since, in order to have a higher communication range, students will begin to develop interpersonal skills.

5.2 Recommendations

Group strategy using realia.

Also, Realia is a teaching method in which real articles are used to exemplify important information for the class. In other words, tangible materials are used to interact and learn from them. This method focuses a lot on kinesthetic learning which could be one of the most active and effective ways of learning when it is intended to give meaningful learning. Consequently, this will help students retain better information, and not only to store information but also to create enriching experiences where they can derive much sociable and recreational benefit; for example, this technique can be a toll whenever the teacher want to gather knowledge about students in an active area, and also develops an educational interaction among students to foster camaraderie and good relationship in the classroom environment. Basically, realia is an easy way to have fun when having a meaningful learning, as well as forget those language barriers and interpersonal problems exist in the class.

How can realia help reduce the interpersonal problems of students in a class?

It is not easy to say that a learning technique can help to solve interpersonal problems. But when the teacher tries to make the students be more open and confident to talk about themselves, it will be easy to understand as well to help them to stop the emotional conflicts perturb their learning process. For that reason, is recommended that teachers make the student feel accepted and comfortable in a classroom environment. Consequently, the class will have a positive result and effective decrease of these common problems. For example, if in the class the teachers support a place where

fraternization, group work, deepen student knowledge and emotional learning are encouraged; conflicts won't be an obstacle to a real meaningful learning. As a result, this can also help generate more confidence to know how to deal with such conflicts. Finally, realia is a teacher tool that can do more than help to reduce intrapersonal problems in class; it also can create an enjoyable educational process.

Taking into account how realia can help reduce emotional problems, it was established that teachers need to promote certain values to optimize this technic. One of the values mentioned was fraternization. Commonly as seen previously, adolescents need a lot of Social acceptance and self-esteem to feel plenty confident in the learning process. Knowing that teachers can take positive advantages of this. Due to this fact, the fraternity could be the tool that serves as a motivation for the students to learn in the classroom and not only when learning English but also in any other subject.

Why fraternization?

In order to answer this question is necessary to understand this important value. Indeed, fraternization is known for being a value that creates ties that are bound by blood or by people with whom no kind of kinship is shared; and it is this last one fact which must be encouraged more in the classroom. Consequently, if this value is applied in the best way possible, students can share numerous and emotional learning experiences that can remain for a lifetime.

A good way to apply fraternization with realia is by using proper group technique; because with a cooperative work strategy teachers can strength many language and social skills. Judging the information gathered from Norland, Pruett's book, there are

many experiences that make an improvement in English areas, and also, in the manner of how students operate working with a person's differences. For example, sometimes working with different ways of thinking can make group work easier or more difficult depending on how people control their situation as a team. That's why; the cooperative language approach is an interactive way of learning that can help students improve not only as students but also as human beings by doing activities and group strategies based on this approach.

As it is mentioned, the cooperative activities teach so many things, but it is needed to know how to apply them with efficiency.

- First, it is important to know the type of students teachers have, in order to know which kind of group activity they need.
- Second, create a dynamic in which students are going to be persuaded to interact with their classmates.
- Then, teachers should not let students get out of control and lose the purpose of the dynamic.
- Another important tip is to be prepared in any situation with enough materials. In other words, teachers require a good planning.
- In the end, it is well known that cooperative work was efficient when students in the process of socialization help each other to learn.

Then, it is recommended that teachers know how to use the group strategy that involves the cooperative work which helps students to do an effective work with the

efficient use of time. Knowing this, there are some tips that must be mentioned in order to implement a good group strategy:

1. First of all, it is needed to decide how much the group would do in a session considering the time they have.
2. Secondly, the group has to be focused on just one problem in order, not to lost time.
3. The third tip, distribute the task between the members of the group to make it easier and cover all the work in less time. In the end, it is required to check more than one time the work done, so in that way, their work won't have any mistake.
4. Finally, the most important it is to work as a team in order to use the time efficiently.

In the end, the cooperative learning is rich in benefits for each parts teachers and students, besides; it takes into consideration a lot of important aspects. For the side of the students, we have to point out the fact of knowing how to deal with people´s different ways of thinking and learning. Also, these group techniques help them to know more about themselves, and the roles they as a member of a team have. Then, from the side of the teacher, these technics are very helpful as an important tool of his class. For example, the cooperative lingual strategy gives the teacher important information about the strengths and weaknesses of the students. Also, the teacher is just a guide, not the boss in charge. This means that he is not going to be overcharged for work because everyone helps each other. Finally, besides all learned from this topic, there is an important fact which is written in the book and it says, "A cooperative learning consists of a group of students working together in a cooperative, as opposed to competitive."

(Norland, Pruett, 2006, page 21) So, that means that people can get more goals from the mutual help than from the rivalry and competition, eliminating the interpersonal problems.

Group Integration Techniques

The National Resource Center for Educational Inclusion (n.d) mentions that "Group integration techniques are those that serve to prepare an individual for work in groups." These are the techniques that allow you to divide the group using different parameters that develop in turn diverse skills such as knowledge of a specific subject, the creativity and even communication and socialization skills with others.

Importance of Group Integration techniques

Group integration techniques are essential because they can be in various ways, organize, divide, or accommodate a large group in small subgroups so that they can work in certain activities that claim to be performed in groups of a specific number of people. Also, these techniques allow people to use their skills socialization to communicate with the other members of the group, especially those who do not know which is going to allow the environment in which unwind the subgroup to be pleasant which will allow you to feel comfortable and that when they have to carry out the established activities, the group performs in a successful way.

ATTACHMENTS

Students Observation

Points to observe in section 9-7 of CTP Del Este high school

According to Howard Gardner suggest.

Put yourself in the shoes of others. Empathy is fundamental in interpersonal intelligence. It is essential to learn to put yourself in the place of others to understand and relate well to them.

Learn to listen. Look at what you do while another person talks to you. Listening requires attention and concentration and active listening means that you do not interrupt and ask questions that show your interest.

Learn to identify emotions. When a person is with other people make an effort to identify the emotions of those people and try to understand them. This simple exercise will help to understand different people personalities.

Open your mind. Travel, interact with people from other cultures, talk to people of other religions. Knowledge and acceptance of diversity will help to develop interpersonal intelligence.

It was also observed:

- The number of students, how many men and women; variables of interpersonal relationships according to gender.
- The environment of the class,
- The dynamics of the class,

- The relationship between the teacher and the student.

Teacher Interview

1. In the classroom, what are the most common problems that affect the interpersonal relationships of students?

The students argue a lot for simple reasons and in most of the time, they are attacked verbally. The reason for this is that there is a lot of envy among some students and they want to prove their dominance over others.

2. Do you use any kind of approach when interpersonal problems occur between students?

In general, I talk to the whole class about their behavior and try to maintain order and respect; I'm supervising the students to see how they are working. But if there is a constant lack of respect among students I send a ballot; or also, I directly interview students who have constant interpersonal conflicts to resolve the situation more peacefully. or, the students themselves come to solve the problems that they have directly with me since they can not solve it by themselves; In this way, I indirectly have an interview without having planned it, and thanks to that, I can gather important information to know more about their interpersonal relationships.

3. How interpersonal problems affect the production of the English language?

The truth is that students are very closed in their social niches and do not intend to talk with others who are not their friends and when they are expressed many times they are

disrespectful, so if your communication is not very good in Spanish, much less they are going to do in English.

4. What is the level of English of the group in general?

In general the production of English in the students varies a little since some students study in other institutions apart from the school; however, the level of English, in the group, is very low at the time of producing it verbally.

5. Do you correct students when they speak in Spanish?

Actually, I try to encourage the production of English at all times, but in some cases, the students do not understand commands and the only way for them to understand me or clear up doubts is by using Spanish.

6. Do you use some kind of social dynamic with content in English that fosters interpersonal skills?

Actually, the students work only with the book that covers all the contents that the MEP puts in the study plan; the dynamics are very scarce since you have to see a lot of content in a short time.

7. How important are interpersonal relationships for teaching English?

They are important because good communication is essential to learn English because it is necessary to socialize with others to produce this language; In fact, the purpose of learning a new language is the possibility of expanding your level of socialization with people from other parts of the world. But this can not be achieved if their level of

interpersonal relationships is very low or nonexistent.⁸ I change my teaching method depending on the group

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