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**THE DEVELOPMENT OF THE ENGLISH LANGUAGE TEACHER'S  
INTERPERSONAL SKILLS IN IN-SERVICE TEACHER PROFESSIONAL PROGRAM**

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**ABSTRACT**

Innovative English instruction practices require knowledge and skills of teaching appropriately as an English teacher. This study aims to explain the development of English language teachers' interpersonal skills in an in-service teacher professional program at one of the universities in Surabaya through lecturing/tutorials, seminars/workshops, and English instruction practices. Experienced English teachers need interpersonal skills to develop interactive communication with learners. Studies of interpersonal skills discussed pedagogical competence. This study focuses on interpersonal skills in pedagogical and professional competencies. However, this study focuses on developing English language teachers' interpersonal skills in innovative English instruction development and practices in class. So, this study implements the qualitative method to find out the story of English language teachers' interpersonal skills in innovative English instruction development and practices in class. The participants are English teachers in an in-service teacher professional program, investigated using an online observation to describe the development of English language teachers' interpersonal skills at innovative English instruction practices. The results show that developing English language teachers' interpersonal skills, communication, collaboration, critical thinking, and creation can increase students' academic engagement to achieve innovative English instruction. Therefore, English teachers' capacity, capability, and innovative instructional practices can increase teachers' knowledge, skills, and character, so they become professional English teachers. Finally, the conclusion is that developing English language teachers' interpersonal skills can increase students' academic engagement to achieve innovative English instruction purposes.

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## 1. INTRODUCTION

English teachers can practice developing their interpersonal skills to increase innovative English instruction practices in class. As explained by Bloom et al. in the book entitled *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive domain* in 1956 that teachers' interpersonal skills refer to three domains in innovative instructional practices: knowledge, skills, and character. Teachers' interpersonal skills refer to the domain of knowledge and skills. The knowledge domain consists of factual knowledge, procedural, abstract, and meta-cognition (Chang et al., 2021; Huang et al, 2022; Wei & Ou, 2019). Meanwhile, the skills domain comprises communication, collaboration, critical thinking, and creation brown (Supena et al., 2021). Professional English teacher comprehensively requires knowledge, skills, and character. This study focuses on domains of knowledge and skills. Innovative English instruction practices require knowledge and skills of teaching appropriately as an English teacher. The exciting and challenging study is how to develop professional English teachers with the integration knowledge and skills of teaching proportionally, so they can increase students' academic engagement to achieve innovative English instruction purposes.

The development of English language teachers' interpersonal skills in innovative English instruction practices has been extensively studied. The studies examined them from diverse perspectives. Several studies examined the development of teacher's interpersonal skills (Albarra Shidiq et al., 2022; Fadli, 2020; Hastowohadi, 2017; Hatifah, 2017; Kusman, 2019; Lee, 2020; Onen & Kocak, 2012; Onen & Ulusoy, 2012; Reza & Rusidah, 2017; Sunaryo et al., 2020; Wahyuni et al., 2016). Studies of interpersonal skills discussed pedagogical competence. This study focuses on interpersonal skills in pedagogical and professional competencies. Interpersonal skills are essential in developing students' academic engagement to achieve innovative English instruction purposes. Moreover, this study focuses on interpersonal skills in innovative English instruction, including developing English instruction and English instruction practices in class. So, English teachers can design innovative English instruction and practice it in class.

This study focuses on three main elements: developing English language teachers' interpersonal skills, students' academic engagement, and innovative English instruction practices. In innovative English instruction practices, teachers and learners can communicate, collaborate, criticize, and create materials based on their roles to develop the improvement of innovative English instruction practices. Teachers and learners are essential in getting innovative English instruction practices in class. The teacher can share knowledge, skills, and characters with the learners appropriately, so the teacher has the ability and capability to develop exciting and challenging innovative English instruction practices. On the other hand, as one of the subjects in class, learners should have proficiency and capacity to participate and contribute to innovative English instruction practices to achieve English instruction purposes.

The research question is how do the participants develop interpersonal skills and increase students' academic engagement in in-service teacher professional programs through lecturing/tutorials, seminars/workshops, and English instruction practices? Based on the research question, this study aims to describe how the participants can develop interpersonal skills and increase students' academic engagement in in-service teacher professional programs through lecturing/tutorials, seminars/workshops, and English instruction practices. This study describes how the development of English teachers consists of factual knowledge, procedural, abstract, and meta-cognition (Tachie & Molepo, 2019; Zhao et al., 2021;). As explained by Griffin et al. in the book entitled *Assessment and Teaching Of 21st Century Skills* in 2012 states interpersonal skills consist of communication, collaboration, critical thinking, and creation. They simultaneously develop innovative English instruction practices in students' academic engagement to achieve English instruction purposes through three main activities: lecturing/tutorials, seminars/workshops, and innovative English instruction development and practices.

## 2. METHOD

This study implemented the research instrument: online observation sheets in explanatory research design to explain the development of English language teachers' interpersonal skills in students' academic engagement in an in-service teacher professional program. The qualitative method tried to explain three main activities in teacher professional development: lecturing/tutorials, seminars/workshops, and innovative English instruction practices. The three main activities aim to describe the development of the capacity and capability of English language teachers who join an in-service teacher professional program. The outcome of the professional teacher program is to explain the development of English language teachers' interpersonal skills in academic engagement; therefore, they are professional English teachers.

### 2.1 Participants

The participants are English language teachers who joined the in-service teacher professional program at one public university in Surabaya, Indonesia, in 2022. English language teachers come from junior school, senior, and vocational. Among fifty participants, this study selected fifteen (15) participants consisting of five (5) English language teachers representing each school to give equal opportunity for them to demonstrate their interpersonal skills and characteristics of English teaching practices. So, fifteen (15) English language teachers were selected using two main reasons: representativeness and equal opportunity for fifteen (15) selected English language teachers to demonstrate their interpersonal skills in English instruction practices. In innovative English instruction practices, the development of English language teachers' interpersonal skills is pedagogical and professional competencies consisting of four (4) C Skills: communication, collaboration, critical thinking, and creation in English instruction practices. Demonstration of participants' knowledge and interpersonal skills is valid if fifteen (15) English teachers can improve students' academic engagement to achieve the purposes of English instruction.

## 2.2 Procedure

Seven activities are in the research procedure of data collecting (see Fig. 1). It starts with the field of study. The field of study activities is to conduct an online observation. Through this technique, this study finds the results of data collecting:

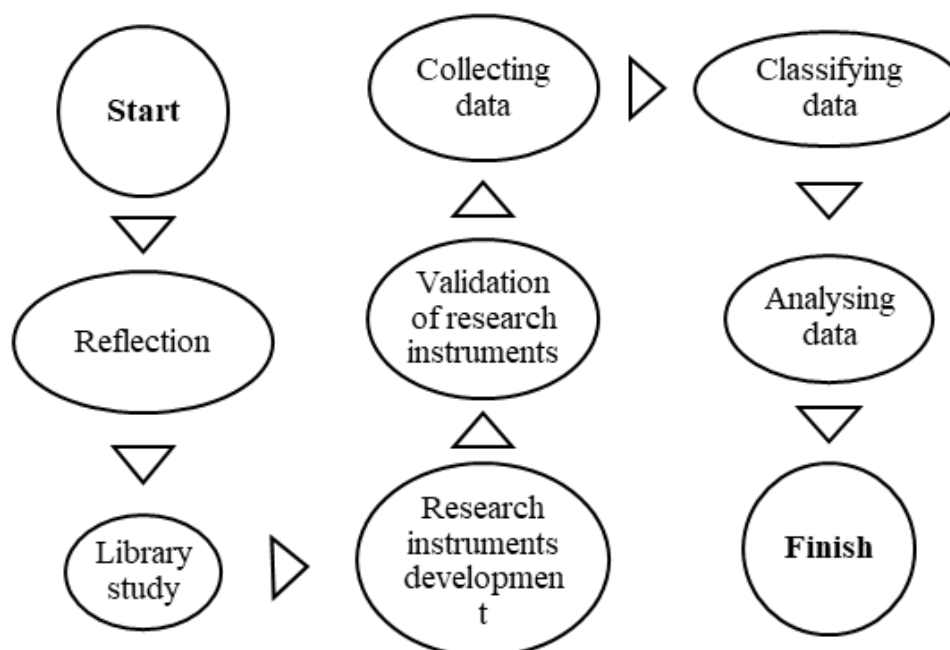


Fig. 1 – Procedure of Data Collection

clarification, confirmation, and validation relating to data are valid, so the professional teacher program is conducted at one of the universities in Surabaya. Activity 2 is library study. This activity is to read books and articles supporting teacher professional development. Based on appropriate books and articles, this study develops research instruments. The next activity is to determine the validation of research instruments from reviewers to ensure that research instrument development is valid. Through the research instruments revision results, activity five is collecting data. Collecting data is from 2 August – to 30 August 2021; the participants in teacher professional development have English instruction practices in schools (the schedule of Teacher Professional Program 2022). Activity six is classifying data. This study uses two main criteria: the development of English language teachers' interpersonal skills and the student's academic engagement in class. The development of English language teachers' interpersonal skills is four (4) C Skills consisting of four (4) items: communication, collaboration, critical thinking, and creation.

Activity seven (7) is analyzing data. The focus of activity 7 is the guidance of the research question relating to the data: Does the data answer the research question or not? The answer is that data can answer the research questions comprehensively.

## 3. RESULTS AND DISCUSSION

This part explains the development of English language teachers' interpersonal skills and students' academic engagement in innovative classroom English instruction practices. The development of English language teachers' interpersonal skills and students' academic engagement is delivered chronologically.

### 3.1 The Development of Interpersonal Skills in each Element

The research question states how the teacher professional development program participants develop interpersonal skills in students' academic engagement through three activities: lecturing/tutorials, workshops/seminars, and innovative English instruction practices. Based on the research question, this study implements pedagogical and professional competencies to develop research instruments: an online observation sheet. As explained by Griffin et al. in the book entitled *Assessment and Teaching Of 21st Century Skills in 2012* states four C skills: communication, collaboration, critical thinking, and creation in pedagogical and professional competencies. Four C Skills closely relate to interpersonal skills: communication, collaboration, critical thinking, and creation. In communication skills, one of the items in the online observation is: are the participants of the professional teacher program communicative teachers in innovative English instruction practices? The findings show that most participants are communicative teachers in innovative English practices. The participants implement two ways of communication in innovative English instruction practices. Two ways of communication occur in English class between teacher and learners; the learners implement problem-based and project-based

learning. In managing two ways of communication, the participants simultaneously used verbal and non-verbal communication. So, the development of interpersonal skills in students' academic engagement shows that the participants of the teacher professional program have appropriate communicative knowledge and skills. As explained by Anderson & Krathwohl in the book entitled *A Taxonomy For Learning, Teaching, And Assessing : A Revision Of Bloom's Taxonomy Of Educational Objectives* in 2001 state that four appropriate knowledge are factual knowledge, procedural, conceptual, and meta-cognition. The participants can appropriately implement communication skills in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

One of the items in the online observation on collaboration skills is: are the participants collaborative teachers in innovative English instruction practices? The findings show that most participants are collaborative teachers in innovative English instruction practices. The participants implement collaborative skills in innovative English instruction practices. The participants collaborate with their partners in developing innovative English instruction materials at the teacher professional program. The guidance book of the professional teacher program (2021 & 2022) states that the participants can do collaborative work among themselves in Collaborative Room at the learning management system (LMS) (one of the synchronous learning programs). Besides collaborating in developing innovative English instruction materials, the participants can collaboratively do English instruction media. As explained by Mayer in the book entitled *Multimedia learning* in 2001 states that English instruction media consists of audio, visual, audio-visual, and multimedia. Among the four kinds of English instruction media, the participants prefer multimedia. They study and learn multimedia in innovative English instruction development and practices. The participants also collaboratively develop innovative English assessments. As explained by Brown in the book entitled *Language Assessment Principles and Classroom Practices* in 2003 states processes two kinds of assessments: processes and results. The participants study and learn the development of assessment instruments, processes, and results. So, developing interpersonal skills in students' academic engagement in collaboration skills shows that the participants have appropriate collaborative knowledge. As explained by Anderson & Krathwohl in the book entitled *A Taxonomy For Learning, Teaching, And Assessing : A Revision Of Bloom's Taxonomy Of Educational Objectives* in 2001 state that four appropriate knowledge are factual knowledge, procedural, conceptual, and meta-cognition. The participants can appropriately implement collaborative skills in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

In critical thinking skills, one of the items in the online observation is: are the participants role models in critical thinking at innovative English instruction practices? The findings show that most participants are critical-thinking teachers in innovative English instruction practices. The participants implement critical thinking skills in innovative English instruction practices. The participants criticized the result of innovative English instruction development among their partners in the teacher professional program. As explained by Brookhart in the book entitled *How to Assess Higher-Order Thinking Skills in Your Classroom* in 2010 states that high-order thinking skills involve three elements: transfer of knowledge, critical thinking, and problem-solving. After developing innovative English instruction, the participants discuss the results of innovative English instruction development among their partners. In discussion sessions, they criticize the results of innovative English instruction development among their partners.

The purpose of the discussion is to develop their high-order thinking skills in the professional teacher program, and their innovative English instruction development. The discussion also occurs in peer teaching after one of the participants delivers a peer teaching practice. In the discussion session, the participants criticize their performance in peer teaching practices. The purposes of the discussion are the same as the previous discussion: to develop their high-order thinking skills and performance peer teaching practices. So, developing interpersonal skills in students' academic engagement in critical thinking skills shows that the participants have appropriate critical thinking knowledge. As explained by Brookhart in the book entitled *How to Assess Higher-Order Thinking Skills in Your Classroom* in 2010 states three appropriate high-order thinking skills involve transferring knowledge, critical thinking, and problem-solving. The participants can appropriately implement high-order thinking skills in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

In creation skills, one of the items in the online observation is: are the participants' creative teachers in innovative English instruction practices? The findings show that most participants are creative teachers in innovative English instruction practices. The participants implement some creative skills in innovative English instruction practices. One of them is that the participants can modify innovative English instruction materials specifically to modify innovative English instruction materials development. The participants have a creative strategy for innovative English instruction practices, specifically in selecting innovative English instruction models: problem-based and project-based learning. The last one is that the participants creatively develop innovative English assessments. As explained by Brown in the book entitled *Language Assessment Principles and Classroom Practices* in 2003 states that there are two kinds of assessments: process and results. The participants can develop instruments and rubrics for the assessment process and results. So, developing interpersonal skills in students' academic engagement in creation skills shows that the participants have appropriate creation knowledge. As explained by Anderson & Krathwohl in the book entitled *A Taxonomy For Learning, Teaching, And Assessing : A Revision Of Bloom's Taxonomy Of Educational Objectives* in 2001 state that six cognitions (C1 – C6) consist of remembering, understanding, applying, analysing, evaluating, and creating. The participants can appropriately implement six cognitions (C1 – C6) in innovative English instruction practices showing that they get appropriate knowledge in lecturing/tutorials sessions.

### **3.2 The Development of Interpersonal Skills in each Element**

In this part, the study discusses developing English language teachers' interpersonal skills in students' academic engagement play essential roles in innovative English instruction practices in class. As explained by Brown in book

entitled *Principles of Language Learning and Teaching* (4th ed.) in 2000 states the participants, as English language teachers have some roles or functions in class; one of them is a role model for the students. Two subjects are teachers and learners in English instruction practices with different roles. Even though they have different roles in English instruction practices, they have the same purpose: achieving English instruction purposes. English teachers should implement the role of interpersonal skills, four (4) C Skills: communication, collaboration, critical thinking, and creation to the students appropriately and adequately. As a role model, an English teacher must appropriately understand and implement the role of the teacher's intrapersonal skills in English instruction practices.

As explained by Richard & Rodgers in the book entitled *Approaches and Methods in Language Teaching* (1st ed., Ser. Cambridge Language Teaching Library) in 1986 states English teachers need some requirements to have innovative English instruction practices; one is having appropriate English proficiency. Richards and Rogers (1986), supported by Zhang et al. (2021), stated that English proficiency has three levels: basic, intermediate, and advanced. English proficiency is closely related to four (4) English skills and three (3) English components. Four (4) English language skills are listening, speaking, reading, and writing. Then, four (4) English language skills can be classified: spoken forms and writing. Besides they can also be classified: as receptive skills and productive. The development of English language teachers' interpersonal skills (roles) consists of spoken form and written. Both verbal forms and written (records) must be accurate and fluent in innovative English instruction practices.

The requirements of English language teachers to have instruction well aligned with the study's findings state that English teachers can implement developing English language teachers' interpersonal skills in students' academic engagement to achieve English instruction purposes. Still, they can implement four (4) C Skills: communication, collaboration, critical thinking, and creation with educational characteristics: morals and performance in English class. The implementation of the development of English language teachers' interpersonal skills in spoken and written form has its characteristics. Spoken forms consist of listening and speaking; written documents are reading and writing. As explained by Richard & Rodgers in the book entitled *Approaches and Methods in Language Teaching* (1st ed., Ser. Cambridge Language Teaching Library) in 1986 states the development of English language teachers' interpersonal skills: communication in listening class, the English teacher is a role model. It should become a good listener in whole English instruction practices. As explained by Jones in the book entitled *A student-centred sociology of Australian education: Voices of experience* in 2020 stated that English language teachers have positive psychology in listening classes, so they have individual strengths to achieve English listening purposes. English language teachers should have good listening skills to attract and guide the students' academic engagement to achieve English instruction purposes. In speaking class, two characteristics are accuracy and fluency. As a role model, an English language teacher should have appropriate speaking skills consisting of at least pronunciation and intonation. In pronunciation, English language teachers can differentiate between voiced and voiceless, the stress in first, second, and third syllables when English language teachers' utterances have at least three or more syllables, and singular and plural forms in noun vocabularies. English language teachers can differentiate between falling and rising in intonation when the teacher delivers examples in utterances: affirmative utterances, interrogative, and negative. English language teachers should shift from negative psychology to positive psychology to improve their students' speaking ability (Shirvan et al., 2020). In speaking class, English language teachers think learners are person-in-context, not ergodic ensembles, so students need a particular learner-context to improve their speaking skills.

In speaking class, developing English language teachers' interpersonal skills are essential in managing English instruction practices in good sequences. English instruction practices consist of the beginning of instruction, core, and end in the teacher's communication skills. English language teachers must manage English instruction practices in every part of teaching-learning activities by implementing a pitch. English teachers can integrate English instruction practices, time allotment, and materials to achieve English instruction purposes. English language teachers had the authority to manage the classroom environment (CE) by having a conducive atmosphere in English instruction activities (Wei et al., 2019). So, the students think they have foreign language enjoyment (FLE) to find the optimum foreign language performance (FLP).

In reading class, developing English language teachers' interpersonal skills (roles) is the facilitator for the students. The English language teachers should facilitate the students by appropriately delivering reading materials for reading instruction. The English language teachers informed the students of the previous meeting's reading instruction purposes and materials. In reading class, the English language teachers facilitate the students to identify the social function of text, structure, and language features (Azmuddin et al., 2020; Burns, 2019; Haerazi & Irawan, 2019; Huang & Jun Zhang, 2020). By encouraging the students to facilitate reading materials and guiding them to understand the content of reading materials in class, the English language teacher plays an essential role as a facilitator in achieving English instruction purposes.

In writing class, developing English language teachers' interpersonal skills is a facilitator and role model for the students. First, the English language teacher should facilitate the writing materials appropriately with the writing instruction purposes. To ensure the students are ready to join writing courses, the English language teachers should inform the students about the instruction purposes and materials in the previous meeting. Second, in writing class, the English language teacher still facilitates the students to pay attention to two English texts and identify the texts' elements. After finding out aspects of text consisting of social function/content, text structure, and language features (Folkeryd & af Geijerstam, 2019; Menggo et al., 2019; Rustipa et al., 2023). As explained by Oshima & Hogue in the book entitled *Introduction to Academic Writing* in 2007 the English language teachers play the role model for the students to instruct writing examples. Writing consists of three stages, stage 1: prewriting, 2: planning (outlining), and 3: writing and revising drafts.

Therefore, developing English language teachers' interpersonal skills can improve students' academic engagement resulting in three teacher role levels: low, middle, and high in this study. It causes some factors: various educational backgrounds, knowledge, skills, and characteristics of English language teachers. English

language teacher's background knowledge is closely related to the teacher's understanding of English language knowledge of English linguistics. Four English skills or English proficiency have three levels: basic, intermediate, and advanced (Horowitz, 2019; Mahdi & Al Khateeb, 2019; Zhang, et al., 2021). English language teachers should have at least upper-intermediate. In the upper intermediate level, English teachers can make English instruction practices appropriate in class.

Developing English language teachers' interpersonal skills can improve students' academic engagement in class. As explained by Bloom et al. in the book entitled *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive domain* in 1956 they called it Anderson and Krathwohl's taxonomy, consisting of three domains: cognition, affection, and psychomotor. The cognitive domain has six levels: remembering, understanding, applying, analyzing, evaluating, and creating. It closely relates to English proficiency consisting of three levels: basic, intermediate, and advanced (Bax et al., 2019; Polat & Eristi, 2019; Zhang et al., 2021). Cognitive domain and English proficiency levels represent the teacher's English knowledge and skills. Therefore, cognitive domain and English proficiency can be implemented to determine English language teachers' interpersonal skills development in students' academic engagement in class.

The psychomotor domain focuses on English instruction skills than contents. English instruction skills have a close relationship with English instruction practices. English instruction practices cover the development of English language teachers' interpersonal skills: how to start English instruction activity, explain English learning materials, develop teaching-learning questions, lead group learning activities, make various instruction activities, and end English instruction practices. Students' growth mindsets and abilities could be improved. In a professional teaching program, an English language teacher participates in improving English instruction skills (Mandasari & Aminatun, 2020; Lou & Noels, 2020; Sayuti et al., 2020). So English teaching skills can be improved time by time. The cognitive domain refers to the teacher's English knowledge, and the psychomotor prefers English teaching skills (Asim et al., 2021; Lou & Noels, 2020; Munawir & Hasbi, 2021). So, both the cognitive domain and psychomotor can be improved occasionally.

#### 4. CONCLUSION AND IMPLICATION

The results can be concluded that English language teachers' interpersonal skills play essential roles in developing innovative classroom instruction practices. Interpersonal variables are closely related to four (4) C Skills: communication, collaboration, critical thinking, and creation. The participants of the professional teacher program can comprehensively explain innovative English instruction materials in lecturing/tutorial sessions. They can comprehensively demonstrate innovative English instruction skills: communication, collaboration, critical thinking, and creation in innovative English instruction practices. They can appropriately implement theories of English instruction: approach, method, procedure, technique, and instruction of models in English instruction practices. Three main activities in the professional teacher program: lecturing/tutorials, seminars/workshops, and English instruction practices contribute to improving professional English teachers, so English teachers should simultaneously practice developing innovative English instruction and innovative English instruction practices to improve their professionalism in long life education. Step by step, English teachers initiate to join three main activities to improve their capacity and capability in innovative English instruction practices.

The following research can focus on developing English language learners' interpersonal skills in achieving learning English purposes. English language learners have essential roles in achieving learning English purposes. Among elements in English instruction practices, teachers and learners play significant roles in reaching English instruction purposes. Hence, the roles of learners should be investigated as well.

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