

Behind the teacher change: Learning a ton while there are dilemmas

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ABSTRACT

This study investigates teachers' dilemmas when encountering changes in teaching and learning after participating in an online community of practice (OCoP). As teachers have a vital role and should have crucial skills in creating conducive practice and facilitating the learners' engagement and motivation in learning. Changes in teaching practices, such as the implementation of new strategies, are important because they can improve the quality of learning. However, these changes often challenge teachers, especially when balancing curriculum demands, student needs, and resource constraints. Moreover, teachers also bump into several dilemmas when implementing new practices learned from the online community of practice (OCoP). Within narrative case study, the data set of the study contains Zoom meeting observation and WhatsApp transcript between mentors and teachers and primary data of narrative stories gained from the three English teachers' spoken interview. Moreover, teachers show that their dilemmas were associated with four parties: school, teacher, student, and the policymaker. Their contradicting belief and practices between existing and new practices are not for addressing potential dilemmas of an obstacle, but as a direction to the new practice. This study revealed that teachers changed their beliefs and teaching practices significantly. These changes included shifting from transmission patterns to a combination of transmission and heuristics and an increased use of English. Teachers overcame these dilemmas by employing reflective strategies and innovative practices acquired through OCoP. It confirms that OCoP plays an important role in helping teachers manage dilemmas and develop professional practices. Active participation in OCoP is an effective strategy for dealing with changes in the teaching profession.

Keywords: belief and practice, narrative case study, online community of practice (OCoP), teacher change, dilemmas

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Introduction

The fast renewal of knowledge and technology has impacted teachers' learning for facilitating their knowledge and skill for better classroom practices. To learn new skills and update their knowledge, teachers' opportunities to have support programs for teachers learning with the effective use of technology are needed (Kelly & Antonio, 2016; Richards & Farrell, 2005). To achieve the strategic direction toward teacher's learning, Online Communities of Practice (OCoP) are considered a way to enhance teachers' process of learning through advanced information and technology communication (ICT) (Xue et al., 2019). Moreover, the online community of practice is different from the usual offline

community of practice, as OCoP is added by the component of "facilitative technology" (Duncan-Howell, 2007, p. 77). Within the online community of practice, the active learning environment of the members can take place in conversations, chat rooms, email lists, and postings (Leask & Younie, 2001). As a way of teachers' learning, participating in OCoP can accumulate teachers' knowledge acquisition. OCoP is provided with "personal investment and social energy" that can increase the participants' life and become the source of their knowledge construction (Hibbert & Rich, 2006, p.573). The participants developed their shared identity through the common topic of the problem. The combination of "community and

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learning (networked) process leads to the best social learning” (Meijs et al., 2016, pp. 86-87).

This study focuses on the use of the practice as a process to know the learning process regarded teachers' teaching change and dilemmas. In the community, members build a shared repertoire of practices through interactions that do not distinguish between practice and theory, between ideals and reality, or between speaking and acting (Wenger, 1998). Wenger (1998) emphasizes that the relationship between theory and practice is sophisticated. From Wenger's (1998, p. 48) perspective, “the theory is neither useless nor ideal”. Indeed, “practice is not immune to the influence of theory but more to the realization of theory” (Wenger, 1998, p.48). In the process of learning, practice as a process is defined as a way for the members to share their history, social resources, frameworks, and perspective that can sustain a mutual engagement in action.

Moreover, supporting teacher change in practice is a complicated endeavor. Moreover, teachers were challenged to be able effectively to deal with challenges successfully (Fransson & Frelin, 2016). Sometimes, teachers' decisions in responding to change are sometimes hindered by their previous experiences (Kaniuka, 2012). Therefore, teachers should realize that the dilemmas they face can encourage professional development in areas such as pedagogical decision-making and adjusting learning strategies in the classroom. Teachers' decision-making processes regarding curriculum, teaching strategies, and assessment are naturally marked by dilemmas, struggles, and tension as they weigh alternative ideas and attempt to harmonize conflicting interests. These dilemmas, struggles, and tension are a natural part of the adoption-abandonment process in teachers' decisions regarding curriculum, pedagogy, and assessment while considering alternative ideas and balancing opposing interests (Ng & Leicht, 2019). While many studies are concerned with teachers' change factors (Assen et al., 2016; Chaaban, 2016; Carpenter et al., 2022; Sansom, 2019; Tam, 2015; Yan, 2015), little attention has been paid to the studies that investigate teachers' engagement in complex dilemmas (Fransson & Grannäs, 2013; Kenneddy, 2016; Ng & Leicht, 2019; Sugimoto, 2021). For instance, Ng and Leicht (2019) and

Sugimoto (2021) have empirically proposed frameworks of teachers' dilemmas. However, this study is distinct in its examination of the dilemmas that emerge subsequent to teachers' acquisition of new knowledge and experiences through engagement in online communities of practice. In this manner, the study does not merely adopt existing frameworks but rather extends them by highlighting how learning in online communities can generate new dilemmatic challenges in teaching and learning practices.

Therefore, the current study investigates teachers' dilemmas when encountering changes in teaching and learning after participating in an online community of practice and how to reconcile them. Teacher changes involve the aspects of cognition which refers to teachers' beliefs about teaching and learning (Guskey, 2002; Tam, 2015), and the aspect of action, which refers to how they deliver teaching, including practice and decision before, during, and after teaching and learning stages (Ng & Leicht, 2019). Several factors, such as teachers' beliefs, school leadership, culture, and the willingness to learn, were influencing the factor of teachers' change (Lee, 2019). Several studies have already been conducted to explore teacher change in belief and practice (Mills et al., 2019; Tam, 2015; Teng, 2016; Sansom, 2019). As Tam (2015) demonstrates, Professional Learning Communities (PLCs) facilitate teacher change through continuous collaboration in the workplace. Teng (2016) further elucidates that critical reflection and systematic training promote a shift in teachers' roles from dominant to facilitators. Mills (2019) emphasizes the challenges associated with shifts in teachers' beliefs concerning technology-based training, particularly when classroom practices remain conventional. This discrepancy necessitates the development of a bridge that facilitates the integration of technology into traditional pedagogical practices. Concurrently, Sansom (2019) underscores the absence of a unifying model for teacher change, emphasizing its non-linear nature, contingent upon individual characteristics, innovation, and contextual factors. The findings indicate that long-term support, a conducive context, and ongoing professional interaction are key to driving teacher change.

Many studies already address the dilemma and tension of teacher change after implementing specific practices (Pareja Roblin & Margalef, 2012; Tillema & Kremer-Hayon, 2007; Ulvik et al., 2016; Ng & Lecht, 2019) and provide insight into the opportunities for teachers learning and change. Still, teacher change is complex and often has opposing contradictions (Ng & Lecht, 2019). Therefore, more studies are needed to better understand how to support the teachers in handling the dilemmas to the surface. In accordance with the demands of educational reform, which necessitate that teachers adapt, dilemmas or tensions can function as catalysts that promote reflection and action on the part of the teachers (Cabaroglu & Tilema, 2011). In anticipation of diverse ideas and alternative interests regarding curriculum, teaching strategies, and assessment, teachers naturally face dilemmas, challenges, and tensions. (Ng & Leicht, 2019). Therefore, this study adopts the conceptual frame of dilemmatic space by Fransson & Grannäs (2013). The conceptualization of the

Method

To understand the experiences of teachers' dilemmas when encountering changes in teaching and learning after participating in an online community, this study employed theoretical frameworks of narrative inquiry (Connelly & Clandinin, 1990) and case study (Yin, 2018). The integration of these methodologies has the potential to reveal novel approaches for the documentation of participants' experiences (Sunday et al., 2020). Moreover, it allows the researchers to understand the phenomenon being studied deeply. The integration of narrative and case study methodologies proves complementary, offering a multifaceted approach to understanding the subject matter. Narratives offer a glimpse into the personal experiences and perceptions of participants, while case studies situate these experiences within the broader context of specific programs. This approach facilitates a more profound and

Context

The three participants of this study were enrolled in OCoP organized by one of the teacher learning institutions in Indonesia. The three participants were selected because they expressed a willingness to fully participate in

dilemmatic space facilitates the analysis of teachers' daily practices in relation to the dynamics of social change involving schools, educators, students, and policymakers. (Fransson & Grannäs, 2013).

Therefore, this study uses the theory of dilemmatic spaces (Fransson & Grannäs, 2013) and the community of practice of Wenger (1998) to better understand the issue of the dilemma of teacher change. Moreover, we also illustrate the teachers' stories shared in the community regarding the struggles and tension between new and existing practices to capture the potential of teacher change scientifically. Thus, this study focuses on the following research questions:

- (1) What changes are experienced by teachers?
- (2) What dilemmas are experienced by teachers when teaching students after having a teacher change in practice?
- (3) What strategies are teachers using to cope with/manage those dilemmas?

contextualized understanding of the phenomena under study. In this study, participants' stories are positioned in a metaphorical space that encompasses aspects of time, personal identity, social relations, and contextual setting. (Clandinin et al., 2006). We returned to the participants' situations before and after participating in the OCoP. As for the personal and social dimension, we focus on the participants' relationships with instructors and other members in OCoP, students, other teachers, and principals in the same institutions and government as the educational curriculum makers. We also capture participants' dilemmas and changes in their beliefs and practices about teaching and learning. Moreover, it is expected that the study did not represent the participants as taken apart by analytic categories but as people composing lives over time and full of richness (Clandinin et al., 2006).

the study. Moreover, this program is designed as an OCoP, integrating ten days of synchronous Zoom sessions with ten weeks of asynchronous WhatsApp support. Participants were selected based on regional representation and willingness to participate. They were also required to complete each assigned task. While

this OCoP is still ongoing until current time, with a theme or focus discussion that changes over time, this study only documents and analyzes participant activities within the ten-week period. Four native English instructors provided input to improve English teachers' language proficiency and their ability to design instructional materials. As an approach to express themselves about dilemmas and teacher change, the participants of this study write their stories, thoughts, and narratives through the WhatsApp group discussion. In addition, it is also followed by a personal interview to clarify and talk more about their personal and professional lives regarded their dilemmas and changes.

Participants

All the participants have been junior high school English teachers with more than 15 years of experience.

Data Sources and Analysis

This study uses the case study methodology to gather in-depth data from various sources (Yin, 2003). Multiple forms of qualitative data were collected (Zoom Meeting observation and WhatsApp Transcript) to present depth understanding of the case (Creswell, 2013). Moreover, this study's primary data sources were the narrative stories gained from the spoken interview. The interview guide approach in this study resulted in participants' storytelling experiences closely linked to the case. Two experts first validated the interview instrument to ensure that the questions were appropriate for the research objectives. The validation process also improved the wording of the questions, making them easier for participants to understand while maintaining the clarity of the research focus. The questions were such as "has your belief in teaching and learning changed after participating in the OCoP?", "Please tell me some examples of effective teaching strategies you know before participating in the course?", "What are your classroom practices before participating in the OCoP?", "What are your current classroom practices?", "tell me, what kind of dilemmas do teachers confront during teaching/at work after having a teacher

Table 1 Participants' demographic information

Pseudo	Gender	Age	Teaching Experience
Jati	Males	40-50 ys	12 ys
Rahmat	Males	40-50 ys	14 ys
Saras	Females	40-50 ys	15 ys

They wanted to participate in the OCoP to improve their English language proficiency and learn how to improve the classroom instructional design. Although the participants focused on the instructor's input, the stimulating discussion climate supported their sharing narratives. The involved members of OCoP agreed that all their WhatsApp discussions could be used in this study. Moreover, all three participants who choose to collaborate in this study give their consent to share their personal stories.

change?", "do the dilemmas affect your teaching/work? If yes, how?" and "how do you cope with or manage those dilemmas in actual teaching?".

Moreover, the specific themes and patterns were compared and contrasted among the case using within and cross-case analysis to organise and interpret data. We collect and analyse the embedded case data using the narrative framework within the case narrative analysis. This study employed tools to analyse the experiences of the participants: broadening, burrowing, and re/storying (Connelly & Clandinin, 1990) to explore the practice process regarded the change in teaching (Wenger, 1998) and dilemmas they encountered (Fransson & Grannäs, 2013). Broadening includes how OCoP influence how the participants know and what they think they know. Burrowing consists of the intersection between what participants discuss with the other members in OCoP. Re/storying captures the changes in teaching and learning to the participants, their dilemmas, and how to cope with that issue. After conducting a narrative analysis, a cross-case analysis was conducted. Then, the themes that emerge from this analysis would be considered the findings (Sunday, 2020).

Results and Discussion

Based on their narratives, teachers claimed to have transformed themselves by the experience from the program and they expected to put them into practices. However, they encountered with some dilemmas internally and externally. For these, they have applied strategies to implement best practices from emerging situations.

Broadening

OCP: The connection between knowledge and practice

All three participants participated in OCP to advance their English proficiency and ability to design instructional learning. In experiencing the meaning of the OCP, all the participants realised the social experiences

OCP: Teacher belief and practice change in teaching and learning

Besides the factors mentioned above, to experienced change, teachers need to implement their knowledge into their teaching. Personal teaching experiences and self-reflection become the contextual factors of teacher change (Levin, 2015). Hence, one of the participants shared their experiences of changes in beliefs and practices. Before Saras participated in the OCoP, she mostly implemented knowledge transmission practices. She believed that students' academic achievement was accomplished if teachers became the centre of learning by giving instructions and explanations in Bahasa Indonesia. Through discussion with other members and instructors, not only Sarah but also other participants were able to visualise a better practice. Based on their interview, during and after their participation in OCoP, participants applied different teaching practices

Burrowing and Restorying

By involving the process of reading and reviewing the transcript of the interview, we present four stories of dilemmatic space shared by three teachers. The narratives of this study

Bumpy road for teacher change

Dilemmas emerge in school

By comparing the dilemmatic events among the participants, the repeatedly dilemmatic emerged. All teachers share that

(participation) and the kind of engagement (reification) that exists on the OCP (Wenger, 1998). After ten meetings (via WhatsApp and Zoom) having interactions with native speakers as the instructors, teachers' practice was constantly changing. The change was moving along with their past and future in negotiating the present. For example, Jati indicated that their improvement in knowledge and practice is associated with their routines in OCoP, such as discussions with other members and learning from various materials and input. Moreover, the members were also actively engaged in the process of doing the video task before coming to the course to reflect on their past and negotiate the current practice.

by implementing transmission and heuristic teaching. Participants said they were enthusiastic about implementing the input from instructors to give instructions and explanations in our class in both Indonesian and English. They use English instruction in concise and simple language. Moreover, on the change in the aspect of learning, participating in OCoP caused Rahmat and the other participants to have the conception that learning and understanding should both directly from teachers, learning materials (such as textbooks or additional materials), and sometimes students need to construct their knowledge through the problem-solving task. Moreover, students acquire knowledge through the process of understanding instead of remembering. The collaborative culture, coherent structure, planning of new practice, practical learning activities, and feedback in the OCoP in this study were significant facilitators that support teacher change (Chaaban, 2017; Tam, 2015).

were presented along with community members' discussion. Moreover, in this part, we also capture the changes in teaching and learning that happened to the participants. We also take meaning about the event of how teachers cope with the dilemma.

time constraint becomes the foremost factor affecting teaching practice. Rahmat said that since his school has a learning transition from online to offline learning and partly schools in Indonesia, problems of learning loss impacted

by online learning were unavoidable. Rahmat responds:

"I knew that most teachers in rural areas faced this issue, myself included. During the pandemic, we struggled with limited time to interact directly with students while conducting online learning. I must admit that online teaching was not the most effective approach, at least for me. Many students were not fully focused during lessons and often played games instead. As a result, they experienced significant learning loss when transitioning back to offline learning." (Rahmat)

Due to time constraints, Rahmat and other participants find it hard to choose which type of teaching that suitable for students. The impact of learning loss on the students makes teachers need to decide to deliver materials more to make the time efficiently or implement both transmission and heuristic teaching as learned from the OCoP. Although time constraints could negatively influence teaching performance as they affect the teacher's motivation (Cabaroglu & Tilema, 2011, p.??), Sarah and other participants considered applying and continuously implementing the knowledge from OCoP. However, struggle and even tension were inescapable.

Sarah thought that the solution to catch up with the students' loss of learning in English class, specifically in writing skills, is by implementing a controlled writing exercise. She tried to focus on the aspects of sentence *Dilemmas emerge inside teachers*

Jati believes that teachers should have good classroom management and the ability to implement various teaching techniques. However, while implementing heuristic teaching, Rahman and Jati faced the dilemma of sticking to more certain approaches or dealing with the uncertainty of adopting new approaches to teaching (Pareja Roblin & Margalef, 2013). The dilemma presented by Rahman and Jati shows that the structure of the dilemma usually denotes a reflective argument between two or more alternatives of action (Cabaroglu & Tilema, 2011). They shared that they still put a value on transmission teaching over heuristic teaching. For example, while Jati was trying to engage students in learning, he saw the students still lacked knowledge impacted by the learning loss. In addition, prior beliefs become one of the reasons why teachers are resilient to change their practice. Still, Jati deliberately understood that their beliefs and

structure and vocabulary. As suggested by instructors of the OCoP, she provides students with model text along with grammar or vocabulary options to choose from or gaps to fill. Moreover, Sarah also implemented running dictation. She asked the students to put the completed text on the board, and students raced to the board to read and remember as much as possible, then ran back and dictated to their partners. The students could run as many times as it takes, but they only have one minute. After that, Sarah checks students' mistakes together. Sarah found that the activity is pretty motivating for students. Although the activity is focused on writing, it also practices all 4 English skills. However, brainstorming ideas around the topic, keywords, and phrases that would be useful for students are pretty challenging. Sarah said that to overcome this dilemma, she tried to select the vital topic or materials for students carefully. All the participants in this study attempted to adopt several new practices learned from OCoP in their classes. Teacher change is challenging as the need to acquire new knowledge and way of thinking that is unnatural and impracticable (Ng & Leicht, 2019). Teachers try to abandon reliable and comfortable practices as they have the motivation and personal factors to solve the learning loss problem.

practice about teaching and learning possibly would affect the student's achievement. Therefore, to increase the student's engagement in learning, Jati questioned students about what they felt about English skills, such as grammar, vocabulary and the four skills. He asked each student to compare answers and then come up with suggestions on how they could improve in those areas. After that, he focuses on promoting students' engagement in listening by setting up a discussion in groups of three or four students. Jati said that he monitored the students closely during the process. One of the students from the group had the role of listening and noting the good language they heard plus mistakes. He gives them a table to complete and then feedback to their groups afterwards. Then change round groups and have a different person making notes. Jati said that the chance for feedback and repetition is really valuable during the learning process. Instead of positioning the negative thoughts and

dilemmas as the main focus, Jati and other participants study the challenging issue and mind the possible solutions (Fransson & Frelin, 2016). Moreover, being able to overcome the dilemma, Jati sends a message in the WhatsApp discussion to the instructor:

Dilemmas emerge triggered by students

All teachers in this study mentioned similar cases regarding the dilemmas triggered by students: i) low motivation in learning English skills, ii) students depend on translation machines, and iii) students have low English comprehension, so teachers teach using their mother tongue.

Low motivation in learning English: Making some students stay motivated became another dilemma all participants faced. When it comes to English class sometimes gave Sarah annoyance; students chatted and refused to engage in learning actively. Therefore, Sarah deepened her thinking to find technical ways to engage the students in learning. Try to find some solutions after learning in OCoP, Sarah thought:

"To grow some students who have low motivation in learning, I try to figure out and make sure to find why their behaviour is that way. Whether I did not provide interesting materials or they did not realise the importance of learning English. Some students feel burdened and cannot follow the learning well, mainly because they think learning English is difficult." (Sarah)

Besides transferring knowledge of how to teach learners in any context, Sarah understood that OCoP in this study was designed to make teachers could explore the dilemmas that arise in their practice (Sugimoto, 2019) and find the solution through community discussion (Kelly & Antonio, 2016). At that point, Sarah ensured that what she learned in the OCoP could support her in making classroom decisions. When she taught listening, she tried to use video clips of the chorus of the latest song with subtitles along with the distributed task. After that, she stopped to check the students' answers. She said that this activity is useful to make her students feel confident and could force them to listen carefully.

Students depend on translation machines: Community members responded with a similar dilemma confronted in their

"My students are very nervous about listening. They can't control it easily and are worried that the teacher will ask them unexpected difficult questions. As a teacher, I try to use techniques that make them feel more confident. Giving them time to think, predict and check with their classmates is helping. Thank you for the suggestion." (Jati)

school. Rahmat and other participants shared in their interview that they encountered a dilemma that their students too depended on Google or Bing translation (translation machine) too much. In line with Cabaroglu and Tilema's (2011) findings, one of the ways that the teachers do to solve their dilemma is by encouraging the learners to use the target language (English) dictionary instead of a translation machine. Rahmat asked the following questions in the WhatsApp discussion:

"Hello everyone. What should I do to make my students not too depend on google translate when they write. If I forbid them to use it, they don't have enough vocabulary to write in English." (Rahmat)

Jati replied: *"I think you can try the same activities I do in my class for the writing activity. I ask my students to write a sentence related to the topic we discussed, along with some pictures or clues. Moreover, they can only use an English-to-English dictionary (Oxford or Cambridge Learners dictionary) and only look up a maximum of three words - then I give the students chances to decide the most important three words to look up."*

Moreover, Rahmat considered the community suggestion of using an English-to-English dictionary as a useful resource in the teaching-learning process. He said that it would encourage his students to actively learn English rather than only using a translation machine. It could help the students get a more accurate definition. When Rahmat's students need to find the word first in L1, they can check the meaning in an English-English dictionary. Therefore, it provides the lens to view a mutual influence between teachers' communities in letting down the teacher's dilemma and tension in classroom practices (Sugimoto, 2020).

Students have low English comprehension, so teachers use their mother tongue to teach English: Teachers' dilemma in this study also arises from the choice of delivery language used in class. All the participants want to push the students to use full English in

class, but students lacked comprehension. Jati shared the dilemma he encountered at his school in the WhatsApp discussion:

"Hi friends & instructor, how can I encourage my students to be brave to speak in English without being afraid of making mistakes? Actually, I always use English in my class, I try to make conversations with them. Unfortunately, they seem reluctant to respond. When that happened, I switch the instructions to Bahasa."

The instructors replied: *Hi Jati. I understand. It can seem quite unnatural to speak in a different language in front of your peers! I think students need to have a topic they are interested in talking about first, and then they need a reason for speaking (e.g. find three things you both did at the weekend). Then they need to feel 'safe' - the best way to do that is to get them talking in pairs or small groups.*

Dilemmas emerge prompted by policymakers

Only one among three teachers, Rahmat, mentioned that he faced dilemmas with the educational policy. When the study was conducted, the 2013 curriculum was still implemented in Indonesia. Meanwhile, today's curriculum was having a transition to the Merdeka curriculum. When the 2013 curriculum was still implemented, English is not obligated to be taught at the elementary level (only some private schools or schools in the big cities teach English). Therefore, Rahmat, the teacher at the junior high school level, feel worried about the students' English competence. He was concerned with his student's condition. He knows that after students graduate from elementary school and they move to the level of junior high school, their English skills will be far from the standard minimum. Moreover, he said that his student's vocabulary acquisition is really limited, and both their pre-test and post-test score was far from the minimum standard.

Furthermore, Rahmat was also saying that he is more exam-oriented teaching. Teaching with an exam-driven focus has undesirable characteristics of the students, such as passivity, lack of capacity to apply knowledge in practice, low level of education engagement, and lack of well-roundedness (Yan, 2015). Therefore, instead of focusing on the assessment of learning, Rahmat was now more focused on the assessment from learning. He knows that the students have low writing

The discussion in the OCoP mostly encouraged the practical component of teaching (Kelly & Antonio, 2016). Jati's interactions with knowledge shared in the OCoP discussion helped him to enhance his classroom practices. Jati implemented activities that forced the students to use English. Playing games is a good way of getting students to speak as they are focused on winning rather than the exact words they use. It is perfectly acceptable because Jati set the rule that if the students do use their L1 they lose points. Jati stressed the importance of gaining students' confidence to speak without fear of making mistakes. Jati thinks that he can focus on mistakes and accuracy later.

skills. He tried to make the students experience writing exercise which focuses on sentence structure and vocabulary. He asked the following questions in the WhatsApp discussion and implemented the discussion in his practices:

"How could I teach my students who lack vocabulary and basic sentence structure?" (Rahmat)

Then, the instructor replied: *"The other thing you could do is to start with a quite controlled writing exercise, which focuses on the sentence structure and vocabulary - give a model text but with grammar or vocabulary options to choose from or gaps to fill. After that, you could do a running dictation - put the completed text on the board, and students race to the board to read and remember as much as possible, then run back and dictate to their partners. They can run as many times as it takes, but they have a time limit of one minute! They then check for mistakes together - it practices all 4 skills and is quite motivating! After that - they do their own piece of writing with the model to guide them"*

Jati also replied: *"Writing is difficult - it's ok for students to make mistakes, and if you limit the correction, students will gain more confidence."*

Rahmat's case confirms that changes in education policy and student ability gaps directly impact teaching practices. Initially, his focus on exams perpetuated passive learning, minimal application of knowledge, and low student engagement. However, with the support of instructors and peers through

participation in OCoP, Rahmat began to shift his focus towards assessment for learning by emphasizing the learning process. Strategies such as controlled writing exercises, collaborative activities, and correction techniques that boost student confidence

Conclusion

Based on the findings of this study, teachers experience shifts in beliefs and teaching practices. These shifts include a change from a transmission pattern to a combination of transmission and heuristics, as well as an increase in the use of English to build student engagement. However, teacher change is challenging because teachers must acquire new knowledge and ways of thinking that feel unnatural and impractical (Ng & Leicht, 2019) while abandoning reliable and comfortable old practices. Teachers face dilemmas in both personal and professional contexts during this process, such as time constraints after transitioning from online to offline learning, low student motivation, dependence on translation machines, and tension between old and new practices. According to the dilemmatic space framework by Fransson and Grannäs (2013), these dilemmas reflect the tension between existing beliefs and alternative practices offered through OCoP.

To overcome the dilemmas they faced, the teachers in this study did not dwell on negative thoughts or obstacles. Instead, they

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became important tools for addressing the dilemma he faced. Thus, the dilemma was not only an obstacle, but also a catalyst for constructive pedagogical changes that aligned with students' learning needs.

took a series of reflective steps: reviewing their previous beliefs and practices, learning alternative approaches from the community of practice (Wenger, 1998), finding ways to manage the dilemmas, testing these methods in practice, and reflecting on the results. Their chosen strategies included using contextual collaborative activities, selecting essential materials, providing simple bilingual instruction, and strengthening student motivation through a participatory approach. Thus, OCoP plays an important role in providing innovative practices, encouraging reflection on these practices, supporting the development of new strategies, and providing opportunities to apply and evaluate alternative practices. This study's implications confirm that OCoP can help teachers navigate the dilemmas and tensions inherent in change, encouraging their readiness to continue developing professional practices. For further research, it is important to explore how OCoP can be sustained in the long term in various educational contexts, as well as how variations in community participation and structural support can further enhance teachers' agency in managing dilemmas and bringing about meaningful change.

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