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## Developing Professionally through Online Activities: Reflections and Revelations

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### Abstract

Online professional development has significantly impacted the personal and professional lives of a language teacher during and after the COVID-19 pandemic. In this autoethnographic study, I (the first author) unveil my professional development activities as an English language teacher during and after the pandemic. I have collected the data through my personal lived experiences, narratives, memories and reflections, and I have embraced the interpretations. I subscribe to connectivism and experiential theory and interweaved with my professional development journey. The data were analyzed using the Gibbs (2008) thematic analysis framework. As this article was written based on the online professional development experiences of the first author, the first person pronoun indicated him, and the role of the second author was to conceptualize the article, suggest the first author during the writing process, review, copy edit and finalize the article. The study revealed a significant contribution of professional development activities like global networking, rapport building with educators, creation of digital content through online resources and interactions on social media platforms, and attending MOOC courses, which can enhance teachers' professional development.

**Keywords:** Teacher professional development, autoethnography, English language teaching, connectivism, experiential learning theory

### Introduction

The COVID-19 pandemic has interrupted the whole education system in Nepal, forcing educators to rethink their classroom practices. The illness has spread globally, causing problems and crises in every aspect of society, including the

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educational sector. Babbar and Gupta (2021) stated that “The closure of educational institutions brought dramatic changes in the education sector” (p. 2). Many countries moved to the lockdown, which resulted in the closing of physical classes and shifting into online mode. Most educational institutions and systems were unprepared for this massive shift. As Rony and Awal (2019) mentioned, “This COVID-19 situation has... challenged the educators on lagging behind with the technology” (p. 63). This has led the teachers to struggle a lot with their roles and responsibilities in facilitating the online classroom. Language instructors have used autoethnographies or personal narratives to explore their identities, concepts of themselves, and motivations (Ruohotie- Lyhty, 2013). Identity is the core focus and goal of an individual concerned with establishing a personality through his or her working system (Karki, 2021). Professional development opportunities help teachers to develop, grow, and adapt to the changed context (Neupane & Bhatt, 2023; Neupane et al., 2022). Discovering various teaching and professional development practices and activities during and after the pandemic is important. It is crucial to uncover how ICT has affected professional development activities in the Nepalese context and teacher professional development.

The integration of technology into education has impacted teachers’ ability to learn and improve, while also creating opportunities for increased professional development (Ross, 2013). There are many advantages of online professional development for educators. It facilitates time and meaningful interaction, in addition to the absence of geographic and economic barriers (Rienties et al., 2023). Online professional development is a form of learning that enables participants to continue their education through communication media without the need to meet their instructors in person (Rogers, 2001). Effective online development for teachers helps to create and deliver a significant high-quality online education, which is necessary for providing and enhancing the ongoing educational opportunities for learners (Reimers et al., 2020). These online professional development activities are generally carried out through the use of various ICT platforms (Van et al., 2022). However, in the context of Nepal, there is very little investment in teacher professional development (Neupane, 2023, 2024; Neupane & Joshi, 2022). My interest in the discipline encouraged me to investigate this topic to learn about the exploration of professional development activities to aid in teachers’ professional development. I (first author) am curious to learn how teachers supported themselves and the learners in the online classrooms and what activities were uncovered while switching from a traditional to an online setting. As this article was written based on the online professional development experiences of the first author, the first person pronoun indicated him, and the role of the second author was to conceptualize the article, suggest the first author during the writing process, review, copy edit, and finalize the article.

The educators seemed to attend the webinars, online trainings, and conferences through various virtual platforms after the emergence of the COVID-19 pandemic. They were eager to attend the several MOOC courses offered freely by various organizations and universities. Most of the educators were busy attending the professional development activities which helped them to upgrade and be updated with the changing scenario. As a language educator, I was also curious to join such online courses and webinars to flourish my professional career. This was a new field for investigation and research which can help them to develop their professional growth. The current research study motivates and inspires other educators to incorporate ICT as well as professional activities to pursue their teaching journey ahead. Policymakers and curriculum designers can be able to reframe their plans and systems and can cooperate to make their learning process better. The teacher trainers can adopt similar sorts of online activities to be embedded in the lesson and the training package sessions I have explored my memories and experiences of involving in several professional development activities which have played a vital role in my successive growth in the teaching journey during and after the pandemic.

The purpose of this study is to explore various online professional development activities of an English language teacher during and after the pandemic. For this, the following research questions are taken as the guiding one:

1. What are the various online professional development activities that took place during and after the pandemic?
2. How do the online professional development activities flourish in the teacher's professional development?

### **Theoretical Framework**

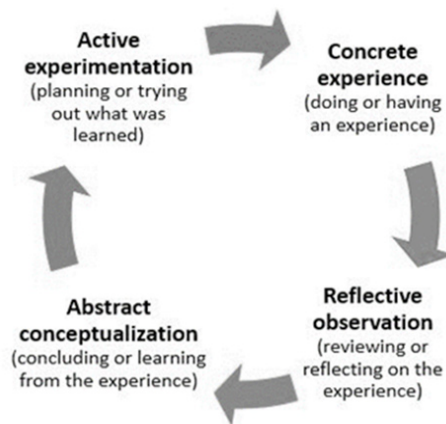
This study makes use of connectivism and experiential learning as the theoretical frameworks. Connectivism was developed by George Siemens and Stephen Downes as a paradigm for the digital age. Because of this strategy, educators have been forced to investigate what is being done in digital education and reevaluate, debate, and philosophize how each component fits (Duke et al., 2013). Simply put, connectivism is social learning through networking (Duke et al., 2013). Stephen Downes claims that it is the notion that knowledge is dispersed over a network of connections and that learning is the capacity to create and navigate such networks (Downes, 2007). Blogs, videos, browsers, online discussions, and social networking sites play a prominent role in having a significant impact on the learning process (Karki, 2024). Early learning theories can be established with the aid of connectivism for their adaptation to a linked and global environment (Ally, 2007).

Without a doubt, the development of new technologies has made online learning possible. Technology has also been one of the major concerns in this theory (Karki, 2024). Designing and utilizing various interactive online resources can significantly improve teaching-learning activities.

Experiential learning theory (ELT) provides a comprehensive model for adult learning and development because it is based on what we know about learning, growth and personality development (Kolb et al., 2014). “Experiential Learning theory is concerned with learning through experience and a learning process in which knowledge is acquired by the combination of perceiving and interpreting an experience” (Devi & Thendral, 2023, p.73). The lived experience of self has been the major concern in this research study, which will investigate my involvement in various professional development activities via ICT platforms. According to the experiential learning theory, there are four stages of learning: concrete learning, reflective observation, abstract conceptualization, and active experimenting. These can be depicted through the given figure:

**Figure 1**

*Four Stages of Learning according to Kolb*



*(Kolb, 1984; Kurt, 2022)*

I have connected these two theories well in this research study. Integrating the technology seems to be crucial as it has brought a significant impact on the teaching and learning process. The significant role of various technological means, blogs, websites, digital resources, and social media platforms has brought drastic changes in learning. Moreover, connecting with global colleagues, establishing rapport, and networking with them have fostered my teachers' professional development.

I have mentioned exploring various professional development activities, which were my personal experiences and memories during and after the pandemic. The lived experiences during and after the pandemic has provided a great concern to reveal how online professional development activities impacted in the field of our professional journey.

### **Methods and Procedures**

Autoethnography seeks to describe and analyze personal experiences to understand cultural experiences systematically (Ellis et al., 2011). Hamdan (2012) states that the act of trying to narrate one's voice—a voice originating from inside, from one's soul—is known as autoethnography. Making that voice accessible to others is the process. The researcher's experiences, feelings, and views are a central concern in autoethnography (Hayes & Fulton, 2015). "Autoethnography involves the writer or researcher in crafting creative narratives shaped out of a writer's personal experiences within a culture and addressed to varied (mostly academic) audiences" (Poulos, 2021, p. 3).

As a language teacher, I wish to express my past experiences in narrative form and self-reflective data to other teachers regarding my teaching journey during the COVID crisis. As Cooper and Lilyea (2022) said, the major source of information is our own life. I wanted to share my experiences and stories about my various professional development activities which can add a milestone for enhancing my teachers' professional development. To support this, Luitel and Dahal (2021) stated that "autoethnography encourages researchers to represent their personal and professional lived experiences" (p. 5). This research explores the various professional development activities that I have undertaken during my teaching journey.

### **Data Generation Techniques, Process and Analysis**

As I recounted my memories and past experiences during the pandemic, my personal life is the primary source of information (Dahal et al., 2024). To quote, Tarisayi (2023) argued, "Autoethnography relies on personal memory and subjective experience as data, so the researcher themselves is the data source" (p. 58). I have attempted to capture my lived experiences in the form of narratives and reflections about my past days. One of the main benefits of personal narratives is that they provide rich data (Pavlenko, 2007).

After I recounted and reflected on my past experiences and memories of the pandemic, I followed the Gibbs (2008) framework for the thematic analysis of my narratives/data. At first, I marked some of the significant events, incidents, experiences, images, and feelings that have transformed my professional life during

the pandemic. Then, I prepared a short synopsis of those professional development activities sessions by dividing it into three parts- start, mid, and end. Then, I created the mini-stories (Gibbs, 2008) of those sessions in the form of my self-reflective data.

The data were considered properly based on common meanings and themes. All the reflective data and experiences were filled with emotive language, imagery, and feelings (Gibbs, 2008). Similarly, I have noted those opinions and ideas in a paper. Then, I coded the themes generated from those short narratives and synopsis of the incidents or stories and made the coding frame. In the end, I developed the broader thematic structure (Gibbs, 2008) and started writing them down in the form of narratives and past experiences that I felt personally during the pandemic and afterwards. I have linked them with the various theoretical concepts and linked them finally with the scholar's ideas and their research findings.

## **Results and Discussion**

I have presented my narratives and life stories, which depict the online practices of an English language teacher during the emergency (pandemic) time in this chapter. I have shared my experiences regarding engagement in several professional development activities such as global networking among educators and learners, engaging in social media platforms, MOOC courses, and Microsoft Innovative educator programs.

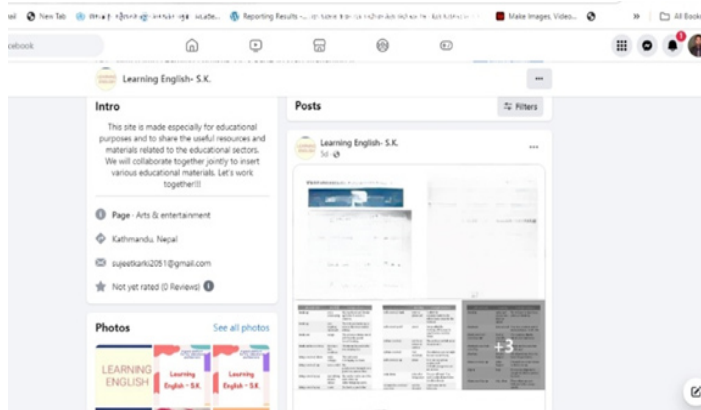
### **Exploring the Social Media Platforms- Trying Something New**

Networking with colleagues on the Facebook site was wonderful. I was in touch with various professional Facebook pages from which I was updated with information and webinars. I was in the process of flourishing my professional growth online. Many professionals and educators used to post and share important educational resources and pedagogical information, which truly helped me as a teacher to grow and build up my content and pedagogical skills. Numerous social media channels play a major role in expanding our network and enhancing our expertise... In the words of Kapri et al. (2021), "... Social media platforms like Facebook, Instagram, LinkedIn and Twitter are the most widely used... which connects us with our friends and family members... community building..." (p. 260). I was moving forward and now it was time to create a platform for the educators and learners to enhance their knowledge and skills. So, I made a Facebook page entitled, "Learning English- S.K.". This site was created for educational purposes and to share useful resources related to English language teaching and learning. The use of Facebook helps to create a new communication channel among teachers and learners, which enhances the learning process (Savvidou, 2013). This professional Facebook page further encouraged my digital skills and I even searched for other useful

information to share on my Facebook page.

## Figure 2

### *Sharing Materials through the Facebook Page*



*(Screenshots taken by the researcher)*

I represented my country, Nepal in the IELTSA (International English Language Teachers Association). So, I used the Facebook platform to create a professional page for IELTSA Nepal on Google, which can help me create a free website page for my volunteer organization. Professionals use a variety of social media sites, such as Facebook, which is essential for creating an online community (Kapri et al., 2021). Educators can join various online platforms and social media such as Telegram, Instagram, Facebook, and Twitter for free (Al-Jarf, 2021). In specific, Facebook has become one of the common platforms to flourish the teachers' professional development (Al-Jarf, 2021) and its related activities.

Online communities play a determining role in enhancing the knowledge and skills of language educators in fostering their professional careers. The engagement further leads to global networking and support in building the 21st-century skills of the teachers. IELTSA is an international organization that provides an immense space for enhancing positive relationships among global colleagues, supporting and fostering collaboration among educators worldwide. It was a great platform to collaborate with global educators and enhance our professional growth. I was lucky to be a part of such a prestigious organization! I got recognition, fame, and name through the help of IELTSA in the world. I acquired valuable knowledge and flourished my pedagogical skills through the IELTSA webinars and programs. I am currently the country representative of IELTSA Nepal. I am doing a voluntary job as a language teacher to uplift the professional learning of Nepalese educators. I provide them with ongoing assistance and timely updates on a variety of information on

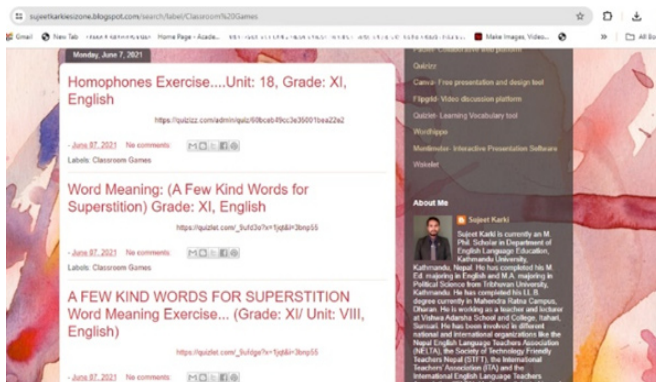
IELTA professional activities, including webinars, online seminars, and discussion forums. All these online discussions and webinars helped to enrich our knowledge related to pedagogy, teaching resources, and research-related activities, which can improve our professional learning. I felt proud to be an active member of IELTA Nepal and to volunteer my time and service to flourish in such a professional community nationwide.

I was a beginner, so I was just getting started when I made my first website on Google! As a novice website developer, I needed to update the information about our volunteer organization, IELTA Nepal. I even shared important information about the webinars for English language teachers so that they can fill out the form from earlier and actively participate in the various online webinars. I have developed programs that enable trainees to attend national and international conferences and initiatives to improve their students' learning. Thus, the professional- related activities can be developed further through the help of Facebook.

I was on the way to creating my blog platform to help educators and learners get various supporting and educational resources. A blog is a section of a website where you may submit descriptions, thoughts, text entries, links, videos, and comments. We can also interact with our audience by allowing them to remark on our posts (Sharma et al., 2011). The main concern was to create a space to support the learners. So, I kept the name: “ESI Zone- (English, Social, and ICT): Let’s learn together”, a blog page of my own. I made an effort to group them under several areas, such as the ICT section, audio/video, E-books, classroom games, TPD activities, etc.

### Figure 3

*My Blog Page with Various Materials*



*(ESI zone (English, social and ICT): Let’s learn together, 2021)*

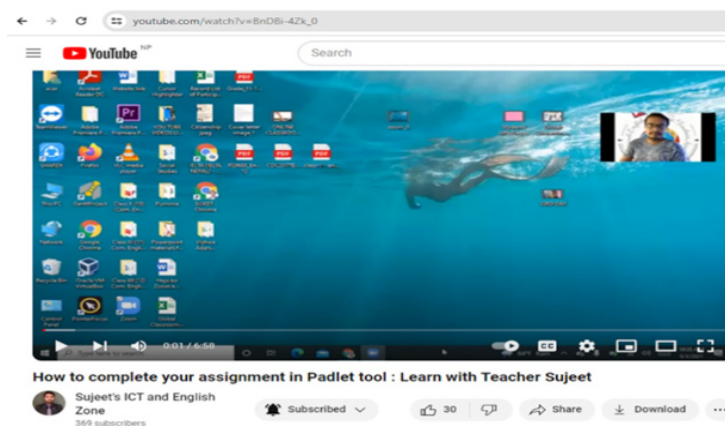


I renamed my profile-related information and placed several links to online tools and resource options there. I felt glad to share my resources with others through the link (sujeetkarkiesizone.blogspot.com). My learners could access their learning materials through the blog platform. It was a marvellous experience for me that my blog site was even available in Google search. My intention to create this blog site was to help the learners get access to the learning materials and help them in the learning process. I have provided some materials that will be beneficial for learners at the basic, secondary, and bachelor levels. The blog site played an important role in the learners' collection of educational resources and in making them independent learners.

I had learned digital knowledge and skills from different national and international organizations, so I used it practically. I wanted to share my knowledge with other educators too, so I thought of preparing my own YouTube channel. As Burke et al. (2009) mentioned, "YouTube is a popular online video-sharing website for both scholarly and non-scholarly communication" (p. 1). The platform enables educators to create a comprehensive learning environment, making educational resources accessible to learners. In the words of Snelson (2011), "Online educators can establish YouTube channels to collect, organize, host and distribute video" (p. 160). YouTube helps educators share their educational materials and content in online forums, which can support learners in their learning process. Thus, the growth of various online video platforms and making their easy access can support the field of education.

#### Figure 4

*Uploading the Video Related to Using ICT on YouTube*



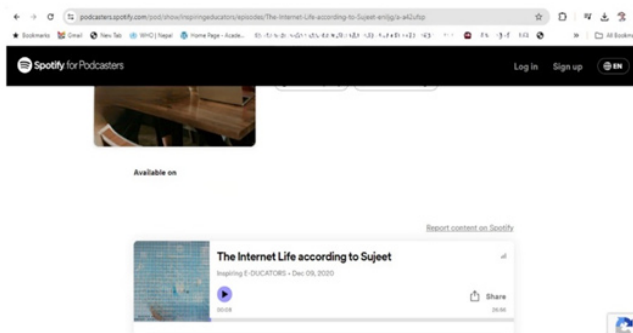
*(Sujeet's ICT and English Zone, 2021)*

## Call the Phillipino and Indonesian Educator for the Interview

I was called by my Philippines colleagues to be interviewed for his podcast series on the benefits and impacts of the internet in daily life. Getting the opportunity to let my voice be heard on the globe matters a lot. It was through the podcast. Podcasting is primarily a communication medium that facilitates human contact and discourse, is widely regarded as a technology (Schlutz & Hedder, 2021). Language teachers use podcasts as a casual way to talk and share about a variety of subject matters of their profession (Turner et al., 2021). I was sharing my classroom experiences and the practices I made virtually during those pandemic days. The podcast is a highly effective online platform for recording and sharing our voices with global colleagues. It was a part of my professional development! It was another thrilling experience for me to share and evoke my opinions and experiences about the pros side of the internet and its impact on our professional lives. I was invited to participate in the Zoom meeting by the Filipino educator, who shared the meeting URL and asked for my thoughts on the respective subject. I had the great opportunity to hear pedagogical ideas and tips from other educators on the same platform. It was like an asynchronous discussion forum. Interviewing with the people and educators matters much to let us learn from sharing our classroom practices. It was a part of teacher learning!

### Figure 5

*Got Interviewed by the Filipino Educator in the Podcast*



*(Atencia, 2020)*

Similarly, another educator from Indonesia had texted me in the messenger to interview me for one of her podcast series (Q and A with educator). The interview was about how I adapt to the pandemic situation personally as a teacher and how I inspire other learners during the pandemic situation. She appreciated me for their

valuable contributions in sharing my views on her podcast. My journey was on! A Japanese educator invited me for an interview on his talk show. He was curious about the examination system of my country, Nepal (three-hour exam). I even thought about myself- Why does this examination timing matter to him? Was he curious about it? Then, we discussed our further plans and meetings via Facebook Messenger. He told me that he would provide some interview guiding questions for me so I could prepare for the questions before the interview. I pondered the Nepalese examination system and students' challenges during exam days. I suddenly noticed that it was too frustrating to sit in the exam hall for nearly three hours to attend my examination in the earlier days.

I realized that the Nepalese examination system was different, so the Japanese educator was interested in getting my interview on the respective topic. I prepared accordingly with those guiding questions and I sent some clicks and videos related to my school. The videos and images were helpful for him to keep in the talk-show video which he was going to prepare personally. The Japanese educator had finalized the date for the interview and invited me to join in the Zoom link. The link was seen in the Facebook messenger and then. I was ready for the interview. I had already set my interview script and when I joined, I was comfortable with his talk. He greeted me and asked about the questions related to the Nepalese examination system. I answered him honestly about the facts of the examination system practices here in Nepal. It was a great interview in the form of a talk- show. The video was finalized and later shared on YouTube and Instagram. Overall, it was added as an experience for me to share my views on the virtual platform. I can also represent my voice concerning Nepalese examination practices worldwide. Anyway, it was a lovely discussion! I thanked him (the Japanese educator) for letting my voice be heard on social media. I was thinking about how many benefits I received support from the teacher's network and digital platforms during the pandemic and beyond... I made a drastic change in my professional career, but I had to keep moving forward to continue my journey of growth. It was all a miracle brought by the ICT!

### **Attending the MIE Programmes**

Microsoft supports enthusiastic educators who are committed to bringing changes in the lives of learners through the teaching and learning process and building a better world. The Microsoft Educator Community as noted by Monari (2019) is “a professional platform that challenges teachers on the inclusion of technology... influences teachers to enable new technologies” (p. 87). I was on the journey to attend the Microsoft innovative educator programs and upgrade my proficiency. “Microsoft Innovative Educator (MIE) programs recognise educators who are using technology to pave the way for their peers for better learning”

(Microsoft Innovative Educator Expert program, 2023). Through guidance from global educators, I was enrolled in becoming a Microsoft innovative educator. There were many tasks and activities that I should have to complete in the session. The first module that I carried out was ‘Engage and Amplify with Flip Grid’. This one-hour course taught me about the important video discussion platform Flip Grid. It was fascinating to share our voices and experiences through Flip Grid.

Secondly, I attended another one-hour course, “Deliver powerful learning moments with Pear Deck”. It was a great place to create and present our presentation via Pear Deck. As stated by Haschim (2021), “Pear Deck is a Google slides add-on application for creating interactive presentations with students” (p. 55). Through the help of this tool, the learners can engage on their own. “It can be an important and motivating platform for the learners to join online classes during the pandemic” (Hashim, 2021, p. 56). Similarly, I took another course, “How to use video and animation effects?” to learn the skills about the use of animation and video effects to create educational materials. Furthermore, my course continued with Canva for education, Prezi videos, mindfulness in the classroom, blended learning, and many more. These contents and sub-topics of the related course tried to enhance my knowledge and made me a competent teacher.

Finally, at the end of completing this course, I was awarded the title of Microsoft Innovative Educator which was prestigious for me. I was happy about it! Wasn’t this a big achievement in my professional life? Gaining many insights and knowledge from such a professional course! Now, I had to keep my aim to become a successful teacher to bring changes in classroom practices. Let’s see what happens in the future! Moreover, my journey of exploring has not come to an end! Still, I was looking for other professional activities that could lead me to new success... I got information about “Narrative 4 virtual facilitator training” which emphasized the process of story exchange. I came to learn about the four components (voice, story, life, action) of a story exchange. This training was beneficial for all the educators. The facilitator of the training has presented the needs, the role of an emphatic facilitator, and facilitation skills. Digital storytelling is one of the powerful tools for teaching in the online classroom. Digital storytelling is powerful because it combines images, music, dialogue and sound to bring characters, situations, experiences and understanding to life (Rule, 2010). The means of storytelling addresses and engages the interest of the audience. So, for this, we have to contextualize the story in the particular situation (Atta-Alla, 2012).

I learned about the foundations of communication and had the opportunity to share skills and flourish together. The training was short but all the colleagues enjoyed the ideas for framing the virtual story exchange. I suggest that other learners

consider undertaking similar training in the coming days. Finally, this training course has helped me. By remembering all those skills, I can solve all the assignments, apply that knowledge, and explore the variety of resources and friends through social media support. Through storytelling and story exchange, we can bring the experiences and emotions of characters into the audience's mind (Choo et al., 2020). Moreover, teachers can develop and enhance their knowledge and pedagogical skills in forming digital stories and can use these materials while teaching in the classroom. The learning can be meaningful and supportive to the learners and create fun in the classroom environment (Choo et al., 2020). They can even start the discussion themselves and present the story. In the present era, the teacher can engage the learners in fostering their speaking abilities both inside and outside the classroom through the help of several ICT platforms (Arroba & Acosta, 2021). This can be done by engaging the learners in the virtual story exchange session. The teacher can make his/her classroom unique and different by engaging the learners in the online platform to discuss and collaborate with other learners.

### **Involving in the MOOC**

It was the first time when I enrolled in one of the MOOCs (Massive Open Online Course), facilitated by Iowa State University. MOOC stands for Massive Open Online Course. It began in 2008 and has brought revolutionary changes in the educational environment (Nunez et al., 2016). As Zulkifli et al. (2020) stated, "MOOC has evolved and become the latest approach to online learning that offers students' learning regardless of the place, time, and environment" (p. 198). The new normal in the pandemic has brought a drastic change in the online education system along with enrollment in the MOOC course (Ahmad et al., 2022). This leads to a transformation in the life of educators and learners. It can promote the quality of the teaching and learning process (Mustapha, 2016). MOOCs play a significant role in teachers' professional development (Bakogianni et al., 2020). The MOOC course was entitled "Introduction to Technology for English Language Learning". I accessed the course by visiting the site ([learn.Canvas.net](https://learn.canvas.net)). The MOOC course was connected with learning language with the incorporation of technology. The experts who initiated this course considered the six areas of language (reading, writing, listening, speaking, vocabulary, and grammar). It was a golden opportunity for me to get this course free of cost. I learned to incorporate various technological resources in the English language classroom. We can enrich with the knowledge and information related to educational technologies and teaching pedagogies.

I found some web resources like TED Talks, Grammarly, the Voice of America Learning English, and Google Docs to be more fruitful during module one. In module two, I learned to improve my reading and writing skills using technology.

I learned about various tips and advice from educators like readability tools, using stories, and collaboration software to facilitate the teaching and learning process. The MOOC course also offers free tips about how the teaching-learning process can be interactive and effective. Similarly, in module three, I learned to enhance my listening and speaking skills through the support of technology. The educators have well-facilitated resources and online activities that can make the lesson amusing, such as videos from the ESL lounge and lab, YouTube, and Sound Hound. I was thinking and felt charmed by knowing about this for my professional growth. Additionally, I learned about various technological tools and resources from experts that can be incorporated into my language classroom. Overall, this MOOC course was entertaining for me as I was fostering my skills and abilities to bring drastic changes in my English language classroom.

Certainly, upon completion of the initial MOOC course, I started the second MOOC course facilitated by the World Learning SIT Graduate Institute. The MOOC course was named: “Integrating Critical Thinking Skills into the Exploration Culture in an EFL Setting”. In this MOOC course, I gained insights into the foundational ideas about culture and tips for teaching culture, which can assess students’ learning. I further explored the intercultural encounters and the techniques and significance of critical thinking in the language classroom. Learning the MOOC courses from the virtual platform is compelling for all the participants like me. This is the main benefit of using the technology and connecting with the internet. I even became familiar with the concept of active listening and reading and raising cultural awareness in the English language classroom. Finally, this course offered the key elements of a good lesson plan, which was new for me.

Similarly, through support from one of the Nepalese teachers, I learned about one course related to professional knowledge for English language teaching (ELT). I was blessed to enrol in this course by creating a Cengage account. I learned about different concepts related to planning and assessing, techniques and activities, teaching various language skills, providing feedback, and three stages of creating a lesson. This course was engaging with different activities and was very informative and useful! Overall, my experience was great when I had the opportunity to access a variety of educational materials and techniques that can be applied in my language classroom.

Teachers are moving ahead to adjust to the shift in the teaching profession (Morina et al., 2023). They involve and participate in professional development to gain skills and improve their teaching process and techniques (Morina et al., 2023). Involvement and exposing our expertise and sharing in social media platforms not only motivate us but will be a way to further lead our teaching journey by improving

our shortcomings and helping the learners to move ahead toward their destination. The various online professional development activities discussed above play a determining role in enhancing my personal and professional career to change me from a traditional to a techno-friendly teacher. These are solid pieces of evidence which may inspire other language educators to carry out various professional-related activities through ICT so that they can make a dramatic impact in the field of education. When considering the two theoretical frameworks mentioned above, the rich experiences of a language educator have highlighted the significant role of online teacher professional development. This has further brought a change in the area of English language teaching and learning. Moreover, the connectivism theory is concerned with the role of various online means like expansion in the pedagogical approaches, building online communities, social media and other virtual platforms and how we learn through these means.

### **Conclusion**

This research aims to explore the significance of various professional development activities of an English language teacher during and after the pandemic. The study depicts the major role of integrating ICT in flourishing the professional development activities of a language teacher. The results highlighted the various online professional development activities that have improved the teachers' professional development. These professional development activities include global networking, involvement in MOOC courses, Microsoft educator programs, story exchange sessions, exploring social media platforms, creating and sharing digital content and resources blogs, Facebook, and YouTube platforms. In summary, this research study has shown the benefits of carrying out various professional development activities during and after the pandemic. The voices of self-reflections have been revealed in this autoethnographic study, which has revealed my personal experiences while I was involved in several online professional development activities. This research has opened up many areas of online professional development activities that can help further carry out investigations in various fields. The professional development activities that I mentioned in this research study may be useful for other subject teachers in enhancing their professional development.

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