



## Digital Tools for Self-Introduction: Enhancing Learner Autonomy and Professional Development in the Modern Age

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DOI: [10.33329/rjelal.12.4.152](https://doi.org/10.33329/rjelal.12.4.152)



### Article info

Article Received: 19/11/2024  
Article Accepted: 21/12/2024  
Published online: 27/12/2024

### Abstract

Self-introduction acts as an icebreaker to enhance public speaking skills and improve the collaborative atmosphere in the classroom setting. Digital tools like multi-modal materials can enable the learners to introduce themselves creatively. The present research reflects on 'Self Introduction' activity. The research adopted a mixed-method approach to examine the feasibility of technology-based self-introduction strategies among undergraduate students. The respondents belonged to the I year I semester BA Optional English course. All the students opted for a foreign language such as Japanese, Korean, or Persian as their domain subjects. The research considered NVivo software for tabulating qualitative analysis. All the learners managed to produce a video and present themselves in a semi-formal context to enhance their self-esteem and public speaking skills. The activity has fostered them to structure and prioritize the main elements of self-introduction, thus allowing them to rethink, channel their potential; and leverage their abilities to navigate towards their career goals. The appendix consists of sample videos created by the learners displaying their enthusiasm, interest, and creativity.

**Keywords:** Self-introduction, Public Speaking Skills, Creativity, Digital Tools, Learner Autonomy, Professional Development, Modern Age.

### Introduction

Self-introduction plays a vital role in personal and professional interactions. It projects a positive self-image and acts as a building block for initial conversations, collaborations, sharing experiences, and

establishing rapport. In educational settings, self-introduction acts as an icebreaker to foster interpersonal skills and improve interaction with peers and instructors.

Self-introduction in the present-day technological world is very important to

promote learner autonomy and professional development. Technological tools like social media, portfolios, video resumes, and other creative digital formats are relatively modern and can enable the learners to introduce themselves creatively. These innovations allow individuals to present their stories in engaging ways, build confidence, and project a positive attitude toward public speaking skills.

A self-introduction is best described as a short introduction in which an individual introduces himself to an audience. The basic information consists of name, personal information, hobbies, skills acquired, and experience gained. An insightful introductory message sets the mood necessary for educational discourse. Additionally, digital tools substantiate critical thinking, and self-directed learning and emphasize self-esteem and social leadership.

Introduction activities in learning environments are usually playful. However, they are important aspects of learning communication skills. Several research articles point to strategies of self-presentation.

### Literature Review

According to Rutkofsky et. al. (2021), "Self-introduction allows individuals to articulate their identity, which can reinforce their self-image and self-esteem." The paper aimed to give a general understanding of confidence, self-image, and self-esteem, and also highlighted psychological aspects, healthy well-being, and mental stability to succeed personally and professionally (Rutkofsky et. al., 2021).

Grace MyHyun Kim (2015) argued that transcultural digital literacies help learners in informal, digitally mediated learning environments to shape dynamic conversations, and self-representational practices and build cultural and social interactions in online contexts. Digital tools extend learners' ability to

express their creativity and develop their communication skills (Mehta & Rathore, 2015).

A study on *Students' Perceptions of the Use of Online Learning Platforms in EFL Classrooms* examined students' attitudes towards Edmodo and Quipper tools in the EFL context. This study was a survey involving 40 junior and senior high school students in Bandung. According to the findings, most of the students perceived online platforms as beneficial and convenient to use for subsequent language skill practice, new vocabulary learning, and comprehension of lessons' materials. However, one of the challenges was slow internet speed. The findings suggested benefits for learners from such digital platforms. (Cakrawati 2017).

Kean, A. C., Embi, M. A., & Yunus, M. M. (2012) revealed a positive effect on learning awareness and self-monitoring skills. Though the purpose of using ICT tools in a specific pedagogical setting did not play a significant role, learners preferred certain ICT tools due to the differences in personality traits and ICT knowledge. Conventional techniques like direct interaction with people, using the computer, and PowerPoint presentations are inadequate to introduce oneself and to communicate. The study encouraged techniques such as peer learning to foster the mechanisms of peer encouragement and motivation among learners. Technological advancements brought drastic changes in public speaking skills (Cladis, 2020). Video materials in English as a Foreign Language (EFL) classrooms positively benefit the learner: They enhance students' motivational levels, improve communicative learning strategy, and encourage self-directed learning. The authors suggested a pedagogical change in the teaching principles, methods, and specific requirements for EFL teaching using digital materials (Bajrami and Ismaili, 2016).

### Research Questions

Technology has invaded many disciplines including the educational sector. The acceptance and utilization of modern instructive

materials leverage the emotional, psychological, and cognitive demands of the learners, thus allowing them to tune with the changing trends. This requires uniform decision-making among teachers, learners, and administrators to foster technology-embedded high-quality teaching and learning. The present research reflects on the most common yet important communicative activity in today's technology-focused and professionally challenging which we say, 'Self Introduction.'

The research has the following questions:

1. How do learners consider the relevance of technology-assisted introductory messages compared to face-to-face interactive methods?
2. To what extent does self-introduction on digital platforms differ from the conventional method?
3. How does multimedia such as video, audio and images contribute to the efficiency of the digital self-introduction?

### Research Methodology

The present research adopted a mixed-method approach to examine the feasibility of technology-based self-introduction strategies among undergraduate students. The respondents belonged to the I year I semester BA Optional English course. All the students opted for a foreign language such as Japanese, Korean, or Persian as their domain subjects. English was not a dominant language for most of the learners. A majority hail from Northern and Southern states of India and are mostly comfortable speaking in Hindi, Marathi, and Bengali. Everybody knows English. Ten percent of the class has eloquent speakers and for the rest of the respondents, the spoken discourse is limited to communicating in English in a few academic contexts.

English becomes part of their curriculum to acquire minimum credits for the final degree. So Optional English for Foreign Language (FL)

students is a compulsory course to fulfill the credit requirements. Since it is an optional course and may lead to disinterested attitudes and inattentiveness from the learners, the researcher tried to bring in some novelty by introducing an ICT and AI-integrated approach to the classroom culture. The research involved two phases:

#### 1. Phase I:

- a. The course started with a common and conventional topic that most teachers adopt to know about the students, their academic backgrounds, and co-curricular and extra-curricular activities. The icebreaker session had a 'Self-introduction' theme. All the students introduced themselves to the class by giving details about their previous studies, family members, hobbies, dreams, achievements, and goals in an informal way.
- b. The researcher then administered a survey questionnaire consisting of demographic details about their name, age, previous study, languages known; and proficiency levels to communicate in English. The questionnaire also looked at the following points for a detailed analysis:

- the self-introductory pointers that require serious attention for their career progression and
- the intervention of AI and ICT tools for a semi-formal self-introduction video

#### 2. Phase II:

The researcher introduced self-introduction strategies which need to be precise, specific, career-oriented, creative, and engaging compared to a traditional and informal tone. The session included

- inputs to structure the self-introductory text, grammatical precision, discourse markers, transition signals, and verbal and nonverbal clues to make an effective self-introduction. It highlighted the importance of making

specific presentations that include major fields of study, skills, competencies, hobbies, interests, achievements, and accomplishments for their career progression. The focus was on achieving a balanced mindset for personal and professional space, avoiding stress, and maintaining career advancement.

- express achievements and experiences using videos, animations, infographics, and other interactive tools to show their ability to navigate through technology and practice digitalization, which is always an essential asset for the corporate world and personal branding. The researcher suggested AI and ICT tools for preparing a digital self-introductory video using their creativity and innovative skills.
- Instructions to create a semi-formal digital self-introductory video since the learners are still in the I semester. Such an experience would help create a professional e-portfolio for future employment opportunities.

NVivo software tabulated the qualitative analysis of the participants.

### Research findings

The icebreaker session on the self-introductory presentations revealed that more than 70 percent introduced their details, family background, dreams, hobbies, and aims informally. The observations suggested that the learners need to focus on their aims and goals constructively to fit the competitive world.

A structured questionnaire revealed insights about the learner's major field of study, skills, competencies, hobbies, interests, achievements, and accomplishments for their career progression apart from personal details. Some of the following facts for the questions administered during Phase I and II are as follows:

### 1. The prompts (learner's major field of study, skills, competencies, hobbies, interests, achievements, and accomplishments) mentioned during the self-introductory session

Phase I data revealed that 64.3% of learners mentioned their major field of study; 57.1% their skills and competencies; 96.4% their hobbies and interests; 82.1% shared their goals and aspirations, showing significant interest in future ambitions, and 57.1% shared about their achievements in their previous educational settings.

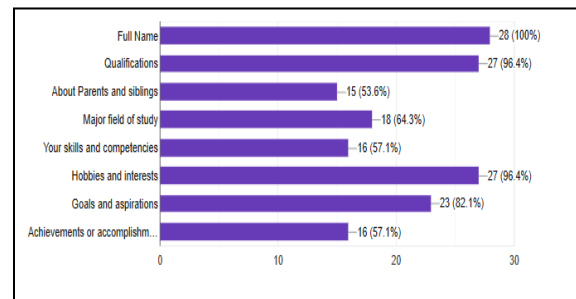


Fig.1: Chart highlighting the prompts during the self-introductory session (Phase I)

During Phase II intervention, 84.6% of learners mentioned major field of study, an increase of 20.3% from Phase I. The learners explained the importance of their courses, their specializations, and how to navigate for their further career prospects; 84.6% about their skills and competencies, an increase of 27.5% where the learners identified specific skills and competencies to tap them for their academic progress; 100% about hobbies and interests, an increase of 3.6%. The learners expressed freely about what they do during their free time during Phase I and II; 80.8% shared their goals and aspirations, showing a decrease of 1.3%. Some learners expressed that they would take some time, check the objectives of different courses, and then rework their career paths. This activity has helped them to think about their career choices and significant interest in future ambitions; and 53.8% shared about their achievements and accomplishments, showing a decrease of 3.3%. The learners expressed that

they would pick up only those achievements and accomplishments that demonstrate their dedication, intellectual abilities, and significant contributions toward their academic credentials instead of trivial ones. A majority of the learners realized the value of verifiable and truthful achievements.

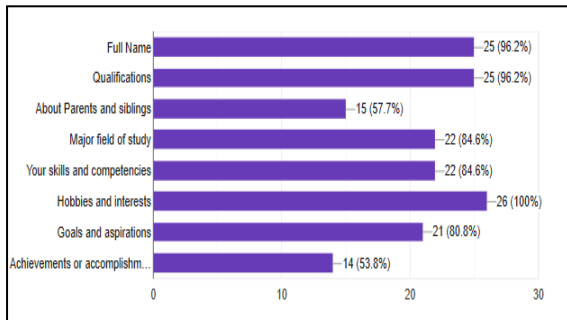


Fig.2: Chart highlighting the prompts during the self-introductory session (Phase II)

## 2. Creating multi-modal recordings for classroom purposes

Phase I data revealed that out of 28 respondents, only two indicated working on visual content. However, one respondent mentioned that he used video recording for an English project, and the other was aware of web tools but had never used them for any classroom-related project work. The remaining mentioned that technology-enabled instruction was a new experience and digital platforms for communication were a rare commodity in their previous educational spheres.

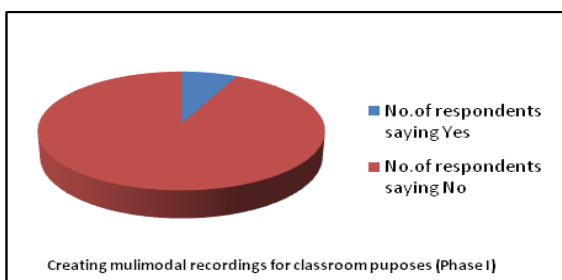


Fig.3: Chart showing multi-modal recordings for classroom purposes (Phase I)

Phase II data revealed that all 28 respondents worked on the visual content to create a self-introductory video. The qualitative analysis of participants was interpreted using NVivo software. All the participants said that this kind of new activity led them to

- boost their confidence levels
- explore interesting AI tools and web resources
- structure their self-introductory with a proper introduction, body, and conclusion
- experience the virtual learning environment which is essential for a professional profile
- exhibit creativity and a fun learning environment
- practice an independent and learner-centric approach
- learn about creating and editing a video
- add an image, and music track, and merge videos
- create their videos for the first time

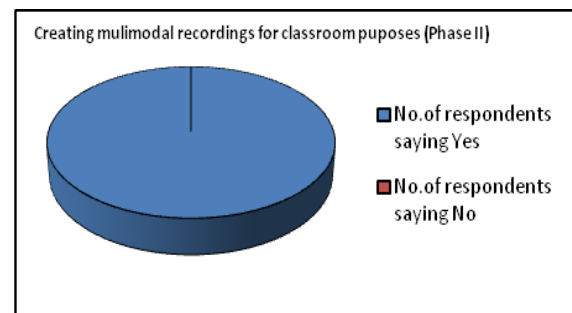


Fig.4: Chart showing multi modal recordings for Self-introductory session (Phase II)

## 3. ICT web tool/s used while creating the Self-introduction video

The learners were excited to share their experiences. The following data revealed that the learners explored some useful ICT tools that aid in creating self-introductory videos:

S. No.	ICT/ Web Tool explored	No. of learners exploring the web tool
1	Canva	6
2	Microsoft clip champ	3
3	Capcut	2
4	Kinemaster	1
5	shot	3
6	chip champ	1
7	Filmora	2
8	Flexclip	1
9	VITA	3
10	VN Video Editor	3
11	Smartphone video camera	3

### Conclusion

All the learners managed to produce a video and present themselves in a semi-formal context to enhance their self-esteem and public speaking skills. The feedback and review session helped them to comprehend the use of appropriate gestures and facial expressions, intonation patterns, and grammatically correct responses. The process has helped them to reflect on their skills, goals, and accomplishments. The activity has fostered them to structure and prioritize the main elements of self-introduction, thus allowing them to rethink, channel their potential; and leverage their abilities to navigate towards their career goals. Some sample videos were appended that displayed the enthusiasm, interest, and creativity of the learners.

### Acknowledgement

I express my sincere appreciation to my students, pursuing BA (FL) in The English and Foreign Languages University for their unwavering support, enthusiastic learning and creative thought process. Their dedication and enthusiasm has been instrumental in supplementing digital materials for this work.

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Appendix: Sample self-introductory videos of randomly selected learners

1. Rakhi Kumari from the Korean Department

[https://drive.google.com/file/d/1JljkL4xRs2StMHG1Iw9YQViO4BDiYRy4/view?usp=drive\\_link](https://drive.google.com/file/d/1JljkL4xRs2StMHG1Iw9YQViO4BDiYRy4/view?usp=drive_link)

2. Shaswath Singh from the Korean Department

[https://drive.google.com/file/d/1jCl8Qc3LkOjllj06NR2PeQ1Od6Pwl7og/view?usp=drive\\_link](https://drive.google.com/file/d/1jCl8Qc3LkOjllj06NR2PeQ1Od6Pwl7og/view?usp=drive_link)

3. Galib Akthar from Japanese Department

[https://drive.google.com/file/d/1Dst2szXCHlgDK42B6e8YeopHahSH8XLQ/view?usp=drive\\_link](https://drive.google.com/file/d/1Dst2szXCHlgDK42B6e8YeopHahSH8XLQ/view?usp=drive_link)

4. Palak Pawar from the Korean Department

[https://drive.google.com/file/d/1b4-gt\\_nyT0Sz0\\_n7u7JYBUABcIHuBhxp/view?usp=drive\\_link](https://drive.google.com/file/d/1b4-gt_nyT0Sz0_n7u7JYBUABcIHuBhxp/view?usp=drive_link)

5. Rajendra Kumar from the Persian Department

[https://drive.google.com/file/d/1-sMpDXIH\\_Ram6Cmslg\\_YU8r229ef6Xvn/view?usp=drive\\_link](https://drive.google.com/file/d/1-sMpDXIH_Ram6Cmslg_YU8r229ef6Xvn/view?usp=drive_link)