CSSR2022

Function of *Self -mention* Markers in An Accountancy Conference

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Abstract
This study analyzed presentations made by professionals as part of the development programs to enhance the skills and competencies of Accountants. The presentations at the ASEAN Federation of Accountants (AFA) conference were selected and audio-recorded. The data were then transcribed and documented in a 29 800-word file. *Wordsmith* tools (Scott, 2020) were used to analyze data. This study focused on using interpersonal metadiscourse markers (Hyland, 2005), particularly *Self-- mention* as a presentation strategy. The findings showed that *'I'* and *'we'* were the dominant Self-mentions in the presentations. They are used as referents for inclusivity and to highlight the presenter's perspectives.

Keywords: Conference presentation; Metadiscourse markers, Accountant; Self Mention, Function

1.0 Introduction

Professional accountants must have certain skills and competencies in their continuing professional development (CPD) program. According to the study's findings, 89.9% of accountants in the Asia-Pacific prefer attending conferences as their preferred CPD program (De Lange et al., 2015). This study focused on presentations by accountants at an international conference.

The presentation includes several signposts that the presenter uses as markers. The markers function as a strategy to connect the presenters and the audience and help the audience understand the presentation. The presentation has three main sections: introduction, body, and conclusion (Seliman & Dubois, 2002).

The conference also serves as a genre as a means of communication with the audience and relates to a broader audience, including stakeholders. Its goals are to publish research and improve the education system (Räisänen, 2002). Hyland provides a framework for identifying interpersonal metadiscourse markers (Hyland, 2005). According to Weber (2005) and Fernández-Polo (2014b), speakers can use markers such as conjunctions and adverbial verbs to engage with the audience, change the topic, explain a specific case, and make comments.

The audience's ability to absorb only 40% of the presentation is also a challenge in understanding the presentation. As a result, the speaker should devise a strategy to include them in the presentation (Wallwork, 2010). This study studied the metadiscourse markers that were used in the conference presentation.

The study aims to investigate conference presentations in professional conferences, focusing on using *Self-mention* as a specific interpersonal metadiscourse marker in conference presentations and the function of the markers. Metadiscourse markers have received little attention in professional conference presentations. This metadiscourse analysis aims to describe/understand the use of *Self-mentions* by NNS at an international conference. The study of *Self-mentions* in the Conference presentation on Accountancy organization is to understand the strategy used by the speakers when referring to specific audiences.

2.0 Literature Review

Conference presentations include activities such as plenaries, keynotes, and other related features such as symposium presentations and parallel sessions. The conference is somewhat formal, with a monologue, dynamic, open-ended questions, and a Q&A session (Guest, 2018). The purpose of a conference presentation is to persuade, inform, and entertain. The triangulation is in the study of three sections: the introduction, which is the directive phrase; the voice section, which serves to persuade; and the metadiscourse, which serves to entertain (Guest, 2018). Presentation is a genre system because it includes a series of social actions and links to a forum. This consists of the proceedings and the steps before, during, and after the conference (Räisänen, 2002). The participants of an international conference come from various language backgrounds and are attending a conference conducted in English. As such, the level of understanding will vary, making it difficult for both the audience and the speaker. More research is needed to identify strategies to help the audience understand the presentation during conference presentations.

Metadiscourse allows the writer and speaker to present their goals and opinions to elicit responses from the reader. Using a variety of imperatives, second-person pronouns, and evaluative commentary can assist the writer in conveying ideas and engaging the audience (Hyland, 2005). Several markers during a conference presentation can provide some interpersonal markers to aid comprehension. Hyland (2005) distinguishes two types of interpersonal metadiscourse markers: interactive and interactional metadiscourse markers. An interactive marker is a feature that "organizes propositional information in ways that a projected target audience will find coherent and convincing." The five subcategories of interactive markers include Transition markers, Frame markers, Endophoric markers, Evidentials, and Code Glosses.

Furthermore, interactional markers are characteristics that "involve readers and open opportunities for them to contribute to the discourse by alerting them to the author's perspective on proportional information and readers themselves." Interactional resources contain five types: hedges, boosters, attitude markers, self-mention markers, and engagement markers. Self-mention is an interactional metadiscourse marker that refers to the explicit reference to the author. The markers involve several markers such as '*I,' 'we, "my," me,' and 'our*.' The use of the framework is practical. The rhetorical choices made by the speakers can be identified using Hyland's (2005) framework.

Previous studies have focused on the academic metadiscourse markers, especially in the journal article, and *Hedges, Certainty,* and *Rhetorical questions* are used to build a relationship and persuade the readers (Sukma & Sujatna, 2014). Using *self-mention* to make the writers' persona and show the seniority in the community (Azar & Hashim, 2022), the use of *signaling nouns* to point to the intended audience, such as '*fact,' 'idea,' 'problem'* (Flowerdew, 2015), the use of '*I*' in the acknowledgment section of dissertation allow the writer to express themselves freely (Hyland & Tse, 2004), self-mention '*I*' in the seminar to reduce the distance between the teachers and students (Lee & Subtirelu, 2015).

In addition, metadiscourse studies have also focused on oral presentations, such as academic lectures, seminars, and presentations. The use of first and second pronouns with an emphasis on '*we*' in the university lecture has been used as a reference and discourse function (Fortanet, 2004). Several markers have been used in academic presentations, such as seminars, lectures (Aguilar, 2008), Self-mention at a conference (Fernández-Polo, 2014a), the use of '*you*' in conference presentations to involve the audience to interpret data presented, receive benefit and thank the audience (Fernández-Polo, 2018). While 'we' are also used to engage the student with the lecture's content (Yeo & Ting, 2014), the monologue feature in a conference presentation, such as '*I think,*' is used to build rapport with the audience (Weber, 2005). Recent studies extended the analysis on the use of metadiscourse in academic lectures following the Moves of the presentation (Ädel, 2023), the transfer from L1 to L2 (Walková, 2019)

While 'we' is also used to engage the students with the lecture's content (Yeo & Ting, 2014), the monologue feature in a conference presentation, such as '*I think,*' is used to build rapport with the audience (Weber, 2005).

The methodology in analyzing metadiscourse involves the use of software such as recordings and transcription of the corpora (Weber, 2005), audio and video recording (Fernández-Polo, 2018), the use of software, such as *AntConc*, and then manual analysis (Fernández-Polo, 2014b).

3.0 Methodology

Hyland's (2005) framework, focusing on Self-mention, Is used for textual analysis of the collected data textual analysis.

3.1 The corpus

This study's corpus includes 13 presentations from the ASEAN Federation of Accountants (AFA) conference. The conference was held in Bali, Indonesia, in 2019. It was well attended by members of ASEAN's accounting organization, university academics, government representatives, and stakeholders. Each presentation is 9-24 minutes, and the duration of the data is 3 hours and 42 minutes. The presentation was audio-recorded and then transcribed in 28,900 words using *Wordsmith* software (Wreally, 2019). This conference was held physically before the Covid-19 pandemic and conducted online during the Covid-19 pandemic. Thus, further data collection could not be conducted because of the pandemic. The conference was conducted online.

3.2 Data Collection

The presentation was recorded on audiotape. Only presentations by speakers representing their organization from the ASEAN countries were chosen. This study focussed on presentation in the panel discussion section, while plenary speeches are excluded from the data.

3.3 Data analysis method

Data were analyzed with *Wordsmith Tools 8.0* (Scott, 2020). The software assists in selecting the data that can be analyzed more efficiently. The concordances were used to analyze the data based on Hyland's (2005) framework. The computer analyzes to be faster (Ädel, 2006). The steps in analyzing the data are as follows: First, data were analyzed applying the Hyland framework. Second, the concordance analysis was conducted. Third, personal pronouns were identified and then sorted. Fourth, the frequency was calculated. Fifth, textual analysis was completed, and examples were provided from the data.

3.4 Hyland's Self-mention Marker
Hyland's (2005) interactional dimension is to demonstrate the writer's point of view. The author could argue, direct attention, acknowledge uncertainties, and interpret. One of the five subcategories is self-mention, using first-person pronouns and possessive adjectives such as *I, me, mine, we, our, and ours.* The author shares their point of view and relates it to "the argument, their community, and their readers." The category of the pronouns are; subject pronouns *'I,' 'we'* and object pronouns *'me', 'us'* and possessive pronouns *'my' and 'our.'*
According to Hyland (2002), the author can be projected To state a purpose, explain a procedure, state a claim, express self-benefits, and elaborate an argument.

4.0 Findings
4.1 Self-Mention in the conference presentation
Self-mention is the most common interactional marker found in the data. There are 1348 tokens recorded that count 27.1% of the whole markers in the data. The frequency of self-mention in the conference presentation is presented in Figure 1.
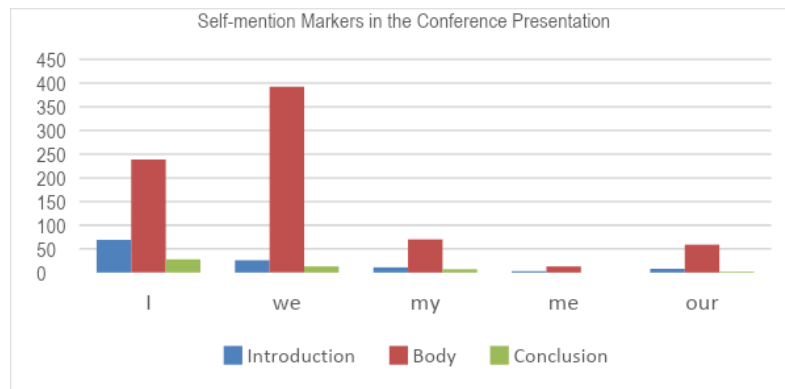

Figure 1 Self-mention marker in the conference presentation

4.2 Self-mention in the introduction section
The *'I'* in the introduction section is used more often than other pronouns. *'I'* (59%) has been used in the initial stage when the speaker greets the audience and presents their background. For example, the speaker emphasizes personal information when using 'I.,' to talk about their country and the organization they represent.For example*, "I think." "I will discuss…."* 'Self-mention *'I'* expresses the speaker's point of view. In addition, *'we'* in the introduction section lists the structure of the presentation. *'we'* (22%) aims to show the inclusivity of the team. The research/project of work that is presented might involve a team. For example, "*we want…", "we know…."* Since the introduction section is a listener orientation (Dubois, 1980), and it is the opening stage of the lecture introduction (Thompson, 1994). *Self-mention* is usually used in the introduction section:

(1) *"Selamat Pagi.* So, probably you wonder why *I speak* Bahasa. I'm a Malaysian, but *I sit* on the board of CPA Australia. You will be wondering why *warga emas,* or we call it senior citizens, talk about it, but and I'm very much are wired in *I think* like most of us here and ICT is our in his year and I'm very much are wired in I think like most of us here and ICT is our in our lives now."

Example (1) shows that the *Self-mention 'I'* has been used to express the speaker's self when introducing himself. He said '*I speak,' 'I sit,' and 'I think'* to refer to the presenter.

4.3 Self-mention in the body section
The use of self-mention in the body section is common. '*We*' (50.7%), followed by *'I'* (39%). As part of the work, the presenter intends to refer to others. The presenter demonstrates that they are a team member and speaks on their behalf. And to emphasize that his work is a collaborative effort.
The 'I' marker is used in the body section to present the study's background and personalize the viewpoint. The speaker participates in the text and expresses their presence (Lee & Subtirelu, 2015). Similar to the previous study's findings, *'we'* is used as a reference in the conference to represent the other community of people to which the speaker belongs (Fortanet, 2004). In example 2, the *self-mention* '*we*' in the body section is demonstrated.

(2) *"We would* like to share the gap. So, the first thing we need to understand or be comprehensive about the problems is knowing about the gaps. Then *we know* better to lead or to promote the enhancement of the journey for us for all of us like regulators and professionals offer energy and work to improve the integrity and credibility of the systems."

In example (2), *self-mention* has been used in expressing "*we would," "we need," and "we know." Self-mention* 'we' is used to show that the presenter tried to express an argument that emphasizes the work of the team members.

'my' in the body section, especially in presenting a background.

(3) I would share **my** experiences with the last one, keeping an open mind about honesty, because when we interact with the clients,

(4) "I think we can educate **our** younger people to be professionally skeptical, and some of those accounting misbehaviors that we are talking about can be addressed. And the same applies for professional judgment. so today, and while."

The use of '*my*' and '*our*' markers in the background emphasizes the speakers' background. These markers can support the speaker's information on the important information. In addition, it can also be used for the benefit of the speakers who introduce themselves and also the organization,

Self-mention in the conclusion section
Self-mention in the conclusion section used *'I'* (56%) and 'we' (23%) markers. In the conclusion section, the speaker says gratitude and does not give much information. The example can be seen in examples (5) and (6).

(5) **"I** would like to close my presentation with the statement."
(6) **"I** think it is the keyword, and **I** think basic positively the curiosity to learn a new thing. **I** think that is the end of my presentation."

When concluding the presentation, the speaker mentions himself. The words '*I think* and '*would like*' show the speaker's point of view.
Even though the self-mention marker has been extensively studied in written discourse, more research is needed in spoken discourse. The new findings were discovered in the Self mentioned marker '*I,*' which is used in the introduction section to emphasize the presenter's background. The chair introduced the speaker at the start of the session. The chair read the curriculum vitae before introducing the speaker and inviting them to speak. However, introducing oneself is still necessary in the session, and the speaker presents themselves again. Talking about their background and organization in another way, using a specific self-mention marker. 'We' is a self-mentioned marker used to show the team members' inclusivity in solving the organizational problem.

4.4 Function of Self-mention in the conference presentation
The word '*we*' refers to a group or team who prepared the study or presentation. The use of '*I*' to refer to the speaker creates a persona and engages audiences. Thus, using self-mention can be a helpful indicator that the audience is paying attention to the presentation. The *'I'* function refers to the speaker presenting their background and viewpoint. Furthermore, the self-mention 'we' function demonstrates the inclusiveness of the team member who is a part of the study presented.
The function of self-mention markers in the introduction and body section is nearly identical, referring to the presenter. The speaker greets the audience in the introduction section and expresses gratitude in the conclusion section. These sections use the word "I" more frequently. The findings show that the body section is a discussion of the topics. The speaker presents some concepts that can be applied to other organizations. The functions of self-mention are illustrated in examples (7) and (8).
1. The function of *'I'* refers to the speaker.

(7) **"I** think have to be frankly said that I'm quite nervous speaking in front of all of you. There are two reasons first**. I** think I'm one of I'm the ones who's sneaking around this room. the second one. **I** saw some friendly faces in front of that. **I** was coming from one of the economics**. I**'ve done so many things in finance ."

'I' *in example (7)* supports the speaker in expressing himself and explaining his background, which is part of the speaker's benefit.

2. The function of '*we'* for the inclusivity of team member

(8) "Four years ago, **we** initiated, and it happens to be true that **we** own and operate our satellite that now it's operating, and **we** have to submit all the bookkeeping reporting and everything by disc to the head office in Jakarta... that soon **we** have A I that is this interesting to see that we examined."

'we' in example (8) shows that the speaker speaks to represent his organization/company. He stated the procedure for making an innovation involving technology that has contributed to the work of accountants.

3. The function of *'I'* as self-benefit

(9) "So the last is **I** have one video of how we did to attract people to attract accountants plus to join with the company…**I** think that the thing that **I** want to share with you on the way we develop the competency of our employees."
In example (9), the speaker ended the presentation by stating his intention to share the video about his organization.

5.0 Discussion
The recent study aims to investigate two issues. To begin, identify the self-mention markers used in the accounting conference presentation. Second, determine the function of the *self-mention* marker in an accounting conference presentation.

First, in the conference presentation, the *self-mention* markers are most used in conference presentations. It appears in a conference presentation's introduction, body, and conclusion. The introduction section *'I'* is used mainly in the opening session to draw the audience's attention. The speaker introduces themselves and then presents the presentation structure. And '*we'* is used in the body section, followed by '*I,'* and finally, in the conclusion section, a similar trend to the introduction, *'I'* is used.

Second, the use of self-mention markers *'I'* and '*we*' in the accountant conference presentation is to help the presenters connect better with the audience for better comprehension as the presentation is complex and not all content can be absorbed by the audience instantly. This function benefits both the audience and speakers because of the self-markers.

In this study, '*we'* and *'I'* were used to identify the presenter's position in the body section, referring to himself and a representative of a group of people involved. This finding is different from the results obtained by Yeo (2014), which showed that '*we'* is used to refer to the teacher while giving out instructions to the students in the class. This study also showed that 'my' refers to the topics presented. And finally, 'our' refers to the inclusivity of the audience in the topic.

The study implies that *Self mention 'we, 'I,' and 'you'* are used in the conference presentations that help in referring to the specific people who identify their positions to the speakers. Self-mention allows communication in the conference pre. The results can be used as the framework for teaching oral presentation skills for the ESP program in the Accountancy department, involving people from colleagues to stakeholders.

6.0 Conclusion & Recommendations

Self-mention is the most common metadiscourse marker in accounting conference presentations. Most of the speakers used self-mention to engage the audience. In addition, they also refer to themselves and involve the team members they represented at the conference. A metadiscourse marker can also help with comprehension of the presentation's content. The results can be used as the framework for teaching oral presentation skills for the ESP program in the Accountancy Department. The study recommends expanding research on self-mention to the conference in other domains and other types of pronouns.

The study is based on an online (virtual) conference. Thus, the findings cannot represent a study on a physical (onsite) conference. However, it can be a reference for future research, especially in physical/onsite and hybrid-based conferences.

The scale of the study is small because the conference was held during a pandemic, and the number of the targeted participants is lower than expected. Therefore, this study can be replicated on a larger scale involving more conferences in the post-pandemic period. Although the study's small sample, the results provide insight into using Self-mention among NNS in a conference for Accountants.

Acknowledgments

Paper Contribution to Related Field of Study

The study has enhanced the analysis of Self- mentioned functions as part of the metadiscourse analysis in the Conference Presentation. *Self-mention* has a significant contribution to the conference presentation in the accountancy field.

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