

- Conference prep
- Hand gestures
- Speech delivery tips
- Speech practice tips
- Writing versus speaking

From the Edanz "Presenting and
Discussing Your Research" course



The Basics of Research Presentations

Table of contents

1. Conference prep	.....	3
2. Hand gestures	.....	4
3. Speech delivery tips	.....	6
4. Speech practice tips	.....	8
5. Writing Versus Speaking	.....	12

Preparing to Attend a Conference

Use the checklist below to check a conference is ethical and to prepare for your conference slide or poster presentation. If you have any questions or require language or other support, please email global@edanzgroup.com.







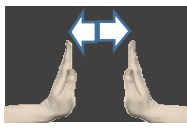


Preparation steps	Check
1. Perform initial check of conference with www.ThinkCheckAttend.org checklist	
Organizers & Sponsors	
Are you aware of the society or the association organizing this conference?	<input type="checkbox"/>
Can you easily identify the venue of the conference?	<input type="checkbox"/>
Is it the first time that this conference is being held?	<input type="checkbox"/>
Have you or your colleagues attended this conference before?	<input type="checkbox"/>
Is it clear what fees will be charged (conference fee, registration fees, etc) and would these be waived if you are accepted as a speaker?	<input type="checkbox"/>
Are any of the sponsors involved in the conference?	<input type="checkbox"/>
Are you aware of any of them, especially with industry-related fields such as Engineering & Biomedical research?	<input type="checkbox"/>
Did you check the conference website? Is all the information (such as the attendance fees, submission date, conference date, editorial committee, program details and venue) presented in a proper way?	<input type="checkbox"/>
Have you read any papers from this conference proceedings before?	<input type="checkbox"/>
Agenda & Editorial Committee	
Is there clear information about the timeline and the agenda for the conference?	<input type="checkbox"/>
Do the scope and objectives of the conference fit your field and core interest or not?	<input type="checkbox"/>
Have you heard of the Keynote speakers?	<input type="checkbox"/>
Is the Editorial Committee listed on the website?	<input type="checkbox"/>
Have you heard of the Editorial Committee members before?	<input type="checkbox"/>
Is the Committee clear about the editorial control over presentations and the type of peer review it uses?	<input type="checkbox"/>
Conference Proceedings	
Is the Organizing Committee clear about where the proceedings will be published?	<input type="checkbox"/>
Does the conference make it clear which indexing services it can guarantee the published proceedings and to which indexers will it submit the proceedings for evaluation?	<input type="checkbox"/>
Is the publisher of the proceedings a member of a recognized industry initiative such as COPE, DOAJ, OASPA?	<input type="checkbox"/>
Also refer to the "Think. Check. Submit." checklist for more details about publishing in the right journal at https://thinkchecksubmit.org/check/ .	<input type="checkbox"/>
2. Check conference information	
• Conference theme, dates, venue, costs, availability of scholarships/discounts	<input type="checkbox"/>
• Any pre-/post-conference courses, reception/banquet, social program, etc	<input type="checkbox"/>
• Deadlines (registration, payment, abstract submission, etc)	<input type="checkbox"/>
• Whether presented work has to be original (not yet published)	<input type="checkbox"/>
• Ethics approvals, declarations of funding & conflicts of interest, etc	<input type="checkbox"/>
• Process for selection/designation of poster or oral session	<input type="checkbox"/>
• Details on conference proceedings (abstract, extended abstract, short/full paper)	<input type="checkbox"/>
• Whether conference proceedings are a journal supplement, copyright, CC license	<input type="checkbox"/>

3. Check presentation guidelines	
• Date, time & duration of presentation	<input type="checkbox"/>
• Format/size of poster (portrait/landscape, material, posting method, etc)	<input type="checkbox"/>
• Format/size of slides (aspect ratio, program, number of slides, animation, etc)	<input type="checkbox"/>
• Amount of time for Question & Answer session; format of session	<input type="checkbox"/>
• Instructions on poster/presentation contest & judging process	<input type="checkbox"/>
4. Check venue & staging	
• Slide/oral presentation	
Any stage, lectern, table/seating	<input type="checkbox"/>
Visual aids (projector & screen, whiteboard, blackboard, flipchart, handouts, video/audio clips)	<input type="checkbox"/>
Computer, file transfer (USB stick or emailed before the event)	<input type="checkbox"/>
Laser pointer +/- slide advancer, clock, time cards/bell	
Microphone (clip-on, handheld, on stand, headset)	<input type="checkbox"/>
Audience microphone/s	<input type="checkbox"/>
TV broadcast onto multiple screens; video	<input type="checkbox"/>
Lighting	<input type="checkbox"/>
Bottled water +/- glass	<input type="checkbox"/>
Test presentation file beforehand (check special symbols, fonts, line breaks, images, animation, transitions)	<input type="checkbox"/>
Visit venue / try out presentation	<input type="checkbox"/>
Don't stand in front of the screen	<input type="checkbox"/>
Poster presentation	
Firm attachment of poster to board, spare adhesive	<input type="checkbox"/>
Microphone (clip-on, handheld, on stand, headset)	<input type="checkbox"/>
Audience microphone/s	<input type="checkbox"/>
Lighting	<input type="checkbox"/>
Bottled water	<input type="checkbox"/>
Don't stand in front of the poster	<input type="checkbox"/>
Handout versions of poster	<input type="checkbox"/>
Namecards/business cards	<input type="checkbox"/>

Items in 1, from www.ThinkCheckAttend.org (CC BY)

Example Hand Gesturing

The table below gives examples of how to use hand gestures to make a talk more interesting and engaging. If you have any questions or require language or other support, please email global@edanzgroup.com.

Gesture	Examples
(1) Asking if audience can hear (palm to one ear)	 <p>Can everyone hear me, especially at the back of the room?</p>
(2) Asking a rhetorical question (one or both palms facing up)	 <p>Why should we make brief notes in slides, and avoid full sentences and lots of text?</p>
(3) Counting with fingers (4) Palms moving toward or away from each other, signifying shortening and lengthening, respectively	 <p>There are two reasons for using bullets and keywords in slides.</p>   <p>First, if the previous speaker spoke for too long, you can just summarize.</p>   <p>Second, if the previous speaker was too brief, you can expand the explanation of your bullets to make a longer presentation.</p>
(5) Palm pointing	 <p>This slide shows what I mean.</p>
(6) Showing wholeness/size (hands around an imaginary sphere)	 <p>Doing that can help improve your slides and whole presentation.</p>

Images (CC0): Pixabay

Tips for Speech Delivery

The table below shows how to mark up a written speech in English to make the spoken version sound more conversational, interesting, and engaging, while also improving comprehension. If you have any questions or require language or other support, please email global@edanzgroup.com.

Feature and notation	Examples
<p>(1) Stress important content words or concepts</p> <p>Use bold for important words; use an initially higher, louder, and slower voice for those words</p>	<p><i>Important content words in bold:</i></p> <p>Using bullets and keywords will allow you to adjust how much detail to give, depending on time. For example, if the previous speaker spoke for too long, you can just summarize. If he or she was too brief, you can expand the explanation of your bullets to make a longer presentation.</p>
<p>(2) Stress the most important or newest word/concept of a clause, and especially at the end of a sentence</p> <p>Use bold capitals; use an initially higher, louder, and slower voice, more exaggerated than in (1), with appropriate facial and arm/hand gestures</p>	<p><i>Most important words in capitals:</i></p> <p>Using bullets and keywords will allow you to adjust how much DETAIL to give, depending on TIME. For example, if the previous speaker spoke for TOO LONG, you can just SUMMARIZE. If he or she was too BRIEF, you can EXPAND the explanation of your bullets to make a LONGER PRESENTATION.</p> <p><i>Combined with (1):</i></p> <p>Using bullets and keywords will allow you to adjust how much DETAIL to give, depending on TIME. For example, if the previous speaker spoke for TOO LONG, you can just SUMMARIZE. If he or she was too BRIEF, you can EXPAND the explanation of your bullets to make a LONGER PRESENTATION.</p>
<p>(3) Pause between clauses and sentences to allow natural pacing</p> <p>Use a slash mark and extra spaces to show a pause of 0.5-1 second</p> <p>Between sentences, use two slashes for a longer pause</p>	<p><i>Slash marks and extra spaces to show pauses:</i></p> <p>Using bullets and keywords / will allow you to adjust how much detail to give, / depending on time. // For example, // if the previous speaker spoke for too long, / you can just summarize. // If he or she was too brief, // you can expand the explanation of your bullets / to make a longer presentation.</p> <p><i>Combined with (1-2):</i></p> <p>Using bullets and keywords / will allow you to adjust how much DETAIL to give, / depending on TIME. // For example, // if the previous speaker spoke for TOO LONG, / you can just SUMMARIZE. // If he or she was too BRIEF, // you can EXPAND the explanation of your bullets / to make a LONGER PRESENTATION.</p>

<p>(4) Use a long pause before a very important word or concept</p> <p>Use an ellipsis (three dots) to show a 2-second pause; underline the stressed syllables of the important words (which will also be bold and capitals)</p> <p>Note:</p> <ul style="list-style-type: none"> underline stressed syllables as needed to avoid confusion (eg, <u>increase</u> [noun] & <u>increase</u> [verb]; <u>present</u> [noun, adjective] & <u>present</u> [verb]) 	<p><i>Ellipses to show dramatic pauses before the most important words (in capitals and underlined):</i></p> <p>Using bullets and keywords will allow you to adjust how much detail to give, depending on time. For example, if the previous speaker spoke for too long, you can just ... <u>SUMMARIZE</u>. If he or she was too brief, you can expand the explanation of your bullets to make ... a <u>LONGER PRESENTATION</u>.</p> <p><i>Combined with (1-3):</i></p> <p>Using bullets and keywords / will allow you to adjust how much DETAIL to give, / depending on TIME. // For example, // if the previous speaker spoke for TOO LONG, / you can just ... <u>SUMMARIZE</u>. // If he or she was too BRIEF, // you can EXPAND the explanation of your bullets / to make ... a <u>LONGER PRESENTATION</u>.</p>
<p>(5) Vary your intonation for interest and emphasis</p> <p>Draw arrows or use the Wingdings font</p> <p>Notes:</p> <ul style="list-style-type: none"> important statements tend to fall in intonation, but keep the volume high at the end conditional sentences starting with "If" tend to rise, then fall WH questions (when, where, what, who, why, how) fall, whereas YES/NO questions tend to rise Items in lists rise; the last item falls 	<p><i>Arrows (in a different color) to show intonation:</i></p> <p>Using bullets and keywords will allow you to adjust how much detail ↘ to give, depending on time ↘. For example ↗, if the previous speaker spoke for too long ↗, you can just summarize ↘. If he or she was too brief ↗, you can expand ↘ the explanation of your bullets to make a longer ↘ presentation ↘.</p> <p><i>Combined with (1-4):</i></p> <p>Using bullets and keywords / will allow you to adjust how much DETAIL ↘ to give, / depending on TIME ↘. // For example ↗, // if the previous speaker spoke for TOO LONG ↗, / you can just ... <u>SUMMARIZE</u> ↘. // If he or she was too BRIEF ↗, // you can EXPAND ↘ the explanation of your bullets / to make ... a <u>LONGER</u> ↘ <u>PRESENTATION</u> ↘.</p>
<p>(6) Use gestures to complement what you say</p> <p>Write clear instructions for gestures in brackets above relevant words/phrases</p>	<p><i>Highlighted instructions combined with (1-5):</i></p> <p>Using bullets and keywords / will allow you to adjust how much DETAIL ↘ to give, / depending on TIME ↘. // For example ↗, // if the previous speaker spoke for TOO LONG ↗, / you can just ...</p> <p><PALMS TOWARDS EACH OTHER> <u>SUMMARIZE</u> ↘. // If he or she was too BRIEF ↗, // you can</p> <p>EXPAND ↘ the explanation of your bullets / to make ... a</p> <p><PALMS AWAY FROM EACH OTHER> <u>LONGER</u> ↘ <u>PRESENTATION</u> ↘.</p>

Tips for Presentation Practice

Use the checklist below when you are practicing your slide or poster presentation. If you have any questions or require language or other support, please email global@edanzgroup.com.

Presentation steps	Check
1. Main visual aids (poster or slide set)	
• Have visuals professionally made; adhere to conference/event guidelines	<input type="checkbox"/>
• Obtain necessary copyright clearance; include copyright/license acknowledgments	<input type="checkbox"/>
• Include references, acknowledgments of assistance, contact details	<input type="checkbox"/>
• Check visuals are appropriate for the speech & are not too text-heavy	<input type="checkbox"/>
2. Speech preparation	
• Write out long form of full speech, ensuring clear message	<input type="checkbox"/>
• Use conversational style, suitable technicality & formality	<input type="checkbox"/>
• Check pacing and timing	<input type="checkbox"/>
• Mark speech (circles, underlines...) for pausing, speed, volume (eg, important words)	<input type="checkbox"/>
• Convert speech to bullet-point notes (within PowerPoint or on cards)	<input type="checkbox"/>
3. Test out content on colleagues	
• Factual accuracy	<input type="checkbox"/>
• Understandable content (eg, enough background, analogies, define abbreviations)	<input type="checkbox"/>
• No bias (X The lecturer should time <u>his</u> talks well)	<input type="checkbox"/>
• No informal jargon (X Lab results were returned stat)	<input type="checkbox"/>
• No sensationalism (X Miracle cure)	<input type="checkbox"/>
• No slang (X Loads of drugs need time to kick in)	<input type="checkbox"/>
• No unexplained cultural references (X TV may turn kids into Telly-Tubbies)	<input type="checkbox"/>
4. Practice delivery	
• Use notes to deliver section by section, then full speech	<input type="checkbox"/>
• Memorize speech in sections, but do not recite word-for-word	<input type="checkbox"/>
• Stand straight, try breathing exercises, practice deep & loud voice	<input type="checkbox"/>
• Practice with appropriate facial and hand/arm gestures	<input type="checkbox"/>
• Practice in front of the mirror	<input type="checkbox"/>
• Record/video yourself and play back	<input type="checkbox"/>
• Adjust presentation, voice, actions as needed	<input type="checkbox"/>
• Practice in front of colleagues; practice Question & Answer session	<input type="checkbox"/>
5. Practice with visual aids	
• Practice with and without visuals; practice pointing & referring to visuals	<input type="checkbox"/>
• Practice not talking to or reading off from visuals	<input type="checkbox"/>
• Rehearse at the venue or in a similar place, with visuals (& laser pointer)	<input type="checkbox"/>
• Record/video yourself and play back; note any hesitations, gaps/repetition, filler words (er, erm, ah)	<input type="checkbox"/>
• Practice in front of colleagues, ask for feedback	<input type="checkbox"/>
• Focus on self-introduction, beginning & end, and Question & Answer session	<input type="checkbox"/>
• Focus on where to stand and move, how to interact with audience	<input type="checkbox"/>
• Check pacing and timing, gestures, volume & tone of voice, energy level	<input type="checkbox"/>
• Practice with microphones and lighting, if possible	<input type="checkbox"/>
• Practice emergencies (need to lengthen/shorten speech, no audiovisuals)	<input type="checkbox"/>

Writing versus Speaking

The table below gives examples of how writing (technical, planned style) differs from speaking (nontechnical, unscripted style). The latter uses more personal pronouns, active voice, contractions, WH words (what, where, when, why, who, how), shorter words, and rhetorical questions. If you have any questions or require language or other support, please email global@edanzgroup.com.

Writing	Speaking
Substantial research has been performed on...	A lot of research has been done on...
The principal study focuses were as follows...	Our main aims were to...
It must be emphasized from the outset that an examination of X was not the focus of the study.	Looking at X wasn't one of our aims.
The flowchart for sample selection, including inclusion and exclusion criteria, is shown in Box 1.	This is how we selected our sample.
The causative factors of the contradictory observations that were recorded are outlined below.	We found the opposite. Why was this?
Figure 1 shows a scattergraph of X versus Y, with a linear relationship between the two variables and a large positive correlation coefficient.	Here, you can see that X and Y increase together.
Regarding the selection of variables, it was important to include only the most relevant factors in an attempt to achieve a parsimonious model (Fig 2).	We included only relevant variables to simplify our model.
It is clear from the results of the regression and path analyses that the association between X and Y is statistically significant.	Now, if we look here, we can see X is clearly linked to Y.
All the abovementioned taken together, the results from this study suggest the following...	What does all this mean?
That X causes Y has not been convincingly demonstrated before in the English-language literature, to the best of our knowledge.	We're the first to actually show X causes Y.
Large-scale prospective studies need to be conducted in the future to confirm the findings of this investigation.	We need large prospective studies to confirm our findings.
The major conclusion that X causes Y has numerous practical, professional, service, and policy implications in wider society.	There are many implications for our findings in the real world.