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POWER POINT PRESENTATION OF PhD'S RESEARCH

GUIDE TO THE COURSE
“ACADEMIC WRITING IN ENGLISH”

*for PhD candidates (the third level of higher education)
in the following fields of knowledge:*

- 01 – Educational Sciences*
- 03 - Humanities*
- 05 - Social and behavioral sciences*
- 06 - Journalism*
- 07 - Management and administration*
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- 29 - International relations*
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ПРЕЗЕНТАЦІЯ НАУКОВОГО ДОСЛІДЖЕННЯ У ФОРМАТІ POWER POINT

МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ДО НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
«АКАДЕМІЧНЕ ПИСЬМО ІНОЗЕМНОЮ МОВОЮ (АНГЛІЙСЬКОЮ)»

*для здобувачів третього рівня вищої освіти
за наступними галузями знань:*

- 01 – Науки про освіту*
- 03 – Гуманітарні науки*
- 05 – Соціальні та поведінкові науки*
- 06 – Журналістика*
- 07 – Управління та адміністрування*
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- 09 – Біологія*
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- 12 – Інформаційні технології*
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- 23 – Соціальна робота*
- 24 – Сфера обслуговування*
- 29 – Міжнародні відносини*
- 162 – Біотехнології та біоінженерія*

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Презентація наукового дослідження у форматі Power Point: метод. рек. до навчальної дисципліни «Академічне письмо іноземною мовою (англійською)» для здобувачів третього рівня вищої освіти / Н.П. Віт, О.А. Румянцева. Одес. нац. ун-т ім. І. І. Мечникова, Ф-т ром.-герм. філол. Одеса: ОНУ, 2021. 24 с.

Методичні рекомендації укладені у відповідності до навчального курсу «Академічне письмо іноземною мовою (англійською)», а саме Змістового модуля 2 «Презентація власного наукового дослідження аспіранта в форматі Power Point», з метою опанування матеріалу пов'язаного з представленням дослідження аспіранта.

У рекомендаціях надано послідовну методику підготовки презентації, представлені вимоги до її форми та змісту. Складові частини виступу, що супроводжують презентацію, пов'язано з експонентами, визначено особливості вербальної та невербальної поведінки під час виступу.

Методичні рекомендації націлені в першу чергу на аспірантів, які проводять дослідження у різних галузях знань, за якими здійснюється підготовка в ОНУ імені І.І. Мечникова. Проте дані рекомендації можуть використовуватися також викладачами як під час підготовки до участі в міжнародних конференціях, так і у процесі подання лекційного матеріалу. Оволодіння практичними навичками ефективної презентації може стати в нагоді здобувачам першого та другого рівнів вищої освіти при створенні мультимедійної презентації доповіді на захисті випускної кваліфікаційної роботи.

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Foreword

The present guide has been designed for PhD students within the Syllabus ‘Academic writing in foreign language (English)’¹ in accordance with its outcomes. After completing the course the PhDs are expected to be able to:

SOS-1. Compile and deliver the information extracted from EL sources in the form of a presentation.

SOS-2. Present the results of the individual original research in English in oral and written forms.

SOS-3. Establish and maintain linguistic contact with the audience through adequate verbal means.

SOS-4. Conduct a dialogue on research-related problems using adequate language forms and structures during Q&A session.

SOS-5. Follow the rules of speech etiquette within the framework of scientific communication.

The guide is tailored to the learners' needs to develop both Academic writing and oral presentation skills in the field of their specialisms through the medium of English. Being an essential constituent of PhDs' Portfolio², presentation is a part of learners' independent work in creating visual informational means representing the results of their research work through the use of multimedia computer program Power Point. This type of work demands coordination of PhDs' skills in collecting, systematizing and processing information and its presentation in an electronic format.

Nowadays, when giving a presentation is considered to be an important means of sharing knowledge and experience, the ability to do so effectively can significantly contribute to PhD's career both as a scientist and a university teacher. However, instead of engaging audiences and conveying enthusiasm, many PhDs' presentations fall flat. Pitfalls include

¹ Віт Н.П., Румянцева О.А. Навчальна програма з дисципліни «Академічне письмо іноземною мовою (англійською)», Одеський національний університет імені І.І. Мечникова, Одеса, 2020. 21 с.

² Rumyantseva O.A., Vit N.P. Portfolio as a form of promoting PhD students' autonomy. Development of philological sciences in countries of the European Union taking into account the challenges of XXI century: Collective monograph. Lublin: Izdewniciba “Baltaija Publishing”, 2018. 544 p.

overtly simplified or, on the contrary, complicated content, monotonous delivery, often without following the oral presentation requirements and focusing on what you can or want to say in Academic English rather than what the audience are interested to hear. Besides, having little or no experience in this sphere some people are afraid of speaking in public.

The purpose of this tutorial, intended for 10 hours of in-class and 30 hours of self-study work, is to guide PhD students through the basics of giving a presentation – from initial preparation to a conclusion section and Q&A session. It will be of help to:

- organize material in a clear structured way;
- prepare slides and visual aids that do not overload the audience;
- deliver presentations using proper verbal and nonverbal means of communication;
- deal with difficult questions;
- assess peers' presentations.

1. Guidelines for Giving a Power Point Presentation.

1.1. Preparation of a research work: Schematic Outline of a *PowerPoint* Presentation.

A presentation is an effective way of presenting the essence and results of the research. Its purpose is to inform the audience about the content of the research done and to convince them of the reliability and validity of the obtained results and proposed implications.

Presentation is a separate work which is sometimes not given enough attention to. It should be taken into consideration that PhDs' performance at a conference is one of the most important indicators of their level of knowledge and proficiency and the quality of presentation is rated as high as the content of the research work.

PhD's academic presentations can be based on the research in progress, unfinished work or the drafts of a research paper. PhD student needs to focus on what is important and the key point here is highlighting the accurate outcomes and results. To create a presentation from a full-length paper or article, PhDs can pull out the **most important parts of the research done**.

The format below illustrates a basic design showing how to make a *PowerPoint* presentation from a research paper. When composing slides, you can adhere to the following structure:

Slide 1: Title slide (the title of the work, full name of the author, PhD's year of studies, specialism, affiliation).

Introduction

Slide 2: Relevance of the topic, research questions/hypotheses.

Slide 3: Background (literature review, theoretical basis).

Slide 4: Gap in existing researches.

Slide 5: Research aims, objectives and hypotheses.

Main body

Slide 6: Materials and methods.

Slide 7-9: Content of the research (the proposed solution of the research problem and its grounding, main stages of the work).

Slide 10: The achieved results / findings and their discussion.

Conclusion(s)

Slide 11: Conclusion(s) and further implications of the research.

1.2. Requirements to organizing the contents of a *PowerPoint* Presentation.

Below there are given some guidelines on how to make your *Power Point* Presentation successful.

1.2.1 Title of the research work.

The title of PhD students' presentation is usually the first introduction to their work. Therefore, a PhD must select a title that grabs attention and accurately describes the contents of the presentation to convince the audience that the research presented is important, valid and relevant to them. An effective title highlights the **importance** of the research and is **concise** (usually no more than 10 words).

1.2.2. Introduction.

The Introduction should provide readers with the background information for PhD's study and answers the question: what scientific problem was studied. While writing the background, make sure the citations are:

- **Relevant:** The studies you cite should be strongly related to your research question.
- **Current:** Cite references that are not more than 10 years old if possible. But be sure to cite the first discovery or mention in the literature even if it is older than 10 years.
- **Well balanced:** If experiments have found conflicting results on a question, cite studies with both kinds of results.

It is a good idea to find a picture that demonstrates the object of PhD's research. Visuals are considered to be effective tools for conveying the point and thus keeping the audience interested.

1.2.3. Background (literature review, theoretical basis).

It should be taken into consideration that research questions are to be contextualized and projected within the literature to illustrate the fact that the work done contributes to the existing research in the field. It is important to understand that people don't come to conferences to hear literature reviews, they **want new information and mind-blowing findings**. They want to see the **real implications of the findings and the concrete practical solutions**.

1.2.4. Research gap.

Let us begin with understanding what a research gap means. When you read papers or books on topics of your interest, you may realize there are some areas that have significant scope for more research but they have not been investigated by other researchers i.e. **no one has picked up or worked on these ideas**. A research gap or a literature gap refers to such **unexplored or underexplored areas** that have scope for further research.

Some recommendation on how to identify research gaps are given below:

1. Read books and articles on the topic of your research. This will not only help you understand the depth of the work done by the researchers in your field but also provide an opportunity to ask questions that can lead you to a research gap, namely:

- What is the significance of this research to my work?
- How can this article help me formulate my research questions?
- Does the author's argument require more clarification?
- What issues or questions has the author not addressed?
- Is there a different perspective that I could consider?
- Is there scope for you to test the findings using a more current approach?

3. Look at the other authors' directions or suggestions for further research, which could be helpful and highly inspiring.

4. Read the review papers to learn more about the developments and trends in research works in your field over the years. This will help you get acquainted with the problems that have been researched upon in the past as well as queries on those topics that you find interesting.

5. Seek help from your research advisor. Discuss the issues and problems in your field with the scientific advisor to generate ideas for research. Articulating your ideas and knowing what other researchers think and are working on may be helpful to you identify your study area and even mistakes in your approach. If you think a question would be interesting to work on, you can discuss it with your advisor and get the suggestions.

6. Use digital tools to seek out popular topics or most cited research papers (e.g. [Essential Science Indicator](#)³ will help you to identify the most cited papers in your field and [Google Trends](#)⁴ will facilitate finding more information about the problems related to your research area.

7. Check the websites of influential journals. The websites of prominent journals often have a section called 'key concepts' where leading experts highlight the central ideas in your field.

³ [Emerging science trends - Essential Science Indicators - Web of Science Group \(clarivate.com\)](#)

⁴ [Освіта - Огляд - Google Тренди](#)

1.2.5. Research aims and objectives.

Your aims and objectives are the foundations for your research. You should write your aims and objectives clearly which will enhance your readers' comprehension. Many PhD students fail to clearly articulate their aims and objectives in English because they are not sure themselves what they actually are.

The fact is that **if you struggle to explain in simple terms what your research is on and why it matters, you may need to refine your aims and objectives** to make them more concise. Sure, your research will always be complicated, but at its core there is the most important message i.e. a headline explaining what you are doing and how you are doing it.

Research aim(s) – your research aims are the answer to the question ‘**What are you doing?**’ To achieve success in formulating your aims keep in mind:

- You need to clearly describe what your intentions are and what you hope to achieve. These are your aims.
- Avoid listing too many. Your PhD work is not as long as you think it is and you will not have enough time or room for more than about two or three.
- While formulating them, be very specific and do not leave the audience unsure of what you aim to achieve.
- Be very **explicit**. In the opening paragraphs, say, in simple terms, using the infinitive phrase ‘**the aim of this research is to...**’

Your aim(s) may be: to test theory in a new empirical setting, derive an entirely new theory, construct a new data-set or replicate an existing study and so on. Whatever it is, clearly articulate it and do so early. Definitely include it in your introduction. It should be kept in mind that the aims is the starting point of the study, so you should follow from your aim(s) through your objectives to your research questions and contribution, and then into the study itself.

Research objectives – the objectives are the answer to the question, ‘**How are you doing it?**’ Research objectives refer to the goals or steps that you will take to achieve your aim(s). When you write them, **make sure they are SMART:**

- *Specific*: formulate in a precise and clear way what you are going to do.
- *Measurable*: make sure that ultimate result can be measured and decided without the argument: “the result had been achieved”; pay attention to indicators which can show progress and success of your research; think about quantity and quality measures.
- *Achievable*: make sure that your objectives are accessible.
- *Realistic*: do not attempt to do too much, set up the objectives you can sensibly expect to achieve.
- *Time constraints*: determine when each objective is to be completed.

You need to be as explicit as possible here. Leave the audience in no doubt about what you will do to achieve your aim(s) through fulfilling the objectives step by step. Leave no ambiguity. The example of effective (SMART) and ineffective (incomplete) way of formulating research objectives can be found below in Table 1.

Table 1. Comparative analysis of ineffective (incomplete) vs. effective (SMART) objectives

| Ineffective research objectives | SMART research objectives |
|---|---|
| Study employee motivation of Coca-Cola. | To study the impacts of management practices on the levels of employee motivation at Coca-Cola US by December 5, 2020. |
| Analyze consumer behaviour in catering industry. | Analyzing changes in consumer behaviour in catering industry in the 21 st century in the UK by March 1, 2021. |
| Recommend Toyota Motor Corporation management on new market entry strategy. | Formulating recommendations to Toyota Motor Corporation management on the choice of appropriate strategy to enter Vietnam market by June 9, 2021. |

Difference between research aim(s) and objectives. The aims of a study describe what you hope to achieve. The objectives detail how you are going to achieve your aims, e.g.:
Research title: Effects of organizational culture on business profitability: a case study of Virgin Atlantic.

Research aim: To assess the effects of Virgin Atlantic organizational culture on business profitability.

The following **research objectives** facilitate the achievement of this aim:

1. Analyzing the nature of organizational culture at Virgin Atlantic by September 1, 2018.
2. Identifying factors impacting Virgin Atlantic organizational culture by September 16, 2018.
3. Analyzing impacts of Virgin Atlantic organizational culture on employee performances by September 30, 2018.
4. Providing recommendations to Virgin Atlantic strategic level management in terms of increasing the level of effectiveness of organizational culture by October 5, 2018.

1.2.6. Materials and Methods.

This section provides the audience with the information about the research approach the PhD used to conduct the study. In other words you can mention on this slide the procedure of the research, materials and laboratory equipment used, the way of data collection and data analysis, place where the research was conducted, participants or groups of participants, inclusion or exclusion criteria, surveys, questionnaires, tests, computer programs, mathematical models.

1.2.7. Results & Discussion.

In the Results section, simply state what you found, but do not interpret the results or discuss their implications.

- Use **subheadings** to separate the results of different experiments.
- Results should be presented in a **logical order** – from the most to less important.
- **Do not duplicate data** in figures, tables, diagrams.
- Present **the results of statistical analyses** on the slides, usually by providing p - values wherever statistically significant differences are described.

Your Discussion section should interpret the results of the research. PhDs should make sure they use visuals, case studies, quotes, even videos to illustrate the obtained results to make them appealing to the audience.

1.2.8. Conclusion. After presenting the significant findings, a minute or two should be left for the conclusion. It is important that PhDs should focus on their findings, further implications of the work and its limitations since it is the potential for further research.

1.3. Requirements to *Power Point* presentation slides.

Here are some important things to make your *PowerPoint* slides more readable:

- **Count the number of slides.** PhDs' academic *PowerPoint* presentation might require no more than 10-11 slides and last no longer than 15 minutes. PhDs will have a better idea how to arrange the slides if they time themselves during a practice session.
- **Create sections.** Use a title slide to start a new section or change the subject. This will also help you organize your presentation and make sure it flows logically.
- **Keep It Simple.** Academic *Power Point* presentations are to be kept simple and design clutter should be avoided. Keep the wording clear.
- **Present information in bullet points** and try to reduce your main ideas down to keywords that you can expand on in speech. PhDs should adopt the '666' Rule:
 - a. no more than 6 words per bullet;
 - b. no more than 6 bullets per slide;
 - c. no more than consecutive 6 bullet-point slides with bullet points (mix them up with visuals).
- **Choose proper fonts.** Two fonts are sufficient, and basic graphics should relate to the theme of your presentation. Avoid using too many fonts styles in one slide: it is common to have one style for titles and one style for the body, with some contrast between them.
- **Use the rule of thumb for fonts:** 28-40 point for headlines; 18-28 for text; 12-14 for references.
- **Don't overuse capital letters and underlining.** Capital letters can be hard to read – make sure you use upper and lower case lettering. Don't use ALL CAPS: all capital letters is often seen as 'SHOUTING'; underscore a point by putting it in italics or bold (underlining can make the text more difficult to read).
- **Limit colours and emphasize contrast.** Make sure you have a strong contrast between the background and text (e.g., black or dark blue text on a white background; white text on a blue background). Avoid using more than three colours: one for the background, one for titles, and one for the body of the text. Keep the colour design consistent between slides.
- **Observe positioning.** Do not centre bulleted lists or informative text.
- **Avoid clutter:** The examples of what *not* to do, can be found in editorial in the *Washington Post*⁵.

⁵ [PowerPoint should be banned. This PowerPoint presentation explains why. - The Washington Post](#)

2. Guidelines for Oral Presentations.

After completing all the work on creating, editing and formatting the presentation slides, it is necessary to prepare it for full-fledged, effective integration into the presentation process before the audience:

1. PhD students are expected to deliver the presentations without reading them, so they should be familiar enough with the material to make eye contact with the audience and Academic Writing teachers.
2. Since PhDs are not supposed to read the information from the slides, they are required to submit the text of their oral presentation together with the *PowerPoint* presentation. A good rule is that it takes two minutes to read one page, so your paper should be no longer than five standard, double-spaced pages.
3. A PhD is to practice presentation in advance to be sure it lasts no longer than 10 minutes plus 5 minutes for Q&A session.
4. Postgraduates should submit a copy of their *PowerPoint* Presentation to the Academic Writing teacher **at least 48 hours in advance** to upload it onto the computer. PhD must also bring a flash drive copy of the slides as a backup on the day of the presentation (in case of face-to-face activity).

2.1. Preparing an oral public performance with a Power Point slide presentation.

A well-organised presentation with a clear structure is easier for the audience to follow. It is therefore more effective. Logically most presentations are organised in three parts, followed by Questions and Answers Session (Q&A) (see Table 1):

Table 2. Structure of oral Presentation and algorithm of PhD's actions

| Structural components | Algorithm of actions |
|--|--|
| 1. Introduction | 1.1. Welcome your audience. 1.2. Introduce yourself to the audience. 1.3. Introduce the presentation topic and aim. 1.4. Outline the presentation structure. 1.5. Formulate the objectives and give the outline of your presentation. 1.6. Explain rules for questions. |
| 2. Main Body | 2.1. Signal the beginning of the talk. 2.2. Present the main body of the research. |
| 3. Conclusion | 3.1. Summarise your presentation (You can give the preliminary results of your research). 3.2. Thank your audience. |
| Questions and Answers Session (Q&A) | Invite questions. Handle questions. |

2.2. Planning an oral presentation.

Like any form of presentation, an oral presentation is to pay close attention to research and planning. You should first consider your purpose, audience and the setting.

Purpose:

- What is the aim of my research?
- What is the key focus of my presentation?

Audience:

- Who am I presenting my findings to?
- What does your audience expect to gain from listening to me?
- What is the age group and educational background of my audience?
- Are they more or less knowledgeable on the topic than me?

Setting:

- What facilities will be available?
- Is there a computer with a projector?
- How big is the room?
- Will I need a microphone?
- Can I visit the room beforehand to check the facilities?

2.3. The structure of an oral presentation.

An oral presentation consists of three parts: Introduction, Main body, Conclusion.

2.3.1. Introduction. An introduction is essential. It allows you to engage your audience and set the scene for the talk which follows. A good introduction should include:

- your name and your academic background;
- the subject of your talk;
- a brief background to the subject;
- the aim and objectives of the research;
- an outline of the main points;
- explanation of the rules for questions.

Introduction helps the audience to follow your talk by knowing what points to expect, and the order of these points. Do not spend too long on the introduction, but do give your audience time to assimilate what you are saying. You should spend most time on the body of the talk. For example, if you're giving a ten-minute presentation then 2-3 minutes is enough for the introduction.

2.3.2. Main body. Main body is the major part of the presentation. This is where you elaborate on your points, referring to *PowerPoint* slides. Include only those things which will help you to make your point more clear or forceful. Remember to give examples for each point, and use graphs, tables if appropriate.

2.3.3. Conclusion. Your conclusion should match the points in your Introduction and

Main body, but never be longer than Introduction. It should leave the audience with a final impression of the subject. You should consider the following questions:

- What are my major points?
- Have I answered any questions during the talk?
- Are there any things I have not cleared up to the audience?
- What do I want the audience to remember after your talk?

2.3.4. Questions and Answers Session (Q&A). Prepare your talk thoroughly so that you can answer questions about what you have addressed. If you are asked questions you cannot answer, don't be afraid to say, 'I don't know, but I'll try and find out'.

How to act if you do not understand the question?

Actually, sometimes PhDs fail to understand the questions because they do not listen properly. The solution is simple: you need to listen carefully, which implies:

- **listen** to the entire question, **pause and breathe**;
- **do not leap** straight into a response, repeat the question if it is necessary;
- **check if you have grasped the essence of the question:** *'Let me just check that I understand you correctly, you are asking me if...'; 'To make sure that I've understood you correctly are you asking...'*

How to deal with difficult questions? You do have some options: You can acknowledge their concern and suggest that the two of you meet after the presentation to discuss the matter in greater detail. If the questioner persists you can calmly assert: *'I'm afraid I need to move on now ...'*

How to respond confidently to a question you simply do not know the answer to without losing your face? You can sincerely say, *'I don't know, but I'll find out and let you know (via email, at our next meeting etc.)'* or *'I don't know, but I'll find out and let you know, but in the meantime I have a thought on the issue. Please keep in mind that it's not the answer to your question as I've already stated I don't know the answer, but here is a thought... What's your view on that?'*

One of the many key distinctions between a careful presenter and a mediocre presenter is the ability to handle challenging questions professionally and effectively. That distinction is achieved through the conscious focus and effort to:

- anticipate difficult questions whilst crafting the presentation;
- respect the questioner and the audience and listen to the question very carefully;
- pause and breathe, repeat the question if it's necessary and appropriate;
- understand the motivation behind the question;
- stay calm and focused on the message. ⁶

⁶ <https://mindfulpresenter.com/presentation-skills-killer-questions/>

3. Visuals in *Power Point* Presentation.

Figures, diagrams and tables are often the quickest way to communicate large amounts of complex information that would be complicated to explain in text.

Figures, tables and diagrams are usually inbuilt in the results section. To present them consider the following questions:

- Are there any data that readers might see as a display item rather than text?
- Do your figures supplement the text and not just repeat what you have already stated?
- Have you put the data into a table that could easily be explained in the text such as simple statistics or p-values?

3.1. Figures are considered to be the best way for presenting: images, data plots, maps, schematics. All figures need to have a clear and concise caption to accompany them below.

3.2. Diagrams must be of an appropriate type to avoid misleading the reader. The purpose of plotting scientific data is to visualize variation or show relationships between variables, but not all data sets require a plot (diagram). If there are only one or two points, it is easy to examine the numbers directly, and little or nothing is gained by putting them on a graph. Similarly, if there is no variation in the data, it is easy enough to see or state the fact without using a graph of any sort.

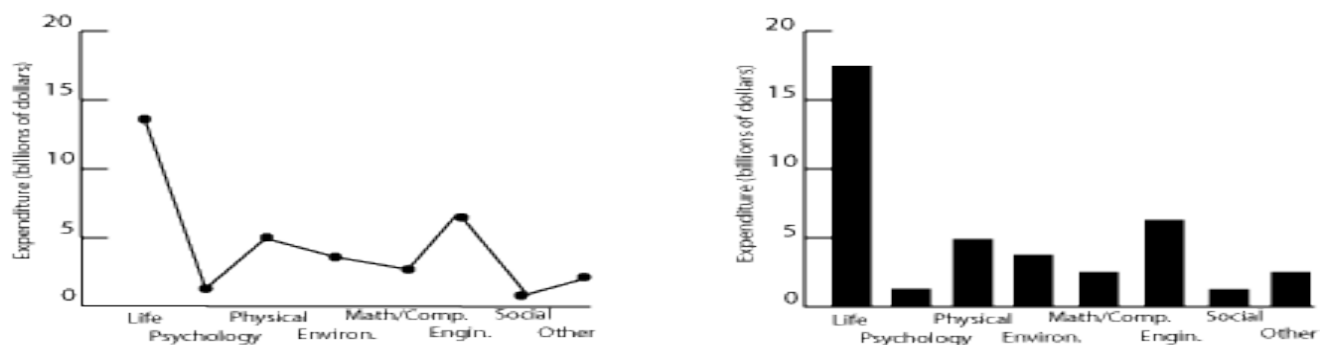


Fig. 1 Research expenditures for various scientific fields

Common mistakes in diagrams

Both plots in Figure 1 show US research expenditures by discipline in 2000. The scatter plot on the left is incorrect because it implies a relationship between the variables on the two axes, further reinforced by the connecting lines. Since the horizontal axis is just a list of disciplines with no inherent ordering, no relationship can exist. Categorical data of this sort are better plotted as a bar graph, as on the right, since such a graph displays the relative magnitudes without implying a functional relationship⁷.

⁷ <https://www.nsf.gov/statistics/srvyherd/>

https://www.ruf.rice.edu/~bioslabs/tools/data_analysis/graphic_examples.html

Pie charts are often seen in the popular press for financial data, in order to emphasize the relative size of the allocations. Pie charts are rarely used in technical fields.

For data plots, be sure to:

- Label all axes, all curves and data sets.
- Specify units for quantities.
- Use a legible font size.

3.3. Tables are a concise and effective way to present large amounts of data. You should design them carefully so that you clearly communicate your results to busy researchers.

A well-designed table should include (see Figure 2):

- Clear and concise caption.
- Data divided into categories for clarity.
- Sufficient spacing between columns and rows.
- Units are provided.
- Font type and size are legible.

Table 2 Reasons why young people first tried alcohol consumption by cyclothymia and hyperthymia

From: [Alcohol consumption and accentuated personality traits among young adults in Romania: a cross-sectional study](#)

| Personality traits | | The reasons for which young people tried first AC | | | |
|--------------------------|--------------------------|---|---------|-----------|-----------------|
| | | To be as peers | Boredom | Curiosity | Adult influence |
| Cyclothymia ^a | Normal | 28.0 | 21.5 | 17.8 | 29.5 |
| | Accentuation | 40.7 | 32.3 | 41.9 | 34.1 |
| | Strong accentuation | 26.4 | 43.1 | 35.4 | 33.0 |
| | Significant accentuation | 4.9 | 3.1 | 5.0 | 3.4 |
| Hyperthymia ^b | Normal | 16.5 | 18.5 | 9.5 | 9.1 |
| | Accentuation | 32.1 | 29.2 | 26.9 | 36.4 |
| | Strong accentuation | 40.7 | 35.4 | 54.4 | 46.6 |
| | Significant accentuation | 10.7 | 16.9 | 9.1 | 8.0 |

^aPearson's chi-square test = 22.921, $p < 0.01$, ^bPearson's chi-square test = 30.467, $p < 0.001$; all $df = 9$

Fig. 2 An example of a well-designed Table⁸

Verbal and nonverbal behaviour during a presentation.

⁸ from Source: Rada, C., Ispas, A.T. Alcohol consumption and accentuated personality traits among young adults in Romania: a cross-sectional study. *Subst Abuse Treat Prev Policy* 11, 36 (2016). <https://doi.org/10.1186/s13011-016-0080-3>

Preparation will help to give you confidence. However, most people feel nervous before a presentation. Here are some points to consider:

- **Anxiety and Nerves:** If you are feeling particularly anxious, try taking deep breaths before you start and focus on speaking slowly. The best method for coping with nerves is to act as though you feel confident. It helps to smile. Remember that you will probably look a lot less nervous than you feel. Even if you look nervous, most of the audience will be sympathetic, because they will be feeling nervous too!
- **Body Language:** your body can communicate impressions to your audience. Your audience will not only listen to you, but they will also watch you, so make sure you maintain good eye contact with them. Try to look at everyone, not just a few people in the front row. Slouching may suggest that you are uninterested in the topic or that you do not care. On the other hand, good posture may suggest to your audience that you know exactly what you are doing and it will also help you to speak more clearly. Above all, be enthusiastic. If you are excited by your topic, you will enthuse your audience too.
- **Reading is banned:** Reading the text of presentation out loud is not the same as doing a presentation. Reading from a text will make you lose eye contact, intonation and good posture. Reduce your original text to bullet points and practise rehearsals.
- **Time Limit:** Make sure you keep to the time limit of 10-15 minutes. If you take too long, you are taking someone else's time and your audience will become bored and restless. At the same time, do not finish too early, as it may seem that you did not understand the topic or that you did not do enough research.
- **Voice:** Speak loudly enough for your audience to hear you. Imagine you are speaking to someone at the back of the room; that way, everyone should hear you. Don't talk too quickly, and be careful to speak clearly. Try not to speak in a monotone, but vary the volume, speed and pitch of your voice.
- **Practice:** Don't let the first time you give your presentation be the only time you give it. Practise with a critical friend, preferably in the same environment in which you will deliver the actual talk. Consider recording the practice so you can watch it several times and pick up areas for improvement.

Practical recommendations to help you present your scientific work.

1. Set the stage. Get your equipment ready and run through your slides if possible (no matter whether it is online or offline presentation). If you've never been in the venue, try getting there early and walk the room and make sure you have water available (in case of offline presentation).

2. Get ready to perform. Every presentation is a performance. The most important part is to know your lines and subject. Some people advocate memorizing your presentation,

but if you do so, you can end up sounding stilted or getting derailed by an interruption. When you practice, focus on the key points you want to make (note them down if it helps) and improvise different ways of communicating them.

It's well known that a majority of people fear public speaking — and even those who enjoy it may get stage fright. Fear of public speaking will diminish with experience. Try these strategies to manage the fear:

- *Breathe* slowly and deeply for a few minutes before your talk.
- *Visualize* yourself giving a relaxed talk to a receptive audience. This works best if you can close your eyes for a few minutes. If you're sitting in the audience waiting to be introduced and can't close your eyes, look up at the ceiling and try visualizing that way.
- *Do* affirmations. Tell yourself you are relaxed, confident — whatever works for you. Whether affirmations are effective is a matter of debate, but you won't know unless you try.
- *Assume* one or more “power poses,” developed by social psychologist and dancer Dr. Amy Cuddy of the Harvard Business School, before giving your presentation. She demonstrates them in this TED talk. Power poses are part of the emerging field of embodiment research (see a comprehensive collection of articles related to this research in the journal *Frontiers in Psychology*). Research on power poses has yielded mixed results to date, but they're worth a try.

3. Act energetically. Seeing you walk energetically energizes the audience. They expect you to engage them and you have their attention.

4. Stand tall and keep your chest lifted. It's more difficult to breathe and speak when your shoulders are rolled forward and your chest caves in. Standing tall is also a way of conveying authority. If you're presenting from a sitting position, sit up in your seat, keep your arms relaxed and away from your sides (i.e., don't box yourself in by clasping your arms or clasping your hands in your lap).

5. Smile. Not only will you appear more relaxed if you smile, but research has shown that smiling – even when forced – reduces stress. Plus the audience enjoys watching and listening to someone who's smiling rather than being stern or overly serious, especially if your topic is complicated.

6. Speak up. The audience came to your talk so they really do want to hear what you have to say. If a microphone is available, use it.

7. Take your time. A moment or two of silence as you gather your thoughts or move to a new topic can actually make the audience pay attention. Don't feel you have to talk continuously, and avoid filler phrases, such as “you know.”

8. Talk to the audience, not the screen. Making eye contact with one or more friendly faces can relax you and help you connect to the audience. It will also prevent you from

reading your slides, which you don't want to do unless absolutely necessary (for example, if you forget the statistics supporting a particular point).

9. Stick to your time frame. Try to pace yourself. When preparing your slides and practicing (i.e., rehearsing for your performance), make a note on the slide you think you should be discussing when you're about midway through your talk. This gives you a benchmark and lets you know if you need to speed up or slow down the rest of the presentation.

10. Don't drift off at the end. I've seen people read their summary slide, then nod and walk away. Instead, say "*That concludes my presentation. Thank you for your attention.*" If appropriate, ask if there are any questions or tell the audience they will have an opportunity to ask questions later.

11. Rehearse. The first stage of such preparation is a rehearsal of the speech with the prepared presentation in a situation as close as possible in time to that at the conference, paying attention to synchronization of the text of the speech with the slides.

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2. Rumyantseva O.A., Vit N.P. Portfolio as a form of promoting PhD students' autonomy. Development of philological sciences in countries of the European Union taking into account the challenges of XXI century: Collective monograph. Lublin: Izdevnieciba "Baltaija Publishing", 2018. 544 p.
3. Rada, C., Ispas, A.T. Alcohol consumption and accentuated personality traits among young adults in Romania: a cross-sectional study. *Subst Abuse Treat Prev Policy* 11, 36 (2016). <https://doi.org/10.1186/s13011-016-0080-3>

Electronic resources:

[Emerging science trends - Essential Science Indicators - Web of Science Group \(clarivate.com\)](#)

[Освіта - Огляд - Google Тренди](#)

[PowerPoint should be banned. This PowerPoint presentation explains why. - The Washington Post](#)

<https://mindfulpresenter.com/presentation-skills-killer-questions/>

<https://www.nsf.gov/statistics/srvyherd/>

<https://slidesgo.com/theme/economics-thesis#position-0&results-18>

https://www.youtube.com/watch?v=grJ0FbpfvOw&ab_channel=HubSpot

How to improve your English proficiency:

<https://learnenglish.britishcouncil.org/skills>

<https://www.fluentu.com/blog/english/how-to-improve-english-speaking-skills/>

<https://www.englishclub.com/writing/>

How to make your presentation more interesting and interactive:

<https://biteable.com/blog/how-to-make-good-presentation/>

<https://virtualspeech.com/blog/ways-to-make-your-presentation-more-interactive>

<https://business.tutsplus.com/tutorials/how-to-make-presentations-interesting-fun--cms-34954>

Signposting language: <https://www.ieltsbuddy.com/signposting-language.html>

**Lexical exponents of oral presentation:
Signposting language in the oral part of the presentation**

| Function | Language exponents |
|--|---|
| Introducing yourself, the subject and the outline of your presentation | Let me introduce myself. My name is... It is my pleasure to speak to such distinguished audience. I'd like to talk about... The subject of my talk / presentation is... I'd like to inform you about ... I'd like to start by... /Let's begin by... /First of all, I'll... Starting with.../ |
| Ordering | <ul style="list-style-type: none"> • Firstly..., secondly..., thirdly..., lastly... • First of all...then...next...after that...finally... • To start with...later...to finish up... • The subject can be considered under the following headings... • In the first part.../ Then in the second part.../ Finally, in the third part... |
| Finishing one subject... | <ul style="list-style-type: none"> • Well, I've told you about... • That's all I have to say about... • We've looked at... • So much for... |
| ...and starting another | <ul style="list-style-type: none"> • Now we'll move on to.../Let me turn now to.../ Next.../Turning to... • I'd like now to discuss... / Let's look now at... • Now let's move to the next part of my talk, which is about... |
| Analysing a point and giving recommendations | <ul style="list-style-type: none"> • Where does that lead us? • Let's consider this in more detail... • What does this mean for ABC? • Translated into real terms... |
| Giving an example | <ul style="list-style-type: none"> • For example, ... / A good example of this is... /As an illustration,... • To give you an example,... / To illustrate this point... |
| Summarising and concluding | <ul style="list-style-type: none"> • In conclusion,.../Right, let's sum up, shall we?/ I'd like now to recap... / Let's summarise briefly what we've looked at... • Finally, let me remind you of some of the issues we've covered... • If I can just sum up the main points... |
| Dealing with questions | <p>I'd be glad to answer any questions at the end of my talk. Now we have some 15 minutes for questions and discussion. Now I'd be very interested to hear your comments. That's a difficult question to answer in a few words.</p> <ul style="list-style-type: none"> • We'll be examining this point in more detail later on... • I'd like to deal with this question later, if I may... • I'll come back to this question later in my talk... • Perhaps you'd like to raise this point at the end... • I won't comment on this now... |

| Function | Language exponents |
|---------------------------------|---|
| Giving opinion | I'm positive that... I (really) feel that... In my opinion, ... The way I see things... I tend to think that... |
| Asking for opinion | Are you positive that...? Do you (really) think that...? How do you feel about...? |
| Agreeing | I totally agree with you. Exactly! That's exactly the way I feel. I have to agree with you. |
| Disagreeing | Unfortunately, I see it differently. Up to a point I agree with you, but... I'm afraid, I can't agree with you. |
| Asking for repetition | I'm afraid I didn't understand that. Could you repeat what you've just said? I didn't catch that. Could you repeat that, please. I missed that. Could you say it again, please? Could you run that for me one more time? |
| Asking for clarification | I don't quite follow you. What exactly do you mean? I'm afraid I don't quite understand what you are getting at. Could you explain that for me how it's going to work? I don't see what you mean. Could we have some more details, please? |
| Clarifying | Let me spell out... Let me put it another way. Have I made that clear? Do you see what I'm getting at? |
| Requesting information | Please, could you...? I'd like you to... Would you mind...? I wonder if you could ...? |
| Asking for verification | You did say..., didn't you? Do you mean that...? Is it true that...? |
| Commenting | That's interesting! I've never thought about it that way before. Good point! I've got your point. I see what you mean/ what you are driving at. |

Feedback to the presentation: Assessment criteria of the oral part

| Structure of presentation | Score from 1 to 10 |
|---|-------------------------------|
| 1. Presentation is very logical, developing the main idea step by step. | |
| 2. Presentation is digressive with many deviations from the main subject. | |
| Language and content | |
| 3. The language of presentation is informal. | |
| 4. The language of presentation is formal. | |
| 5. Presentation contains detailed information, with lots of supporting data and examples. | |
| 6. Presentation contains general information without specific references. | |
| 7. Reasoning is direct and rational. | |
| 8. Reasoning is indirect, often based on feelings. | |
| Delivery | |
| 9. Presentation is interactive, lively and entertaining. | |
| 10. Presentation is read and there is no interaction with the audience. | |
| 11. Speaker uses notes to present the paper. | |
| 12. Speaker can improvise during a presentation. | |
| 13. The slides contain the text of a presentation. | |
| 14. Presenter uses slides to illustrate main points. | |
| Audience response | |
| 15. Presenter is frequently interrupted with challenging questions. | |
| 16. Questions are asked at the end of presentation. | |
| 17. The audience listens in silence, there are usually very few or no questions. | |

Feedback to the presentation: Assessment criteria of the visual part

| Slides checklist | Yes (+) / No (-) |
|---|-------------------------|
| Slide heading: | |
| 1. Are the slide titles short and clear? | |
| 2. Does each slide have the title? | |
| Slide structure: | |
| 3. Does the outline slide contain only main points? | |
| 4. Is the order of the outline followed for the rest of the presentation? | |
| 5. Is the presented information consistent in style? | |
| 6. Is the information given in bullet-point form? | |
| 7. Do bullet-points contain key words? | |
| 8. Does the conclusion slide: <ul style="list-style-type: none"> • summarize the main points of the presentation? • suggest future research? (optional) | |
| Fonts and colours: | |
| 9. Are fonts large enough for the audience to read? | |
| 10. Do colours of font and background go well together? | |
| Spelling and grammar: | |
| 12. Are there any grammatical errors and spelling mistakes? | |
| Charts, graphs and tables: | |
| 13. Do the graphs have titles? | |
| 14. Are they easy to read? | |
| 15. Are they necessary / relevant? | |
| General comments: | |
| 16. Is the information presented clearly? | |
| 17. Is there a balance between good design and good content? | |

**General Assessment of Power Point Presentation:
Feedback form with rating keys**

| General Assessment Criteria | EAP Teachers' comments with rating keys (A, B, C, D, E, F) ⁹ |
|--|--|
| 1. Overall impression, purpose achievement | |
| 2. Attention-getting opener | |
| 3. Outline | |
| 4. Structure, organization, transitions | |
| 5. Examples, explanations | |
| 6. Visual aids | |
| 7. Summary | |
| 8. Concluding remarks | |
| 9. Eye contact | |
| 10. Gestures | |
| 11. Volume of voice | |
| 12. Pace | |
| 13. Enthusiasm | |
| 14. Interaction with the audience | |
| 15. Q&A | |
| 16. Time | |
| 17. Other aspects (specify) | |

⁹ EAP Teachers' comments with rating keys (A, B, C, D, E, F):

A (90-100) – excellent

B (85-89) – good

C (75-79) – acceptable

D (70-74) – satisfactory

E (60-69) – poor

F (0-59) – very poor