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BOOSTING ACADEMIC VOCABULARY OF PHD STUDENTS IN THE PROCESS OF LEARNING ENGLISH FOR ACADEMIC PURPOSES

The article is devoted to analyzing the essence and practical objectives of Academic language education and cultural understanding of research and academic world abroad, namely in English speaking countries in order to develop global awareness for PhD students, understand and address global issues relating to academic integrity, ethical way of doing business, environmental issues, sustainable development. The goal of the article lies in sharing the experience of practical preparation of PhD at Kyiv National Economic University named after Vadym Hetman through mastering the course «English for academic purposes». An essential attention is paid to structuring and designing an academic writing, taking into account the audience, purpose, organization of the content, flow and presentation. For this we engage PhD learners in reading articles, abstracts and specifying the relevant audience to be interested in the content, specific terms and vocabulary. Our post graduates are acquainted through flipped learning with various widely acknowledged academic article structures, in other words, ways of organizing information.

The article deals with practical issues of academic training of future PhDs at the University of Economics in order to improve their foreign language academic competence. The authors analyze the practical training course "English for academic purposes", highlight the modules, study topics, ways and practical tasks of improving the academic vocabulary of future scientists. The definition of such terms as "academic language" and "academic dictionary" is clarified. The main final results that must be achieved in the process of mastering and improving academic foreign language competence are defined and singled out. The Flipped learning technique is considered and analyzed. Approaches to the organization of interactive interaction of graduate students in the process of mastering academic vocabulary are studied.

Key words: *academic vocabulary, preparation of PhDs, foreign language for academic purposes, academic integrity, research work.*

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УДОСКОНАЛЕННЯ АКАДЕМІЧНОГО СЛОВНИКА АСПІРАНТІВ У ПРОЦЕСІ ВИВЧЕННЯ ДИСЦИПЛІНИ «АНГЛІЙСЬКА МОВА ДЛЯ АКАДЕМІЧНИХ ЦІЛЕЙ»

У статті розглядаються практичні питання академічної підготовки майбутніх докторів філософії в економічному університеті з метою удосконалення їхньої іншомовної академічної компетентності. Автори аналізують практичний курс підготовки «Англійська мова для академічних цілей», виокремлюють модулі, тематику вивчення, шляхи та практичні завдання удосконалення академічного словника майбутніх науковців. Обґрунтовується доцільність та практична необхідність розвитку та удосконалення навичок академічного письмового та усного спілкування, представлені методичні рекомендації щодо покращення взаємодії аспірантів та наукового керівника. Уточнюється визначення таких понять як «академічна мова» та «академічний словник». Визначаються та виокремлюються основні кінцеві результати, які необхідно досягнути в процесі опанування та удосконалення академічної іншомовної компетентності. Автори узагальнюють, що академічна мовна освіта та культурне розуміння дослідницького та академічного світу за кордоном, а саме в англомовних країнах, є основою розвитку глобальної обізнаності, зокрема для майбутніх докторів філософії. Щоб зрозуміти та вирішити глобальні проблеми (академічна доброчесність, етичний спосіб ведення бізнесу, екологічні проблеми, сталий розвиток), важливо розуміти погляди на світ, які носії інших мов висловлюють. Істотна увага приділяється структуруванню та оформленню академічного письма з урахуванням аудиторії, мети, організації змісту, потоку та викладу. З цією метою аспіранти мають бути залучені до читання статей, рефератів і визначення відповідної аудиторії, яка буде зацікавлена у змісті, конкретних термінах і лексиці. Розглядається та аналізується методика Flipped learning. Досліджуються підходи до організації інтерактивної взаємодії аспірантів в процесі опанування академічного словника.

Ключові слова: *академічний словник, підготовка докторів філософії, іноземна мова для академічних цілей, академічна доброчесність, дослідницька робота.*

Problem statement. Involving future researchers and scholar in the excitement of science and research work through mastering an academic foreign language (English, notably), encouraging them to uncover the value of evidence-based reasoning, justification and higher-order cognitive and research skills, and teaching them to become creative problem solvers have become goals of PhD preparation at Kyiv National Economic University named after Vadym Hetman.

It is widely acknowledged and recognized that mastering academic English is a great challenge to most post graduate students. Academic language education is undeniably critical to PhD students' success in the world of their academic and professional future: a world that will require their need and necessity not only to interact effectively with peers during scientific conferences, forums and meetings, but also to master and consequently demonstrate creative and holistic thinking skills in scientific and research problem solving.

We do strongly believe that creativity in a wider sense is not only a single "hard-to-measure property" (Robert L. DeHaan), but also an integral part of research work. The creative research process, as the Professor of Emory University Robert L. DeHaan remarks, can be explained by "reference to increasingly well-understood cognitive skills such as cognitive flexibility and inhibitory control" that are supposed to be profoundly distributed in the world of science and research work (DeHaan, 2022: 48). In this sense mastering academic language skills through boosting academic vocabulary has gained profound opportunities for enhancing creative research problem solving during PhD preparation.

The analysis of the latest research and publications. The essence and content of the notion "academic language" and "academic vocabulary" have always been in the scope of educators and scholars. Analyzing recent publications dedicated to the issues above we can state that there is no need for clarifying the essence of these notions, as it has already been defined. It is widely recognized that "academic language" is the language used in instruction, textbooks and exams and differs mainly in structure and vocabulary from language used in daily social interactions (Sourcebook, 2019). Academic language includes a common vocabulary used in all disciplines, as well as a technical vocabulary inherent to each individual discipline. It is based more upon Latin and Greek roots and it features more complex language and precise syntax than common English.

In this writing we share the approach to defining "academic language" offered by PACT (founded in 1971 non-profit organization aimed at building resilience, improving accountability, and strengthening education, knowledge and skills for sustainable social impact": "Academic language is the language needed by students to understand and communicate in the academic disciplines; it includes such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification)" (Sourcebook, 2019).

It is widely acknowledged that academic language competence is one of the many intertwining components and an integral part of academic participation. As the British professor Jennifer Jenkins states, "individual investment and interest in academic study, the learning environment, and the capacity to deal with disciplinary content are among the other important factors involved" (Jenkins, Leung, 2016: 55). In her view, there are some factors distinguishing the academic language from general-purpose one. Among them the author points out the aspect of the complex nature of academic communication, stating that participatory talk, research debate and public display of knowledge and opinion are valued in most English-speaking events (Jenkins, Leung, 2016: 70). The research concludes that only being fully armed with the necessary language repertoire, having enough time for working up a relevant and well-grounded response and consequently willingness to show oneself up in front of peers all contributed to PhD students' efficient and responsive conduct in class during their academic preparation and peer interaction in future (Jenkins, Leung, 2016: 70). These are clearly issues directly related to language use in academic communication, but they cannot be easily accommodated within an approach that regards language proficiency as something that resides largely within the individual, the authors conclude (Jenkins, Leung, 2016).

On the other hand, nowadays, a new trend is gathering pace, mainly it relates to the issue that real life English communication does not comply neatly with such simple, uniform constructs, and, moreover, that this is true of native as well as non-native English users. The findings have shown that the grammar of native English speech differs in numerous ways from that of the written channel (Jenkins, Leung, 2016: 64).

As Constant Leung, Jo Lewkowicz and Jennifer Jenkins remark the use of English in writing as well as speech has been further complexified by the massive spread of electronic communication, penetration of specific digital and technology vocabulary and the range of grammars and styles employed in email, texting, twitter and the like, and consequently the English language, both spoken and (albeit more slowly) written, is subject to constant change (Jenkins, Leung, 2016: 69). To put it in another way, the research findings have proved that people do not tend to use the language in predictable ways, observing conventional rules of the kind described by language assessment professionals, and that the English language is, itself, in a "state of permanent flux" (take the case, how the Oxford English Dictionary adds and removes words on an annual basis) (Jenkins, Leung, 2016: 66).

Thus, **the goal of the article** lies in justifying the importance of boosting the academic vocabulary, introducing interactive methods and techniques of mastering it for efficient and high-caliber preparation of PhD post graduates and sharing the experience of PhD preparation at Kyiv National Economic University named after Vadym Hetman.

The main part of the article. It goes without saying, that most academic writing requires prior profound researching of a topic and being able to show an understanding of different points of view as well as expressing one's own stance and proving the relevance of one's research. When contrasted with language assessment writing, academic writing is different in many ways. But perhaps the most significant difference is the way PhD learners are taught to develop their argument, justification and reasoning in various types of academic writing (articles, abstracts, theses and dissertations) and the way they are expected to do so in answer to an academic paper, which has also been found to vary according to subject area (Wingate, 2015).

While mastering the English language for academic purposes PhD students' attention is mainly focused on forms giving way to interest in the diversity, fluidity, and variability revealed in the course. The primary objective of covering the academic vocabulary focus therefore switches to a view of academic language as "social practice" with "the community rather than the code, at the center of the stage" (Kalocsai, 2014). It implies exploring the functions fulfilled by the forms, the underlying processes they reveal, and thus the ways in which they "foster understanding of what is going on in the interaction" among speakers from different language backgrounds (Kalocsai, 2014).

As communicative and academic competences have become a more focused goal for preparing PhD students, their foreign language progress in developing higher levels of academic proficiency has also become increasingly important. In order to prepare future researchers adequately for their academic and consequent research work, PhD students will face a long sequence of well-articulated and vocabulary boosted language learning process at the post graduate preparation.

Evidence suggests that instruction to support the development of creativity requires inquiry-based teaching that includes explicit strategies to promote cognitive flexibility. PhD students need to be repeatedly reminded and shown how to be creative, to integrate material across subject areas, to question their own assumptions, and to imagine other viewpoints and possibilities. Further research

is required to determine whether college students' learning will be enhanced by these measures.

In this writing we would like to share the experience of boosting academic vocabulary of future researchers at Kyiv National Economic University named after Vadym Hetman through mastering the course "English for academic purposes".

The course is introduced by the following two modules: 1. A foreign language of academic communication (lexical, grammar and style peculiarities of academic communication; exchange of scientific information; academic and professional communication; preparing academic presentations and participation in conferences; public speaking skills) and 2. A foreign language of research (references work; processing academic information; translation skills; research work).

The first mode presents lists of frequently used phrases, phraseology and cliches that have a general acceptance in all disciplines that future researchers can use in specific sections of their papers and will help describe findings using conventional language. This is important as referees and readers do not want to be disturbed by strange expressions that could easily be replaced by one of the standard phrases. Where possible, the order of the useful phrases reflects the order that they might appear in a paper, and within a section. Thus, these phrases should help them to structure each section. The second one is supposed to develop and improve information processing skills.

Academic language education also implies several modes such as: Interpersonal mode (namely active oral or written communication in which the participants negotiate meaning to make sure that their message is understood); Interpretive mode (the ability to listen to or read an academic text and interpret the meaning); Presentational mode (written or oral communication in which the presenter must take into account the impact on the audience since this is one-way communication with limited opportunity for feedback).

Aimed at developing academic communicative and language skills this course includes both productive and receptive modalities.

Receptive modalities involve various ways and techniques of PhD students' receiving communications and information from others (e.g., listening to audios and watching videos, reading academic articles, viewing). In this view we practice the technique of flipped learning, a widely experienced teaching method, which implies involving learners in analyzing and covering a new subject or issues at home, especially online, and then discussing them in class. The flipped classroom activities have been

defined as an educational pedagogy consisting of two parts: online-based individual instruction outside the classroom and active learning activities inside the classroom. (Bishop, Verleger, 2013).

While mastering the course "English for academic purposes" our future researchers are provided with the online-based theoretical materials introduced on the platform Moodle and corresponding instructions designed in such a way that PhD students have access to a variety of tools to gain first exposure and introduction to theoretical material outside of class: textbook readings, article reviews, listening, mini-lecture videos, and printable PowerPoint slides.

According to Bergmann J. and Sams A., who pioneered and implemented the flipped classroom approach, the benefits gained from this technique include the development of lifelong learning values, creative thinking skills, enhanced engagement with course material, and increased interaction between PhD students and faculty (Rai, Zhu, 2020: 2).

Assessment of receptive modalities mainly focuses on PhD students' rendering and imparting their understanding of the meaning of communications from others. In this case they have to cover interactive assignments on the Moodle platform, notably listening to the speakers or authors of the articles, answering the questions and identifying true / false / not given statements. Examples of students' demonstration of receptive abilities with respect to curriculum content are using tonal qualities of voice to help convey meaning from a passage read aloud, restating a classmate's comment, describing how the key and tempo of a piece of information set a mood.

At the beginning of the association with our PhD learners one of the tasks suggested to PhD learners is to identify writing strategies commonly used in their research career (ranking them from often used, sometimes to rarely used) mainly:

– translating, using English as an international language;

– gathering information or doing research and then writing a paper from one's own notes, data sources, or outlines;

– referring to one or more "model" papers in one's discipline, noticing in particular such matters as how the papers are organized, how phrases are used, and where and why examples or illustrations are provided;

– relying on a mentor (either native or non-native speaker) who "knows the ropes" and can anticipate how a particular written text might be received by a particular set of readers or reviewers, who may also be able to offer advice on which journal or conference a piece might be submitted to and why;

– relying on friends who are not in your field to help you with phraseology; developing a sense of the anticipated audience, particularly with regard to what needs to be said and what does not;

– recognizing the need for some stylistic variation and acquiring the linguistic resources to achieve this;

– finding useful phraseology from other, possibly published papers and using it to string your ideas together;

– constructing an appropriate author style, so that you come across as a member of the disciplinary community;

– concentrating on making sure your sentence-level grammar is accurate because that is the most important aspect of getting your ideas across) (Swales, Feak, 2012: 2).

The selected articles and topics for PhD learners' pondering over imply interdisciplinary themes (management, education abroad, academic degrees abroad, basic tenets of economics, law, marketing, employment, international business) aimed at enhancing global awareness. Academic language education and cultural understanding of research and academic world abroad, namely in English speaking countries, are at the heart of developing global awareness for PhD students in particular. In order to understand and address global issues (academic integrity, ethical way of doing business, environmental issues, sustainable development), it is important to understand the perspectives on the world that speakers of other languages bring to the table. Thus, by reading and analyzing the authentic articles taken from the Economist, the Financial Times post graduate students face a variety of writing tasks throughout their chosen degree programs.

An essential attention is paid to structuring and designing an academic writing, taking into account the audience, purpose, organization of the content, flow and presentation. For this we engage PhD learners in reading articles, abstracts and specifying the relevant audience to be interested in the content, specific terms and vocabulary. Our post graduates are acquainted through flipped learning with various widely acknowledged academic article structures, in other words, ways of organizing information, mainly: problem solution; comparison-contrast; cause-effect (focusing on one cause and multiple effects or describing multiple causes); classification (categorizing) (Swales, Feak, 2012: 15).

One of the objectives of enhancing academic vocabulary is cultivate the researcher's individual academic writing style, so we present some more specific ideas about the characteristics of academic style which future researchers will be able to incorporate

into their writing. Our PhD learners are preoccupied with the tasks of replacing verbs, finding synonyms and filling in the gaps in order to reduce the informality of the sentence (*e.g.: look into – investigate, put up with- tolerate, make up – constitute, go up to -increase*). They are offered the choice between two alternatives; the more academic choice may be fairly clear (e.g.: *getting bigger and bigger / increasing; robust / nice results; really important for /an integral part of; a lot of /considerable interest in*).

Grammar issues in academic language is also in the scope: considering using both active and passive voice; the key is to choose the right voice for the right purpose, most of the comments about grammar and language have been designed to help choose the sentence-level choices that may contribute to developing and maintaining a consistent academic style and positioning yourself as knowledgeable and as an authority.

As an integral part of the academic style establishing a smooth flow of ideas is to use logical connectors such as *however* or *furthermore*, repetition and linking words and phrases can help a writer maintain flow and establish clear relationships between ideas (many writers generally try to follow a progression from old or given information, which is in the subject position or early at the left end of the sentence, to new information, which is placed at the right end of the sentence). Placing relevant "old" information in early position establishes a content connection backward and provides a forward content link that establishes the context (Swales, Feak, 2012: 55). Sentence connectors raise an undeniably important issue–namely, punctuation. For this PhD learners are offered "editing text tasks" by adding semicolons or commas where necessary and "supplying linking words or phrases assignments" to enhance the flow of one of these passages.

Our PhD learners also practice doing tasks concerning moving the information from general to specific. Writing general statements of fact or tendency as effective opening sentences can often be useful starting points of papers and sections of papers. By beginning with information that is generally accepted, you begin with something familiar to the readers, and ease them into your paper. While you may worry whether starting with familiar information is a good strategy, in many fields this may be preferred over starting with a highly challenging or provocative claim (Swales, Feak, 2012: 70).

Giving definitions of terms and notions is also broadly experienced by our future scholars (e.g.: *completing the definitions by inserting an appropriate preposition; inserting generalizing verbs; iden-*

tifying and underlining the definitional elements in academic papers).

A sound experience of stating a cause-effect writing structure can be gained from completing the task "underlining the language that establishes a cause-and-effect connection"; "writing -ing clauses of result", "paraphrasing".

Productive modalities engage ways of PhD students' communicating to other peers, e.g., speaking on the issues covered, writing summaries and reflections on the articles, drawing up schemes, tables and diagrams. Consequently, the assessment of productive modalities focuses on PhD student communication of their own understanding or interpretation. Examples of PhD students' demonstration of productive abilities with respect to understanding curriculum content are: "writing an analysis", "drawing and labeling a scale model", "writing a problem-solution text that includes both a process description and a definition", "writing a review of the current state of knowledge in your field that raises a question about it and offers a possible or partial answer", "writing a data commentary about research findings", "writing summaries", "writing a major research paper at key points in a degree program", "writing a proposal", and "writing word critique".

An essential component in the research work constitutes data commentary which implies highlighting the results of research; using the data to support a point or making an argument in a paper; assessing theory, common beliefs, or general practice in light of the given data; comparing and evaluating different data sets; assessing the reliability of the data in terms of the methodology that produced it; discussing the implications of the data; making recommendations (Swales, Feak, 2012: 141).

PhD learners are expected to master summary writing skills which might be applicable for more public communication and published research articles. In general, summary writing is an integral part of overall academic and research work and requires a lot of academic attention, as a researcher will need to summarize some published work to support claims in their papers and build a foundation for research. In each of these cases, we use the work of others to add credibility to our claims and we have an opportunity to reveal our understanding of the work in a particular field.

As John M. Swales and Christine B. Feak state a good summary has to follow principal requirements, notably: focusing on the aspects of the source text or texts that are relevant for the purpose; representing the source material in an accurate fashion; condensing the source material and presenting it in your own words (Swales, Feak, 2012: 376).

While writing summaries it is quite significant to avoid plagiarizing. The best way out is to paraphrase, in other words, restatement (in your own words) of the ideas in the original. Good paraphrasing skills can demonstrate that you have understood the text you have read and can avoid plagiarizing. The most common strategy used to accomplish this involves replacing words in the source with synonyms and perhaps changing the grammar (Swales, Feak, 2012: 379).

PhD students are often expected and encouraged to evaluate journal articles with a critical eye from different angles, sometimes as part of a journal club or joint research work run by an instructor or advisor. Thus, we provide our learners with some linking phrases that help tie sections together and add some stylistic variety (*In an effort to evaluate; In order to establish; To test this hypothesis; To determine; In the interest of obtaining useful data; During the data collection; Prior to collecting this information; In the follow-up phase of the study, we ...; Based on the feedback from the pilot study; On the basis of the literature review; Because of privacy issues~ we ...; In spite of these issues, we ...; In light of these unexpected findings etc.*) (Swales, Feak, 2012: 182).

It is widely recognized that writing introductions can be slow, difficult, and troublesome for many writers. Aa once the Greek philosopher Plato remarked, "The beginning is half of the whole", but my beloved saying is "A good beginning makes a good ending". That is why we spend time on fully arming our learners with relevant academic vocabulary and practice, eventually producing a good Introduction section of an research paper is particularly troublesome. In some kinds of texts, such as term papers or shorter communications (including case reports), it is possible to start immediately with a topic or purpose statement (e.g.: *The purpose of this paper is to ... . This paper describes and analyzes ... . My aim in this paper is to ... . In this case report, we discuss ...*) (Swales, Feak, 2012: 184).

In the Discussion section, we usually expect some "phrases of generality" (*e.g.: Overall, In general, On the whole, In the main, With ... exception(s), The overall results indicate .... The results indicate, overall, that .... In general, the experimental samples resisted .... With one exception, the experimental samples resisted ....*) There are some typical formulations for stating limitations in one's research scope (e.g.: *It should be noted that this study has been primarily concerned with .... This analysis has concentrated on ... The findings of this study are restricted to ... . This study has addressed only the question of ... . The limitations of this study are clear: ... . We would like to point out that we have not ... . Here are some typical*

openings for statements that firmly state that certain conclusions should not be drawn. However, the findings do not imply … . The results of this study cannot be taken as evidence for … . Unfortunately, we are unable to determine from this data … . The lack of … means that we cannot be certain … .) (Swales, Feak, 2012: 186).

Thus, we can state that implementing the language learner-centered approach and interacting with a lecturer as facilitator/collaborator in our educational voyage with PhD learners we mainly focus on the three modes: interpersonal, interpretive, and presentational.

The expected outcomes are supposed to be as following:

– backward design focusing on the end goal (preparing theses using the covered academic vocabulary, arranging foreign references and preparing the key academic vocabulary relevant to the issues studied);

– using thematic units, academic vocabulary and authentic resources in presenting theses of the research;

– emphasizing learners as "doer" and "creator" of innovative projects (presenting research findings arranged through diagrams and graphs, practical outcomes gained from the research);

– focusing on the relationship among the perspectives, practices, and findings of the research, benefits for improving the well-being of the society;

– integrating technology into instruction to enhance learning, designing the further learning curve.

Mastering the academic English language pursues and implies some objectives. First of all, it primarily relates to educational mobility. This extensive mobility has been largely facilitated by the widespread use of English in higher education institutions, when seeking further academic and research work and cooperation well beyond the borders of Anglophone countries.

PhD students as effective communicators use an academic language to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts, and ideas. Consequently, in the advanced range they are able to narrate and describe using connected sentences and paragraphs in at least three time frames when discussing topics of professional, academic, research, and community interest and can comprehend main ideas and significant details regarding a variety of topics.

Future researchers as collaborators use their native and acquired academic languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.

Mastering academic vocabulary through analyzing profoundly the authentic articles and texts, research findings we encourage to develop critical thinking and problem-solving skills. PhD students as inquirers frame, analyze, and synthesize information as well as negotiate meaning across language and culture in order to explore problems and issues from their own and different perspectives. Thus, they are engaged in such activities as: exercising sound reasoning in understanding; making complex vocabulary choices and academic writing style decisions; understanding the interconnections among systems in research; identifying and asking significant questions that clarify various points of view and lead to better solutions; framing, analyzing and synthesizing information in order to solve problems and answer question.

Creativity and innovation as required traits shared by future researchers are also enhanced through mastering the course. Students as creators and innovators are expected to respond to new and diverse perspectives using the academic language in imaginative and original ways to make useful contributions. In their final research work they are aimed at: demonstrating originality and inventiveness in their research work; developing, implementing and communicating new ideas to the academic community; being open and responsive to new and diverse perspectives; acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

What is becoming more important not only in the professional domain, but also in the academic sphere is flexibility and adaptability. Future researchers as flexible and adaptable academic language learners are open-minded, willing to take risks, and accept the ambiguity of language while balancing diverse global perspectives. They will be able to adapt to varied roles and responsibilities working effectively in a climate of ambiguity and changing priorities.

The final outcome gained from PhD preparation at the University is accessing information efficiently and effectively, evaluating it critically and competently and using it accurately and creatively for the issue or problem at hand and possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

The course is also determined to contribute to the development of initiative and self-direction. PhD students as life-long learners are motivated to set their own academic and professional goals and reflect on their progress as they grow and improve their linguistic, language and cultural competence. While diving

into detail of the academic language they will monitor their own understanding and learning needs; go beyond basic mastery of skills and/ or curriculum to explore and expand their own learning and opportunities to gain expertise; demonstrate initiative to advance skill levels towards a professional level; defining, prioritize and complete tasks without direct oversight; utilize time efficiently and manage workload and demonstrating commitment to learning as a lifelong process.

One of the goals of PhD preparation at our university is to cultivate and maintain social and cross-cultural skills. PhD learners as adept language learners understand diverse cultural perspectives and use appropriate socio-linguistic skills in order to function in diverse cultural and linguistic contexts. Participating in scientific events they will be able to work appropriately and productively with peers, leverage the collective intelligence of groups when appropriate, bridge cultural differences and use differing perspectives to increase innovation and the quality of their research work.

In **conclusion**, we should state that mastering an academic foreign language not only profoundly contributes to PhD students' future career and academic readiness, it also helps develop the individual as language learners take on a new and more invigorating view of the world. They come to understand the world and cultural peculiarities better, they can easily and holistically smoother integrate into academic and scientific cooperation and interaction. According to the Committee for Economic Development (CED), "…cultural competence and foreign language skills can prove invaluable when working on global business teams or negotiating with overseas clients" (Magner, Saltrick, 2020: 21).

Interacting with other scholars, academics and the faculty future researchers are prone to develop and enhance their leadership qualities and responsibility. As responsible leaders they are supposed to leverage their linguistic, language and cross-cultural skills to inspire others to be fair, accepting, open, and understanding within and beyond the local community. Using their interpersonal and problem-solving skills they will learn how to influence and guide others toward a goal and leverage strengths of others to accomplish a common goal. They are expected to demonstrating integrity and ethical behavior and act responsibly with the interests of the larger community in mind.

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