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**INTERNAL ASSESSMENT TASKS
FOR EVALUATING POSTGRADUATES' COMPETENCES TO USE ENGLISH AS A LINGUA FRANCA IN THE SETTINGS OF INTERNATIONAL RESEARCH CO-OPERATION**

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Why has an approach to internal language assessment of PhD students' English proficiency assessment nowadays become a hot issue in Russian university Education?

IN RUSSIA ENGLISH AS A FL IS A COMPULSORY SUBJECT IN ALL PhD CURRICULA (NO MATTER WHAT DOCTORAL PROGRAMMES ARE OFFERED BY THIS OR THAT UNIVERSITY DEPARTMENT AS PROVIDERS OF DOCTORAL EDUCATION) AND EVERY PhD STUDENTS HAS TO TAKE A QUALIFYING EXAM IN A FL AS A PREREQUISITE FOR DEFENDING HIS OR HER PhD THESIS BEFORE A DISSERTATION COUNCIL OF DISTINGUISHED AND LEADING RESEARCH EXPERTS IN A GIVEN RESEARCH FIELD. BUT ANY QUALIFYING LANGUAGE EXAM CAN NOT BUT HAVE MANY LIMITS RELATED TO A SET OF COMMUNICATIVE MONOLINGUAL AND BILINGUAL SKILLS TO BE ASSESSED.

AND DUE TO THESE REASONS INTERNAL LANGUAGE ASSESSMENT AS A MORE FLEXIBLE FORM HAS BECOME A HOT ISSUE IN THE COUNTRY'S PhD LANGUAGE EDUCATION. IS IT POSSIBLE TO DEVELOP SUCH SYSTEM OF LANGUAGE ASSESSMENT WITHIN THE THIRD CYCLE OF UNIVERSITY EDUCATION THAT GIVES TEACHERS & STUDENTS A REALISTIC PICTURE IF PHD STUDENTS ARE REALLY CAPABLE OF USING ENGLISH TO:

➢ COMMUNICATE & SHARE SCHOLARLY AND SCIENTIFIC KNOWLEDGE IN GLOBAL ACADEMIC COMMUNITY;

➢ USE EFFECTIVELY INTERNATIONAL & NATIONAL DATABASES/ARCHIEVES FOR THE BENEFITS OF NATIONAL SCIENCES DEVELOPMENTS & FOR THE INTRODUCTION OF NATIONAL RESEARCH ACHIEVEMENTS & OUTCOMES INTO A BROADER GLOBAL CONTEXT OF ACADEMIC COMMUNITY, ENRICHING THE 21-CENTURY INTERNATIONAL FUND OF CIVILIZATION ACHIEVEMENTS;

➢ COMMUNICATE EFFECTIVELY AT ACADEMIC EVENTS (SCHOLARLY OR SCIENTIFIC) SUCH AS INTERNATIONAL OFFLINE AND ONLINE CONFERENCES, FORUMS AND THE LIKE, ESTABLISHING PROFESSIONAL CONTACTS WITH RESEARCHERS AND EDUCATORS OF OTHER COUNTRIES.

1.Introduction. Linguistics and Sociolinguistics Input into the Development of ELF Lingua-didactics

❑ After some intensive debates linguists have somehow come to a consensus on how to conceptualize the notion of ELF as a communication tool in today's glocalized multilingual and multicultural world **(**House 2002; Seidlhofer et al. 2006; Cogo, 2010; Jenkins, J. & Leung, C., 2013; Dewey, 2013;**);**

❑ ELF has been carefully studied as an instrument of international communication in different spheres of the 21st century human activities **(**Ehrenreich, 2010; Kankaanranta & Planken, 2010; Ehrenreich, 2011; Mauranen, 2011, 2012, 2015; Vettorel, 2014**);**

❑ Jenkins (2000), Pitzl et al. (2008), Walker(2010), Breiteneder (2009), Ranta (2009) have explored & systematized phonological, lexico-grammatical and even discursive features of the non-native speaker's use of ELF that made it possible to use this knowledge for developing students' awareness of ELF and their adaptability as intercultural speakers/writers; to the world of communication in WE;

❑ Ehrenreich (2010), Jenkins, Cogo,& Dewey (2011), Archibald, Cogo, & Jenkins (2011), Cogo (2012), Mauranen (2015), Vettorel (2014) have identified ELF communication domains and pragmatics of functioning;

❑ ELF Studies have become the fastest growing field within Sociolingusitics, Communication theory and Applied Lingusitics.

The Appearance and Establishment of ELF Pedagogy as a Hot Trend in ELT & ELL

MAJOR IMPORTANT RESEARCH FOCUSES:

❑ general pedagogical insights into ELF as an objective of language education on the move from *EFL to ELF* (Dewey,2012; Bowles & Cogo, 2015; Kiczkowiak & Lowe 2019);

❑ *methodological basis for teaching ELF for academic purposes (*Mauranen*, 2012;* Björkman, 2013; Jenkins,2014; Kuteeva & Mauranen, 2014)*;*

❑ *methodological considerations on teaching to* use English as a business Lingua Franca (Evans, 2013; Kankaanranta, Louhiala-Salminen, Karhunen, 2015; Murata, Iino & Konakahara, 2017);

❑ comprehensive data collection on the strategy of incorporating world Englishes in teaching English as an international language (Matsuda, 2003; Suzuki, 2011), accommodating students to ELF in the international university/classroom (Jenkins, 2011) and giving them necessary practice in developing their awareness of WE (Jenkins, 2015);

The Appearance and Establishment of ELF Pedagogy as a Hot Trend in ELT & ELL (continued)

MAJOR IMPORTANT RESEARCH FOCUSES:

❑ important considerations on task-based development of students' awareness of ELF, its functions and influences on communication efficiency in international cooperation (Matsuda, & Duran, 2012; Galloway, & Rose, 2014; Pinner, 2015; Lopriore & Vettorel; Ishikawa, 2017);

❑ research identification of communication-oriented models & practices to be used in teaching ELF in different linguacultural contexts (Kirkpatrick,2011);

❑ useful considerations on design peculiarities of developing materials for teaching ELF for the purposes of international communication (Matsuda,2012,2014);

❑ identification of research problems faced by specialists in the field of ELF assessment (Jenkins, 2006, 2016; Jenkins, & Leung, 2014; Taylor, 2006; Hamp-Lyons, Liz & Davies, 2008; Davies, 2009; McNamara, 2011, 2012, 2014; Shohamy, 2011; Brown,2014; Hall, 2014; Chopin 2015; Newbold, 2015).

AND WHAT ABOUT THE FIELD OF ELF-RELATED EDUCATIONAL ASSESSMENT OF UNIVERSITY STUDENTS' COMMUNICATION COMPETENCES?

Though many assessment questions related to the field of ELF teaching have been widely discussed by research community since the beginning of the new millennium, still on the whole one would agree with Jenkins (2016) that *the discussion of these questions has been mostly primarily conceptual, exploring developments in thinking about assessing ELF rather than contributing to and critiquing specific test types, goals, and descriptors.*

Nevertheless, some efforts in the field under consideration have been made by a few researchers who have the courage to start discussing some very rough questions related to goals, test types and assessment repertoire in the field under consideration, such as Shohamy 's vision of assessing multilingual competencies by adopting construct valid assessment of multilingual competencies (2011) or Newbold's vision of assessing oral production of English as a lingua franca in European universities (2015).

It is also worth mentioning that a number of researchers have concentrated their attention on criticizing international standardized tests like IELTS and TOEFL (Davies, Hamp-Lyons, & Kemp, 2003; Hamp-Lyons, & Davies, 2008; Newbold, 2014).

BUT SHOULD WE THINK ONLY IN TERMS OF INTERNATIONAL STANDARDIZED TESTS ADAPTED FOR EVALUATING ELF SKILLS? AND COULD THEY REALLY TEST A GREAT VARIETY OF COMMUNICATION SKILLS THAT ARE, FOR EXAMPLE, ESSENTIAL FOR COMMUNICATION IN INTERNATIONAL RESEARCH COMMUNITIES ?

2.Research Focuses, Research Design & Methodology
2.1 Research Focuses from the Perspective of Internationally-oriented Language Education in Russia
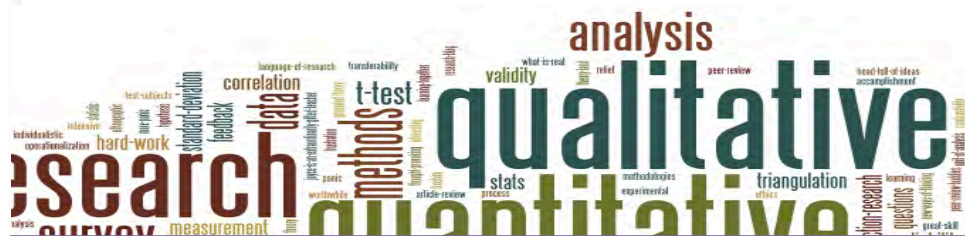
English language proficiency for a successful research career path?

Framework for designing a research-friendly assessment?

Assessment criteria & tools?

ASSESSING PhD's ABILITIES

TO ACT IN

INTERNATIONAL ACADEMIC SETTINGS AS:

- AN INTERNATIONAL SPEAKER /WRITER/
- A PLURICULTURAL MEDIATOR
- A COLLABORATOR

2.2 Research Methods & Participants

- ➢ a document analysis of European descriptors related to research profiles;
- ➢ an analysis of assessment tools recommended in Lomonosov MSU EL syllabuses designed for Russian PhD students;
- ➢ analysis of scholarly events, their communication scripts, behavior patterns frames of communication activities involved, verbal & non-verbal repertoire;
- ➢ focus group interviews on research-friendly assessment communication tasks;
- ➢ PhD students guided interviews on the difficulties faced by them when communicating in ELF-speaking environments.

Participants :
- ✓ Focus Group = 10 Lomonosov MSU Language teachers involved in English syllabus writing
- ✓ PhD Students = 10 students pursuing PhD degrees in Linguistics and 8 students pursuing a PhD Degree in FL Teaching Theory and Methods

The 2017-2018 Survey Results (R=100) (Safonova,2018)
What Lessons Could be Learnt in ELT & RLL ?

☞ **POSTDOCS' LISTENING COMPREHENSION DIFFICULTIES** TO CONCENTRATE ON SOME RESEARCH ISSUES THAT ARE BEING RAISED, DISCUSSED OR ARGUED ABOUT DUE TO:
- ✓ THE VARIETY OF ENGLISHES USED BY CONFERENCE SPEAKERS (50 %);
- ✓ SOCIOCULTURAL TERMINOLOGICAL LACUNAS (75%);
- ✓ CROSS-CULTURAL DIFFERENCES IN RESEARCH METHODOLOGY, RESULTS DELIVERY & THEIR EVALUATION (91%).

☞ **POSTDOCS' SPEAKING DIFFICULTIES** THAT OFTEN OCCUR IN ORAL ACADEMIC COMMUNICATION DUE TO:
- ✓ CONCEPTUAL (INCLUDING TERMINOLOGICAL) LACUNAS CAUSING THE ACADEMIC MISUNDERSTANDING BETWEEN THE RUSSIAN ACADEMICIANS AND SOME OTHER REPRESENTATIVES OF THE ENGLISH-SPEAKING ACADEMIC AUDIENCE (55%);
- ✓ SOCIOCULTURAL DIFFERENCES IN ACADEMIC ENGLISH-SPEAKING CONVENTIONS OF FORMAL ACADEMIC COMMUNICATIONS (E.G. IN ACADEMIC PUBLIC SPEAKING) AND INFORMAL ACADEMIC INTERACTIONS (95%).

☞ **POSTDOCS' BEHAVIORAL DIFFICULTIES DUE** :
- ✓ EXISTING DIFFERENCES IN UNDERSTANDING & FOLLOWING SOME SOCIOCULTURAL CODES AND SCHEMAS OF ACADEMIC INTERACTION THAT ARE DIFFERENT FROM RUSSIAN ACADEMIC TRADITIONS (55%);
- ✓ THE LACK OF EXPERIENCE IN FORESEEING OR IDENTIFYING AND OVERCOMING VERBAL AND/OR NON-VERBAL MISUNDERSTANDINGS THAT OFTEN LED TO THE CULTURAL BARRIERS TO ACADEMIC COMMUNICATION (85%);
- ✓ THE LACK OF MEDIATING SKILLS TO REPAIR ACADEMIC COMMUNICATION BREAKDOWNS (95%).

2.3 A **Conceptual Framework for Developing Assessment Strategy and Tasks**

2.3.1a Reconceptualizing the notion of international academic communications

It is desirable not to limit the concept of academic communication only to scholarly communication in pedagogical settings.

Thus, in the research under consideration international academic communication /IAC/ is understood as one of the spheres of international communication of academics, postgraduates, MD & PhD degrees holders, MD & PhD students. It is assumed that IAC takes place in interrelated intercultural academic and research environments in which international and national elements are blended nowadays, though a balance between them can hardly be ever reached.

2.3.1b Conceptualizing the Notion of Academic Communication

INTERNATIONAL ACADEMIC COMMUNICATION

IS UNDERSTOOD AS ONE OF THE SPHERES OF PROFESSIONAL INTERCULTURAL COMMUNICATION

related to:

scholastic environments

research environments

characterized by

specifically structured verbal and non-verbal patterns of academic behavior relating to different academic discourse communities

2.3.2 From Simple Opposing the Categories of "Non-native Speakerism & Native Speakerism" to Deeper Understanding How Each of them May Serve *in PhD Internationally-oriented Language Education.*

Communication Modes (CEFR, 2001; CEFR. Companion Volume, 2018)	ELF-friendly	EIL - oriented
Reception: ❖ Reading ❖ Listening	Both	
Production: ❖ Spoken ❖ written	informal or private settings	formal or neutral settings
Interaction: ❖ Spoken ❖ written	Informal or private settings	formal or neutral settings
Mediation: ❖ Mediating a text	informal or privates settings (with exception of translation)	formal or neutral settings
❖ Mediating communication	-	+

If English is taught to PhD students for academic purposes, the process of developing their receptive powers and interactive speaking skills in informal academic situations should be thought over in terms of both categories: "non-native speakarism" and "native-speakarism".

Meanwhile, the process of developing production skills and strategies, especially, in academic writing will still need to be much influenced by native speakerism. In other words, it is not reasonable to take a one-sided orientation towards non-native-speakarism or native-speakarism in case of designing internationally oriented materials and assessment repertoire for MD and PhD seekers, the didactic approach should be more flexible and variable.

And the issues on a model of teaching to communicate in the world of WE, as well as, an approach to establishing assessment criteria and designing assessment tasks should be tackled from the angle of a) the cycle of HE, b) the profile of a degree programme students undergo, c) the scope of language education (language education at linguistics departments or non-linguistics departments), d) postgraduates' needs in internationally-oriented language education.

3. The Findings
3.1 The Research Profiles, Research Career Path & Language Education

3.1.1. A Document Analysis. The development of a theoretical framework for designing a flexible research-friendly model of language assessment in the study under consideration **started with a document analysis of international and national descriptors of modern researchers' profiles**. The data used for that analysis were the following:

➢ G7 Science Ministry Ministers' Communiniqué. (2017) on Open Science strategy, perspectves and practices (2017);

➢ Research profiles descriptors. EURAXESS Germany (https://euraxess.ec.europa.eu/europe/career-development/training-researchers/research-profiles-descriptors);

➢ 2018-2019 regulatory documents of RF Ministry of Higher Education and Science;

➢ Lomonosov Self-established MSU Standards of Higher Education;

➢ RF Project Report on Developing a Theoretical and Empirical Framework for Training Researchers and Eevaluating Their Research Activities (The XXI Researcher: Developing Research Competences in Higher Education, 2018)

3.2. A European View on the Research Career Pathway of the Modern Researcher

The Beginning Researcher (BR) = Master's Degree students

The First Stage Researcher (R1) = MD holders & PhD students

The Recognised Researcher (R2) = PhD holders or equivalent who are not yet fully independent

The Established Researcher (R3) = Researchers who have developed a level of independence (associate professors, professors)

The Leading Researcher (R4) = Professors leading their research area or field

RESEARCH PROFILES DESCRIPTORS. EURAXESS GERMANY. URL: HTTPS://EURAXESS.EC.EUROPA.EU/EUROPE/CAREER-DEVELOPMENT/TRAINING-RESEARCHERS/RESEARCH-PROFILES-DESCRIPTORS

Illustrative Data on the Comparison of Necessary and Desirable Competences of R1 & R2

Profile	Necessary Competences	Desirable Competences
R1 PhD student	1.1 carries out research under supervision; 1.2 has the ambition to develop knowledge of research methodologies and discipline; 1.3has demonstrated a good understanding of a field of study; 1.4 has demonstrated the ability to produce data under supervision; 1.5 is capable of critical analysis, evaluation and synthesis of new and complex ideas; 1.6 is able to explain the outcome of research (and value thereof) to research colleagues.	develops integrated language, communication & environment skills, especially in an international context.

R2

❑ NECESSARY COMPETENCES:

➢ HAS DEMONSTRATED A SYSTEMATIC UNDERSTANDING OF A FIELD OF STUDY AND MASTERY OF RESEARCH ASSOCIATED WITH THAT FIELD;

➢ HAS DEMONSTRATED THE ABILITY TO CONCEIVE, DESIGN, IMPLEMENT AND ADAPT A SUBSTANTIAL PROGRAMME OF RESEARCH WITH INTEGRITY;

➢ HAS MADE A CONTRIBUTION THROUGH ORIGINAL RESEARCH THAT EXTENDS THE FRONTIER OF KNOWLEDGE BY DEVELOPING A SUBSTANTIAL BODY OF WORK, INNOVATION OR APPLICATION. THIS COULD MERIT NATIONAL OR INTERNATIONAL REFEREED PUBLICATION OR PATENT;

➢ DEMONSTRATES CRITICAL ANALYSIS, EVALUATION AND SYNTHESIS OF NEW AND COMPLEX IDEAS;

➢ CAN COMMUNICATE WITH THEIR PEERS - BE ABLE TO EXPLAIN THE OUTCOME OF THEIR RESEARCH (AND VALUE THEREOF) TO THE RESEARCH COMMUNITY

➢ TAKES OWNERSHIP FOR AND MANAGES OWN CAREER PROGRESSION, SETS REALISTIC AND ACHIEVABLE CAREER GOALS, IDENTIFIES AND DEVELOPS WAYS TO IMPROVE EMPLOYABILITY;

➢ CO-AUTHORS PAPERS AT WORKSHOPS AND CONFERENCES.

❑ Desirable competences:

✓ Understands the agenda of industry and other related employment sectors;

✓ Understands the value of their research work in the context of products and services from industry and other related employment sectors;

✓ Can communicate with the wider community, and with society generally, about their areas of expertise;

✓ Can be expected to promote, within professional contexts, technological, social or cultural advancement in a knowledge based society;

✓ Can mentor First Stage Researchers, helping them to be more effective and successful in their R&D trajectory.

A Lingua-didactic Extension of R2 Profile.

❑ bilingual research-oriented skills in reviewing in scholarly papers, Master's degree thesis, scholarly books;

❑ monolingual skills in editing research works

❑ speaking skills in:

✓ formal academic settings:

✓ informal academic settings;

❑ bilingual integrated speaking and writing skills to participate and cooperate in international research projects.

❑ monolingual skills in:

✓ mediating concept;

✓ facilitating pluricultural space in academic communications;

✓ acting as an intermediary in informal academic and informal cross-cultural settings;

✓ acting as an intermediary formal academic cross-cultural settings;

✓ lecturing and conducting seminars;

❑ pluricultural skills (if necessary bilingual ones) to act as an intermediary in:

✓ informal academic and informal pluricultural academic settings;

✓ formal academic pluricultural settings .

A lingua-didactic extension of each of the four research profiles gave a promising ground for rethinking the model of assessment and , especially, self-assessment, in terms of researchers' bilingual & monolingual needs and linguacultural job requirements in their life-long journey .

3.3 An assessment-oriented lingua-didactic analysis of academic communications, their participants' activities & academic products

scholarly/science events

☼ world congresses / symposiums / forums
☼ international continental, subcontinental and regional conferences
☼ international forums / meetings / summits / workshops
☼ science weeks ☼ international projects and project workshops

   Whenever any of these scholarly events is planned, organised and unfolded, its organisers and participants are expected to follow sometimes highly structured patterns of verbal and non-verbal behavior in accordance with a prescribed communication script (schema) for the whole event as such in general, and, an academic role of a conference participant in particular (a key speaker, session moderator, panel headmaster , a panelist, paper presenter).

A Conference as A Communication Event

A CONFERENCE AS A COMMUNICATION MEGA-PROCESS

Planning a conference

Organsing a conference

Holding a conference

CONFERENCE ACTORS

- Members of Scientific Committee
- Conference organisers
- Conference manager
- Chairman of the conference
- Key speakers
- Moderators
- Panel headmaster
- Panellists
- Paper /poster presenters
- Conference audience

+N

A PRESCRIBED SET OF ACTIVITIES TO PERFORM AT A PRESCRIBED TIME

Delivering a Research Paper Presentation (a communication activity)

- WELCOMING THE CONFERENCE AUDIENCE;
- INTRODUCING BRIEFLY HIM/HERSELF AND A RESEARCH TOPIC;
- NAMING RESEARCH METHODS USED;
- CHARACTERIZING THE DATA COLLECTED;
- DOING A LITERATURE REVIEW AND FOCUSING ON A RESEARCH QUESTION;
- SUMMARISING AND INTERPRETING THE RESEARCH FINDINGS;
- DISCUSSING THEORETICAL AND/OR APPLIED VALUES OF THE RESEARCH FOR A PARTICULAR SUBJECT FIELD;
- DWELLING ON THE RESEARCH LIMITATIONS, SHARING THE PRESENTER'S VISION OF RESEARCH IMPLICATIONS FOR FUTURE RESEARCH ACTIVITIES IN THE FIELD;
- SUMMARIZING THE MAJOR PRESENTATION POINTS OR MAKING A CONCLUDING NOTE;
- THANKING THE AUDIENCE FOR ATTENTION;
- WELCOMING THE AUDIENCE TO ASK QUESTIONS AND MAKE COMMENTS;
- TAKING QUESTIONS FROM THE AUDIENCE AT THE END OF THE PRESENTATION (IF ANY);
- MEDIATING ACADEMIC COMMUNICATION;
- THANKING THE AUDIENCE.

- MAKING AN EYE CONTACT WITH MEMBERS OF THE AUDIENCE TO KEEP THEIR ATTENTION LEVEL HIGH;
- FOCUSING ON THE AUDIENCE'S RESPONSE, AND REACT TO THAT;
- VARYING THE PITCH, VOLUME OF THE VOICE AND THE RATE OF SPEAKING TO MAINTAIN THE AUDIENCE'S INTEREST AND EMPHASIZE THE KEY POINTS OF THE PRESENTATION;
- USING POSITIVE FACIAL EXPRESSIONS SUCH AS SMILES, EXPRESSIVE EYES, AND LOOKS OF EMPATHY AND ENCOURAGEMENT TO COMMUNICATE WITH THE AUDIENCE;
- CHANGING THE WAYS OF GRABBING & HOLDING THE AUDIENCE'S ATTENTION;
- USING VISUAL AIDS TO EMPHASIZE IMPORTANT POINTS AND ADD INTEREST TO THE PRESENTATION;
- + N.

4. Discussion.

4.1 Do we really need a hierachical system of research-friendly English internal assessment

A hierachical system of research-friendly English internal assessment presupposes designing tasks to assess:

1. PhD students' micro-skills in using appropriately verbal and non-verbal repertoire for performing each of communication actions peculiar to a particular communication activity;

2. PhD students' academic communication pattern of behavior (macro skill) when acting as a intercultural speaker/writer and/or a mediator in a particular event (e.g., a paper presenter);

3. PhD students' strategies in varying communication patterns of behavior because of the changes in the cultural context of international academic communication, its goals, actors & settings.

Criteria may include the following: communication appropriateness (1,2,3), intelligibility (1, 2, 3), communicative & pluricultural adaptability (3), academic politeness & research integrity (1,2)

4.2 Internal Assessment Task Types:

***COGNITIVE TASKS* ON**
evaluating postgraduates' observation powers while comparing the scenarios of academic events in Russia and in international pluricultural academic settings, sociocultural roles of the participants involved in them, verbal & non-verbal patterns of behavior, verbal repertoire

research-oriented problem-solving tasks (incl. simulations)

MONOLINGUAL VERBAL TASKS ON
performing perception, production & interaction activities within a particular event frame

***BILINGUAL MEDIATION TASKS* ON**
evaluating Russian postgraduates' skills in producing oral or written research products in accordance with internationally accepted requirements to their quality & format (Euro-Atlantic format);

MEDIATION-ORIENTED CASE STUDIES
(monolingual and bilingual) and *research-oriented translation project*s.

5. Conclusion.

Though this research project is a very complicated and time-consuming work (not having been completely finished), still, I believe that it has already given some new insights into how to start discussing modern crucial issues of designing & establishing a dynamic multi-level system of language assessment from the perspective of internationally oriented PhD education in a glocalized world.

Postgraduates' Research-friendly & Internationally-oriented Language Development

BEGINNING RESEARCHERS (BR)
MD Students
Research & Develop Programmes

- ✓ *INTERNATIONAL PROJECTS & COLLABORATION TRAINING*
- ✓ *PROFILE-ORIENTED TRAINING IN ACADEMIC INTERCULTURAL COMMUNICATION*
- ✓ *TRAINING OR SELF-TRAINING AS CROSS-CULTURAL MEDIATORS*

FIRST STAGE RESEARCHERS (R1)
MD Holders and PhD students
Research & Innovation Programmes

- ✓ *BILINGUAL TRAINING AS RESEARCH GRANT CANDIDATES*
- ✓ *BILINGUAL TRAINING IN RESEARCH LEADERSHIP*
- ✓ *TRAINING AS PLURICULTURAL MEDIATORS FOR THE PURPOSES OF PROFESSIONAL INTERCULTURAL COMMUNICATION*
- ✓ *SELF-EDUCATION ON RESEARCH, SCIENCE AND INNOVATION POLICIES*

RECOGNISED RESEARCHERS(R2)
(PhD holders)
Research, Innovation & Life Changes Programmes

- ✓ BILINGUAL SELF-TRAINING IN RESEARCH LEADERSHIP
- ✓ BILINGUAL/TRILINGUAL SELF-EDUCATION ON HOW TO CREATE OPEN SCIENCE & OPEN INNOVATION RESEARCH COMMUNITIES
- ✓ BILINGUAL/TRILINGUAL AND PLURICULTURAL SELF-TRAINING IN RESEARCH MANAGEMENT

FUTURA CREAMUS