

**Master's thesis titles between scientific standards and practical
Constraints: the case of master's dissertations from department of
french at the University of El Oued**

LAADJAL Salah ¹

¹ Université Echahid Hamma Lakhder El Oued. Algérie,

laadjal-salah@univ-eloued.dz

Received: 10/9/2024 Accepted: 16/12/2024 Published: .21/12/2024

Abstract:

This study examines the titles of Master’s dissertations in French foreign language didactics, analyzing their compliance with academic standards and scientific relevance. The analysis reveals a predominance of classical themes, such as oral and written skills, as well as the integration of new technologies in education. While most titles are clear and relevant, some weaknesses are identified, including lack of originality, excessive generality, and insufficient contextualization. By integrating quantitative and qualitative approaches, the study provides a comprehensive evaluation of master’s thesis titles in the field of French as a Foreign Language (FFL) didactics at the University of El Oued. Recommendations are offered to improve title writing, including targeted training and rigorous review processes.

Keywords: didactics, title, classical themes, scientific relevance, originality

1. Introduction

In academic training, the Master's dissertation represents a crucial stage where students demonstrate their ability to conduct rigorous scientific research. Central to this process is the dissertation title, which encapsulates the essence of the study and guides readers to its content. In language didactics—a discipline exploring the methods and practices of language teaching—crafting titles requires reconciling academic standards with the practical specificities of the field.

An effective dissertation title fulfills several roles. It encapsulates the research's core essence, ensures clarity and precision, and supports dissemination and indexing in academic databases. In language didactics, where studies are deeply rooted in specific pedagogical contexts, crafting such titles involves balancing scientific rigor with educational realities. This dual requirement often creates tensions between academic norms and the constraints students encounter during their work.

The writing of Master's dissertation titles is not merely an academic formality; it reflects the quality of training and the student's ability to articulate their research problem, methodology, and anticipated outcomes. These titles must adhere to the principles of clarity, conciseness, and relevance. However, practical constraints, such as supervisors' expectations, contextual limitations of the educational environment, resource availability, or time constraints, often influence the final formulation of titles. For instance, a student might prioritize the immediate pedagogical relevance of their study over strict adherence to scientific standards, leading to compromises in clarity or specificity.

Given these challenges, this study seeks to answer a central question: **To what extent do Master's dissertation titles in language didactics reconcile scientific standards with the practical constraints of the context?** This question allows an exploration of how students navigate between academic requirements and field realities when formulating dissertation titles. Additionally, it facilitates an evaluation of the scientific quality of these titles based on established criteria.

The primary objective of this study is to assess the extent to which Master's dissertation titles in didactics comply with academic standards. The secondary objective is to examine how practical constraints influence title writing. This analysis aims to provide insights into common practices, recurring errors, and potential solutions to enhance the quality of dissertation titles in the field of language didactics.

2. Writing of Academic Titles

The writing of academic titles is a pivotal aspect of scientific production. According to Day (2006), an effective title encapsulates the essence of the research while being clear, precise, and informative. It must faithfully reflect the study's objectives, the research problem, and, where possible, the expected results. A well-crafted title not only enhances the readability and

impact of a dissertation but also serves as an essential guide for readers, as highlighted by Swales and Feak (2004) in their seminal work on academic genres.

In the field of language didactics, crafting titles takes on particular importance due to the discipline's applied nature, where research is deeply rooted in specific pedagogical contexts. Dufva (2003) underscored the need for balancing academic precision with pedagogical flexibility in the formulation of titles. He emphasized that titles should accurately reflect both the methodologies employed and the practical realities of the educational setting. Other scholars, such as Coffin and Donohue (2012), have explored how graduate students design titles in response to academic requirements and contextual realities. Their findings highlight the tensions students face in applied fields like didactics, where adherence to scientific norms often conflicts with practical constraints such as institutional expectations, limited resources, or strict research timelines. Deissler (2009) emphasized the importance of conciseness and specificity in academic titles, particularly in didactics research, noting that overly general titles risk losing visibility and relevance in academic databases. However, Bhatia (1993) cautions that conciseness must not come at the expense of precision, as overly vague or brief titles can hinder comprehension and reduce the perceived scientific scope of a study.

A notable dimension within the broader context of title formulation is the integration of social and linguistic elements, particularly in disciplines like variationist sociolinguistics. This field, which examines linguistic variations in specific social contexts, highlights the importance of closely linking the social environment to linguistic phenomena. Although variationist sociolinguistics is not the primary focus of this study, its principles inform the crafting of titles that address the interplay between linguistic, social, and educational dimensions. For instance, when examining the sociolinguistic aspects of language didactics, titles must reflect both the theoretical framework and the specific educational or social contexts under scrutiny.

Van Lier (1996) offers a relevant perspective for this study, particularly his emphasis on the connection between language learning and authentic educational contexts. He argues that titles should not only adhere to scientific norms but also encapsulate the practical challenges and realities encountered in language classrooms. This dual orientation is crucial in the field of language didactics, where dissertation titles must simultaneously address theoretical rigor and the concrete particularities of the educational settings being studied.

In summary, the literature demonstrates that academic title writing in language didactics exists at the intersection of scientific rigor, contextual specificity, conciseness, and practical relevance. This study builds on this understanding to investigate how these requirements are reconciled in Master's dissertations in French as a Foreign Language (FFL) didactics. It

seeks to shed light on the tensions between academic norms and the practical constraints that shape title formulation in this field.

The formulation of academic titles, particularly in applied disciplines such as language didactics, is a dynamic exercise requiring a balance between precision and adaptability. Hyland (2009) and Swales (1990) emphasize the need for clarity and conciseness in titles, while acknowledging the importance of tailoring them to specific research contexts. Deissler (2009) further reminds us of the need for specificity in a globalized academic landscape, where titles must stand out in international databases without sacrificing precision or relevance.

3. Scientific Standards in Title Writing

3.1. Characteristics of a Scientific Title

3.1.1. Clarity and Precision

Clarity and precision are fundamental qualities of a scientific title, ensuring that the reader can immediately grasp the research topic without ambiguity. Clarity requires the use of straightforward, understandable language, avoiding excessive jargon that may obscure the title's meaning (Ali, 2012). A clear and precise title explicitly highlights the research problem or central aspect of the study, alongside key elements such as the population studied, the location, or the time frame.

Example: *“The Impact of Peer Feedback on EFL Writing Skills in Secondary Schools: A Case Study in Urban Morocco”* clearly specifies the research focus, methodology, and context.

3.1.2. Conciseness and Relevance

Conciseness ensures that a scientific title communicates its message succinctly, avoiding unnecessary words while retaining essential details. An ideal title balances brevity and informativeness, delivering a clear sense of the study's core without overwhelming the reader. Relevance is equally important, ensuring that the title accurately reflects the content of the thesis. A relevant title aligns closely with the research question and objectives, offering the reader a precise understanding of the study's field and perspective.

Example: *“Digital Tools for Enhancing Vocabulary Acquisition in Young ESL Learners”* concisely captures both the focus and relevance of the research.

3.1.3. Reflection on Research Focus and Outcomes

An effective scientific title not only describes the research topic but also suggests the study's expected outcomes or theoretical framework. This guides readers by providing insights into the study's hypothesis, cause-and-effect relationships, or methodology. Titles may include terms that reflect the scope and theoretical lens of the study.

Example: *“Investigating Task-Based Learning for Improving Oral Proficiency in EFL Students: A Constructivist Approach”* highlights the methodological approach and anticipated focus.

3.2. Summary

In summary, a scientific title must exhibit clarity, precision, conciseness, and relevance, while also reflecting the study's focus and potential outcomes. These characteristics are essential for fulfilling the title's primary function: effectively communicating the essence of the research to potential readers. Clear and concise titles not only enhance accessibility but also ensure greater impact and visibility in academic discourse.

4. Practical Constraints in Title Writing

4.1. Academic Standards

Master's thesis titles are governed by academic standards designed to ensure clarity, informativeness, and adherence to scientific norms. Titles should be concise—ideally between 10 and 15 words—while remaining descriptive enough to reflect the thesis content. Overly long titles may lose clarity, while excessively short ones risk omitting critical details.

Keywords play a pivotal role in academic titles, enhancing their discoverability in databases. Effective titles incorporate precise keywords that represent the research topic without resorting to complex jargon, undefined abbreviations, or ambiguous phrasing. For example, a title like *“Exploring Effective Strategies for Vocabulary Retention in Young ESL Learners”* clearly communicates the study's focus and incorporates relevant keywords. Academic standards also require that titles clearly specify the subject, main variables, and methodology, ensuring immediate comprehension of the study's scope. For instance, *“A Comparative Analysis of Gamified Learning Techniques in Rural and Urban Classrooms”* reflects both the research objectives and methodology.

4.2. Institutional Constraints

4.2.1. Academic Expectations: Rigidity vs. Flexibility

Institutions enforce specific title-writing guidelines to maintain uniformity and facilitate evaluation. These may include mandatory inclusion of elements such as research variables, methodology, or context, and strict length limitations. For instance, some institutions might require titles to follow a formula like: *“Study of [variable] in [context]: [methodological focus].”*

While some institutions adhere to rigid frameworks, others offer flexibility, allowing students to customize their titles within the boundaries of clarity and precision. For example, an institution might permit the omission of detailed methodology in the title as long as the core subject is evident.

4.2.2. Time Pressures and Validation Processes

Deadlines and validation processes often create practical constraints in title formulation. Tight schedules may push students to draft titles hastily, leading to less precise formulations. For instance, a title like *“The Role of Feedback in Language Learning”* may be overly broad due to time pressures, sacrificing specificity for expediency.

Additionally, academic validation involves iterative feedback from supervisors or committees, which may necessitate frequent revisions. This

can result in inconsistencies between initial and final titles, as adjustments are made to align with institutional standards or new research directions.

4.2.3. Influence of Research Context

Resources and Supervision: Resource availability significantly shapes title formulation. Limited data access may compel students to narrow the research focus. For instance, a proposed comparative study might become a single-case analysis due to data constraints, reflected in a revised title like *“Investigating Student Engagement in Blended Learning: A Case Study Approach.”*

Supervisors also influence titles, recommending modifications for precision or alignment with institutional norms. For example, a supervisor might suggest simplifying *“An Ethnographic Exploration of Bilingual Education Policies in Multilingual Communities”* to *“Bilingual Education Policies: An Ethnographic Study.”*

Local and Field-Specific Issues: Titles often need to account for cultural or contextual nuances, such as regional educational practices or language policies. For instance, a study conducted in a multilingual region might emphasize this aspect in its title: *“Language Policy Implementation in Multilingual Secondary Schools: Challenges and Opportunities.”*

4.3. Summary

Institutional guidelines, deadlines, and contextual factors heavily influence thesis titles. Balancing these constraints with academic standards requires adaptability, often resulting in compromises that affect clarity, precision, or relevance.

5. Adapting Titles to Constraints

5.1. Managing Compromises

Adapting titles to constraints involves balancing scientific rigor with practical realities. Titles may need to be simplified to meet length or clarity requirements, sometimes at the expense of detail. For example, a detailed title like *“The Effects of Peer Assessment on Writing Proficiency Among Advanced ESL Learners in Urban High Schools”* might be shortened to *“Peer Assessment and Writing Proficiency in ESL Learners.”*

Feedback from supervisors or committees often necessitates title revisions to align with academic expectations. This can lead to a shift in focus or scope, creating tensions between the original intent and the revised title.

Resource limitations may also drive adjustments. For example, a title initially designed for a longitudinal study might be rephrased to reflect a cross-sectional approach due to time constraints, such as *“Assessing Long-Term Impacts of Gamification in Language Learning”* becoming *“Short-Term Effects of Gamification in Language Learning.”*

5.2. Tensions Between Standards and Realities

Titles often reflect tensions between scientific standards and practical constraints. Ambiguity may arise from efforts to simplify formulations, such as a generalized title like *“Technology in Language Education”* lacking the

Master's dissertations titles between scientific standards and practical constraints: the case of master's dissertations from the department of french at the University of El Oued
specificity of “Using Augmented Reality for Vocabulary Acquisition in EFL Classrooms.”

Additionally, the need to adhere to academic standardization may conflict with local particularities. A title tailored to a regional context, such as “Code-Switching Practices Among Bilingual Students in Catalonia,” might be revised to a more general one like “Code-Switching in Bilingual Education Settings.”

5.3. Summary

Balancing scientific rigor with institutional and practical constraints often necessitates compromises in title writing. These adjustments may impact clarity, precision, or contextual relevance, but they also highlight the adaptability required in academic research. Recognizing and analyzing these tensions helps identify strategies to better align academic standards with practical realities.

6. Methodology

6.1. Methods of Analysis

This study employed two complementary methods: quantitative analysis and qualitative analysis.

6.1.1. Quantitative Analysis

The quantitative approach involved collecting statistical data to examine the characteristics of thesis titles. This included analyzing aspects such as average length, the frequency of recurring topics, and the distribution of titles according to criteria like clarity, precision, and relevance. Quantitative data provided insights into general trends, such as common themes, frequently used structural patterns, and variations influenced by institutional guidelines. For example, patterns in title length across different institutions highlighted how academic standards shaped title formulation.

6.1.2. Qualitative Analysis

The qualitative approach focused on a deeper evaluation of title quality by examining their strengths, weaknesses, and focal points. This method explored the compromises made between academic requirements and practical realities. For instance, case studies were used to illustrate tensions such as the trade-off between specificity and brevity or between adherence to institutional standards and contextual relevance. Representative examples of well-formulated and problematic titles were analyzed to identify key points of tension and strategies to address them. For example, a title like “An Analysis of Vocabulary Retention Strategies in FFL Classrooms: A Case Study” highlighted success in balancing clarity with brevity, while a title such as “Study of FFL Methods” illustrated issues with lack of specificity.

6.2. Integration of Methods

By integrating quantitative and qualitative approaches, the study provided a comprehensive evaluation of master's thesis titles in the field of French as a Foreign Language (FFL) didactics at the University of El Oued. The quantitative analysis identified broad trends, while the qualitative analysis offered nuanced insights into specific challenges and compromises. This combination allowed the research to formulate targeted recommendations for improving title quality, ensuring that they met academic standards while addressing practical constraints in this specific context.

7. Analysis Criteria

The evaluation of thesis titles relies on several key criteria, ensuring an in-depth and objective analysis:

- **Clarity and Precision**

Each title must be clear and precise, conveying the subject matter without ambiguity. Clarity ensures that readers immediately understand the research focus.

- **Conciseness and Relevance**

A title must balance conciseness with relevance, expressing essential information succinctly while remaining directly tied to the thesis content.

- **Reflection of Research Focus and Results**

An effective title accurately reflects the research objectives and outcomes, providing insight into the study's goals and potential contributions. For example, a title that specifies a focus on "vocabulary acquisition in primary FFL classrooms" is more reflective than a vague mention of "language learning."

- **Compliance with Academic Standards**

Titles must adhere to academic and institutional standards, conforming to rules of syntax, style, and spelling, while aligning with disciplinary expectations.

- **Adaptation to Practical Constraints**

Effective titles account for practical realities such as resource availability, deadlines, or research field limitations, maintaining quality despite these constraints.

- **Illustration of Tensions Between Standards and Constraints**

Titles often embody compromises between scientific standards and practical limitations. For instance, the need for brevity might lead to the omission of critical context, such as specifying the population or educational setting. A title like "*Using ICT in FFL Education*"

Master's dissertations titles between scientific standards and practical constraints: the case of master's dissertations from the department of french at the University of El Oued demonstrates brevity but lacks contextual detail, while *“The Role of ICT in Enhancing Vocabulary Acquisition in Secondary FFL Classrooms in Algeria”* balances standards and practical constraints more effectively.

These criteria enable a nuanced evaluation, highlighting strengths and areas for improvement in title formulation.

8. Description of the Analyzed Thesis Corpus

The study analyzes 55 master's thesis titles in French as a Foreign Language (FFL) didactics, produced at the University of El Oued during the 2023/2024 academic year. This institution's strong focus on language didactics and its diverse pedagogical contexts provide a rich corpus for analysis.

The corpus reflects a variety of research topics, revealing key trends. Recurring themes include oral and written skills, vocabulary acquisition, learning difficulties, and differentiated pedagogy. The integration of information and communication technologies (ICT), artificial intelligence, and online teaching tools is increasingly prevalent. Pedagogical studies frequently focus on teaching methods, learning strategies, and evaluation processes. Finally, the cultural dimension is also present, with several titles addressing culture and civilization, highlighting the importance of interculturality in the teaching of French as a foreign language (FFL) (Laadjal, 2022). Additionally, the cultural dimension is often addressed, highlighting interculturality's role in FFL education.

Strengths Identified

- **Clarity and Precision:** Most titles clearly indicate the research subject.
- **Relevance:** Titles align well with the FFL didactics field, using discipline-specific keywords.

Weaknesses Identified

- **Lack of Originality:** Many titles follow conventional structures, limiting innovation.
- **Generalization:** Some titles are too broad, failing to specify the research focus.
- **Insufficient Contextualization:** Details such as education level or study population are often missing.
- **Complex Wording:** Overly technical terms or convoluted phrasing can hinder readability and communicative effectiveness.

For instance, a title like *“An Analysis of Vocabulary Learning in FFL Contexts”* is clear but overly general, while *“The Effectiveness of Gamification in Enhancing Vocabulary Retention among Middle School FFL Learners in Algeria”* provides clarity, relevance, and contextual specificity.

The analysis highlights the importance of addressing these weaknesses to improve title quality and ensure they meet academic standards while effectively communicating the research focus.

9. Synthesis of the Analysis

This analysis evaluates the titles of 55 Master's dissertations in French as a Foreign Language (FFL) didactics from the University of El Oued during the 2023/2024 academic year. Using a detailed analysis grid, the study examines clarity, conciseness, relevance, reflection on research focus, and adaptation to institutional and practical constraints. The synthesis highlights key findings, supported by illustrative examples, while addressing weaknesses and providing actionable recommendations.

9.1 Conformity with Scientific Standards

Most titles (70%) demonstrate clarity and precision. Titles such as *"Developing Syntactic Skills in French as a Foreign Language for Mastery of Written Expression: An Empirical Study in a 5th Grade Primary Class"* clearly define the research focus and context. However, about 30% lack precision, making the research scope unclear. For instance, *"What Theories and Practices for Teaching/Learning Arabic and French"* does not specify the study's scope or theoretical framework, and *"Challenges of Teaching-Learning Reading in Primary Education"* fails to detail the specific challenges or educational level addressed.

9.2 Conciseness and Relevance

A majority of the titles (65%) are concise and relevant, avoiding overly lengthy formulations. Examples like *"The Impact of Twisted Tales on the Development of Written Production"* effectively balance brevity and relevance. However, 35% of the titles are overly long or lack focus. Titles such as *"The Integration of Differentiated Pedagogy in Remedial Sessions to Improve Written Competence of Category C and D Learners in 1st Year Middle School"* are clear but could be shortened for improved readability. Similarly, *"The Substitution of French with English in Algerian Schools"* would benefit from specifying the educational level or context to enhance relevance.

9.3 Reflection on Research Focus and Results

About 60% of the titles accurately reflect research objectives and anticipated results. For instance, *"Flipped Classroom for Teaching-Learning in Higher Education: For Engaged Learning at University"* aligns well with its objectives and clearly indicates expected outcomes. However, 40% of the titles lack specificity. Titles like *"Teaching FFL Online: Comparison of Traditional and Digital Methods"* fail to outline the scope or results of the comparison, which reduces their communicative effectiveness.

9.4 Adaptation to Practical Constraints

Most titles (75%) effectively address institutional and contextual constraints. For example, *"Pedagogical Innovation in the Algerian University Context During the Post-Pandemic Period"* reflects current

Master's dissertations titles between scientific standards and practical constraints: the case of master's dissertations from the department of french at the University of El Oued educational challenges, while *“The Integration of Artificial Intelligence in the FFL Classroom: Tools and Approaches”* shows awareness of resource availability and local realities. However, 25% of the titles show insufficient adaptation. Titles like *“Issues in Definition in Master’s Dissertations”* fail to specify the practical challenges being addressed, leaving the scope ambiguous.

Titles often reflect compromises between academic standards and practical limitations. For example, *“The Completion of a Master’s Thesis in FFL Didactics: Problems in Supervisor-Supervisee Partnership”* illustrates a practical concern but could include more concrete suggestions for improvement.

9.5 Balance Between Norms and Constraints

A balance between scientific norms and practical realities is evident in 65% of the titles, such as *“Collective Work for Primary School FFL Students: Methods and Benefits.”* These titles manage to maintain academic rigor while addressing contextual limitations. However, unresolved tensions are visible in 35% of the titles. For example, *“Teaching through Oral Presentation in French License: What Contribution?”* simplifies the research focus, likely due to institutional constraints.

9.6 Illustrations of Tensions Between Norms and Constraints

Tensions are evident in titles like *“Teaching FFL Online: Comparison of Traditional Methods and Digital Methods,”* where a broad scope may reflect resource or methodological constraints. Similarly, *“Authentic Documents in the Acquisition of Intercultural Competence”* lacks precision, which may result from attempting to meet competing academic and practical demands.

Key Findings and Recommendations

Findings

1. Strengths:

- Clarity and precision in 70% of the titles.
- Effective adaptation to institutional requirements in 75% of the cases.
- Successful balance between norms and constraints in 65% of the titles.

2. Weaknesses:

- Lack of precision in 30% of the titles.
- Overly lengthy or less relevant titles in 35% of cases.
- Insufficient specificity in research focus or expected results in 40% of titles.

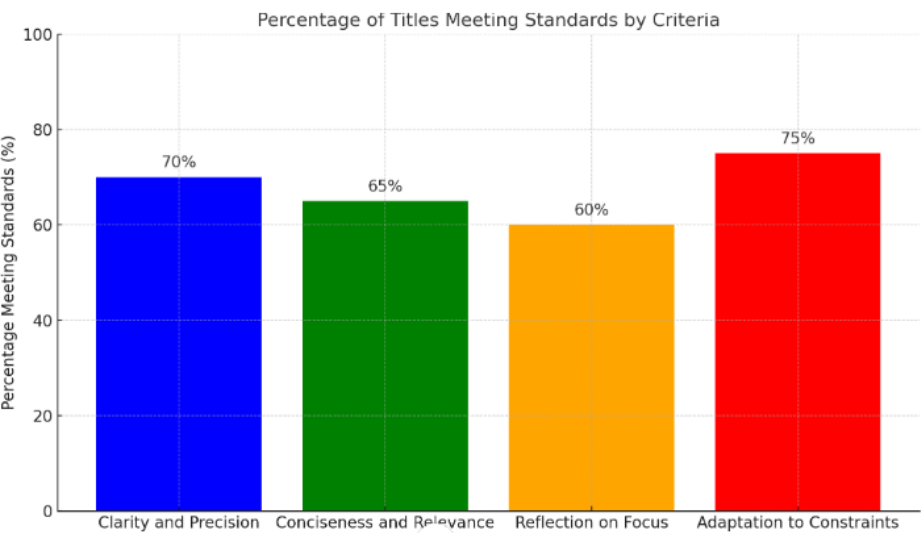
Recommendations

- 1. **Enhance Precision:** Titles should specify the research scope and context. For example, *“Teaching FFL Online”* could specify the level of learners or the tools being compared.
- 2. **Promote Conciseness:** Long titles should be revised for brevity without losing relevance, such as simplifying *“The Integration of Differentiated Pedagogy in Remedial Sessions”* to emphasize its core objectives.
- 3. **Clarify Results:** Titles should explicitly indicate expected outcomes, as in *“The Impact of Gamification on Vocabulary Retention in Middle School FFL Learners.”*
- 4. **Address Contextual Constraints:** Include specific details about local or institutional constraints to reflect the practical realities of research.

Visual Representation of Findings

Incorporating a table or diagram would enhance clarity and accessibility of the data. For instance:

Criteria	Percentage Meeting Standards	Key Examples
Clarity and Precision	70%	"Developing Syntactic Skills..."
Conciseness and Relevance	65%	"The Impact of Twisted Tales..."
Reflection on Focus	60%	"Flipped Classroom for Teaching-Learning..."
Adaptation to Constraints	75%	"Pedagogical Innovation in Post-Pandemic Contexts..."



Study Limitations

This analysis focuses on titles from a single institution and academic year, which may limit the generalizability of findings. The absence of comprehensive interviews or surveys with thesis authors restricts insights into their decision-making process. Future research could expand the scope to include other institutions and disciplines to identify broader trends.

By addressing these aspects, the study provides a clearer understanding of the challenges and opportunities in formulating thesis titles in FFL didactics, offering practical insights for students and educators alike.

10. Conclusion

This study analyzed 55 Master's dissertations titles in French as a Foreign Language (FFL) Didactics at the University of El Oued for the 2023/2024 academic year. The aim was to assess how well these titles balance scientific norms with practical constraints. The results show that 70% of the titles meet clarity and precision standards, and 75% are well adapted to institutional and contextual constraints. However, 30% lack precision, and 35% fail to adequately balance scientific requirements with practical limitations.

To improve thesis titles, it is recommended to organize workshops on scientific writing to enhance precision and conciseness, and to develop a guide for best practices. Implementing a title revision process, possibly involving peer review, would also ensure titles align with academic standards. Additionally, providing more flexibility in title requirements and contextual support would better align titles with both scientific and practical realities. Encouraging students to include specific contextual details in their titles would increase their relevance and applicability.

While many titles adhere to scientific norms, improvements are needed in terms of precision, conciseness, and contextual adaptation. Future studies could expand the analysis to multiple institutions and national contexts to determine whether these issues are specific to the University of El Oued or more widespread. A longitudinal approach could also offer insights into the evolution of title writing practices over time.

This study underscores the importance of reconciling scientific rigor with the practical realities of thesis writing. The proposed recommendations aim to improve the quality and relevance of titles, providing a foundation for future research and practices in FFL didactics.

Bibliography List

- Ali, N. (2012). Importance de la didactique de la traduction pour la rédaction d'un travail scientifique. *Revue de Traduction et Langues*, 11(1), 105–114.
- Arslantaş, S., & Kurnaz, A. (2017). Classifying master's and PhD dissertations whose titles contain the concept of “critical thinking” by different variables. *International Journal of Modern Education Studies*, 1(1), 58–68.
- Bhatia, V. K. (1993). *Analyzing genre: Language use in professional settings*. Longman.
- Coffin, C., & Donohue, J. P. (2012). *Academic literacies: Understanding texts in higher education*. Routledge.
- Dakhia, A. (2006). Entre didactisation et axiologisation: FFL un enseignement-apprentissage en recherche.
- Day, R. A. (2006). *How to write and publish a scientific paper* (6th ed.). Cambridge University Press.
- Deissler, K. (2009). Concision and specificity in academic title formulation: A case study in language didactics. *Journal of Applied Linguistics*, 12(2), 145–160.
- Dufva, H. (2003). Balancing academic precision and pedagogical flexibility: Reflections on title formulation in language didactics. *Applied Linguistics Review*, 24(1), 52–69.
- Hyland, K. (2009). *Academic discourse: English in a global context*. Continuum.
- Jackson, E., & Tashakkori, A. (2020). *Educational research: Quantitative, qualitative, and mixed approaches*. SAGE Publications.
- Salah, L. A. A. D. J. A. L. (2022). L'interculturel entre notion et didactisation. *Revue des recherches éducatives et didactique*, 11(2), 861-876.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (2nd ed.). University of Michigan Press.
- Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy, and authenticity*. Longman.

Webliography:

- Dspace, University of El Oued. (n.d.). Retrieved December 9, 2024, from <https://dspace.univ-eloued.dz/>