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## **Integrating the Entrepreneurial Spirit into Faculty of Letters and Languages: An Introduction to Academic Research Challenges and Prospects for Improvement**

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**ABSTRACT:** *This article aims to explore how to integrate an entrepreneurial dimension in the introduction to academic research in letters and languages, traditionally oriented towards academic research. The objective is to develop more versatile student profiles, able to innovate and adapt to the challenges of the labour market. Building on the skills acquired in language masters, this research proposes to explore how to foster the emergence of an entrepreneurial culture among students. The aim is to strengthen the link between the academic world and the professional one. This qualitative study explores the potential of entrepreneurship in language training. By surveying teachers and students, this case study presents practices for integrating specific modules and fostering collaborations with the occupational sphere.*

**KEYWORDS:** Entrepreneurial Skills, Academic Research, Training, Adaptation, Change, Design

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## Introduction

Introduction to university research, the cornerstone of higher education, consists of familiarizing students with the methods and practices of scientific research in their discipline. It aims to develop their critical thinking, their ability to formulate hypotheses and to build a rigorous argument. In the field of letters and languages, the traditional framework of research has often favoured in-depth textual analysis and the production of theoretical knowledge. However, the changes in the professional world *"have reinforced a desire to 'do things differently' [...], have led to an acceleration of the resilience processes of both organizations and individuals and to an increased search for meaning"* (Lethielleux, 2022). Thus, it is legitimate to ask to what extent this introduction to university research can be rethought to promote the emergence of an entrepreneurial spirit among students and contribute to their professional integration.

This article aims to answer the following questions: firstly, how to articulate the traditional requirements of academic research in letters and languages, often focused on critical analysis and the production of theoretical knowledge, with practical and action-oriented skills required by the professional and entrepreneurial world ? Secondly, what are the avenues for improvement to make the introduction to university research in letters and languages more conducive to the development of entrepreneurial skills such as creativity, innovation, initiative and the ability to value one's work ? And finally, how to encourage students to consider projects to promote their research, by getting them to think about how their work can have a concrete impact on society, and by offering them the necessary tools to communicate their results effectively and to identify potential professional opportunities ? Indeed, *"to be entrepreneurial, a university must have an organizational culture conducive to entrepreneurship"* (Clark in Gjerding, 2006).

Thus, in this article, we begin by positioning ourselves in relation to entrepreneurial skills, and then take stock of the objectives assigned to the initiation to university research as well as the importance of taking into account the development of the entrepreneurial spirit in this initiation, in order to really open the university to socio-economic reality. Finally, the analysis of interviews conducted with supervisors and their supervisees makes it possible to report on their experiences and proposals that would promote an introductory training in university research while developing an entrepreneurial spirit allowing the autonomy of students in their professional lives.

### 1. Entrepreneurial skills

Entrepreneurial spirit encompasses a wide range of versatile skills that prepare individuals to maneuver successfully in an ever-changing professional world. These skills are invaluable assets for innovation and progress in a given area. Politicians must face up to their responsibilities. *"Universities have created technology transfer structures and incubators to stimulate academic entrepreneurship and foster the building of links between science and innovation"* (Schaeffer, 2019).

Indeed, this entrepreneurial spirit is a complex set of skills that goes far beyond just starting a business. It is a state of mind, a way of approaching the world and meeting challenges with boldness and innovation. By cultivating these skills, individuals become more empowered, more creative, and better prepared to succeed in their professional careers, while contributing to a dynamic and innovative economic environment. These competencies fall under :

**a. Creativity**, as the foundation of the entrepreneurial spirit, goes beyond the mere generation of ideas. It is manifested by the ability to think differently, challenge established norms and propose innovative solutions to complex problems. Whether to design a revolutionary new product, improve an existing process or develop an original and impactful marketing strategy. Creativity is the real driver of innovation. It allows individuals to explore unexplored avenues and turn challenges into opportunities.

**b. Adaptability** is also a crucial skill in this dynamic context. In a constantly changing economic environment, the ability to quickly adjust to changes, seize emerging opportunities and manage unforeseen

events with agility is essential. Adaptable people are better equipped to succeed in a world of uncertainty because they know how to take advantage of new circumstances and turn challenges into levers for growth.

**c. Resilience**, often underestimated, is nevertheless a fundamental pillar of the entrepreneurial spirit. It not only allows you to get back up after failures, but also to persevere in the face of obstacles while maintaining a positive and proactive attitude. Resilience is all the more crucial in an entrepreneurial journey, which is inherently fraught with pitfalls, as it builds character and strengthens determination to achieve goals.

**d. Communication** also plays a key role in entrepreneurial success. Effective communication brings teams together around a common vision, convinces partners of the value of an idea, attracts and retains customers, and builds lasting and mutually beneficial relationships. It is essential for sharing ideas clearly and persuasively, negotiating agreements and influencing stakeholders.

**e. Financial literacy**, although often related to personal finance, is of paramount importance in the professional world. Understanding economic mechanisms, mastering financial management tools and being able to make informed investment decisions are skills that are highly sought after by companies. This knowledge makes it possible not only to manage resources effectively, but also to plan and anticipate future needs.

**f. Leadership** is another essential dimension of the entrepreneurial spirit. A good leader is able to motivate their teams, set clear and ambitious goals, make tough decisions with courage, and create an inspiring and inclusive work environment. Effective leadership fosters cohesion and drives engagement, which is vital for collective success.

**g. Market knowledge** is essential to identify opportunities, anticipate trends and develop an effective and proactive business strategy. This understanding makes it possible to position oneself advantageously in front of the competition and to meet customer expectations in a relevant way.

The entrepreneurial spirit, characterized by creativity, innovation, initiative, the ability to take calculated risks and seize opportunities, is increasingly sought after in the world of work. These skills are essential to cope with an ever-changing professional environment and to develop innovative projects.

## **2. Problem : Initiation to research and entrepreneurial spirit, what possible link(s) ?**

The integration of the entrepreneurial spirit into university research paths is an essential lever to stimulate innovation and promote the emergence of new knowledge. By instilling in students a culture of project, initiative and valorization, this approach makes it possible to develop transversal skills that are highly sought after on the job market. In addition, it fosters a virtuous dynamicity between basic research and its concrete applications, thus helping to strengthen the link between the academic world and the socio-economic fabric.

The objectives assigned by the university to the introduction to university research through the Masters in Language Didactics, Language Sciences and Literature and Civilization offer specialized training courses, designed to train experts in linguistics and didactics. These trainings converge towards a set of common objectives while developing skills specific to each area.

On the one hand, the master's degree in Language Didactics favours the acquisition of analytical and methodological skills in applied linguistics, with a particular focus on the teaching of foreign languages. It aims to train professionals capable of designing and implementing innovative educational devices, adapted to current educational contexts.

On the other hand, the Master in Language Sciences offers a more fundamental approach to language, exploring its deep structures and functions. It trains researchers capable of analysing linguistic phenomena from various angles and contributing to the advancement of knowledge in this field.

Finally, the master's degree in Literature and Civilization offers a multidisciplinary training that combines the study of language with that of literature and culture. It aims to train specialists capable of teaching a

foreign language from a cultural and historical perspective, while conducting in-depth research in their field of specialization.

These three masters, although they focus on specific areas (language didactics, language sciences and literature and civilization), share a common set of objectives. They all aim to train highly qualified professionals in the field of languages and culture. Students in these programs will develop in-depth skills in linguistic analysis, research, and pedagogy. They will acquire an advanced command of at least one foreign language, as well as a fine understanding of the mechanisms of language learning. In addition, these trainings emphasize the development of transversal skills such as communication, critical analysis, problem solving and adapting to technological developments. Graduates of these masters will thus be prepared to practice in a variety of contexts, be it teaching, research, communication or culture.

These trainings, focused on the acquisition of analytical, research and communication skills, provide a solid foundation that can be mobilized in an entrepreneurial approach. The ability to conduct research projects, analyze data, solve problems, and communicate effectively are essential skills for starting a business. In addition, immersion in international environments and confronting complex issues promote open-mindedness and creativity, two essential qualities for the entrepreneur.

However, to explicitly strengthen the link with entrepreneurship, it might be relevant to enrich these trainings by integrating specific modules. These modules could cover topics such as business creation, business plan development, marketing, project management, or fundraising. Similarly, encouraging students to carry out concrete projects, in connection with companies or start-ups, would offer them a practical experience and confront them with the realities of the professional world.

Thus, the current objectives of these masters constitute a solid basis for the development of entrepreneurial skills. There is certainly potential to develop an entrepreneurial spirit within these training courses, however, a more explicit integration of specific modules and an openness to the corporate world would further strengthen this dimension. This requires in-depth reflection on the modalities of implementation and adaptation of existing programmes. This study among teacher-supervisors and their student-supervisors aims to offer a reflection in this direction.

### **3. Methodology**

Through interviews with eight teacher-supervisors and eight master's students, in the Department of Letters and French Language, at the Frères Mentouri University, Constantine 1, we were able to collect qualitative data on the supervision process. Interviews with students explore their perceptions about the choice of topic, the coaching received, and their suggestions for improving this process. Interviews with supervisors focus on their approaches to supervision, their relationship with students and their practices. These semi-directive interviews directly address the issue of the articulation between the traditional requirements of university research and the development of entrepreneurial skills among students. Indeed, they make it possible to identify :

- Student experiences : What are their needs in terms of supervision, how do they perceive the role of the supervisor in the development of their skills ?
- Supervisors' practices : What are the most common methods of supervision, what are the aspects that supervisors focus most on ?
- The levers of action on which supervisors and supervisors propose to work in order to conduct more effective and initiatory training experiences in the spirit of entrepreneurship.

To deepen this analysis and provide answers to the problem posed, we used a three-level analysis : In a first moment, a content analysis of the interviews with the supervisors in order to report on their experiences with regard to the choice of themes and research topics, the comments made to them by the teachers who supervise them, as well as their attitudes and reactions to these comments.

In a second moment, we review the interviews with the supervising teachers in order to review their accompanying actions. It is a question of highlighting what are the main obstacles to the establishment of

a framework promoting the emergence of an entrepreneurial spirit while making a comparison with the existing literature on memory management, student entrepreneurship and university pedagogy.

The third and last moment of the analysis is an identification of the levers of action that concern the main proposals conducive to the establishment of a framework promoting the emergence of an entrepreneurial spirit. Thus we report on the proposals of supervisors and supervisors in favor of developing entrepreneurial skills among students and making the initiation to university research more conducive to the emergence of an entrepreneurial spirit.

The experiences of managers	The experiences of supervisors	The proposals of the boxes	The levers of action of supervisors
<p><b>  1- the choice of subjects</b>                      Timing of Election</p> <ul style="list-style-type: none"> <li>The selection criteria</li> </ul> <p><b>2- integration of remarks :</b></p> <ul style="list-style-type: none"> <li>The Task Force feels that modifications to three aspects of the policy environment would enhance the international competitiveness of the financial services sector : accounting issues, taxation and merger reviews.</li> <li>The Degree of Integration</li> </ul>	<p><b>(iv) the age of the product.</b></p> <p><b>2-The reformulation of subjects</b></p> <p><b>3-The remarks made</b></p>	<p><b>1-The framer-framer relationship</b></p> <p><b>Choice of Topic</b></p> <p><b>Methodological accompaniment</b></p> <p><b>4. Working conditions</b></p>	<p><b>1-According to the boxes :</b>                      -The framing-framed relationship.</p> <p><b> - the choice of subjects</b></p> <p>-Les conditions de travail</p> <p><b>2- According to the supervisors :</b>                      -Formalization and structuring of supervision.                      - Strengthening of methodological training                      -Personalized support                      It is to be hoped that initiative and innovation will be in evidence.</p>

**Table 1 : Interview Analysis Grid**

## 4. Analysis of results

### 4.1. Student-supervised experiences

#### 4.1.1. The choice of themes

##### a. The time of choice

The students interviewed showed a diversity of temporalities in the start of their reflection on the choice of the subject of their dissertation.

- A majority initiated this reflection in M2 : Whether at the beginning of the year (September) or during the summer, many students reported having focused their subject research efforts during their second year of master's degree.

- A significant number started thinking about it as early as M1 : Some have approached the subject in a more superficial way, while others have already identified interesting leads.
  - A minority postponed this reflection to the holidays or summer : These students preferred to focus on their courses in M1 and chose to devote a quieter period to the research of their subject.
- Thus, the students manifested a great diversity of practices. While some started a first reflection as early as Master 1, often in general, the majority indicated that they had really deepened this question in Master 2. Several students stressed the importance of taking a step back and devoting specific time to this reflection, especially during university holidays. These results suggest that the choice of the thesis subject is a gradual process, which requires maturation and which is part of a personal dynamic specific to each student.

### **b. The selection criteria**

The students interviewed also expressed a diversity of criteria in the choice of their thesis subject.

- Predominant personal motivation : A majority of students clearly indicated that their personal motivations were the main determining factor in the choice of their subject. They wanted to work on themes that interested and passionate them.
- Role of teachers : Some students stressed the importance of teacher profiles in their choice. The latter have sometimes proposed subjects or oriented students towards themes in line with their expertise.
- Combination of the two factors : A few students mentioned combining their personal motivations with the teachers' skills to refine their choice of subject.

The students therefore revealed a multitude of practices, testifying to a complex and multifactorial decision-making process. While personal motivations are often the starting point for reflection, interaction with teachers plays a significant role. Indeed, some students indicated that they had adjusted their initial choice according to the proposals of their supervisor, either by default, or by relying on their skills and interests. This relational dynamic between the student and his/her academic environment underlines the interactive nature of the choice process, which is located at the intersection of student autonomy and institutional orientations.

### **c. The origin of the choice**

It is clear from the responses of the students interviewed that an overwhelming majority of students chose their dissertation subject independently. Very few students mentioned any form of taxation.

The main trends we have observed are as follows :

- Personal choice : Most students said they chose their subject based on their own interests and motivations.
- Proposal and validation : Some students benefited from subject proposals from their teachers, but they then adapted these proposals or chose to work on a subject that was particularly important to them.
- Autonomy : Students' autonomy in choosing their subject seems to be an important feature of this group.

The vast majority of students therefore stressed their autonomy in this choice. While some have benefited from proposals from their supervisors, these proposals have most often been welcomed and adapted to personal interests. Thus, although the academic environment can guide students, the final choice of the subject seems to result from a personal decision, the result of individual reflection and exchanges with management. This relative autonomy in the choice of subject testifies to the desire to promote a personalized and motivating research approach.

## **4.1.2. Incorporation of remarks**

### **a. The nature of the remarks**

The responses of the students reveal a diversity in the aspects on which their supervising teachers made their remarks, but also commonalities.



The most frequently cited themes are :

- The problem : Teachers have often provided advice to refine the research problem, making it more precise and relevant.
- The plan : The structure of the dissertation was also a focus of attention, with teachers helping students organize their thinking and build a coherent plan.
- Language : The quality of writing and the choice of terms were regularly highlighted, especially in the context of the increasing use of artificial intelligence for text production.
- The corpus : Teachers helped students select and justify the documents or data to be analyzed as part of their research.
- Survey and analysis tools : The methods used to collect and analyse the data were also recommended.

Supervising teachers play an essential role in supporting students in their research by providing advice on all aspects of the thesis, from the formulation of the problem to the presentation of the results.

#### **b. Quality of understanding**

Students interviewed expressed an overall understanding of their teachers' remarks, but also highlighted the need for further study in some cases.

The main trends we have observed are as follows :

- Easy to understand : A majority of students say they easily understand their teachers' remarks.
- Need for guidance : Some students highlighted the need for more specific guidance, beyond simple remarks, in order to know how to improve their work.
- Need for specific explanations : Several students indicated that they sometimes need additional explanations to better understand certain nuances or to know how to apply the advice received in practice.

#### **c. Degree of integration of remarks**

Faced with the question of integration, the managers interviewed all claimed to have applied the remarks of their teachers. They describe a process that typically involves the following steps :

- Careful reading of feedback : Students take the time to carefully read their teachers' feedback in order to fully understand what needs to be improved.
- Request for clarification : When in doubt, students do not hesitate to ask their teacher for additional explanations.
- Correction planning : Students prioritize feedback and develop an action plan to make the necessary changes.
- Implementation of corrections : Students make the suggested changes in their work.
- Final review : Once corrections are made, students review their work to ensure that all feedback has been taken into account.

Supervised students seem to be very interested in taking into account the feedback of their teachers and implement effective strategies to improve their work.

## **4.2. Teachers- supervisors ' experiences**

### **4.2.1. The choice of themes**

**a. The first meeting** between a master's student and his supervisor marks the beginning of a collaboration essential to the success of the research project. This moment of exchange is crucial for :

- Jointly define the problem : The objective is to clarify the initial intention of the student, to reformulate it if necessary, and to build together a precise and relevant research problem.

-Evaluate the feasibility of the project : Teachers assess the feasibility of the project in terms of available resources, required skills and time constraints. They thus ensure that the chosen subject is feasible as part of a master's thesis.

-Propose a methodological orientation : Teachers contribute their expertise by suggesting research tracks, key readings and methods adapted to the subject.

-Establish a framework : The supervisor-supervisees relationship is based on trust and mutual respect. A work schedule is established, defining key milestones and deadlines.

Thus, the first meeting between a master's student and his supervisor is a decisive moment for the smooth running of the thesis. During this exchange, the student and the teacher work together to : define a clear and relevant research issue, assess the feasibility of the project according to available resources and time constraints, determine a suitable methodology and establish a rigorous working framework. This initial collaboration is essential to build a relationship of trust and ensure the success of the thesis.

**b. The adherence of students to the reformulations proposed** by their teachers is a major issue. Several factors influence this membership :

-The quality of the relationship : A relationship of trust and mutual respect facilitates the acceptance of the manager's suggestions.

-The teacher's pedagogy : A clear and convincing pedagogy, which values the initial idea of the student while showing him/her the benefits of reformulation, is essential.

-The relevance of the arguments : The justifications provided by the teacher must be solid and convincing.

-The active participation of the student : The student must feel involved in the reformulation process and have the feeling of co-constructing his project.

It is clear that students' adherence to the reformulations proposed by their teachers is crucial for the success of a research project. This adherence depends on several factors : the quality of the relationship between the student and the teacher, the clarity and relevance of the explanations provided by the latter, as well as the active participation of the student in the reformulation process. A relationship of mutual trust, combined with a rewarding pedagogy and solid arguments, promotes the student's acceptance of the suggestions of his supervisor, thus allowing him to co-construct a relevant and feasible research project.

#### **4.2.2. Reformulation of subjects**

The teacher-supervisors interviewed highlighted several recurring practices concerning the reformulation of subjects.

##### **a. Shared construction of the research problem**

-Clarification of intentions : Teachers strive to fully understand the student's initial idea in order to help them clarify it and formulate it in a more operational way.

- Collaborative reformulation : Exchanges make it possible to reformulate the subject in such a way that it is both relevant and feasible.

-Interactive exchange : The discussion is a privileged moment to build together the research problem.

##### **b. Project feasibility studies**

-Available resources : Teachers assess the availability of the resources necessary to carry out the project (bibliography, material, time).

-Student skills : They ensure that the student has the skills required to carry out their research.

##### **c. Methodological guidance**

-Track proposals : Teachers offer food for thought, relevant readings and methods adapted to the subject.

-Setting a schedule : A work schedule is established with intermediate deadlines to ensure regular monitoring.



**d. Adaptation of the subject**

Adjustments to the problem : Depending on the exchanges, teachers may suggest adjustments to the problem in order to make it more relevant or more original.

**e. Creating a collaborative framework**

-Trust Relationship : Teachers seek to establish a relationship of trust and mutual respect with the student.  
-Definition of roles : The roles of each are clearly defined from the beginning of the supervision.  
Supervising teachers play a crucial role in the reformulation of memory subjects. They work closely with students to refine research issues, ensuring that they are both relevant and feasible as part of a dissertation. This collaboration is based on mutual clarification of intentions, interactive exchanges and a rigorous assessment of the feasibility of the project based on available resources and the student's skills. Teachers also offer methodological guidance, establish a work schedule and adapt the subject if necessary. This collaborative approach, based on trust and the clear definition of roles, aims to best support students in their research approach.

**4.2.3. Comments made**

**a. Levels of intervention** : teacher-researchers intervene at several levels in the supervision of students :

-The formulation of the problem : Teachers help students clarify and refine their research problem. They ensure its relevance and feasibility.  
-Methodology : Teachers guide students in choosing the most appropriate methods to respond to their problem. They ensure consistency between the issue and the methodology.  
-The corpus : Teachers guide students in the selection and analysis of the corpus. They ensure its relevance to the issue.  
- Form and content : Teachers pay particular attention to the quality of the writing, the consistency of the arguments and the structuring of the thesis.

**b. Students' adherence to the proposed reformulations**, teachers observe several trends :

-Open to reformulation : The majority of students are open to suggestions from teachers, provided they are well justified and explained.  
-Importance of pedagogy : Teachers emphasize the importance of appropriate pedagogy to convince students of the value of reformulations.  
-Factors promoting adherence : The quality of the supervisor-supervisor relationship, the clarity of the explanations and the relevance of the suggestions are key factors in promoting student adherence.

**c. Challenges encountered and strategies implemented**

Teacher-researchers encounter varying difficulties depending on the student. Some students need more explanation and follow-up than others. To address this, teachers are implementing different strategies :

-Accurate and constructive feedback : Teachers provide accurate feedback and prioritize areas for improvement.  
- Concrete examples : They illustrate their remarks with concrete examples to make it easier for students to understand.  
-Regular monitoring : Teachers set progress goals between each coaching session.  
-Valorization of the work provided : Teachers encourage and value the efforts of students.

### **4.3. Action levers**

#### **4.3.1. According to the students**

The students interviewed made many proposals to improve the supervision of their research. These proposals converge on several main axes :

##### **a. The supervisor-supervisees relationship**

- Mutual knowledge : It is essential that the supervisor and the supervisor know each other well to establish a relationship of trust and respect.
- Regular communication : Regular meetings and fluid communication are essential for effective follow-up.
- Support and encouragement : The supervisor must play a supporting role and encourage the student in his work.
- Reciprocity : The relationship must be based on mutual respect and shared responsibility.

##### **b. Choice of Topic**

- Motivation : The chosen subject must be motivating for the student.
- Fast validation : The validation of the subject must be fast to allow the student to start their research without delay.

##### **c. Methodological accompaniment**

- Guidance : The supervisor must guide the student in his research approach.
- Constructive feedback : The feedback from the supervisor must be constructive and allow the student to progress.
- Autonomy : The supervisor must promote the student's autonomy while providing him with the necessary support.

##### **d. working conditions ;**

- Resources : The student must have the necessary resources to carry out his work (corpus, tools, etc.).
- Clear timeline : A clear timeline with specific deadlines must be established.

Students aspire to coaching that stimulates their entrepreneurial spirit. They want a relationship with their supervisor based on trust and collaboration, allowing them to take initiatives and develop their autonomy. Personalized support, focused on problem solving and innovation, is essential to help them carry out their projects. Thus, students seek an environment conducive to the emergence of new ideas and the realization of ambitious projects, while benefiting from support adapted to their needs.

#### **4.3.2. According to the supervisors**

The survey of teacher-researchers made it possible to collect suggestions to improve the quality of the supervision of master's theses. The proposals converge on several areas for improvement :

##### **a. Formalization and structuring of supervision**

- Clear framework and defined expectations : It is essential to formalize the terms of supervision, expectations of students and evaluation criteria from the outset.
- Regular monitoring : The establishment of regular step points makes it possible to ensure a personalized follow-up of each student and to adjust the course if necessary.
- Reflexivity and self-assessment : Encouraging students to reflect on their work and to self-assess promotes their autonomy and progress.

##### **b. Reinforced training**

- **Early training** : It is proposed to strengthen methodological training from the beginning of the master's degree, or even at the bachelor's level, in order to equip students with solid tools to carry out their research.
- **Practical workshops** : Practical workshops would complement theoretical teaching and familiarize students with the different research methods.
- **Educational resources** : The provision of tool sheets, dissertation templates and testimonials from former students could be beneficial.

#### **c. Personalised support**

- **Early orientation** : Students should be encouraged to identify a supervisor from the beginning of the master's degree in order to benefit from personalised support throughout their project.
- **Dedicated place** : The provision of a space dedicated to management meetings would facilitate exchanges and promote concentration.
- **Adaptation of supervision** : Teachers should adapt their supervision method according to the specific needs of each student.

#### **d. Encouragement of initiative and innovation**

- **Themes proposed upstream** : Proposing research themes at the end of the M1 would allow students to document and mature their thinking.
- **Encouragement of interdisciplinarity** : Fostering interdisciplinary approaches would enrich research projects.
- **Valuation of innovation** : Encourage students to develop original and innovative projects.

#### **e. Continuing training of research teachers**

- **Training days** : Organizing regular training for teacher-researchers would allow sharing good practices and training in new methods of supervision.
- **Exchange of practices** : Promote exchanges between teacher-researchers to enrich supervisory practices.

The professors-researchers propose, thus, to transform the supervision of the dissertations into a real journey of intellectual entrepreneurship, they advocate a more structured approach, with clear objectives and personalized follow-up, in order to stimulate students' autonomy and creativity. By fostering interdisciplinarity and encouraging innovative projects, they aim to cultivate in students a critical mind and an ability to solve complex problems. This approach would not only improve the quality of dissertations but also train future researchers and professionals more comfortable with uncertainty and the rapid evolution of knowledge.

### **Conclusion**

The article discusses the need to modernize the introduction to academic research in letters and languages to better meet the needs of the contemporary professional world. It raises the question of the integration of entrepreneurial skills into traditional training, focused on textual analysis and theoretical production. The integration of Design approaches, such as Design Thinking, Intervention Design and Experience Design, within the supervision of Master's theses in letters and languages offers an innovative perspective to improve the quality of training. By adopting a student-centred approach and promoting co-creation, these approaches make it possible to personalise support, structure research paths and create more stimulating learning environments. Design Thinking makes it possible to identify the specific needs of each student and to co-construct adapted solutions. Intervention Design offers a methodological framework for structuring

support and assessing its impact. Finally, Experience Design aims to create more engaging and memorable learning journeys. By combining these different approaches, it is possible to transform the supervision of dissertations into a richer and more effective experience, thus promoting student success and the production of quality research.

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## Author biography

**Dr. Yasmina KHAINNAR** is a doctor in didactics of letters and French language, at Constantine 1 University, Mentouri Brothers. She obtained her magister's degree in 2011 and her doctorate in 2019, she then obtained her habilitation to lead research (HDR) in 2021. She is a research team leader: "Languages, Learning, Design and AI" in the Languages and Translation laboratory at Frères Mentouri University, Constantine 1.

She is interested in learning styles and strategies as well as didactic design as a new paradigm for scientific research in language didactics. She also developed a particular interest in the didactics of the Algerian school during the colonial period. Her research has resulted in numerous publications of articles exploring his interests. Her enthusiasm for the dissemination of knowledge has led her to present plenary conferences and to organize and participate in national and international scientific symposia and meetings, thus promoting dialogue and collaboration between researchers. Dr. KHAINNAR conducts numerous master's and doctoral research- Sciences and LMD. His expertise is also sought by various journals, contributing to the evaluation and dissemination of quality research. Going beyond the academic framework, she actively engages in the interaction between the university and society by participating in radio and television programs.