

Anglais pour l'économie – L3

Level: *Licence* (Bachelor's) – third year – L3 / second semester

Cursus: *Anglais pour l'économie / Economics and Society - Insights and Essays*

Semester: 6

Teaching hours: 18 hours (TD)

Teacher: Michael Riley Torbott

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Abstract:

The course is designed to enhance students' English language skills with a focus on academic English, specifically synthesizing and analyzing non-fiction literature.

Learning objectives:

At the end of the class, students are expected to:

- improve their understanding of intermediate grammar structures, verb tenses and aspects
- be familiar with more complex vocabulary, specific to academic texts
- improve their oral and written communication,
- deliver a thorough and informative presentation,
- complete a research project.

Course contents: The course is divided into 8 sessions of 2h lessons and a final presentation.

1. Introduction

- 1.1/ Syllabus, Course Outline, Exam
- 1.2/ The Scientific Method
- 1.3/ Citations, References, Plagiarism
- 1.4/ Vocabulary for Academic Writing

2. Conducting Research, Abstracts vs Introductions

- 2.1/ Begin Case Study Project
- 2.2/ Abstracts, Introductions, Summaries
- 2.3/ Conducting Research – Google Scholar, Mendeley



2.4/ Evaluating Sources

3. 'Popular Science' and Style in Academic Writing

3.1/ *Proust and the Squid* – Maryanne Wolf

3.2/ Style in Academic Writing – Steven Pinker

3.3/ Review Conjunctive Adverbs

4. *Proust and the Squid* (cont.)

4.1/ *Proust and the Squid* – Maryanne Wolf

4.2/ Verb Collocations – take, have, make

4.3/ Summarizing Techniques

5. *Proust and the Squid* (cont.)

5.1/ *Proust and the Squid* – Maryanne Wolf

5.2/ Structuring Presentations

5.3/ Active Listening – Revenue Operations

6. Listing Techniques for Presentations, Speaking Practice

6.1/ Speaking Exercise

6.2/ Listing Techniques for Presentations

6.3/ Review Simple Past/Present Perfect

7. Peer Review – Abstracts

7.1/ Simple Past/Present Perfect

7.2/ Key Words for Correct Grammar

7.3/ Peer Review – Abstracts

8. Presentations

9. Presentations (cont.), Reflect and Review

Assessment:

- Final Presentations Exam (last two sessions, 90 minutes, 60%)
- Classwork & Homework (20%)
- Participation & Attendance (20%)



Bibliography:

- Alexander Group. "Journey of a Revenue Operations Leader." *YouTube*, YouTube, www.youtube.com/watch?v=_9ryZ4WHU5Q&list=PLVIYmsWbDMxboq9Y6z_m3BJZCa5alcQXr&index=2. Accessed 13 Jan. 2026.
- Delahaie, J. (2018). Sociopragmatic competence in FFL language teaching: Towards a principled approach to teaching discourse markers in FFL. In *Researching Sociopragmatic Variability: Perspectives from Variational, Interlanguage and Contrastive Pragmatics* (pp. 253–275). London: Palgrave Macmillan UK.
- Pinker, S. (2003). *The Language Instinct: How the mind creates language*. Penguin UK.
- Pinker, S. (2015). *The Sense of Style: The thinking person's guide to writing in the 21st century*. Penguin Books.
- Pinker, S. (2015) "Linguistics, Style and Writing in the 21st Century." *YouTube*, YouTube, www.youtube.com/watch?v=OV5J6BFToS.
- Sprouts. (2017) "The Scientific Method." *YouTube*, www.youtube.com/watch?v=yi0hwFDQTSQ.
- Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. New York.