Preparation for academic mobility: plurilingual practices in training for oral comprehension in French at the Polytechnic School of USP

Preparação para mobilidade acadêmica: práticas plurilíngues em formação para compreensão oral em francês na Escola Politécnica da USP

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ABSTRACT: At the University of São Paulo (USP), the French language holds a significant position in the process of internationalization due to numerous agreements with French Higher Education Institutions (HEIs) and the substantial number of students sent to France (Traldi; Medeiros; Martins, 2023). This work is situated within this context, focusing on the issue of listening comprehension (LC) in French for Academic Purposes (FAP) in the field of Engineering, with the aim of preparing students from USP's Polytechnic School for integration into French HEIs. The theoretical framework is based on studies related to internationalization (Knight, 2003; 2005; 2020; 2011; De Wit, 2013), multilingualism and translanguaging (Beacco; Byram, 2003; Garcia; Wei, 2014), listening comprehension (Lhote, 1995; Cornaire, 1998; Rost, 2011; Oxford, 1993; Field, 2008, Vandergrift; Goh, 2009) and FAP (Mangiante; Parpette, 2011). The objectives were (i) to identify practices employed by students in preparation for mobility when listening for comprehension and (ii) to analyze the effects of sensitization to the use of facilitative comprehension resources, particularly regarding the development of listening behavior through translanguaging practices. The contributions of this work are associated with linguistic and sociocultural preparation for mobility, demonstrating the relevance of considering didactic-methodological practices concerning the teaching and learning of LC in the development of FAP courses, as well as the potential of awareness of strategies aimed at the (re)construction and transposition of listening behavior in a foreign language, fostering the listener's autonomy in auditory reception situations.

Keywords: Internationalization. Multilingualism. Translanguaging. Academic mobility. FAP.

RESUMO: Na Universidade de São Paulo (USP), a língua francesa ocupa lugar expressivo no processo de internacionalização em função dos numerosos acordos com Instituições de Ensino Superior (IES) francesas e do efetivo discente enviado para a França (Traldi; Medeiros;

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Martins, 2023). É nesse contexto que este trabalho se insere, focalizando a problemática da compreensão oral (CO) em Francês para Objetivo Universitário (FOU) na área da Engenharia, com vistas à preparação de estudantes da Escola Politécnica da USP para a integração em IES francesas. O referencial teórico se fundamenta em estudos concernentes à internacionalização (Knight, 2003; 2005; 2020; De Wit, 2013), ao plurilinguismo e translinguagem (Beacco; Byram, 2003; Garcia; Wei, 2014), à compreensão oral (Lhote, 1995; Cornaire, 1998; Rost, 2011; Oxford, 1993; Field, 2008, Vandergrift; Goh, 2009) e ao FOU (Mangiante; Parpette, 2011). Buscou-se (i) identificar práticas empregadas pelos estudantes em preparação para mobilidade quando da compreensão a partir da recepção auditiva e (ii) analisar os efeitos da sensibilização ao uso de recursos facilitadores da compreensão, em especial com relação ao desenvolvimento do comportamento de escuta por meio de práticas translíngues. As contribuições deste trabalho estão associadas à preparação linguística e sociocultural para mobilidade, demonstrando a pertinência de se considerar práticas didático-metodológicas concernentes ao ensino-aprendizagem da CO na elaboração de cursos FOU, bem como ao potencial da conscientização de estratégias com vistas à (re)construção e transposição do comportamento de escuta em língua estrangeira, fomentando a autonomia do sujeito ouvinte frente a situações de recepção auditiva.

Palavras-chave: Internacionalização. Plurilinguismo. Translinguagem. Mobilidade acadêmica. FOU.

1 Introduction

As a process, internationalization goes beyond academic mobility (Knight, 2003; 2005; 2020) and encompasses the promotion of sharing ideas, cultures, innovative practices, and social responsibility. It repositions local demands in light of the need for integration into international contexts (GPLIES, 2021).

In Brazil, internationalization has been a recurring topic in discussions about higher education, highlighting the need to reflect on the outcomes and impacts of this process, as well as the actions it entails, on our contexts. The dynamics within Higher Education Institutions (HEIs) have been reshaped by the broadening and deepening of transnational relations, as these institutions provide rich environments for the exchange of knowledge and academic practices. Offering international experiences to researchers, faculty, and students enables contact with diverse ways of practicing, considering, and conceiving science, thereby expanding perspectives and deepening and diversifying the understanding of their fields of knowledge.

In this context, discussions about the role of languages and cultures in the processes of internationalization in higher education have become increasingly prominent, alongside the pressing need for curricula that embrace interculturality and plurilingualism.

Aiming to contribute to the debate on academic mobility preparation and its interactions with plurilingual and translanguaging practices, this article, grounded in applied linguistics approaches, is situated within the discussions on language teaching and learning arising from the processes of internationalization in higher education.

Focusing on the teaching of oral comprehension in French for Academic Purposes (*Français sur Objectif Universitaire - FOU*), we present and analyze an excerpt from the training program designed for students at the Polytechnic School of the University of São Paulo (Epusp) aimed at integration into the French academic context. This investigation is based on data collected through questionnaires and interviews conducted during the second semester of 2020 as part of a training module[1]. The discussion will address the scientific and pedagogical rigor required for research on language teaching and learning, highlighting the theoretical and practical considerations underpinning it.

To this end, the present study examines internationalization as a crucial process for the development of teaching and research, reflecting the dynamics of the "new times" (De Wit, 2013). It also highlights plurilingual education, drawing on the perspectives of Beacco and Byram (2003) and Beacco (2005), as a central component of internationalization. This approach acknowledges and foregrounds the linguistic and cultural diversity of students, promoting an inclusive and holistic approach to

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[1] The research from which the data presented here comes began in 2018 and was not submitted to an Ethics Committee. As it was a training course within an academic discipline, it posed no harm or risk to the student participants who, in turn, authorized the subsequent use of the data, anonymously, by signing an Informed Consent Form. Students who chose not to sign the form did not have their data collected. In addition, the "Regulations of the Ethics Committee for Research with Human Beings of the Faculty of Philosophy, Letters and Human Sciences of the University of São Paulo -CEP-FFLCH-USP was published on October 12, 2020, constituting a set of guiding decisions for research carried out since that date. The obligation to submit was not indicated by the institution as retroactive.

language teaching. Additionally, translanguaging is integrated into the discussion, challenging and redefining traditional concepts of language use (Garcia; Wei, 2014). In this context, the contributions of this study are related to linguistic and sociocultural preparation for academic mobility, particularly concerning the didactic-methodological practices for addressing oral comprehension in the design and implementation of *FOU* courses.

2 Theoretical framework

2.1 On internationalization: concept, motivation and demands

The globalized process of bringing academic contexts closer together with the aim of promoting exchanges between different countries has redefined perceptions of value within the university setting, both for Higher Education Institutions (HEIs) and for researchers, faculty, and undergraduate and graduate students.

For HEIs, establishing international relationships has become an important marker of performance and ranking (Stallivieri, 2004; Knight, 2020), and faculty and student mobility has become a resource for academic and professional qualification (Anastácio; Campos, 2016).

In this context, driven by the need to name the movement of relationships established between foreign institutions and their effects in the academic sphere, the use of the word internationalization has become recurrent. Thus, various researchers (Knight, 2003; 2005; 2020; De Wit, 2013) have adopted the term internationalization as a subject of reflection to conceptualize its uses, aiming to capture the different realities to which it can refer.

Seeking a clear construction of the concept, Knight (2003; 2005; 2020) begins with the observation that the term internationalization is, at times, used to refer to:

- academic mobility for students and faculty;
- international collaboration related to research and teaching;

- various forms of offering education to other countries[2];
- curricula and/or teaching-learning processes that integrate an international, intercultural, or global dimension;
- international development projects focused on exchanges;
- commercial transactions in higher education.

For the author, these practices can be grouped into i. "international exchanges and partnerships," ii. "cross-border commercial ventures," and iii. "international development projects" (2005, p. 2). Often, the term internationalization is used interchangeably to refer to these three distinct categories of activities. This indistinct usage signals, to some extent, a lack of clarity regarding its definition as a concept. In light of these usages, Knight (2005, 2020) discusses the internationalization of education as a process that occurs in different areas and can be interpreted and/or realized through the "integration of an international, intercultural, or global dimension in the goals, functions, or offerings of education" (2003, p. 2 – emphasis by the author).

Also considering contextual influences, De Wit (2013) clarifies that the concept of internationalization, although recent, has undergone reconfigurations to adapt to the needs of the "new times." Expanding beyond the relationship between nations and emphasizing the consideration of social and economic factors, the author redefines internationalization as a "strategy to enhance the quality of education and research" (p. 4) and underscores the relationship between cultures and between the global and the local.

Knight (2003; 2005; 2020) and De Wit (2013) present nuances regarding the factors considered in the development of their propositions, but their conceptualizations point to internationalization as a response to the forces exerted by globalization in the educational sector.

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[2] With regard to arrangements focused on offering education to other countries, the author mentions the implementation of franchises or subsidiaries.

In light of the discussion surrounding internationalization and the need for a conceptualization, the Research Group on Language Policies and Higher Education Internationalization – GPLIES[3], drawing on reflections from important publications in the field – such as Hudzik (2011), De Wit (2019), and Knight (2003; 2005) – takes a position by developing a broad conceptual proposal that incorporates various elements related to higher education:

> Internationalization is a movement orchestrated by academic and non-academic communities that seeks to promote the sharing of ideas, cultures, innovative practices, and social responsibilities, which manifest transversally across the different sectors of teaching, research, extension, and management within educational institutions. This movement involves solidarity and collaboration between national and international partners in a way that allows for a decolonial and critical positioning, repositioning local demands in light of the need for insertion into an international context. [4] (GPLIES, 2021, translated by the authors)[5].

This definition highlights the need for insertion into an international context while maintaining a decolonial and critical stance when establishing collaborative relationships.

The GPLIES initiative to develop a conceptual proposal not only fosters ongoing academic discussions but also responds to the need for reflection on the

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[3] Information available on: http://dgp.cnpq.br/dgp/espelhogrupo/9572177799231276

[4] Original: Internacionalização é um movimento articulado pelas comunidades acadêmicas e não acadêmicas que busca promover o compartilhamento de ideias, de culturas, de práticas inovadoras e de responsabilidades sociais, que se manifestam de forma transversal nos diferentes setores de ensino, pesquisa, extensão e gestão das instituições de ensino. Esse movimento envolve a solidariedade e a colaboração entre os parceiros nacionais e internacionais de forma a permitir um posicionamento decolonial e crítico, reposicionando as demandas locais diante da necessidade de inserção em um contexto internacional. (GPLIES, 2021)

[5] The definition was published for the first time in STEFANI, V. C. G. Diversidade cultural da língua espanhola em ações de extensão na pandemia: contribuições para a internacionalização. Estudos Linguísticos. (São Paulo. 1978), v. 51, n. 2, p. 891-909, ago. 2022. DOI: http://dx.doi.org/10.21165/el.v51i2.3284.

internationalization processes in higher education resulting from the incentive policies implemented in recent years within the Brazilian context.

As an example, we can mention the Institutional Program for Internationalization (PrInt), which is part of the missions of the Coordination for the Improvement of Higher Education Personnel (Capes) aimed at promoting the internationalization of higher education. Implemented in 2017, some of its objectives are related to the strategic plans of institutions, the formation of international research networks, and promoting the mobility of faculty and students, with an emphasis on doctoral and postdoctoral students (Capes, 2017, p. 1).

The program, which is present in various Brazilian states, finances work missions abroad so that Brazilian researchers can engage in different activities at foreign institutions. Additionally, Capes-Print opens calls for foreign professionals to come to Brazil and collaborate on research and teaching. The sandwich doctoral and postdoctoral scholarships abroad also stand out as effective actions for internationalization. All these initiatives integrate Brazilian research into the international scientific community and, of course, provide higher education institutions with the means to enhance their research and teaching capabilities.

Regarding internationalization at the undergraduate level, the focus of this work, we highlight the Capes/Brafitec (Brazil France Ingénieur Technologie) program, which is established through cooperation between Brazil and France via university partnerships and covers all engineering specialties. Its main objectives are to promote exchange exclusively at the undergraduate level between the two countries and to "encourage the alignment of curricular structures, including the equivalence and mutual recognition of credits"[6]. Currently, the Capes/Brafitec scholarships are part of the block of funding options available for student mobility for undergraduates at

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[6] Information available on https://www.gov.br/capes . Accessed in Jun 2024.

Epusp, which also includes the Eiffel Scholarships, a program promoted by the French Ministry of Foreign Affairs, and USP Scholarships[7].

Although it is only one of the strategies constituting internationalization, Stallivieri (2009) emphasizes the importance of mobility as a significant educational experience, especially when analyzing the individual gains acquired through international experiences:

> It is unquestionable the professional growth that one gains from an international experience [...] The opportunity to learn and acquire knowledge from a different perspective, to hear other opinions, witness diverse cultural expressions, and enhance linguistic proficiency undoubtedly makes a difference in the potential knowledge acquired. (Stallivieri, 2009, p. 35, translated by the authors)[8].

In this context, which seeks to promote collaboration between higher education institutions and foster dialogue among researchers, as well as facilitate the dissemination of research conducted in different countries, communication in other languages becomes imperative. Consequently, discussions and initiatives concerning the teaching and learning of Foreign Languages (FL) are brought to the forefront. Currently, due to the need to prepare students to live (understood in the broadest sense of the term) in a globalized world, addressing these topics entails reflections related to plurilingual education. Beyond the promotion of language study, plurilingualism encompasses the abilities to understand and respect different cultures. The next section will provide a brief discussion on the topic, as well as address translanguaging.

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[7]   Information   available   on   the   EPUSP   institutional   website: https://www.poli.usp.br/internacional/intercambios-e-procedimentos/bolsas. Accessed in May 2024.

[8] Original: É inquestionável o crescimento profissional que cada um adquire com uma experiência internacional [...] A possibilidade de aprender e de adquirir conhecimentos sob outra ótica, tendo a oportunidade de ouvir outras opiniões, presenciar outras manifestações culturais e enriquecer sua capacidade lingüística, seguramente faz a diferença no potencial de conhecimento adquirido (Stallivieri, 2009, p. 35).

2.2 On Plurilingual Education and Translanguaging

The concept of plurilingualism, as presented by Beacco and Byram (2003), refers to an individual's ability to use more than one language in an integrated, flexible, and functional manner. Beyond the mere acquisition of grammatical rules of languages, the emphasis lies on the ability to adapt appropriately to diverse sociolinguistic and cultural contexts. The cited text offers an extensive debate on plurilingualism as a fundamental principle in linguistic education policies in Europe, positioning linguistic knowledge as a central focus while valuing the cultural diversity present in the continent. Although many European governments have accepted and incorporated linguistic plurality into their educational policies, inequality in the effective treatment of this issue still persists in practice (p. 31).

Beacco (2005) emphasizes that plurilingualism should not be confused with polyglotism, adding that the "term refers to the ability of individuals to use more than one language in social communication, regardless of their proficiency in those languages" (p. 19). The author highlights that an individual's linguistic repertoire is highly diverse, comprising languages acquired in various ways—whether during childhood, through formal schooling, language courses, or self-teaching. Personal identification with a language also influences the degree of proficiency and skill a speaker develops in using it. For instance, the necessity of mastering a language for professional reasons may not serve as an ideal motivator in all learning contexts. The use of languages varies widely; while some may use French, for example, for academic purposes, others may employ it for social interactions or work. Conversely, it is also possible for a group of people to share the same linguistic repertoire, which can be explained by geographic, generational, and historical factors.

Piccardo (2003) made significant contributions to the debate on plurilingualism, arguing that in the globalized and internationalized reality in which we live, we cannot "crystallize" the concept of linguistic proficiency but must see it as being "shaped by unequal and constantly evolving linguistic and cultural competences" (p. 600). The

author highlights the impact that the development of the concept of plurilingualism has had on language teaching in Europe. She distinguishes between multilingualism and plurilingualism. The former "keeps languages separate both at the social and individual levels" (p. 601) and emphasizes the varying degrees of ability or proficiency that speakers possess. Plurilingualism, on the other hand, focuses on the interrelations, influences, and interconnections among languages at the individual level, emphasizing the dynamic nature of linguistic use. Both the acquisition and learning of new languages are viewed as active, reflective, and non-linear processes, with each new linguistic knowledge connecting to the individual's overall linguistic repertoire and shaping it. Consequently, the concept of "error" is also rethought, as it is recognized as a natural stage in the long process of interaction between languages. Here, the emphasis is not placed on the "mistake" itself but on the comprehension of the message.

Garcia and Wei (2014) introduce the concept of translanguaging as a theoretical perspective that expands and redefines the concept of language, reshaping the understanding of bi/plurilingualism. This concept considers the complexity inherent in the linguistic practices of bi/plurilingual individuals (including in educational contexts):

> Translanguaging is an approach to the use of language, bilingualism and the education of bilinguals that considers the language practices of bilinguals not as two autonomous language systems as has been traditionally the case, but as one linguistic repertoire with features that have been societally constructed as belonging to two separate languages. (Garcia; Wei, 2014, p. 2)

The emergence of such a concept also impacts the very definition of language, moving away from the traditional ideas of Saussure and Chomsky. This shift is tied to the "new world," where transnational and globalized relations are highly prominent, whether through the physical movement of individuals or the dissemination of ideas, languages, and cultures via the internet (Lucena; Cardoso, 2018). In this new world,

individuals are expected to navigate diverse linguistic varieties and plural linguistic norms effectively. Consequently, old ideologies of monolingualism are increasingly losing ground, as they fail to recognize the value of all speech forms and cultural practices.

Garcia and Wei (2014) demonstrate that the ability to use multiple languages should be seen as a fluid skill, not segmented into distinct processes, but understood as a unified system. Thus, translanguaging challenges the rigid boundaries between languages; for instance, "knowing Spanish" and "knowing Portuguese" are viewed as interconnected practices rather than separate ones. Bilingual or multilingual individuals are seen as individuals who develop their performative competence, enabling them to navigate a wide range of social situations, including the educational environment. In the same vein, the classroom is understood as a place where translanguaging practices "can provide opportunities for collaborative communication practices, as long as students can critically choose how to use their repertoire" (Lucena; Cardoso, 2018, p. 144). Language is considered a practice that adapts and molds itself to social and cultural contexts, functioning as a means of negotiation. Therefore, multilingual speakers possess a single linguistic repertoire that adjusts to specific sociolinguistic needs.

2.3 From the FOU Methodology: a resource in preparing for Academic Mobility

When approaching outbound academic mobility from a personal perspective, that is, seeing it as an opportunity to build knowledge through different perspectives based on the interaction of opinions and cultural expressions, Stallivieri (2009) highlights the linguistic gain. For the author, language would be one of the main motivators for individuals seeking international experiences. However, Anastácio and Campos (2016) complement this perception by pointing out that learning a foreign language for the purpose of mobility can be a potential obstacle to be overcome.

When it comes to insertion into the foreign higher education context, we understand that this dual perception of language, both as an individual gain and an

obstacle, can be aligned with the assumptions of Mangiante and Parpette (2011). According to these researchers, the academic context is linguistically demanding, as all language use situations presuppose proficiency and take on specific contours based on university requirements.

Bouchet (2018) summarizes the language use situations in an academic context as:

> - Oral comprehension (CO): Reception of lectures, particularly lectures by professors, understanding administrative and pedagogical situations, interactions;
> - Oral production (PO): Presentations, defenses, interactions between students and professors, and between students;
> - Written production (PE): Writing short and long texts, taking notes, application procedures (motivation letters) and administrative tasks (registration forms, etc.);
> - Written comprehension (PE): Reading scientific articles and books, course materials, and other administrative documents[9] (Bouchet, 2018, p. 68, translated by the authors).

Regarding language use, particularly in the French academic context, Mangiante and Parpette (2011) highlight oral comprehension (CO), as many of the communication situations involve the reception and understanding of lecture-style classes, known as Cours Magistraux (CM).

The CM is a teaching format unique to French university culture, characterized by a monological, dense, and continuous discourse delivered by a professor for about four hours in large lecture halls. Interactions are considerably limited, as the so-called maître de conférences speaks to an audience of one hundred to three hundred students, who, in turn, must manage the volume of information being transmitted

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[9] Original : - *Compréhension orale (CO)* : réception des cours, notamment magistraux, compréhension des situations administrativo-pédagogiques, interactions ;/ - *Production orale (PO)* : travaux de présentation, soutenance, interactions entre étudiants et enseignants, et entre étudiants ;/ - Production *écrite (PE) :* rédaction d'écrits courts et longs, prise de notes, démarches de candidature (lettre de motivation) et administratives (formulaires d'inscriptions, etc.) ;/ - Compréhension écrite (PE) lecture d'articles et ouvrages scientifiques, de documents de cours et autres documents administratifs (Bouchet, 2018, p. 68).

(Bouchet, 2018). This format requires immediate responsiveness from the listeners, which can be detailed in three operations:

> The cours magistral requires the student to engage in a complex activity. First, cognitive, as it is primarily about understanding new theoretical information; then, strategic, as the student must select, almost simultaneously, the data provided by the teacher that will be retained in written form as notes; and finally, technical, to ensure effective note-taking through layout techniques and abbreviations[10] (Bouchard; Parpette; Pochard, 2005, p. 11, translated by the authors).

According to these authors, understanding the content (cognitive operation) is considerably facilitated in cases of linguistic proficiency, and familiarization with the lecture format can contribute to the organization of this understanding (strategic and technical operations), as the content will be subject to assessment.

On this issue, Parpette (2010) identifies two areas of focus to be considered: the first relates to the linguistic level of the students, which is generally insufficient upon their arrival at the institutions; the second concerns the mastery of situations within the French academic context, due to the gap between the students' academic culture and the French academic culture. This dual-focused training is the field of study and work of French for University Purposes (FUP) (Mangiante; Parpette, 2011).

FOU is a variation of the methodology called French for Specific Purposes (FOS) (Maingiante; Parpette, 2004), which aims to address specific communication situations within a particular field by focusing on the needs of a specific audience. The FOS approach is organized into five stages: identifying the training demand; analyzing the needs of the audience; collecting data representative of communication situations in

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[10] Original: Or le cours magistral exige de l'étudiant une activité complexe. Cognitive d'abord puisqu'il s'agit avant tout de comprendre une information théorique nouvelle ; stratégique ensuite puisqu'il doit sélectionner dans l'ensemble des données fournies par l'enseignant, de façon quasi simultanée, celles dont il conservera une trace matérielle sous forme de notes ; technique enfin pour assurer une prise de notes performante grâce à des procédés de mise en page et d'abréviations efficaces.

the target context; analyzing the data to identify what will be used in the development of instructional materials; and designing pedagogical activities.

The implementation of these stages, with a focus on specific needs and objectives, creates methodological distinctions between FOS and French as a Foreign Language (FLE), also referred to as General French (FG). This is because, in generalizing training programs, the communication and discourse situations addressed stem from everyday social experiences. Therefore, FG training does not meet the needs for proper integration, as it does not encompass the specificities of oral and written comprehension and production required by academic demands (Mangiante; Parpette, 2011).

Building on these specificities, the next section will address oral comprehension, as well as possible pedagogical solutions for its development in a teaching context.

2.4 From oral comprehension in preparation for mobility

Understanding is the culmination of a journey that begins with the reception of a statement (Boyer *et al.*, 1990; Cuq; Gruca, 2009). Regarding oral comprehension, Lhote (1995) highlights an important issue: listening (écoute) and comprehension (compréhension) are distinct stages of this process.

Comprehension derives from a set of "forces"[11] that are launched when we listen to someone speaking (sound stimuli) under ideal conditions and, in the mother tongue, the acquisition of this set of "forces" could give the impression that the activity of listening is not taught, as Lhote points out

> We often talk about learning to speak in a language, but never about
> learning to listen, as if this second activity, which follows from the first,

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[11] With regard to the set of "forces", Lhote (1995) refers to perceptual properties, linguistic abilities, pragmatic and situational knowledge, interpersonal relationships and cognitive attitudes that result in comprehension when there are no obstacles during listening.

were self-evident. What is certain is that every human being learns (unless they have hearing impairment) to listen to speech in a given linguistic environment, that is, in one where a particular language is practiced, on the one hand, with communication habits specific to that environment, on the other[12] (Lhote, 1995, p. 42, translated by the authors - Emphasis in the original).

In this passage, the author addresses natural language use contexts, meaning non-pedagogical ones, and highlights a certain confusion between mediated learning, when a child is taught to "say something," and autonomous learning, when a child, by observing their surroundings, learns to listen and comprehend. By not understanding the operations involved in listening, these autonomous processes can be mistaken for passivity. Regarding this issue, Gremmo and Holec (1990) point out that "One does not progress in listening comprehension simply by listening[13]." (Gremmo; Holec, 1990, p. 6), as a "good listener" relies on a series of knowledge during oral reception, thus emphasizing the active nature of listening.

In the context of language teaching and learning, Oxford considers listening as "the most fundamental linguistic skill, which can be taught and should be a clear focus of instruction in the classroom" (1993, p. 205). It is fundamental because, by developing listening, the learner can gain more autonomy in their learning process. Furthermore, learners tend to forget that "people have difficulties with listening in their own languages" (Oxford, 1993, p. 206) and often aim for the habitual "understand everything," as if total comprehension were the only possible outcome (Boyer *et al.*, 1990). In seeking total comprehension, they become overly critical of their listening abilities, get discouraged by an unfamiliar word (Cornaire, 1998), and associate

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[12] Original : On parle souvent d'apprendre à parler dans une langue, mais jamais d'apprendre à écouter, comme si cette deuxième activité, qui découle de la première, allait de soi. Ce qui est certain, c'est que tout être humain apprend (quand il n'a pas de déficience auditive) à écouter la parole dans un environnement linguistique donné, c'est-à-dire, dans lequel on pratique une certaine langue, d'une part, avec des habitudes de communication propres à ce milieu, d'autre part (Lhote, 1995, p. 42).

[13] Original : […]on ne progresse pas en compréhension orale uniquement en écoutant (Gremmo; Holec, 1990, p. 6).

understanding the content of the message with the ability to comprehend each word they hear, which is an "unrealistic goal" (Oxford, 1993, p. 209).

In the same line, Susan Sheeren (1987), Vandergrift, and Goh (2009) point out that if listening is not the subject of clear instruction in the classroom, the learner's listening skills are not developed through appropriate procedures, and the lessons and listening comprehension activities become mere tests of auditory abilities, measuring only the amount of information identified.

To address listening, with the goal of constructing meaning, as a subject of clear instruction in the classroom, it is necessary to mobilize concepts that are recurrent in various studies in the field. Regarding these concepts, for the purposes of this text, we will summarize them as **listening behavior and comprehension** (Gremmo; Holec, 1990; Lhote, 1995), **objectives and types of listening** (Gremmo; Holec, 1990; Lhote, 1995; Carette, 2001), and listening project (Cornaire, 1998; Rost, 2011).

Listening and comprehension behavior is spontaneous in the native language, but it can and should be reconstructed and transferred to a foreign language, and consequently, it can be modified. Gremmo and Holec (1990) conceptualize it based on three foundations:

- The **individual** who listens is psychologically, socially, and culturally determined. Therefore, their role is not defined solely by the interaction with the message, but by their characteristics, which also influence their participation in communication.
- the individual listens to **something** in a **given situation,** meaning that different types of discourse imply different types of listening and influence comprehension.
- The individual who listens to something in a given situation has a **reason**, objectives, or needs that engage them in the activity.

Difficulties in the comprehension process, according to the perception of most learner-listeners, stem from failures related to linguistic knowledge. However, comprehension or incomprehension results from either qualified or unqualified behavior. The qualification of listening and comprehension behavior in a foreign

language can be achieved by raising awareness that different types of knowledge can be mobilized for understanding a statement.

The knowledge of the linguistic code is just one among various types of knowledge involved in the listening comprehension process. Gremmo and Holec (1990) summarize these as:

- Sociolinguistic knowledge, which pertains to the communication situation;
- Socio-psycholinguistic knowledge, which concerns the sender of the message;
- Discursive knowledge, which relates to the discourse in question;
- Linguistic knowledge about the code used;
- Referential knowledge about the theme evoked;
- Cultural knowledge, which pertains to the community to which the sender of the message belongs.

Thus, guiding the learner listener towards the qualification of their listening behavior involves encouraging them to mobilize knowledge from various domains that assist in formulating hypotheses to approach the global meaning and eventually build the more specific meaning (Gremmo; Holec, 1990). This also involves using prior knowledge, making inferences, recognizing the context, making predictions or anticipations, critically analyzing or judging, and controlling the comprehension activity in search of constructing the meaning of the message (Cornaire, 1998).

Awareness of the mobilization of knowledge and the execution of operations involved in the listening activity can provide some control over the different processes performed during listening/comprehension, as it allows the listener to consciously use certain resources. In this regard, Cornaire (1998) emphasizes that controlled processes constitute learning and listening strategies that, as Cuq and Gruca (2009) point out, can enhance partial or total, global or detailed understanding of the received message.

Regarding the objectives and types of listening, it is understood that listening is voluntary and motivated by specific goals:

> One does not listen just to listen, but to achieve a goal, to satisfy an extracommunicative need (increase one's knowledge, guide one's actions, enjoy oneself...). Thus, one listens to the radio, and on the radio, the weather forecast, to know if one needs to carry an umbrella, for example. (Gremmo; Holec, 1990, p. 4, translated by the authors)[14].

From the established goals, the listener directs their attention, and in this regard, Carrete (2001) reinforces that listening in an oriented manner is inherent to comprehension. The author also emphasizes that listening goals (for example, listening to select, reformulate, act, or learn) not only guide the listening process but also determine the type of listening (such as global, selective, or detailed listening) that the listener will engage in.

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Proficient native or non-native listeners set their own goals when listening, the types of listening, and the strategies employed. However, pedagogical work aimed at oral comprehension should guide the operations to be carried out, and the teacher decides, for example, whether the listening will be exhaustive or selective, what the listening goals will be, and which strategies they intend to mobilize. This set of decisions made by the teacher is identified by Cornaire (1998) and Rost (2011) as the listening project. Although there are particularities between the two researchers' approaches, both define it as a way to guide listening in a pedagogical context based on choices related to the design and implementation of the activity, which should be

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[14] Original: On n'écoute pas pour écouter mais pour atteindre un objectif, pour satisfaire un besoin extracommunicatif (augmenter ses connaissances, guider son action, se faire plaisir...). Ainsi, on écoutera la radio, et à la radio le bulletin météorologique, pour savoir si l'on doit s'équiper d'un parapluie, par exemple (Gremmo; Holec, 1990, p. 4)

grounded in the selected document, pedagogical objectives, and the goals and characteristics of the learners at that given moment.

Approaching moments of oral comprehension in the classroom through clear instructions can, as mentioned in the previous section, "provide opportunities for collaborative communication practices," in which learner-listeners, through awareness of the elements involved, are guided to mobilize their repertoire (Lucena; Cardoso, p. 144, 2018), adjusting it to specific sociolinguistic needs. When it comes to the teaching and learning of oral comprehension in FOU, these adjustments are fundamental since the situations of receiving oral information are configured by a dual and simultaneous role (Bouchard; Parpette; Pochard, 2005), as students in mobility will be in a position to simultaneously learn the language and disciplinary content (Carras, 2016). In this sense, we understand that the mobilization of plurilingual and translingual practices is beneficial when aiming to qualify the listening and comprehension behavior of the learner-listener.

Considering the above, we emphasize that teaching oral comprehension in a way that guides the learner-listener to recognize and employ listening strategies can be associated with a plurilingual approach and translingual practices, as they are encouraged to mobilize their repertoires in the service of meaning construction. This helps them realize that there is no need to be paralyzed in the face of an unknown word and that comprehension or misunderstanding are not limited to linguistic knowledge.

3 Methodology

The data presented in this text are an excerpt from the material produced within the framework of a doctoral research[15] conducted between 2018 and 2023. The

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[15] Medeiros, H. Ensino-aprendizagem da compreensão oral: comportamento de escuta, estratégias e formação em Francês para Objetivo Universitário na área de Engenharia. 2023. PhD Dissertation (Doutorado em Estudos Linguísticos) - Faculdade de Filosofia, Letras e Ciências Humanas,

investigation, of a qualitative nature, adheres to the methodological assumptions of action research (Thiollent, 1986).

The data production and collection were carried out with students enrolled in the course FLM0199 - *French for Academic Mobility in Engineering*[16] in the second semester of 2020. For this purpose, a training module called *Oral Comprehension in French for Academic Mobility in Engineering*[17] was developed and taught by the researcher as part of the course. It is important to note that this module was integrated into the course because it addressed the pedagogical objectives of the professor responsible.

This training process consisted of activities that encouraged reflections on the procedures that facilitate comprehension, highlighted listening strategies, required written records of these reflections from the participants, and was organized into three stages.

Stage 1, titled "Diagnostic," aimed to characterize the profile of the students enrolled in the course and identify their needs related to listening comprehension. The data were collected through a questionnaire.

In Stage 2, named "Pedagogical Interventions," activities aimed at exploring comprehension through oral documents were proposed. Among the criteria adopted for the selection of videos used in the training, to align them with the characteristics of the target audience, the following stand out: topics relevant to the academic context, monological discourse, and explanatory content. To qualify the participants'

Universidade de São Paulo, São Paulo, 2023. doi: 10.11606/T.8.2023.tde-14052024-103128. Accessed on: 2024-07-30

[16] Designed and taught by a faculty member from the Department of Linguistic, Literary, and Translational Studies in French, at the Department of Modern Languages, FFLCH, the course FLM0199 - French for Academic Mobility in Engineering is offered as an elective, with a workload of 30 hours, totaling 2 credits. This course is part of the linguistic actions associated with the internationalization context at the University of São Paulo.

[17] Due to the social distancing measures imposed by the COVID-19 pandemic, the module was taught remotely, with synchronous sessions using the Google Meet videoconferencing tool and asynchronous sessions through the Moodle platform.

comprehension behavior, several concepts were addressed, including the notion of multimodality as an element that aids the comprehension process, the concept of context, the concept of listening goals (top-down listening), the static dimension of written text versus the fluid dimension of oral text, the notion of prior knowledge, the notion of key words, transparency, listening objectives, meaning units, and the partitioning of listening. Furthermore, in all activities, participants were allowed to respond in Portuguese and/or French, as the focus was on comprehending the content discussed in the videos and mobilizing their linguistic repertoires.

Finally, Stage 3, titled (Self)Evaluation, consisted of an evaluation of the course and a self-assessment related to the specific points addressed throughout the activities. The data were collected through a questionnaire and a semi-structured interview (Ludke; André, 1986).

The established focus is justified as it allowed us to make considerations about teaching listening comprehension in FOU, linking them to reflections on the plurilingual approach and translanguaging practices, which are the scope of this work. With this focus, we selected the records obtained through the following questions:

- Diagnostic Stage (1): responses to the questions: i. What are your objectives when listening to audio or watching videos in foreign language classes? ii. What are your objectives when listening to audio, watching videos, or attending lectures in various situations? and iii. What do you do when you need to understand an oral document (e.g., audio, video) in French?

(Self)Evaluation Stage of the course (3): responses to the questions: i. After completing this course, what does it mean to understand an oral document? and ii. After completing this course, what do you do when you need to understand an oral document?

For the purposes of this article, the comparison between the participants' initial responses (Stage 1) and their reports after the course (Stage 3) will allow us to identify possible changes in their perceptions of listening and comprehension situations, as

well as signs of a potential qualification of their listening behavior promoted by the pedagogical interventions proposed throughout the training module.

3.1 Participants

Not all the students initially enrolled in the course, 22 students from different departments of Epusp, were considered participants. The following criteria were used to select them:

1. Have authorized the use of activities carried out through the Informed Consent form: authorization for the collection and use of data;

2. Have responded to the questionnaire applied in the Diagnostic Stage, especially the questions highlighted at the beginning of this section;

3. Have completed at least five of the six activities proposed in the Pedagogical Interventions stage;

4. Have completed the comprehension activity "Cours magistral Thermodynamique" in the (Self)Evaluation stage;

5. Have responded to the questionnaire applied in the (Self)Evaluation stage;

6. Have participated in the interview in the (Self)Evaluation stage.

Thus, Table 1 presents the composition of the participant group. For better understanding, we clarify that:

• Column Name: identifies each participant by their fictitious name;

• Column Self-Declared Proficiency Level: presents the self-declared proficiency level (A1; A2; B1; B2; C1) for each participant in relation to a given competence (CO; PO; CE; PE);

• Column Time in Semesters: provides the number of semesters each participant has dedicated to French language studies up to the data collection point;

• Column Location: provides information about the type of course attended by the participants, with options including Language School, Private Tutor, and Self-Study.

Table 1 — Composition of the Participant Group.

Name	Declared proficiency level				Time in semesters	Place
	CO	PO	CE	PE		
Bianca	**C1**	B2	C1	B2	More than 4	Language School
Bruno	**B1**	A2	B1	A2	4	Language School and Autonomous Studies via App
Claudio	**B1**	B1	B1	B1	2	Language School
Diego	**B2**	B2	B2	B2	More than 4	Language School
Caio	**A1**	A1	A1	A1	1	Language School
Fernando	**A2**	A2	B1	A2	3	Language School
Gustavo	**A1**	A1	B1	B1	3	Language School
Heitor	**A2**	A1	A2	A2	3	Language School
Joaquim	**A2**	A2	A2	A2	2	Language School
Murilo	**A2**	A2	A2	A2	2	Language School
Nadia	**A2**	A1	A2	A1	2	Language School
Vicente	**A2**	A2	A2	A2	3	Language School
Vinicius	**A2**	A1	A2	A2	2	Language School

Source: Medeiros. (2023).

From Table 1, the heterogeneity of the participant group in terms of language proficiency level is evident. As observed, the classification of the Common European Framework of Reference (CEFR) was employed (Council of Europe, 2001), with the scales (A1, A2, B1, B2, C1, C2) having been previously explained to the class. It is important to note that the proficiency level was assigned by each participant, representing a self-declaration based on their individual perception regarding their training and experiences with the French language.

3.2 Analysis procedures

Regarding the analysis, considering that most of the collected data consists of written texts produced by the participants themselves and that the focus of this article is on the content expressed in these records, content analysis (Bardin, 2011) was used to organize, process, and analyze them.

Based on the methodological guidelines of the adopted analysis, the following categories were established:

• Category 1: Initial comprehension behavior (which includes the data produced in Step 1)
• Category 2: Effects of the training on comprehension behavior (which includes the data produced in Step 3).

4 Results

4.1 Diagnosis of initial listening and comprehension behaviors

Despite being heterogeneous in terms of language proficiency, as mentioned earlier, the participants' responses suggested an unqualified behavior, as they highlighted the use of repetitions, pauses, and slowing down the oral document during the listening and comprehension process, as can be seen in Table 2 later.

Additionally, unknown vocabulary, speech rate, and phonetic aspects were pointed out as obstacles to comprehension in both groups. To resolve these difficulties, translation, transcription, or subtitles were the most mentioned resources.

Most participants did not demonstrate awareness of listening comprehension (LC) in terms of the content of the message, also indicating difficulty in associating sociocultural knowledge with oral communication situations in an academic context, which are, in turn, based on information reception. In this sense, we understand that by resorting to transcriptions, translations, or subtitles, participants suggest that the focus of LC is on understanding vocabulary and that meaning construction occurs through vocabulary. According to Lhote (1995), this concentrated effort on linguistic units, this effort to find the words, is one of the main contributors to misunderstanding.

Table 2 – Participants' Responses to the Questions i. For you, what are the objectives of listening to audio or videos in language classes?, ii. For you, what are the objectives of listening to audio, watching videos, attending lectures in situations?, and iii. What do you do when you need to understand an oral document (e.g., audio; video) in French?

PARTICIPANT	RESPONSE
Bianca	i. Get used to the conversation pace of native speakers and receive help from the teacher to better understand spoken language, especially due to liaison.
	ii. Immersion to get used to the conversation pace of native speakers, reinforce vocabulary, and get accustomed to sounds.
	iii. If I can't understand the first time, I listen to the document again.

Bruno	i. Train my ears to understand native speakers.
	ii. Train my ears to understand native speakers.
	iii. I read the questions beforehand (if available) and just stay attentive to listen to the audio.
Claudio	i. To familiarize myself with the pronunciation of words.
	ii. To have more content to consume, whether on the internet or in daily life.
	iii. I listen more times.
Diego	i. Identify pronunciations, speech fluency, learn new words, sentence formulations in speech, and speech structure in the language.
	ii. Maintain contact with the language and constantly learn more about it while consuming other content that sparks interest.
	iii. I watch/listen with subtitles in French to associate speech with text and improve my comprehension. If there are no subtitles, I listen without them and if I don't understand something, I rewind to comprehend.
Caio	i. Study in another country.
	ii. Familiarization with the language.
	iii. Google Translate.
Fernando	i. Improve listening comprehension and vocabulary.
	ii. Learn more vocabulary, practice listening comprehension, and maintain more contact with the language.
	iii. I turn up the volume and focus. I look up words I didn't know.
Gustavo	i. Learn the pronunciation of words, as well as variations of the language, whether by region, speech speed, etc.
	ii. It also helps with pronunciation and linguistic variations, adding to the understanding of knowledge (lecture) in a foreign language and its specific vocabulary.
	iii. I listen to the audio for the first time and try to understand the ideas being conveyed. If I don't understand a part, I go back and try to write down what the person is saying.
Heitor	i. To learn to better understand the French language and express myself better when I need to speak in French.
	ii. To practice French.
	iii. If possible, I look for the transcription of the audio to follow along or repeat the audio several times.
Joaquim	i. To train listening and comprehension of a foreign language.
	ii. To learn more about another culture and language, as well as acquire new knowledge.
	iii. I listen several times calmly.
Murilo	i. By listening to audios and videos, we students have more contact with the French language, and during the class, there can be a more detailed explanation of what was seen or heard.
	ii. The objectives are to have more contact with the language and expand vocabulary.
	iii. I try to listen more than once.
Nadia	i. To be able to understand the conversation in question.
	ii. Get used to listening to the language, making it easier to understand.
	iii. I slow down the video/audio speed.

| Vicente | i. Audios and videos help the student train their ability to comprehend dialogues as well as understand the correct pronunciation of different words or phrases. |
| | ii. Access to these materials in situations outside the classroom keeps the student in more frequent contact with the language, aiding in the skills practiced in class. |

Source: Medeiros (2023).

Regarding the relationship between language level and listening comprehension (CO), as presented earlier in Table 1, all thirteen participants are taking French at a language school, with varying levels. However, it was not possible to establish a direct correlation between their level of French (higher/lower) and their listening behavior (more qualified/less qualified), as, in general, the responses emphasize the need to have or acquire linguistic knowledge when faced with oral reception situations. In the responses, only Gustavo, a participant self-declared as A1 in CO, made a connection between listening comprehension and message content, highlighting the need to acquire knowledge. Similarly, Joaquim, a participant self-declared at A2 proficiency level, mentioned the cultural dimension of the language and the acquisition of knowledge.

By generally associating oral comprehension with linguistic aspects to be acquired, we understand that the participants do not consider the mobilization of other resources in oral reception situations. This indicates a minimally developed plurilingual and pluricultural awareness. According to Rosen (2005), this competence is fundamental for integration into diverse sociocultural contexts, as it

> The plurilingual and pluricultural competence of a user/learner is defined as the sum of their knowledge and abilities that enable them to mobilize the resources of their repertoire—comprising various linguistic varieties, mastered to varying degrees—depending on the situations and circumstances. (Rosen, 2005, p. 123, translated by the authors)[18]

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[18] Original: La compétence plurilingue et pluriculturelle d'un utilisateur/apprenant se définit ainsi comme l'ensemble de ses connaissances et capacités qui lui permettent de mobiliser les ressources de son répertoire, à savoir l'ensemble des variétés linguistiques – maitrisées à différents degrés –, selon les situations et les circonstances (Rosen, 2005, p. 123)

Regarding this aspect, we highlight the responses of Bianca and Bruno, as presented in Table 2. By emphasizing interaction with native speakers as their objective, it is possible to identify a certain lack of awareness regarding the sociocultural context in which they will be inserted, considering that French higher education institutions host a significant number of international students (Mangiante; Parpette, 2011; Bouchet, 2018).

Furthermore, we infer that these participants maintain the imagined necessity of approximating the performance of native speakers, possibly due to the lack of prior exposure during their earlier education to the idea of "developing a linguistic repertoire in which all linguistic abilities are included." They seem to have upheld the aspiration to "achieve 'mastery' in one, two, or even three languages (each placed in its respective domain), using the 'ideal native speaker' as a final model" (Council of Europe, 2001, p. 24).

4.2 On the effects of the Training on Comprehension Behavior

Changes in how oral comprehension is perceived are evident in Table 3 below. All participants mentioned listening strategies when asked about what it means to understand an oral document, emphasizing the importance of the document's constituent information.

Table 3 — Responses to the Question: "After completing the listening comprehension module, what does understanding an oral document mean to you?".

i. For you, after completing the listening comprehension module, what does it mean to understand an oral document?	
PARTICIPANT	RESPONSE
Bianca	Being able to distinguish the most relevant aspects from the details.
Bruno	Identifying the topic being presented, separating the different points being discussed, and understanding a bit more about each one.
Claudio	Understanding an oral document means grasping the main issues addressed, being able to answer questions, and discussing it with someone.
Caio	It means understanding enough to identify the general idea, the mentioned topics, the structure, and to formulate answers to potential questions in the questionnaire.
Diego	Understanding the general idea and extracting the necessary information from it—not necessarily every word, but inferring the meaning of unknown ones.

Fernando	First, understanding the general context through keywords and similarities with Portuguese, as well as with visual elements. Then, moving on to detailed information and taking notes throughout the listening process.
Gustavo	Receiving the message it conveys with its main information, even if vocabulary is missing or the speech is too fast.
Heitor	Understanding the message generally and in detail, being able to summarize the document satisfactorily.
Joaquim	For me, it means understanding its data and overall purpose, as well as the relevant details for you at that moment.
Murilo	Understanding an oral document involves grasping all parts of the listening comprehension process: pre-listening, global comprehension, and detailed comprehension.
Nadia	It is being able to understand the central idea of an oral document, identifying the main information conveyed.
Vicente	Comprehending an oral document means identifying its context, who is speaking, understanding the main information being conveyed, and being able to determine the limits of the obtained knowledge and infer new information from it.
Vinicius	Understanding the global and detailed content, to the extent that it would be sufficient to discuss the topic.

Source: Medeiros (2023).

Participant Murilo, for instance, identified the three phases of a listening project, namely pre-listening, global listening, and detailed listening (Rost, 2011). Gustavo, on the other hand, emphasized the identification of main information, prioritizing it over difficulties with vocabulary or speech speed, both aspects he had previously mentioned as goals to be achieved in oral comprehension activities.

Regarding changes in perceptions of oral comprehension, we would like to highlight Vicente's response. At the beginning of the course, Vicente associated listening to oral documents with pronunciation improvement and exposure to the language, without mentioning the need to understand the document's constituent information. He also highlighted repeated listening as a practice for addressing oral comprehension situations. After the training, Vicente demonstrated a greater focus on the content of the message, as shown in Table 3, and was able to describe his new practices in detail, as recorded in Table 4.

Table 4 — Responses to question ii. After completing the module, what do you do when you need to understand an oral document?

ii. After completing the module, what do you do when you need to understand an oral document?	
PARTICIPANT	RESPONSE
Bianca	Being able to distinguish the most relevant aspects from their details.
Bruno	It is identifying the theme being presented, separating the different topics being discussed, and understanding a little more about each of them.
Claudio	To understand an oral document is to grasp the main issues addressed, to be able to answer questions and discuss them with someone.
Caio	Understanding an oral document is capturing the main issues being addressed, being able to answer questions, and discuss with someone.
Diego	I pay attention to the theme, key words, look for similarities with Portuguese, jot down the main information on the first listen, and if there's another, I focus on the necessary details that are missing.
Fernando	First, I establish what I need to look for in the document, then I try to understand the general context, and finally, I take notes on the detailed information.
Gustavo	I try to identify the general theme, jot down key words, look for correlations with my prior knowledge, or even visualize visual elements, if possible.
Heitor	If possible, I watch a short video on the same topic to familiarize myself and follow the strategy of an initial global understanding followed by a detailed one.
Joaquim	I pay attention to key words and numbers, make analogies between the written part, such as slides, and the oral part, and also define the goal of the listening.
Murilo	I try to understand the context, then I write a summary to better comprehend what the document is trying to explain, focusing on key words. Finally, I aim to understand each part of the audio in detail.
Nádia	I look for key words and try to relate the document to my prior knowledge.
Vicente	First, I try to identify the context and infer information from the title and other available elements. If there is an accompanying document with written questions, I also set listening objectives to guide my attention. If possible, I listen more than once, first for a global understanding and then to search for details. For notes, I use a draft notebook to write down terms I consider most important, numbers, expressions that summarize a central idea or are repeated, and I try to separate each of these pieces of information into blocks of different topics.
Vinicius	I write down key words throughout the audio.

Fonte: Medeiros (2023).

When asked about their practices regarding the need to comprehend an oral document, all the other participants also mentioned using at least one of the strategies worked on throughout the course, as also observed in Table 4.

Bianca, a participant who initially reported not noticing results from the work with strategies during the course, stating that listening was a natural and intuitive practice, indicated that she was now more aware of identifying units of meaning. In other words, to some extent, she shifted the importance previously given to the speed of speech, phonetics, and specific vocabulary, towards the information present in the

documents. Furthermore, both she and Bruno did not demonstrate an association of oral comprehension with communication with native speakers.

I also highlight participant Caio, who, at the time of data collection, had already been selected for an exchange program. Initially, the participant emphasized using Google Translate as his only way of understanding an oral document. By the end of the module, he mentioned employing different strategies for oral comprehension, such as identifying key words and transparencies as a focus of attention and resorting to the semiotic nature of videos. In addition to the responses shown in Table 4, Caio explained, in a spontaneous comment, the use of strategies by describing how he dealt with unfamiliar vocabulary:

> **Caio:** I think it's for keywords, especially sometimes the transparent ones match the keywords, for example greenhouse effect gas, I didn't know it was greenhouse, but I think it was *gaz de serre* and every time I heard it, I knew it was about gases and the image of CO2 appeared. So, it was already an objective of listening to understand this word *gaz de serre* and understand it ok, greenhouse (inaudible) *naturel*, why is it natural? Because it's an effect that normally occurs without human intervention, so it was, in your words, you, you were able to make sense of it.

These self-reports indicate a shift towards the conscious use of strategies, suggesting a greater control over the listening process (Cornaire, 1998) and a more active stance (Gremmo; Holec, 1990; Lhote, 1995) on the part of the participants. Given the above, it is possible to point out that the path toward the development of listening comprehension competence (CO) and, consequently, the (re)construction and transfer of listening behavior in French has fostered changes in the participants' practices when facing oral reception situations, as evidenced by contrasting the data grouped in Category 1 and the data grouped in Category 2.

5 Final remarks

This study aimed to contribute to the debate on the linguistic and sociocultural preparation of Brazilian students for academic mobility in French higher education institutions (HEIs). Focusing on the development of listening comprehension and based on the theoretical-methodological principles of the *FOU* for course design, we sought to analyze the effects of raising awareness about the use of resources that facilitate comprehension, particularly regarding the development of listening behavior through elements that we consider aligned with a plurilingual approach and that encourage translingual practices.

The results obtained, as evidenced by the participants' own reports on their actions undertaken during listening comprehension (LC) activities, suggest changes in listening practices attributed to increased awareness of the use of listening strategies, both implicitly and explicitly addressed throughout the module.

These changes towards a more active and autonomous stance in listening situations can also be attributed to the efforts made by adopting a plurilingual approach and translingual practices, frequently implied in the resources that facilitate listening comprehension (such as notions of transparency and prior knowledge, identification of themes, just to name a few). In order to highlight the need for conscious actions during LC activities, we guided the learners to consciously mobilize their linguistic and sociocultural repertoires as well.

These results reflect the importance of preparing students not only linguistically but also socioculturally. In the context of internationalization processes, training programs that consider the cultural and pedagogical particularities of destination contexts can contribute more comprehensively to the integration of individuals into the target environment. In this study, these particularities are highlighted through the selection of oral documents that could be closely related to the *Cours Magistraux* in France. In this sense, the proposed approach sought not to

reduce internationalization to language learning alone, but to consider the need for adaptation to target academic practices, from the perspective of the *FOU*.

In this sense, thinking about listening comprehension in the foreign language classroom, which is so important to *FOU* contexts, means reflecting on how we work with this competence and how we propose activities for this purpose, since they need to be conceived as vehicles that lead learners to (re)construction and transferring the listening behavior to other contexts and thus improve their CO competence, as well as leading the learner listener to mobilize their repertoire in a more conscious way through a plurilingual approach and translingual practices based on the sensitization of CO strategies.

Despite the promising results, it is necessary to address some limitations of this study. By targeting the French academic context and selecting teaching materials exclusively from France, we have somewhat limited the participants' exposure to other linguistic and sociocultural realities. It is important to note that the scope established here is related to the mobility profile at Epusp, where student exchanges predominantly occur with the country in question. However, we believe that future studies could address the diversity of the Francophone academic context in a more varied way, providing broader linguistic and sociocultural contact and thus contributing to the development of more diverse repertoires.

Finally, we understand that the association of the *FOU* methodological guidelines for the design of training programs with the didactic-pedagogical practices promoted by research on CO and the encouragement of mobilizing learners' repertoires, one of the foundations of plurilingualism and translinguaging, proved to be quite fruitful throughout this process.

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