**Abstract**

Our research project aims to design a guided self-tuition tool for academic listening in a foreign language.

As a result of growing academic mobility, increasing numbers of third-level students are currently attending lectures taught in languages other than their L1. This increased mobility, though enriching, brings with it challenges as academic listening in a foreign language proves difficult for students. As well as solid foundations in grammar, vocabulary, prosody and phonology (Hilton 2021: 113), academic listening also requires the mastery of other skills such as understanding lecturer intentions, following visual supports and interpreting non-verbal cues.

Our experience as language teachers has shown us that although listening comprehension is an integral part of our language courses and prepares students for exams, it doesn’t prepare them for real-life contexts such as academic courses (Field 2011). This led us to embark upon our CORAL project (Franchir la barrière de la Compréhension ORAle en Langue étrangère à l’université). We aim to develop metalinguistic compensatory strategies in academic listening contexts.

The project consists of 3 meta courses on the learning platform Moodle in 3 languages - Dutch, English and French, where students can practice these strategies.

Each course has a similar outline:

- **Diagnostic test**: Selection of learning trajectory based on results obtained.

- **Decoding**: Students are guided in the use of metalinguistic strategies with the aim of segmenting the speech stream into words, phrases and sentences using phonology and prosody, and with the help of gestural and lexical cues.

- **Meaning building**: Students listen to extracts from university courses or conferences to discover how to assign meaning to decoded speech by recognising the most frequent lecturer intentions (Mangiante & Parpette 2011).

- **Toolbox**: Additional resources and advice.

All the modules are based on authentic material and are student-centred allowing students to work at their own pace, either as part of a course or as a form of autonomous learning.

Our presentation will focus on the design and use of our tool.

**Bibliography**:


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