PARAPHRASE OF THE ABSTRACT OF THE ARTICLE

By the increasing use of English as a Lingua Franca, linking English purely with 'native-speaking' nations is suitable no longer except global community of users. The aim of the article is to inform about the usage of Listening Journals in English Language Teaching to make students subject to global English (GE), which is a field it represent the use of English in worldwide recently. These journals have a pedagogical role, and these are used as a material on studies which has analysis of 108 journals consisting of 1,092 reflections on global English exposure. Student's current usage of English, the impetus behind the selection of material for the listening journal, and their reflection on this exposure were emphasized by the results. The study both shows a benefit of using Listening journals in order to create awareness of GE and put emphasis on limitation, involving the reinforcement of stereotypes and a leaning to reflect behaviours towards different diversities of English instead how successful ELF communication is succeed.

MODALS AND THEIR FUNCTIONS ON THE ARTICLE

1. The interview questions formed part of a larger study on the GE course in general, and *can be found* in Galloway (op.cit.). **(POSSIBILITY)**
2. Only 33 American speakers were chosen, which *may have been* due to an overexposure to American English as the prominent model in the Japanese education system, thus prompting students to explore other English varieties. **(GUESS)**
3. They also used the journals to reflect on previous experiences when they had had difficulty understanding a speaker and to develop skills they *could use* if they encountered such difficulties again**. (PERMISSION)**
4. Other comments revealed Japanese speakers who sounded like a NES were clearly admired, especially if ‘no one *could tell’* their Japanese identity from their speech alone. **(ABILITY)**
5. While the listening journals proved to be a useful pedagogical tool to expose students to diverse English, it was less successful in having them reflect on ELF interactions, and develop strategies they *could use* for more effective communication (although much of this was done on the course using the journal as a springboard for discussion). **(SUGGESTION)**
6. Such guidelines *should also encourage* students to choose a variety of spoken genres, since certain genres (for example conversations) are more likely than others (for example one-way news broadcasts or talks) to showcase the use of ELF communication strategies such as accommodation. **(NECESSITY)**
7. With careful guidance, listening journals *can be* a useful tool to show that mutual intelligibility is more important than native-like proficiency, and *may help* expose students to shared interactional practices employed by ELF speakers. Also, increased exposure to the diversity of English *can encourage* students to see themselves as competent multilingual English speakers, not as inferior NNE speakers. **(POSSIBILITY- GUESS-ABILITY)**
8. Jenkins (ibid.) emphasized the need to provide students with choice, and we believe that the listening journal *may be* one useful tool through which to offer such choice. While this *may be* NE for some, learners *can be made* aware of alternatives**. (GUESS-POSSIBILITY-ABILITY/POSSIBILITY)**