**MODALS**

You **can’t** decide which is common language. **(ability)**

All of those English are common languages, so you **don’t have to** care about you pronunciation is like Japanese or Chinese, etc. **(necessity)**

You **have to** be confident when you talk English in the world. **(obligation/necessity)**

While the listening journals proved to be a useful pedagogical tool to expose students to diverse Englishes, 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)**

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. **(advice)**

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. **(possibility)**

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)**

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. **(possibility)**

While this **may** be NE for some, learners **can** be made aware of alternatives. **(possibility)**

While use of English as a Lingua Franca (ELF) is increasing, it is not suitable to correlate English only with ‘native-speaking’ nations any longer, but global community of users. This article indicates that the use of listening journals in ELT expose students to global Englishes (GE). Global English is a field that represents current global use of English. These journals are given as a pedagogical duty, and as a study device. These include the analysis of 108 journals consisting of 1.092 reflections on GE exposure. The results emphasized students’ current use of English, the stimulus to select listening journal material, and their reflections on this exposure. The survey both indicates an advantage of using listening journals to raise awareness of GE and an inclination to reflect on attitudes towards different varieties of English rather than how successful ELF communication is succeed.