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** bea 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)**

By the rising use of English as a Lingua Franca (ELF), it is not any more applicable associate combine English naively with ‘native-speaking’ nations,but with a global community of users. This article notifies on the use of listening journals in ELT to expose students to global Englishes (GE), an area that represents the current global use of English. These journals served as apedagogical assignment, and as an investigation device that included the analysis of 108 journals comprising of 1,092 reflections on GE exposure. The conclusions highlighted students’ current use of English, the motion behind the option of material for the listening journal, and their reflections on this exposure. The study not only indicates an advantage in using listening journals to raise awareness of GE but also highlights limitations, including the recruitment of stereotypes and an inclination to reflect on manners towards different varieties of English rather than how successful ELF communication is achieved.

1. It was wrong of Glen to be so rude. He ......................................... (not behave) that way.

2. Maggie ......................................... (write) sooner, but she didn’t find an Internet café until yesterday.

3. I can’t remember for sure, but I ......................................... (not lock) the front door.

4. Something ......................................... (happen) to Steve. He always calls when he’s late.

|  |
| --- |
| Excuse me!  you speak French? |
|  |
| Alan isn't coming tonight. He  come tomorrow, I hope. |
|  |
| There's a lot of work to do in the house. You  help me! |
|  |
| You  call him anymore. I have already called him. |
|  |
| She is over there.  you see her? |
|  |
| I borrow your pen, please? |
|  |
| Teachers  beat children. It's forbidden. |
|  |
| I can hear some voices. Someone  be in the house. |
|  |
| We  eat sweets! We are on a diet. |
|  |
| You  buy it on Sunday if you want. The shops are open. |
|  |
| You  drive me to the station. I can walk. |
|  |
| We want to be the best. We  practise! |

1. I’m not sure where Don went. He ................................………… (go) to buy bread.

2. I’m sorry I’m so late. You ................................………… (think) I wasn’t coming.

3. You ................................………… (bring) the new world music CD. I wanted to listen to it while we studied.

4. She ................................………… (buy) three T-shirts, but she only had enough money for one.

5. I really upset Shari. I ................................………… (tell) her the terrible news about Jim.

6. They decided to stay at a hotel, although they ................................………… (stay) at our house. We insisted

that they were welcome.

7. That cake was incredibly delicious. It ................................………… (be) better.

8. My swimming costume’s not in the suitcase. I ................................………… (pack) it.

should have couldn’t have must not have would have could have must have might have shouldn’t have