**MODALS**

-You **have to** be confident when you talk English in the world. **(rule and necessity)**

-All of those English are common languages, so you **don’t have to** care about you pronunciation

is like Japanese or Chinese, etc. **(necessity)**

-Possible sources (CDs, online corpora, online media) are provided, or you **can** find your own. **(present ability and possibility)**

-While this may be NE for some**, can** learners be made aware of alternatives. **(making a guess about present situation)**

-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. **(expectation and advise)**

-A shift in focus **would** also better reflect the fluidity of ELF, which challenges traditional notions of ‘variety’ and geographically defined ‘communities’. **(probability)**

-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)**

-Many developing countries support a legally binding deal **would** be structured in a similar way to the Kyoto Protocol, signed back in 1977. **(past futurity)**

-When doctors evaluate patients for high blood pressure, asking them how many canned products they consume **may** be worthwhile, since the exposure to BPA from those containers **could** be pushing their blood pressure higher. **(possibility-ability)**

With the raising use of English as a Lingua Franca (ELF), it is not convenient to correlate English completely native-speaking nations, but with a global community of users, anymore. This article claim that on the use of listening journals in ELT to undergo students to global Englishes (GE), a branch that represent the current global use of English. Those served as a

pedagogical duty,, and as a study document that include the test of 108 journals containing of 1,092 reflections on GE exposure. The conclusion emphasised students’ current use of English, the motivation behind the choice of instrument for the listening journal, and their reflections on this exposure. The study not only demonstrates an advantage in using listening journals to raise consciousness of GE but also highlights restrictions, including the recruitment of stereotypes and an inclination to reflect on manners towards different varieties of English rather than how successful ELF conversation is achieved.