Global Englishes Language Teaching for Vietnamese Preservice English Teachers' Perceptions and Practices

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Abstract

Despite increasing attention to pluralistic models of English, a gap remains regarding how preservice English teachers perceive and practice Global Englishes Language Teaching (GELT) in the Vietnamese context. This mixed-methods study investigated GELT perceptions and practices of Vietnamese preservice English teachers. Thirty Vietnamese students in an English Teacher Education program at a public university completed a 10-week, 14-class intervention adapted from a microteaching lesson study sequence-theory exploration, collaborative lesson planning, group microteaching, and reflection-targeting. The program used different English varieties, integrating intercultural communication, teaching Global Englishes (GE) strategies, implementing GELT activities, and overall GELT. GELT perceptions were investigated using a validated questionnaire and semi-structured interviews, and GELT practices were evaluated with a validated microteaching observation rubric and a reflective writing protocol. Post-intervention perceptions were uniformly positive, with the highest median for recognition and awareness of intercultural communication, and observed practices clustered in the "Good" range overall, with Relevance of Objectives and Learning Activities in GELT rated "Excellent". These results indicate that structured, principled preparation can support GELT-aligned teaching and suggest the need for program designs that institutionalize such cycles and resourcing in English teacher education.

Keywords: Global Englishes Language Teaching, perceptions, practices, Vietnamese preservice English teachers

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Introduction

English has evolved into a lingua franca that transcends geographical, cultural, and economic boundaries (Galloway & Rose, 2015). While the historical proliferation of English once centered on the dominance of a few "inner-circle" countries, current linguistic landscapes reflect a more dynamic and decentralized mode of global communication. Scholars have proposed various conceptual frameworks to account for this changing reality, moving beyond the now classic "circles of English" model (Kachru, 1990). Terms for World Englishes (Kachru et al., 2009), English as a Lingua Franca (Seidlhofer, 2005), English as an International Language (Matsuda, 2017), and Global Englishes (Rose & Galloway, 2019; Rose et al., 2021) capture the complexity of how English is used worldwide.

Many English language teaching (ELT) contexts idealized native-speaker standards related to accent and grammar (Özçelik, 2022). Yet in a world where multilingual users of English now outnumber monolingual "native" speakers (Galloway & Rose, 2015), the importance placed on strictly adhering to such norms has been called into question. Instead, a growing body of work advocates adopting more inclusive pedagogies that acknowledge the linguistic diversity (Flores, 2024).

Central to this, Global Englishes Language Teaching (GELT) is not only a shift in teaching methodology but also a broader reexamination of how English is perceived by teachers and learners alike (Cook, 2016). Given the critical role future teachers play in shaping classroom practices, much of the recent scholarship has focused on preservice English teachers' perceptions (Cameron & Galloway, 2019; Dang, 2023; Dhami & Prabjandee, 2023; Li et al., 2025). Although some findings highlight positive attitudes toward recognizing multiple English varieties, others reveal entrenched beliefs in "standard" or "native" English, shaped by local socio-cultural and educational traditions.

In Vietnam, the promotion of English proficiency has become a national priority, closely tied to the country's economic development and global integration (Nguyen, 2017). Government-led initiatives, such as the National Foreign Languages 2020 and 2025 Projects, aimed to bolster English teaching and learning across educational levels (Nguyen et al., 2025). Complicating these ambitions is the ongoing debate over teaching methodologies in Vietnam. The pressure to excel on high-stakes exams often results in grammar-driven instruction, limiting opportunities for the communicative or culturally responsive activities (Dang & Seals, 2018).

The present study addresses these gaps by exploring Vietnamese preservice English teachers' perceptions and classroom practices related to GELT. In doing so, the study aims to

contribute empirical evidence that can inform teacher education curricula, policymaking, and the broader discourse on English teaching in multilingual contexts. Guided by these considerations, the study centers on the following research questions:

1. What are Vietnamese preservice English teachers' GELT perceptions after participating in the GELT Intervention?

2. What are Vietnamese preservice English teachers' GELT practices after participating in the GELT Intervention?

Literature Review

Global Englishes Language Teaching

Global Englishes (GE) is a paradigm that frames English as a diverse, mobile, and socially situated resource rather than a nation-bound standard, reflecting globalizing processes that unsettle country-tied accounts of World Englishes (Li et al., 2025; Pennycook, 2006; Rose & Galloway, 2019). As an umbrella construct spanning World Englishes, English as a Lingua Franca (ELF), English as an International Language (EIL), and translanguaging, GE foregrounds pluricentric ownership and the fluidity of use and speaker identities (Galloway & Numajiri, 2020; Lu & Buripakdi, 2020). Central to GE is the recognition that English is plurilithic (it comprises multiple forms), pluricentric (it is governed by multiple norms), and globally owned (no single group monopolizes legitimate use) (Jenkins, 2015; Rose & Galloway, 2019).

As a framework, GELT arises from the pluralistic perspectives, aiming to realign curricular and pedagogical practices with the realities of English as a globally used, culturally embedded resource (Galloway & Rose, 2015; Matsuda & Matsuda, 2017). Advocates of GELT point out that traditional ELT models, anchored in monolithic native-speaker norms, often fail to equip learners with the linguistic versatility necessary for cross-cultural communication (Jenkins, 2007; Prabjandee, 2020). In response, GELT calls for rethinking target interlocutors, redefining learning goals, and diversifying curricular materials to include an array of accents, varieties, and cultural contexts (Montakantiwong, 2023; Rose et al., 2021). The framework also encourages teachers to adopt a flexible, multilingual orientation in classroom instruction, fostering learner autonomy, critical thinking, and intercultural competence (Galloway & Numajiri, 2020; Rose & Galloway, 2019). Rather than privileging one "standard" of English, GELT underscores intelligibility, communicative effectiveness, and global readiness, highlighting that English now belongs to all its users, no matter their origin. In doing so, GELT not only repositions English language teaching in step with current sociolinguistic realities but also

envisions a transformative shift in how teachers and learners perceive the purpose, value, and potential of English in an interconnected world.

Global Englishes Language Teaching Perceptions

GELT perceptions have been examined in a growing body of research that illuminates how teachers understand and respond to linguistic diversity in their classrooms. Montakantiwong (2023) indicates that teachers who become aware of diverse English varieties, ranging from regional accents to sociolinguistic registers, are more likely to approach teaching in a way that validates students' multilingual repertoires. Galloway and Rose (2021) similarly advocate a shift from traditional monolingual ideologies toward an acceptance of the global dispersion of English, suggesting that teachers who grasp this multiplicity can better prepare learners for authentic communication in an interconnected world.

In addition to linguistic diversity, intercultural awareness is pivotal for effective GELT. Kubota (2021) emphasizes integrating cultural elements throughout language curricula, encouraging teachers and learners to explore how cultural norms and identities intersect with English use. Dhami and Prabjandee (2023) further note that acknowledging cultural complexity fosters more inclusive and more equitable classrooms, where learners come to view diverse English varieties as equally valid.

Rose et al.'s (2021) post-normative approach focuses on teaching communicative strategies for ELF contexts. Through these strategies, teachers emphasize adaptability, communicative competence, and authenticity, helping students engage confidently across varied linguistic landscapes.

Teachers ultimately manifest their GELT perceptions by designing and conducting targeted activities that reflect global English realities. For example, Boonsuk et al. (2022) found that activities such as video-based exposure and interactions with international speakers enhance learners' understanding of global English usage. By systematically planning such tasks, teachers translate their evolving perceptions into day-to-day practices, creating an environment where students experience the fluid, multifaceted nature of English firsthand.

Some investigations reveal a shift toward recognizing the multifaceted roles English can play in diverse cultural settings, thereby challenging monolithic "native speaker" standards and prompting new perspectives on language identity. In Thailand, for instance, Boonsuk et al. (2021) documented significant changes in student attitudes after introducing a compulsory GE course, illustrating that exposure to English varieties can unsettle entrenched

beliefs about English norms. Meanwhile, Cameron and Galloway (2019) and Galloway and Numajiri (2020) shed light on increased practitioner receptivity to GELT following professional development that foregrounds inclusivity and adaptability.

However, studies such as Irham (2023) point to persistent preferences for standardized English in certain contexts, suggesting that local cultural values and educational traditions shape how teachers and learners regard multiple varieties of English. These findings underscore that integrating a global mindset often hinges on awareness-raising programs and the dismantling of deeply rooted assumptions, as echoed in the works of Jindapitak et al. (2022) and Lu and Buripakdi (2020), both of which highlight the transformative potential of structured interventions.

In this study, GELT perceptions are conceptualized as a holistic viewpoint that reflects how preservice English teachers understand and evaluate GELT. Specifically, GELT perceptions encompass four interrelated dimensions: recognition and awareness of English varieties, recognition and awareness of intercultural communication, views on teaching GE strategies as communication strategies, and orientations toward implementing GELT activities in classroom practice. Together, these four dimensions represent how participants interpret the linguistic, sociolinguistic, and sociocultural breadth of English to engage with GELT.

Global Englishes Language Teaching Practices

Existing scholarship has examined how GELT is translated into concrete pedagogical practices. A key principle in GELT involves incorporating English varieties into instructional materials and activities (Rose & Galloway, 2019). Galloway (2011) and Galloway and Rose (2015) highlight that exposure to a breadth of English varieties prepares learners to navigate the realities of global communication more effectively. McKay (2018) further underscores that reflecting these varieties in course content can enhance learners' cultural awareness and linguistic flexibility, ultimately fostering a more inclusive view of English.

Another foundational practice in GELT focuses on recognizing the interplay between language use and cultural contexts (Rose & Galloway, 2019). By foregrounding intercultural elements in lesson plans, teachers encourage learners to explore how cultural norms and perspectives shape communication (Matsuda, 2017). This approach departs from treating "native-speaker" culture as universal, emphasizing instead that cultures, and therefore language use, are dynamic and context-dependent (Kirkpatrick & Lixun, 2020).

A third principle involves equipping learners with strategies specifically tailored for GE contexts (Galloway & Rose, 2015; Rose & Galloway, 2019). McKay (2017) argues that such strategies should foster awareness of pragmatic differences across cultures, enabling learners to adapt their speech and writing to diverse communicative settings.

Additionally, GELT also calls for purposeful activities that reflect these global and intercultural dimensions. Rose et al. (2021) and Boonsuk et al. (2022) propose designing classroom tasks that compel learners to confront linguistic diversity and cultural fluidity directly, for instance by analyzing real-world examples of English in use or discussing scenarios involving multilingual exchanges.

Research also examines the practical dimensions of implementing GELT, highlighting systemic and pedagogical complexities that influence outcomes across regions. Cameron and Galloway (2019) and Galloway and Numajiri (2020) identify constraints such as the dominance of "standard" English in testing and limited availability of teaching materials, factors that hamper teachers' capacity to put more inclusive approaches into effect. Concurrently, Prabjandee and Fang (2022) underscore the importance of professional development, noting that even when teachers gain theoretical knowledge of GELT, transferring these ideas into daily lessons can remain elusive without institutional backing and well-designed resources. Similar hurdles appear in Lu and Buripakdi (2020), where a GE-informed pedagogy successfully shifted perceptions but faced adaptation challenges in different classroom settings. Despite these obstacles, the literature consistently points to the power of targeted teacher training and thoughtful curriculum design.

In this study, GELT practices are understood as the lesson planning, instructional methods, and assessment processes through which preservice English teachers enact four principles in their classrooms: using English varieties, integrating intercultural communication, teaching GE strategies as communication strategies, and implementing GELT activities. These practices incorporate the day-to-day routines and conscious choices that guide classroom experiences, ensuring that language skills and cultural knowledge are conveyed effectively.

Methodology

Context and Participants

The study was conducted at a public university in the Mekong Delta of Vietnam. The participants included 30 Vietnamese students majoring in the English Teacher Education program in the academic year 2024. A purposive sampling method was used to select

participants who had completed the program's core teaching methodology course and were preparing for their upcoming teaching practicum.

Global Englishes Language Teaching Intervention

The GELT intervention was designed and adopted from the Zhou & Xu (2017) microteaching lesson study model with four stages, including theory exploration, collaborative lesson planning, group microteaching, and reflection. This four-stage intervention targeted key principles distilled from synthesized GELT perceptions and practices: using English varieties (Unit 1), integrating intercultural communication (Unit 2), teaching GE strategies (Unit 3), and implementing GELT activities (Unit 4), followed by overall GELT integration (Unit 5).

It was a 10-week voluntary course with 14 classes (270 minutes each). A scope and sequence of the GELT intervention is provided in the Appendix. In each unit, the first class introduced theoretical foundations tailored for the course, while the second class involved collaborative lesson planning and preparation of teaching materials for microteaching. In the final class of each unit, all group members delivered assigned lesson segments to their peers, ensuring hands-on experience in both planning and teaching. The final unit centered on creating a complete lesson plan incorporating all GELT components, culminating in a comprehensive teaching demonstration without introducing new theoretical content. The sample materials were validated by three experts in ELT, and pilot-tested with 12 students majoring in English Teacher Education.

Using English Varieties. The objective of this component was to help preservice English teachers use English varieties in instruction across the four skills (listening, speaking, reading, and writing). Participants first discussed principled ways to incorporate English varieties in their own teaching, then revisited what they had learned in the teaching methodology course to align skill instruction with this goal. They subsequently planned how to combine English varieties with each skill area through concrete classroom moves. For example, in pre-reading vocabulary work, teachers could highlight how key words in the text were used or pronounced differently across Englishes and invite students to predict meaning or register differences before reading.

Integrating Intercultural Communication. This component aimed to enable preservice English teachers to integrate intercultural communication across the four skills. To meet this goal, participants began by articulating why intercultural communication should feature in their future lessons, then moved on to establish a definition of the construct. Next,

they delineated principles for integrating intercultural communication in listening, speaking, reading, and writing instruction. Building on these principles, they identified concrete activities and techniques. For instance, they designed a task in which students analyzed a scenario likely to trigger intercultural misunderstanding and practiced using language to prevent, manage, and resolve the breakdown.

Teaching GE Strategies. This component targeted the explicit teaching of GE strategies within instruction on the four skills. Participants first established GE strategies as communication strategies and justified their inclusion by outlining how they supported clarity, repair, and accommodation in real interactions. They then articulated principles for embedding these strategies into listening, speaking, reading, and writing lessons. Building on this foundation, they designed activities and techniques to model, scaffold, and practice the strategies. For instance, in a speaking lesson on conversation, they scripted moments of communication breakdown and specified which strategies learners should deploy, such as clarification requests, paraphrasing, and negotiation of meaning, along with the language prompts teachers can provide to facilitate successful repair.

Implementing GELT Activities. This component focuses on implementing GELT activities through materials development across the four skills. Participants began by surveying representative GELT activity types and articulating principles for enactment (e.g., authentic input and intelligibility-focused outcomes). They then evaluated available technologies and equipment to support materials creation, including audio editors and text-to-speech tools that can model diverse accents and usage. Building on these explorations, participants practiced designing and producing classroom-ready resources and task sequences that embed GELT activities into listening, speaking, reading, and writing lessons. For instance, a listening unit might combine short TEDxTalk excerpts with text-to-speech samples in multiple Englishes to train learners to notice variation, deploy clarification strategies, and demonstrate comprehension through intelligibility-oriented tasks.

Instruments

The GELT Perceptions Questionnaire assessed preservice teachers' GELT perceptions across four clusters: (1) recognition and awareness of English varieties, (2) recognition and awareness of intercultural communication, (3) teaching GE strategies, and (4) implementing GELT activities. In total, 24 items were included, and reverse-scored items helped mitigate response bias. Each item used a five-point Likert scale (1 strongly disagree – 5 strongly agree)

reflecting varying levels of agreement. The questionnaire was piloted with 30 preservice teachers sharing the target sample's characteristics but not included in the main sample, and the Index of Item Objective Congruence (IOC) was examined by three experts in ELT and applied linguistics. Reliability checks yielded a Cronbach's alpha of 0.73 for the entire instrument and above 0.80 for each of the four clusters, confirming its validity and reliability.

The GELT Perceptions Interview Protocol, available in both English and Vietnamese, paralleled the same four clusters through eight semi-structured questions (two per aspect). The interview protocol was also piloted with six comparable participants and IOC tested by three experts in ELT. Each interview lasted about 15–20 minutes and followed a flexible format, allowing for probing questions and deeper discussion of participants' GELT perceptions.

The GELT Practices Observation Rubric, comprising 10 criteria (i.e., relevance of objectives and learning activities (ROLA), relevance of teaching resources (RTR), effective classroom management (ECM), lesson development and transitions (LDT), appropriateness of activities (AA), engagement techniques (ET), assessment techniques (AT), feedback mechanisms (FM), effective use of instructional materials (EUIM), and technology integration (TI)) derived from Borg (2018), Vietnam Ministry of Education and Training (2020), Richards and Farrell (2011), and Young et al. (2014), were used in conjunction with the four GELT principles, namely using English varieties, integrating intercultural communication, teaching GE strategies, and implementing GELT activities, to assess GELT practices in terms of lesson planning, instructional methods, and assessment processes. Formatted using Teemant's (2015) five-level structure (i.e., Not Observed, Emerging, Developing, Enacting, and Integrating), the rubric was IOC-tested by three ELT experts and pilot tested with 12 students in the pilot phase of the GELT intervention and two independent raters scoring the samples to make sure its validity, inter-rater reliability, intra-rater reliability, and test-retest reliability.

The GELT Practices Reflection was a written, bilingual (Vietnamese/English) instrument designed to capture participants' GELT practices. Participants composed brief narratives addressing a reflection on their GELT practices. The instrument was piloted with six participants from the intervention's pilot phase, and its content and clarity were reviewed through IOC by three experts in ELT and applied linguistics.

Data Collection and Analysis

Data was collected and analyzed in a mixed-methods design. Quantitative data came from the GELT Perceptions Questionnaire (pre/post) and the GELT Practices Observation Rubric (microteaching), processed in SPSS. Questionnaire reliability was acceptable (α = .75 pre, all clusters > .83; α = .82 post, all clusters > .83). Teaching performance was independently scored by two raters with the rubric; inter-rater reliability was assessed via ICC, then scores were averaged per participant. Qualitative data was derived from the GELT Perceptions Interview Protocol and the GELT Practices Reflection; interviews/reflections were transcribed, translated as needed, and member-checked. For analysis, questionnaire scores were tested for normality (Shapiro–Wilk). Because most clusters were non-normal, Wilcoxon Signed Rank Tests were used for pre–post comparisons with effect sizes and medians/IQRs summarized distributions. Median scores were interpreted using Lindner and Lindner's (2024) bands: Strongly Agree (5.00–4.51), Agree (4.50–3.51), Neither Agree nor Disagree (3.50–2.51), Disagree (2.50–1.51), Strongly Disagree (1.50–1.00). Rubric scores were likewise checked for normality (Shapiro–Wilk) and summarized with medians/IQRs. Qualitative datasets underwent thematic analysis (Braun & Clarke, 2006), including longitudinal analysis of perception interviews and reflective sources to trace developments in GELT perceptions and practices.

Findings

Global Englishes Language Teaching Perceptions

After the intervention, GELT perceptions were uniformly positive. The highest median was observed for Recognition and Awareness of Intercultural Communication (Md = 4.75, IQR = 0.70), which, following Lindner and Lindner's (2024) interpretive bands, corresponds to Strongly Agree. Descriptive results are presented in Table 1.

Table 1

GELT Perceptions

GELT Perceptions	Medians	IQR	Effect size (r)	Interpretation
Recognition and Awareness of English Varieties	4.17	.91	.64	Agree
Recognition and Awareness of Intercultural Communication	4.75	.7	.78	Strongly Agree
Teaching GE Strategies	3.67	.84	___	Agree
Implementing GELT Activities	4.0	.17	.86	Agree
GELT Perceptions Questionnaire	4.21	.38	.85	Agree

The results revealed significant improvements in participants' GELT perceptions across most clusters. Specifically, Recognition and Awareness of English Varieties demonstrated a significant increase in median scores from 3.5 to 4.17 (Z = -3.51, p < .001), with a large effect size of r = .64. Recognition and Awareness of Intercultural Communication showed an even more substantial improvement, increasing from a median of 4.0 to 4.75 (Z = -4.25, p < .001) and a large effect size of r = .78. Similarly, Implementing GELT Activities exhibited significant enhancement, with median scores rising from 3.0 to 4.0 (Z = -4.71, p < .001) and a large effect size of r = .86. In contrast, Teaching GE Strategies did not demonstrate a statistically significant change, as the median increased marginally from 3.5 to 3.67 (Z = -1.25, p = .21).

Recognition and Awareness of English Varieties

Throughout the study, all participants demonstrated a shift from initially focusing solely on British or American English to recognizing the value of diverse English varieties. Initially, Participant 1 expressed concerns, stating,

"Exposing students to other varieties, such as Indian or Canadian English, might introduce unnecessary confusion..." (Participant 1, Before).

However, by the conclusion of the study, all participants spoke of actively broadening students' exposure to different English varieties. For example, Participant 2 concluded that

"... I see that exposing students to English varieties like Indian or Canadian English can enhance their adaptability and prepare them for real-world interactions..." (Participant 2, After).

Participant 3 similarly shifted from viewing non-standard accents as "beneficial to a certain extent" to calling them "essential" for global readiness. This collective recognition underscored the enhancement of participants' recognition and awareness of English varieties.

Recognition and Awareness of Intercultural Communication

Initially, four participants (1, 2, 3, 4) described intercultural communication as "less central" compared to grammar or vocabulary. Participant 1 stated,

"Intercultural communication skills, while important in some contexts, are not the primary focus of English language education. The main role of teaching English is to ensure students master the language's grammar, vocabulary, and pronunciation..." (Participant 1, Before).

However, over time, all participants came to value cultural understanding as complementary or even "just as important as linguistic skills" (Participant 2, After). Participant 6 highlighted the inseparability of intercultural communication from effective global English use, emphasizing that teaching adaptation and self-awareness is vital for learner proficiency. By the end of the study, role-plays, case studies, and cultural discussions had become common strategies used to integrate intercultural communication into language lessons.

Teaching GE Strategies

Initially, five participants (1, 2, 3, 4, 5) admitted to underutilizing GE strategies such as paraphrasing and clarification requests or viewing them as secondary to grammar. Participant 1 articulated this perspective, stating,

"I don't explicitly focus on teaching Global Englishes strategies... If students speak properly and follow standard rules, they shouldn't need additional strategies to make themselves understood..." (Participant 1, Before).

However, by the conclusion of the study, half of participants recognized teaching these strategies as crucial. Participant 4 noted that

"...Strategies like clarification requests and paraphrasing have become a central part of my lessons... These strategies are practical and straightforward, and they help students feel more in control when communication breaks down..." (Participant 4, After).

Thus, tools for negotiating meaning, rephrasing, and checking understanding evolved from optional extras to key components of building communicative competence.

Implementing GELT Activities

From cautious beginnings regarding GELT activities, all participants moved towards more comprehensive, curriculum-aligned practices by the study's end. Initially, Participant 1's stance was,

"...I don't see a strong need to implement GELT activities in my teaching. My focus is on ensuring students master standard English..." (Participant 1, Before).

However, they, along with five others, described plans to embed GELT activities that respected academic goals and exam readiness. Participant 3 described aiming for an approach to implementing GELT activities, stating,

"...I plan to use GELT activities to integrate English varieties, intercultural communication, and GE strategies seamlessly into my lessons... They'll practice strategies like negotiation of meaning..." (Participant 3, After).

Several participants (2, 4, 6) developed project-based tasks or utilized authentic materials to achieve a balanced approach that meets both institutional expectations and the demands of international communication.

Global Englishes Language Teaching Practices

After the intervention, GELT practices clustered in the Good range, with an overall average of 8.1, which the university's system interprets as Good (70–89). The highest criterion was ROLA in GELT at 9.0, classified as Excellent, while the remaining criteria (RTR, ECM, LDT, AA, ET, AT, FM, EUIM, TI) each scored 8.0 and were interpreted as Good (see Table 2).

Table 2

GELT Practices

GELT Practices	RO LA	RT R	EC M	LD T	AA	ET	AT	FM	EU IM	TI	Ave. score
Overall GELT	9.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.1
Interpretation	Exc	Go	Go	Go	Go	Go	Go	Go	Go	Go	Go

Note. The scoring interpretation at the university categorizes scores 70-89 as "Good" and 90-100 as "Excellent."

Using English Varieties

While some participants began using English varieties, most had not yet fully mastered this aspect. Participant 1 reflected the initial hesitancy,

"I thought it was best to stick with British or American English in my teaching. It seemed like the most straightforward way to ensure students could communicate clearly and meet academic expectations." (Participant 1)

Despite such reservations, the qualitative data reveal a clear evolution in attitudes as participants became more comfortable exploring English varieties. Participant 4, for instance, found comparative exercises helpful, explaining,

"One approach that feels manageable is using comparative analysis… I could provide two short excerpts - one written in Indian English and another in Canadian English - and have students compare vocabulary, grammar, or tone." (Participant 4)

This shift indicates growing recognition of the practical and pedagogical benefits of showcasing different English varieties in lessons. Some participants had begun testing out role-plays, audio clips, or other methods to introduce diverse accents without overwhelming learners. Such activities highlight a collective effort to strike a balance between maintaining core language skills and expanding students' awareness of English varieties.

Integrating Intercultural Communication

Despite initial hesitations, participants gradually embraced scenario-based tasks to showcase intercultural communication. Participant 2 introduced "short videos of cross-cultural interactions" to spark discussions on tone and gestures, while Participant 4 referred to "a

transformative shift" through simulations where "direct communicators interact with those who use indirect styles." Participant 5 likewise created projects for students to take on varied cultural roles, promoting empathy and teamwork. These approaches mark a deliberate move from theoretical acceptance of intercultural communication to tangible, activity-driven lessons.

Reflective exercises emerged as a cornerstone of participants' teaching methods. Participant 1 crafted "role-play… reflective writing" to gauge students' intercultural adaptability, whereas Participant 3 underscored "structured comparison activities" and subsequent reflection as keys to bridging "the theory-practice gap." To avoid oversimplifying cultural differences, Participant 6 cited "virtual exchanges and simulations" that let learners engage multiple perspectives. Ultimately, although each participant used different techniques, ranging from case studies to role-plays, every approach rested on a commitment to reflective, real-world tasks that prompted students to internalize and personalize intercultural insights.

Teaching GE Strategies

Participant 3 reflected to highlight a transformative shift from limited awareness to active implementation of teaching GE strategies,

"Before this unit, I had a general idea of what strategies like paraphrasing and clarification requests were, but I didn't understand how essential they are… but now I see they need explicit teaching. I'm planning to integrate these strategies into structured group discussions." (Participant 3)

Participants converged on a set of core strategies, namely paraphrasing, clarification, repetition, and negotiation of meaning, that they deemed vital for global communication. A recurring concern was how to blend these newly introduced strategies with authentic communication. Participant 5 favored,

"…scenario-based activities where students must use GE strategies to clarify or adapt their communication… I hope these activities will help students build confidence when facing unfamiliar communication styles and develop the flexibility to adapt." (Participant 5)

Implementing GELT Activities

Participant 1 reflected to highlight a more comprehensive approach,

"My approach has shifted a lot. I now focus on balancing traditional language instruction with activities that promote intercultural understanding and adaptability." (Participant 1)

Qualitative data revealed the shared emphasis of the participants on real-world inputs, such as podcasts, video interviews, and social media samples, aimed at illustrating the global reach of English. These methods underscore a collective realization that hands-on experiences can deepen learners' capacity to navigate differing norms, vocabulary, and perspectives.

In shifting toward student-led discovery, participants adopted group-based activities and reflective feedback loops. Participant 4 described tasks that "combine listening practice with intercultural reflection," promoting direct engagement with intercultural communication, while Participant 6 emphasized "real-world challenges," that required negotiation of meaning. Although each participant tailored lessons to meet curricular needs, all underscored the practical value of incremental scaffolding and peer discussion.

Overall GELT

Several mentioned purposeful objectives matched with relevant tasks - for instance, Participant 4 used "role-plays and simulations" to encourage authentic communication. A key theme in participants' lesson planning was the inclusion of culturally diverse inputs and structured scaffolding to connect activities with clear objectives. Participant 1 reported,

"...I've started to integrate these aspects into my lessons. For example, I designed listening tasks featuring speakers with diverse accents, such as Caribbean and Singaporean English... identify pronunciation differences and use clarification requests to ensure understanding." (Participant 1)

In terms of instructional methods, participants gravitated toward interactive techniques such as pair work, group discussions, and simulation-based tasks. Participant 3 introduced "analyzing advertisements from diverse English-speaking regions" followed by "collaborative problem-solving," ensuring students applied the language and cultural knowledge gained.

Finally, assessment practices shifted from focusing solely on grammar or vocabulary quizzes to evaluating how learners navigated real-life communicative settings. Participant 4 highlighted reflective tasks, such as journaling after simulations, to measure students' adaptability and intercultural competence, while Participant 6 paired traditional language tests with evaluations of paraphrasing or clarification strategies in group presentations.

Discussion

GELT Perceptions

The post-intervention pattern, a uniformly positive orientation to GELT with the highest endorsement for intercultural communication, aligns with the theoretical stance that GE is a paradigm foregrounding plurality in forms, norms, and ownership, and that GELT, as a framework, realigns pedagogy toward intelligibility and intercultural effectiveness (Galloway & Rose, 2015; Galloway & Numajiri, 2020; Jenkins, 2015; Pennycook, 2006; Rose & Galloway, 2019). Participants' emphasis on intercultural communication as "essential" and "a bridge between cultures" is consistent with arguments in the literature that teachers who recognize the global dispersion of English are better positioned to prepare learners for authentic interaction across contexts (Galloway & Rose, 2021; Kubota, 2021). Similarly, the positive stance toward English varieties echoes work showing that awareness of diverse Englishes can validate multilingual repertoires and recalibrate classroom goals (Montakantiwong, 2023; Rose et al., 2021).

At the same time, the qualitative data reveal constraints that mirror prior findings. Reservations about introducing non-standard varieties in exam-oriented settings and reports of limited materials resonate with studies noting that local assessment regimes and resource scarcity can temper pluralistic intentions (Irham, 2023; Galloway & Rose, 2021; Montakantiwong, 2023). Endorsement of "teaching GE strategies" was positive but less emphatic than for intercultural communication, which is compatible with post-normative accounts arguing that strategy instruction (e.g., negotiation of meaning, clarification) requires explicit modeling and sustained classroom practice to take root (Rose et al., 2021). Finally, participants' readiness to implement GELT activities- with calls for cross-disciplinary collaboration and targeted support, parallels reports that structured, principled interventions can catalyze shifts in perceptions while also exposing practical needs for time, materials, and institutional backing (Boonsuk et al., 2021; Jindapitak et al., 2022; Lu & Buripakdi, 2020). In sum, the present perception patterns are congruent with the GE/GELT literature's core claims: recognizing diverse English varieties as legitimate resources for global communication, positioning intercultural communication as central to effective English use, viewing GE strategies as essential tools for achieving intelligibility and negotiating meaning, and orienting positively toward implementing GELT-informed classroom activities.

GELT Practices

The observed pattern of Good-level enactment across all rubric criteria, with Relevance of Objectives and Learning Activities in GELT rated Excellent, indicates that participants aligned lesson aims with GELT-oriented tasks and assessments. This alignment is consistent with the literature's call for pedagogy that reframes goals toward intelligibility, intercultural effectiveness, and context-sensitive use (Galloway & Rose, 2015; Rose & Galloway, 2019). Qualitative evidence further shows concrete enactments that the field has advocated: comparative work with English varieties, authentic media and simulations to surface culture-in-communication, and scenario-based tasks that require accommodation strategies such as negotiation of meaning and clarification. These practices closely reflect recommendations to diversify input and tasks (Galloway, 2011; Galloway & Rose, 2015; McKay, 2018; Rose et al., 2021; Boonsuk et al., 2022) and to foreground intercultural dimensions in lesson design (Matsuda, 2017; Rose & Galloway, 2019).

Additionally, the present enactments contrast with concerns in prior reports about limited classroom uptake under monolithic norms and resource constraints (Cameron & Galloway, 2019; Galloway & Numajiri, 2020), by illustrating how preservice English teachers operationalized GELT through targeted planning, authentic inputs, and assessment alignment. In sum, the findings corroborate the literature's core principles for GELT practices, namely using English varieties, integrating intercultural communication, teaching GE strategies, and implementing GELT activities, while adding classroom-based illustrations of how preservice teachers can actualize these principles in their future teaching.

Pedagogical Implications and Conclusion

The findings suggest that English teacher education programs should formalize a concise cycle that links conceptual understanding of GELT with classroom enactment through sequenced theory study, collaborative lesson planning, microteaching, and guided reflection. Within this structure, modules should deliberately use English varieties, integrate intercultural communication as explicit learning objectives, and provide systematic instruction and practice in GE strategies such as negotiation of meaning, clarification requests, paraphrasing, and checks for understanding. Assessment design should align with these aims by incorporating descriptors for intelligibility, strategic accommodation, and intercultural effectiveness alongside accuracy, thereby ensuring that evaluation criteria reflect the intended outcomes of GELT-oriented teaching.

At the program and policy levels, it helps to build a shared bank of ready-to-use materials: texts, audio and video examples from different Englishes, and task templates for intercultural scenarios and simulations. These materials should meet clear criteria: they should be authentic or highly contextualized, represent diverse but intelligible accents and varieties, align with curricular goals and learners' proficiency levels, and explicitly support awareness of linguistic diversity, intercultural communication, and communication strategies. Ongoing training, such as lesson study, peer observation, and feedback using clear rubrics, can support teachers in carrying ideas from coursework into real classes. To work in exam-focused systems, institutions can pilot GELT tasks that match existing assessment requirements, showing that pluralistic goals are still feasible. Finally, cross-disciplinary projects (for example, linking language with social studies or the arts) and dedicated time and resources from program leaders can make GELT a normal part of preservice preparation rather than an optional extra.

In sum, this study examined Vietnamese preservice English teachers' GELT perceptions and practices through a 10-week, 14-class intervention structured around using English varieties, integrating intercultural communication, teaching GE strategies, implementing GELT activities, and overall GELT. Post-intervention, GELT perceptions were uniformly positive, with the highest median for recognition and awareness of intercultural communication. Moreover, observed GELT practices clustered in the Good range, with Relevance of Objectives and Learning Activities in GELT rated Excellent. Qualitative accounts illustrated concrete enactments using comparative tasks, authentic media, simulations, and strategy-focused activities, while also noting exam-driven constraints and limited materials. Taken together, the study adds empirical evidence from a Vietnamese context to the wider GE/GELT discourse and points to the value of structured preparation for preservice English teachers, recognizes the local pressures that affect classroom use, and points to the need for broader, longer-term research.

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AI Declaration Statement

During the preparation of this work the authors used ChatGPT (OpenAI) in order to check and refine the English language of the manuscript. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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Appendix

Scope and sequence of the GELT Intervention

Units	Objectives	Class sessions	Stages	Content- Activities
1. Using English varieties in teaching	1. Use English varieties in teaching reading 2. Use English varieties in teaching speaking 3. Use English varieties in teaching listening 4. Use English varieties in teaching writing	1. The theory of using English varieties in teaching	1. Why use English varieties in teaching?	Activity 1: Introduction to using English varieties in teaching -Explore the reasons why teachers use English varieties in teaching
			2. Using English varieties in teaching reading	Activity 2: The principles of using English varieties in teaching reading -Explore teaching principles of using English varieties in teaching reading Activity 3: How to teach reading -Teach reading Activity 4: How to use English varieties in teaching pre-reading -Teach pre-reading with English varieties Activity 5: How to use English varieties in teaching while-reading -Teach while-reading with English varieties Activity 6: How to use English varieties in teaching post-reading -Teach post-reading with English varieties -Assess reading with English varieties
			3. Using English varieties in teaching speaking	Activity 7: The principles of using English varieties in teaching speaking -Explore teaching principles of using English varieties in teaching speaking Activity 8: How to teach speaking using English varieties -Teach speaking -Teach small talk with English varieties -Teach conversation with English varieties -Teach transactions with English varieties -Teach discussions with English varieties -Teach presentations with English varieties -Assess speaking with English varieties
			4. Using English varieties in teaching listening	Activity 9: The principles of using English varieties in teaching listening -Explore teaching principles of using English varieties in teaching listening Activity 10: How to teach listening using English varieties -Teach listening

Units	Objectives	Class sessions	Stages	Content- Activities
				-Teach pre-listening with English varieties -Teach while-reading with English varieties -Teach post-reading with English varieties -Assess listening with English varieties
			5. Using English varieties in teaching writing	Activity 11: The principles of using English varieties in teaching writing -Explore teaching principles of using English varieties in teaching writing Activity 12: How to teach writing -Teach writing Activity 13: How to use English varieties with task types in teaching writing -Teach task types with English varieties Activity 14. How to use English varieties in giving feedback -Give feedback with English varieties -Assess writing with English varieties
		2. Lesson planning for using English varieties in teaching	1. Introduction	-Discuss the theory in session 1 -Introduce the task
			2. Group activity Setup	-Divide class into groups -Assign groups to skills
			3. Lesson plan design	-Illustrate model lesson plan and GELT Practices Observation Rubric -Design lesson plans
			4. Lesson plan development	-Develop lesson plans of English varieties -Use GELT Practices Observation Rubric for feedback -Review the effectiveness of each lesson plan
		3. Microteaching of using English varieties in teaching	1. Preparation and Setup	-Review the objectives and structure of micro teaching session
			2. Microteaching session	-Conduct micro teaching
			3. Feedback session	-Provide feedback using GELT Practices Observation Rubric -Elicit peer feedback -Implement GELT Practices Observation Rubric, GELT Intervention Reflection, and GELT Intervention Interview Protocol
2. Integrating intercultural communication in teaching	1. Integrate intercultural communication in teaching reading	4. The theory of integrating intercultural communication in teaching	1. Why integrating intercultural communication in teaching?	Activity 1: Introduction to integrating intercultural communication in teaching -Explore the reasons why teachers integrate intercultural communication in teaching

Units	Objectives	Class sessions	Stages	Content- Activities
	2. Integrate intercultural communication in teaching speaking 3. Integrate intercultural communication in teaching listening 4. Integrate intercultural communication in teaching writing		2. Integrating intercultural communication in teaching reading	Activity 2: The principles of integrating intercultural communication in teaching reading -Explore teaching principles of integrating intercultural communication in teaching reading Activity 3: Exploring intercultural communication -Explore intercultural communication Activity 4: How to integrate intercultural communication in teaching pre-reading -Teach pre-reading with intercultural communication Activity 5: How to integrate intercultural communication in teaching while-reading -Teach while-reading with intercultural communication Activity 6: How to integrate intercultural communication in teaching post-reading -Teach post-reading with intercultural communication -Assess reading with intercultural communication
			3. Integrating intercultural communication in teaching speaking	Activity 7: The principles of integrating intercultural communication in teaching speaking -Explore teaching principles of integrating intercultural communication in teaching speaking Activity 8: How to integrate intercultural communication in teaching speaking -Teach speaking with intercultural communication -Teach small talk with intercultural communication -Teach conversation with intercultural communication -Teach transactions with intercultural communication -Teach discussions with intercultural communication -Teach presentations with intercultural communication -Assess speaking with intercultural communication
			4. Integrating intercultural communication in teaching listening	Activity 9: The principles of integrating intercultural communication in teaching listening -Explore teaching principles of integrating intercultural communication in teaching listening Activity 10: How to teach listening integrating intercultural communication

Units	Objectives	Class sessions	Stages	Content- Activities
				-Teach pre-listening with intercultural communication -Teach while-listening with intercultural communication -Teach post-listening with intercultural communication -Assess listening with intercultural communication
			5. Integrating intercultural communication in teaching writing	Activity 11: The principles of integrating intercultural communication in teaching writing -Explore teaching principles of integrating intercultural communication in teaching writing Activity 12: How to integrate intercultural communication in teaching writing -Teach writing with intercultural communication Activity 13: How to integrate intercultural communication with task types in teaching writing -Teach task types with intercultural communication Activity 14. How to integrate intercultural communication in giving feedback -Give feedback with intercultural communication -Assess writing with intercultural communication
		5. Lesson planning for integrating intercultural communication in teaching	1. Introduction	-Discuss the theory in session 4 -Introduce the task
			2. Group activity Setup	-Divide class into groups -Assign groups to skills
			3. Lesson plan design	-Illustrate model lesson plan and GELT Practices Observation Rubric -Design lesson plans
			4. Lesson plan development	-Develop lesson plans of intercultural communication -Use GELT Practices Observation Rubric for feedback -Review the effectiveness of each lesson plan
		6. Microteaching of integrating intercultural communication in teaching	1. Preparation and Setup	-Review the objectives and structure of micro teaching session
			2. Microteaching session	-Conduct micro teaching
			3. Feedback session	-Provide feedback using GELT Practices Observation Rubric -Elicit peer feedback -Implement GELT Practices Observation Rubric, GELT Intervention Reflection, and GELT Intervention Interview Protocol

Units	Objectives	Class sessions	Stages	Content- Activities
3. Teaching Global Englishes strategies	1. Teach GE strategies in reading class 2. Teach GE strategies in speaking class 3. Teach GE strategies in listening class 4. Teach GE strategies in writing class	7. The theory of teaching GE strategies in class	1. Why teach GE strategies?	Activity 1: Introduction to teaching GE strategies -Explore the reasons why teachers teach GE strategies
			2. Teaching GE strategies in reading	Activity 2: The principles of teaching GE strategies in reading class -Explore teaching principles of teaching GE strategies in reading class Activity 3: Exploring GE strategies -Explore GE strategies Activity 4: How to teach GE strategies in reading class -Teach GE strategies in reading Activity 5: How to teach GE strategies in teaching pre-reading -Teach pre-reading with GE strategies Activity 6: How to teach GE strategies in teaching while-reading - Teach while-reading with GE strategies Activity 7: How to teach GE strategies in teaching post-reading - Teach post-reading with GE strategies -Assess reading with GE strategies
			3. Teaching GE strategies in speaking	Activity 7: The principles of teaching GE strategies in speaking -Explore teaching principles of teaching GE strategies in speaking Activity 9: How to teaching GE strategies in speaking -Teach speaking with GE strategies -Teach small talk with GE strategies -Teach conversation with GE strategies -Teach transactions with GE strategies -Teach discussions with GE strategies -Teach presentations with GE strategies -Assess speaking with GE strategies
			4. Teaching GE strategies in listening	Activity 9: The principles of teaching GE strategies in listening -Explore teaching principles of teaching GE strategies in listening Activity 11: How to teach GE strategies in listening -Teach pre-listening with GE strategies -Teach while-listening with GE strategies -Teach post-listening with GE strategies -Assess listening with GE strategies

Units	Objectives	Class sessions	Stages	Content- Activities
			5. Teaching GE strategies in writing	Activity 11: The principles of teaching GE strategies in writing -Explore teaching principles of teaching GE strategies in writing Activity 12: How to teach GE strategies in writing -Teach GE strategies Activity 13: How to teach GE strategies in writing with task types -Teach task types with GE strategies Activity 14. How to teach GE strategies in giving feedback -Give feedback with GE strategies -Assess writing with GE strategies
		8. Lesson planning for teaching GE strategies	1. Introduction	-Discuss the theory in session 7 -Introduce the task
			2. Group activity Setup	-Divide class into groups -Assign groups to skills
			3. Lesson plan design	-Illustrate model lesson plan and GELT Practices Observation Rubric -Design lesson plans
			4. Lesson plan development	-Develop lesson plans of GE strategies -Use GELT Practices Observation Rubric for feedback -Review the effectiveness of each lesson plan
		9. Microteaching of teaching GE strategies	1. Preparation and Setup	-Review the objectives and structure of micro teaching session
			2. Microteaching session	-Conduct micro teaching
			3. Feedback session	-Provide feedback using GELT Practices Observation Rubric -Elicit peer feedback -Implement GELT Practices Observation Rubric, GELT Intervention Reflection, and GELT Intervention Interview Protocol
4. Implementing GELT activities	1. Implement GELT activities in teaching reading 2. Implement GELT activities in teaching speaking	10. The theory of implementing GELT activities	1. Why implementing GELT in teaching?	Activity 1: Introduction to implementing GELT activities in teaching -Explore the reasons why teachers implement GELT activities in teaching
			2. Implementing GELT activities in teaching reading	Activity 2: The principles of implementing GELT activities in teaching reading -Explore teaching principles of implementing GELT activities in teaching reading

Units	Objectives	Class sessions	Stages	Content- Activities
	3. Implement GELT activities in teaching listening 4. Implement GELT activities in teaching writing			Activity 3: Exploring how to develop materials to implement GELT activities in teaching reading -Identify objectives -Gather content -Design activities -Integrate technology -Create assessment tools -Seek feedback -Improve lessons continuously
			3. Implementing GELT activities in teaching speaking	Activity 4: The principles of implementing GELT activities in teaching speaking -Explore teaching principles of implementing GELT activities in teaching speaking Activity 5: Exploring how to develop materials to implement GELT activities in teaching speaking -Identify objectives -Gather content -Design activities -Integrate technology -Create assessment tools -Seek feedback -Improve lessons continuously
			4. Implementing GELT activities in teaching listening	Activity 6: The principles of implementing GELT activities in teaching listening -Explore teaching principles of implementing GELT activities in teaching listening Activity 7: Exploring how to develop materials to implement GELT activities in teaching listening -Identify objectives -Gather content -Design activities -Integrate technology -Create assessment tools -Seek feedback -Improve lessons continuously
			5. Implementing GELT activities in teaching writing	Activity 8: The principles of implementing GELT activities in teaching writing -Explore teaching principles of implementing GELT activities in teaching writing Activity 7: Exploring how to develop materials to implement GELT activities in teaching writing -Identify objectives -Gather content

Units	Objectives	Class sessions	Stages	Content- Activities
				-Design activities
				-Integrate technology
				-Create assessment tools
				-Seek feedback
				-Improve lessons continuously
		11. Lesson planning for implementing GELT activities	1. Introduction	-Discuss the theory in session 10
				-Introduce the task
			2. Group activity Setup	-Divide class into groups
				-Assign groups to skills
			3. Lesson plan design	-Illustrate model lesson plan and GELT Practices Observation Rubric
				-Design lesson plans
			4. Lesson plan development	-Develop lesson plans of GELT activities
				-Use GELT Practices Observation Rubric for feedback
				-Review the effectiveness of each lesson plan
		12. Microteaching of implementing GELT activities in teaching	1. Preparation and Setup	-Review the objectives and structure of micro teaching session
			2. Microteaching session	-Conduct micro teaching
			3. Feedback session	-Provide feedback using GELT Practices Observation Rubric
				-Elicit peer feedback
				-Implement GELT Practices Observation Rubric, GELT Intervention Reflection, and GELT Intervention Interview Protocol
5. Overall Global Englishes Language Teaching	1. Use GELT in teaching English skills	13. Lesson planning for overall GELT	1. Introduction	-Recap the theories in 4 units
				-Introduce the task
			2. Group activity Setup	-Divide class into groups
				-Assign groups to skills
			3. Lesson plan design	-Illustrate model lesson plan and GELT Practices Observation Rubric
				-Design lesson plans
			4. Lesson plan development	-Develop lesson plans of overall GELT
				-Use GELT Practices Observation Rubric for feedback
				-Review the effectiveness of each lesson plan
		14. Microteaching of overall GELT	1. Preparation and Setup	-Review the objectives and structure of micro teaching session

Units	Objectives	Class sessions	Stages	Content- Activities
			2. Microteaching session	-Conduct micro teaching
			3. Feedback session	-Provide feedback using GELT Practices Observation Rubric -Elicit peer feedback -Implement GELT Practices Observation Rubric and GELT Practices Reflection