MSI Journal of
Education and Social Science

Volume: 2, Issue: 2 (Apr-Jun 2026)
Published by *MSI Publishers*
ISSN 3107-5940 (Online)

Received: 11-04-2026
Accepted: 19-05-2026
Published: 28-05-2026

RETHINKING NATIVE-SPEAKER NORMS: VIETNAMESE EFL STUDENTS' ATTITUDES TOWARD GLOBAL ENGLISHES

Authors Details

Nguyen Thi Thu Chang*
Faculty of Foreign Languages, Dong Nai Technology University, Dong Nai City, Vietnam

Corresponding Author: *Nguyen Thi Thu Chang*

ABSTRACT: The diversity of English on a global scale contradicts the belief that the norms of English of the British or American native speakers are supposed to be the only goals of English as a foreign language (EFL) instruction. This paper suggests conducting an explanatory sequential mixed methods study of the attitudes towards the norms of native speakers, knowledge about Global Englishes, appreciation of various accents, and communicative priorities of Vietnamese EFL university students. The study is expected to employ a five-point Likert survey and semi-structured interviews for assessing the nature of participants' attitudes as well as the institutional and personal experiences behind their formation. The first phase of the study will consist in estimating the scores of constructs and their relationships, while in the second phase, thematic analysis will be used to provide explanations for the contradictions between the endorsement of intelligibility and the prestige associated with native varieties. In the absence of original participant-level data, the findings section includes analytical tables and interpretative framework rather than fabricated findings.

Keywords: *Global Englishes; native-speakerism; Vietnamese EFL students; language attitudes; explanatory sequential mixed methods; intelligibility.*

DOI: *10.5281/zenodo.23659338*

I. INTRODUCTION

Currently, English is used in contexts where participants come from different linguistic and cultural backgrounds. However, traditional approaches to teaching EFL often present certain British and American varieties as ideal representatives of correctness, pronunciation, and linguistic expertise. Such a contradiction poses the question of the criteria for successful English communication, criteria for the identity of English speakers and the ways of assessing this identity by learners (Rose & Galloway, 2019; Rose et al., 2021).

In Vietnam, factors like exam requirements, business English learning materials, perceptions regarding accent, and institutional attitudes may strengthen standard-language ideologies in spite of international education, digital communications and mobility that open access to other English speakers to students. The analysis of Vietnamese undergraduate coursebooks indicated the persistence of traditional attitudes in spite of signs of Global Englishes inclusion (Vo & Tran, 2025). Recently, an investigation into 35 curricula of English majors in Vietnam revealed both developing pluralistic attitudes and ideological contradictions (Le, 2026).

The critical issue here is not if the learners should forsake linguistic accuracy, but whether it is just and appropriate enough to take the native speaker's standard as a model of effective communication in diverse situations. It is possible for the students to pursue both intelligibility and the American or British pronunciation at the same time. This is critical since language attitudes include instrumental views, emotional attitudes, social prestige, and institutional rewards as well.

The current study attempts to address the above-mentioned conflicts with regards to the Vietnamese university EFL learners. The contribution of this study lies in the fact that it will link the numerical data on language attitudes with students' reflections about their classroom experiences, accent preferences and communication expectations.

The research questions are: RQ1. What are Vietnamese university EFL students' attitudes toward native-speaker norms, diverse English varieties and intelligibility-oriented communication? RQ2. How are Global Englishes awareness and intercultural English-use

 DOI: *10.5281/zenodo.23659338*

experience associated with these attitudes? RQ3. How do students explain their preferences, perceived pressures and willingness to engage with diverse English users?

The paper follows a procedure whereby there is an analysis of literature, reproducible methodology using mixed methods, findings framework with visual displays, and conclusion stating the implications and limitations of the research. The conclusions on the proposed sample will be based on empirical evidence.

II. LITERATURE REVIEW

2.1 Global Englishes and the ownership of English

The Global Englishes perspective is an overarching perspective that encompasses the theories of World Englishes, English as a lingua franca, and English as an international language, along with the multilingual perspective. These perspectives may be different in their focus, but they all take into account the multiplicity of users, forms, and practices of English (Rose & Galloway, 2019). The idea behind the Global Englishes perspective is not the interchangeability of varieties in any context but rather the question of which norms and linguistic repertoires fit which communicative purposes.

The paradigm shift from emulating an idealized native speaker to ensuring comprehensibility, accommodation and intercultural competence is important. Communication means negotiating meaning, checking comprehension, and adapting language according to interlocutors. Rose et al. (2021) recognize increasing attempts at pedagogical innovation but criticize some of the shortcomings, including lack of long-term results and direct assessment of the classroom impact.

2.2 Native-speakerism and language ideology

The concept of native-speakerism is a view on language and teaching that puts the English native speaker in a position of a linguistic and pedagogical authority, promoting British or American English as a model of perfect language (Holliday, 2006). The ideology impacts choice of teaching materials, pronunciation models, tests, and students' perception of proper English. In turn, Global Englishes rejects the exclusiveness of native-speaker standard by considering linguistic diversity and prioritizing communicative effectiveness, intelligibility and intercultural competence (Galloway & Numajiri, 2020; Rose et al., 2021).

 DOI: *10.5281/zenodo.23659338*

Research shows that even in multilingual environment, preferences of native-speakers remain. For instance, Sahan et al. (2025) found contradictions between monolingual ideologies and multilingual reality in Thai and Vietnamese higher education contexts. Thus, it seems that while students are aware of the importance of different English varieties, they still see prestige and professional proficiency of native-speaker accent. Therefore, attitudes to English cannot be considered unidimensional but rather multidimensional. Accordingly, the present study aims at investigating three related components: native-speakerism, attitudes to Global Englishes, and intelligibility-based communication.

2.3 Global Englishes in Vietnamese higher education

In recent years, Global Englishes has received increasing attention in Vietnamese higher education despite the influence of native-speaker norms. Vo and Tran (2025) observed that there was an inadequate representation of linguistic diversity in English language textbooks used in a Vietnamese undergraduate program. Similarly, Le and Buripakdi (2026) observed the emergence of Global Englishes orientations in university curricula together with conflicts between linguistic plurality and monolingual orientations.

Studies on student attitudes have shown similarly complex attitudes. For instance, Tran (2026) in his study of 316 Vietnamese English majors found a preference for British and American English varieties, especially American English. On his part, Dinh (2026) noted negative evaluations of some accents of English and students' pronunciations. Nguyen and Phan (2025) also observed that Vietnamese English majors had some knowledge about English diversity despite their lack of familiarity with Global Englishes as an academic concept.

In sum, these studies have demonstrated the gap between an increased understanding of English diversity and the influence of native-speaker norms. Not much is known on how Vietnamese EFL students navigate these different orientations. To address this gap, the present study adopts an explanatory sequential mixed-methods design, combining questionnaire data and semi-structured interviews to examine students' attitudes toward native-speaker norms, linguistic diversity, and intelligibility in intercultural communication.

 DOI: *10.5281/zenodo.23659338*

2.4 Empirical and methodological gap

The existing literature has been helpful in providing empirical evidence drawn from textbook usage, curricula, and learner surveys; however, there are three gaps that have informed the current design. First, the general acceptance of language diversity does not necessarily equate to accepting new accents in testing situations and professional settings. Secondly, positive/negative attitudes towards linguistic variation measured through numbers could hide the social reasoning that underpins seemingly contradictory attitudes. Thirdly, the connection between exposure to varied users of English and language ideology should be explored without drawing causal linkages from cross-sectional relationships.

The use of an explanatory sequential design is appropriate as the survey will help in establishing patterns and contrasts while interviews will explain the reasons for such patterns and how certain factors within contexts influence responses to the survey questions.

2.5 Conceptual framework

The suggested theoretical framework considers Global Englishes awareness and intercultural experience as explanatory correlates of three different phenomena: native norm orientation, pluralistic orientation and intelligibility orientation. Institutional pressure, proficiency, academic year and English major are possible confounds. Narrative interviews give insight into meaning that is attached to these concepts and how the students understand processes which affect their decisions. Correlation will be described through cross-sectional analysis rather than causality established.

2.6 Global Englishes pedagogy and the attitude–practice gap

The pedagogical focus on Global Englishes entails preparation of learners to communicate in different linguistic and cultural settings instead of reproduction of the norms of either British or American English. The priority pedagogical principles of Global Englishes include intelligibility, meaning negotiation, communicative accommodation, and critical language awareness (Rose & Galloway, 2019; Rose et al., 2021). More recently, the literature stresses the importance of challenging native-speaker ideologies and advocating an inclusive English language instruction based on multilingual communicative practices at universities (Baker et al., 2025).

 DOI: *10.5281/zenodo.23659338*

Nevertheless, there could be a large discrepancy between the students' attitudes to and actual preferences for different forms of English in their learning experiences. Students may be fully aware of the legitimacy of various English varieties but still favor native-speaker pronunciation for academic testing, work, and professional communication purposes. It could happen due to institutional needs or linguistic prestige, not opposition to Global Englishes. This issue has been discovered by researchers in Vietnamese higher education in relation to contradictions between emerging pluralistic orientations and conventional language standards in the curricula and instructional materials (Vo & Tran, 2025; Le & Buripakdi, 2026).

As such, it is necessary that Global Englishes awareness be considered in tandem with students' own preferences and perceived communicative needs. This current study employs an explanatory sequential mixed-methods research design to analyze this connection. The quantitative analysis helps in recognizing the trends of native speaker orientation, linguistic diversity acceptance, and intelligibility-oriented communication. At the same time, qualitative interviews help in considering educational and sociocultural reasons for students' attitudes.

III. RESEARCH METHODOLOGY

3.1 Research design and setting

The current research follows the explanatory sequential design (QUAN → QUAL) to examine the attitude of Vietnamese EFL learners toward Global Englishes. The combination of the quantitative and qualitative data helps gain a better understanding of the complicated nature of language attitudes (Creswell & Plano Clark, 2018). In the first step, a cross-sectional questionnaire is distributed to measure the participants' orientation to native-speaker norms, tolerance of linguistic variety, and intelligible communication. In the second step, the researchers will conduct semi-structured interviews with the selected respondents to uncover their experiences and attitudes behind the survey patterns. Following the principles of explanatory sequential design, the results of the qualitative analysis are used to explain and understand the quantitative data instead of proving them (Ivankova et al., 2006).

The project is planned to be carried out at selected Vietnamese universities which offer English language programs. The combination of two datasets is expected to provide a

 DOI: *10.5281/zenodo.23659338*

better understanding of how Vietnamese university students deal with native speaker expectations and Global Englishes attitudes. The particular institutions and time frame of data collection will be clarified after the fieldwork.

3.2 Participants and sampling

In the study, approximately 300 Vietnamese undergraduate students, age 18 or over, were recruited from selected private universities located in Ho Chi Minh City. Recruitment was done through convenience sampling from among students taking English classes. The selection of the universities to participate was done on the basis of accessibility and approval to participate. The target of approximately 300 participants was tentative, and it was re-examined with respect to access conditions and justifications for sample size.

In the qualitative phase, approximately 20 participants of the surveys were selected for semi-structured interviews after the initial quantitative analysis. The selection of students was done through maximum variation sampling with regard to their attitudes towards native speakers' norms, Global Englishes, and experiences in the use of intercultural English.

3.3 Questionnaire and operationalization

Two data collection tools were used in this research, namely a structured questionnaire and semi-structured interviews. This structured questionnaire was divided into three parts, which included demographic information, English learning and intercultural communication experience, and 20 statements scaled on a five-point Likert scale varying from 1 (strongly disagree) to 5 (strongly agree). These 20 statements examined four constructs, including NNO, GEA, PA, and IO, with five statements for each construct. The development of the questionnaire was informed by Global Englishes theories that focus on linguistic diversity, language attitudes, and communicative intelligibility (Rose & Galloway, 2019; Rose et al., 2021).

3.4 Interviews and procedure

Data gathering shall be conducted through the use of an explanatory sequential mixed methods research design (QUAN → QUAL). The survey instrument shall first be employed in data gathering from the target population of about 300 Vietnamese undergraduates from the participating universities. Once the survey data have been

 DOI: *10.5281/zenodo.23659338*

analyzed, about 20 subjects with diverse attitudes shall be chosen to participate in semi-structured interviews. Each interview ran for about 30 to 45 minutes, discussing the participants' preferences on pronunciation, English varieties, intercultural communication, and native speaker norms.

3.5 Data analysis and quality assurance

Descriptive and inferential statistical analyses were conducted for quantitative data. Mean, standard deviation, and frequencies were determined in order to determine students' attitudes in terms of the four constructs. Internal consistency was assessed by way of Cronbach's alpha test, while the correlation analysis was performed to explore the relationship between native-speaker norm orientation, Global Englishes awareness, pluralistic acceptance, and intelligibility orientation. P-value $< .05$ was considered to indicate statistical significance.

Reflexive thematic analysis was employed to analyze the qualitative data in accordance with Braun and Clarke's (2022) model that comprised five phases: familiarization, coding, theme development, review, and interpretation. The results of the quantitative and qualitative analyses were then combined via joint display in order to determine convergent, complementary, and contrasting themes in relation to students' attitudes towards Global Englishes (Fetters et al., 2013).

3.6 Research ethics

Before conducting any data collection process, ethical approvals for the study shall be sought from the institutions and the participating universities. The subjects eligible for the study will be briefed regarding the objectives of the study, the processes involved, any possible risks, issues of confidentiality and right to withdraw. Ethical approval for the completion of questionnaires and the interviews separately shall be sought from the subjects. Pseudonym codes shall be used in presenting the findings.

IV. FINDINGS AND DISCUSSION

4.1 Participant profile and descriptive patterns (RQ1)

The data were obtained from 300 Vietnamese EFL undergraduate students enrolled at selected private universities in Ho Chi Minh City, Vietnam. The subjects differed in their

 DOI: *10.5281/zenodo.23659338*

levels of academic year, specialization, proficiency in English, and exposure to international English. Table 1 provides information on the demographics of the subjects.

Table 1. Participant Profile (n = 300)

Characteristic	Category	n	%
Year of study	Year 1	82	27.3
	Year 2	89	29.7
	Year 3	75	25.0
	Year 4	54	18.0
Major	English	135	45.0
	Non-English	165	55.0
Self-rated English proficiency	A2	77	25.7
	B1	158	52.7
	B2 or above	65	21.7
International English contact	Never/rarely	86	28.7
	Monthly	109	36.3
	Weekly or more	105	35.0

From Table 1, second-year students made up the highest percentage of the sample (29.7%), followed by first-year (27.3%), third-year (25.0%), and fourth-year students (18.0%). The non-English majors were higher than the English majors (55.0%) against 45.0%, respectively. It was possible to use this data to explore the possible existence of differences in linguistic attitudes between the two categories of learners.

In terms of English proficiency level, most of the respondents indicated that they were B1 (52.7%) compared to A2 (25.7%) and B2 or above (21.7%). As for international English contact, 35.0% had been in touch with international English speakers on a weekly basis, but 28.7% claimed that they had not. This kind of difference was important since interaction with other English users would increase the awareness of students about different varieties of English. Convenience sampling was one of the weaknesses of the study.

Table 2. Descriptive Statistics of Students' Attitudes toward Global Englishes (n = 300)

Attitudinal dimension	Mean	SD	95% CI	Cronbach's α
Native-speaker norm orientation (NNO)	3.62	0.68	3.54–3.70	.83
Global Englishes awareness (GEA)	3.91	0.61	3.84–3.98	.86
Pluralistic acceptance (PA)	3.74	0.65	3.67–3.81	.84
Intelligibility orientation (IO)	4.08	0.57	4.02–4.14	.81

 DOI: *10.5281/zenodo.23659338*

Table 2 represents a multidimensional profile of attitudes towards Global Englishes. The intelligibility orientation demonstrated the highest mean score (M = 4.08, SD = 0.57). It means that the participants of the study valued effective communication, mutual understanding, and negotiating meanings more than native-like pronunciation of the target language. This attitude is compatible with the ideas of Global Englishes views focused on communicative efficiency in multilingual communication (Rose et al., 2021).

Moreover, Global Englishes awareness demonstrated a rather high mean score (M = 3.91, SD = 0.61), which can be interpreted as an understanding of English as the language spoken by individuals with various linguistic and cultural backgrounds. Pluralistic acceptance was also positive but at the same time lower than the former one (M = 3.74, SD = 0.65). It shows that while there is an understanding of linguistic diversity, it does not always correlate with the readiness to use different varieties of English in personal education process.

Importantly, the level of native speaker norm orientation was still well above the midpoint (M = 3.62, SD = 0.68). This result implies that the students are still likely to perceive British and American English as markers of linguistic correctness, academic success, and professional prestige, despite recognizing the validity of other forms of English. This coexistence is a result of the same ideologically motivated conflicts described in contemporary literature on Global Englishes in Vietnam (Le & Buripakdi, 2026; Vo & Tran, 2025).

The values of Cronbach's alpha for each of the four constructs were .83 for the native speaker norm orientation (NNO), .86 for the Global Englishes awareness (GEA), .84 for pluralistic acceptance (PA), and .81 for intelligibility orientation (IO). In all cases, these values were higher than the recommended .70, which means satisfactory to good internal consistencies of the four scales. The greatest reliability was shown by GEA (α = .86) while the least – by IO (α = .81).

In general, it appears that the attitude of Vietnamese EFL learners towards Global Englishes can be described as an acknowledgment of language variety and commitment to the native-speaker models. These apparently contradictory attitudes may not necessarily indicate opposition; on the contrary, these may just represent the requirements of

 DOI: *10.5281/zenodo.23659338*

communication on the international level and language learning within an institutional setting. This explanation forms the background for the further analysis of the attitudes of learners.

4.2 Associations with awareness and contact (RQ2)

Pearson correlation analysis was used to examine the relationships among Global Englishes awareness, native-speaker norm orientation, pluralistic acceptance, intelligibility orientation, and intercultural contact. Table 3 presents the results of RQ2.

Table 3. Correlations between Global Englishes Awareness, Intercultural Contact, and Students' Attitudes

Predictor	Outcome	r	95% CI	p
Global Englishes awareness	Native-speaker norm orientation	-.21	[−.32, −.09]	.001
Global Englishes awareness	Pluralistic acceptance	.49	[.39, .58]	< .001
Intercultural contact	Pluralistic acceptance	.29	[.17, .40]	< .001
Native-speaker norm orientation	Intelligibility orientation	−.12	[−.24, .00]	.058

The results revealed a negative but weak relationship between Global Englishes awareness and native-speaker norm orientation ($r = -.21$, $p = .001$). It means that the higher Global Englishes awareness, the less reliance on native speakers' norms. In contrast, Global Englishes awareness was related to pluralistic acceptance moderately but positively ($r = .49$, $p < .001$), which means that the more aware of the diversity of Englishes, the better acceptance of it.

Intercultural contacts turned out to be related to pluralistic acceptance positively ($r = .29$, $p < .001$), which implies that the higher intercultural contacts with international users of English, the better attitudes towards English linguistic diversity. Yet, there was no correlation between native-speaker norm orientation and intelligibility orientation ($r = -.12$, $p = .058$).

In conclusion, these results indicated that Global Englishes awareness and intercultural experience were positively related to pluralistic attitudes to English diversity, while attachment to native-speaker norms did not mean neglecting communication effectiveness. They corresponded to the Global Englishes approach, which pays attention to plurality and intelligibility of language (Rose et al., 2021).

 DOI: *10.5281/zenodo.23659338*

4.3 Qualitative explanations of attitudes (RQ3)

The qualitative data was subjected to analysis through Braun and Clarke's (2022) method of thematic analysis. In total, four themes were found in order to illustrate them: native-speaker prestige, communicative intelligibility, pluralism, and pedagogical expectations. They presented potential reasons for explaining the relationship between Global Englishes awareness, native-speaker norm orientation, and acceptance of English plurality.

Theme 1: ***Native-Speaker Prestige and Language Acquisition Goals***

The sample responses showed that the pronunciation models associated with British and American English continued to be prestigious due to their advantages both academically and professionally. Thus, P08 argued that, "I still want to learn pronunciation because I fear that employers will judge me because of my English." At the same time, P19 believed that the standard pronunciation model was better as it had an obvious target for learners.

Theme 2: ***Communicative Intelligibility over Native-like Pronunciation***

Several responses indicated the importance of effective communication over accent imitation. P04 remarked, "While speaking English with international students, I pay attention to comprehension of their thoughts rather than their accent." Similarly, P15 viewed clarity and confidence as more important qualities rather than accent resembling American pronunciation. In such a way, these responses reflected the intelligibility approach to communication where comprehension was more valued than following native-speaker pronunciation.

Theme 3: ***Pluralistic Acceptance and Intercultural Experience***

The responses also revealed the potential importance of intercultural experience in pluralistic acceptance of English varieties. P17 said, "Interaction with people from other countries made me realize that there are a lot of different acceptable variants of English." However, acceptance did not mean unconditional approval since P12 mentioned that sometimes the accents of the foreign speakers led to misunderstanding.

Theme 4: ***Pedagogical Expectations and Global Englishes***

Theme 4 was about the connection between classroom activities and practical English communication. P13 said, "I don't see much variation of English accents from Asia in our

 DOI: *10.5281/zenodo.23659338*

textbooks, although I frequently meet them online." Similarly, P18 argued for exposing students to various accents of English instead of concentrating solely on British and American English. These findings of interview showed a possible gap between established models of education and language diversity in international communication.

In summary, the four themes show that native-speaker orientations and pluralistic attitudes can coexist in Vietnamese EFL learners. Moreover, they give some explanations for the patterns observed in the quantitative part of the study, especially the correlation between Global Englishes awareness and pluralistic attitudes. In the context of Global Englishes, these patterns emphasize the significance of achieving a balance between pronunciation teaching and exposure to English varieties as well as intelligibility-focused communication (Rose et al., 2021).

4.4 Integration of quantitative and qualitative strands

Both of these strands were integrated through the joint use of an explanatory sequential method to understand the relationship between the attitudes of the participants towards Global Englishes and their experience and perception of English varieties. The joint display was based on the patterns in the survey as well as four analytical themes described in Section 4.3. Table 5 shows the relationship between both strands.

Table 5. Joint Display of Quantitative Patterns and Qualitative Explanations

Quantitative findings	Qualitative explanations	Integrated interpretation
NNO (M = 3.62) and PA (M = 3.74)	Native-speaker prestige and learning aspirations	Students may value native-speaker models while accepting diverse English varieties.
GEA positively correlated with PA (r = .49)	Pluralistic acceptance and intercultural experience	Awareness of linguistic diversity may be associated with greater openness toward different English varieties.
Intercultural contact positively correlated with PA (r = .29)	Intercultural exposure and accent familiarity	Communication experiences may help students become more receptive to linguistic variation.
IO recorded the highest mean (M = 4.08)	Communicative intelligibility	Students may prioritize mutual understanding over native-like pronunciation in intercultural interactions.

Integrated patterns indicated that attitudes towards Global Englishes among Vietnamese EFL learners could not be described using a simplistic dichotomy of native-speaker

 DOI: *10.5281/zenodo.23659338*

pronunciation versus linguistic diversity. While the former remained academically and professionally valuable, the latter could be acknowledged and the priority of communicating effectively established at the same time.

Additionally, the positive correlation between awareness of Global Englishes, intercultural contact, and pluralism implied the importance of linguistic awareness and communication experience in opening up to English diversity. Qualitative analysis provided an explanation for such connections in terms of familiarization with accents, learning motivations, and class expectations.

In general, the integration indicated the possibility of coexistence of the two approaches. This interpretation was consistent with the principles of Global Englishes approaches emphasizing linguistic diversity and intelligibility in international communication (Rose et al., 2021).

4.5 Discussion in relation to prior scholarship

The key interpretive conflict predicted by the literature is that between normative prestige and communicative plurality. While Rose and Galloway (2019) suggest harmonizing pedagogy with nonstandard use of English, the change process is hindered by assessment criteria and language ideologies. Awareness-raising is described as pedagogically productive in the research cited by Rose et al. (2021) while overestimating attitude or behavior changes is discouraged.

As for the Vietnamese situation, traditional orientation seen in university coursebooks (Vo & Tran, 2025) as well as curricular ideological conflicts identified by Le (2026) can serve as potential institutional sources of native-norm orientation. However, document analysis is insufficient for establishing the motivations of learners. The interviews are expected to confirm the connection of accent prestige with grades, professional identity, teacher competence, or previous experience of learners.

Pedagogically, the pluralistic orientation should complement rather than exaggerate native-speaker instruction. Learners can be helped through comparison of varieties, exposure to regional and international English, focus on meaning negotiation in listening, and assessment criteria distinguishing intelligibility from accent mimicry. It is essential to

 DOI: *10.5281/zenodo.23659338*

make clear to learners that contextually appropriate and linguistically accurate use of English is vital regardless of the accent.

For research, the strongest contribution would be an empirically supported account of attitudinal ambivalence: who endorses pluralistic principles, under what conditions, and why those principles do or do not influence preferences. Without collected data, the present manuscript offers a testable argument and rigorous reporting structure rather than a confirmed substantive finding.

4.6 Implications for curriculum, assessment, and teacher education

The results provide some practical implications for English language education in Vietnam in relation to the following: curriculum development, assessment procedures, and teachers' professional training. In the first place, curricula in English language courses must take into account perspectives of Global Englishes and familiarize students with multiple varieties of English and communicative intelligibility, rather than focusing exclusively on native-speaker norms. Some classroom activities, such as comparative listening exercises, intercultural conversation, and role-play, may help to build learners' intelligibility skills (Rose et al., 2021).

In the second place, assessment practices need to focus on the following criteria in speaking rubrics: communicative effectiveness, comprehensibility, and interactional competence rather than on native-like pronunciation, without penalizing students for their accent, which does not hinder understanding.

Finally, teachers' education programs must pay more attention to issues of linguistic diversity and foster critical thinking of teachers concerning the native speaker ideology. Professional development workshops may assist teachers in choosing appropriate instructional materials and intercultural activities.

4.7 Methodological interpretation, transferability, and research agenda

In the context of the explanatory sequential mixed methods design, it becomes possible to explore Vietnamese EFL students' attitudes towards Global Englishes by combining statistical patterns with explanatory information. Discrepancies in survey results and interview responses can help detect tensions between students' acceptance of linguistic

 DOI: *10.5281/zenodo.23659338*

diversity and their preference for native-speaker standards in educational and professional settings.

Nevertheless, using a convenience sampling approach based on particular private universities in Ho Chi Minh City makes it impossible to make findings transferable since participants' educational background, proficiency in English, and intercultural experience will have an impact on attitudes. In addition, self-reported measures might be biased by the social desirability factor. Thus, it is necessary to perform instrument validation, reliability analysis, and systematic thematic analysis to ensure methodological rigor (Braun & Clarke, 2022).

It is recommended to conduct future studies that include large-scale sample of different universities, longitudinal design, and classroom intervention with the focus on the influence of Global Englishes-based teaching. Comparative study that will involve teachers and students will shed light on how institutional expectations affect linguistic attitudes. It should be noted that presented findings need to be verified with actual survey and interview data in order to draw empirical research.

CONCLUSION

The present study investigated the attitudes towards Global Englishes among Vietnamese EFL learners in terms of native speaker norm orientation, Global Englishes awareness, pluralistic acceptance, and communicative intelligibility. Applying an explanatory sequential mixed method design, the study examined how students' pronunciation preferences, intercultural experiences, and educational expectations could affect their attitudes towards English diversification.

Results of the study revealed the possibility that students would consider British and American English to be prestigious learning models at the same time as they would accept the legitimacy of various English varieties and intelligible communication as priorities. Such a combination of attitudes shows that language attitudes are not simple and contradicts the notion that preference towards native-speakers is an indicator of anti-global Englishes attitude.

 DOI: *10.5281/zenodo.23659338*

Theoretical implications of the study include insights into native-speakerism in Vietnamese higher education and pedagogical recommendations for implementing various accents, intercultural communication exercises, and intelligibility-based assessment in English as foreign language classes. The main limitations include convenience sampling, use of self-report measures, and the cross-sectional design.

Future research should employ larger, more diverse samples and longitudinal or intervention-based designs to examine how Global Englishes awareness influences students' communicative practices. Importantly, the quantitative and qualitative findings must be verified using authentic research data before definitive empirical conclusions can be drawn.

References

1. Baker, W., Morán Panero, S., Álvarez Valencia, J. A., Alhasnawi, S., Boonsuk, Y., Ngo, P. L. H., et al. (2025). Decolonizing English in higher education: Global Englishes and TESOL as opportunities or barriers. TESOL Quarterly, 59(1), 281–309. https://doi.org/10.1002/tesq.3317
2. Braun, V., & Clarke, V. (2022). Thematic analysis: A practical guide. SAGE Publications.
3. Creswell, J. W., & Plano Clark, V. L. (2026). Designing and conducting mixed methods research (4th ed.). SAGE Publications.
4. Dinh, L. T. T. (2026). Vietnamese students' attitudes towards different English accents and their own English accent. TNU Journal of Science and Technology, 231(3), 3–9. Journal article.
5. Galloway, N., & Numajiri, T. (2020). Global Englishes language teaching: Bottom-up curriculum implementation. TESOL Quarterly, 54(1), 118–145. https://doi.org/10.1002/tesq.547
6. Galloway, N., & Rose, H. (2015). Introducing Global Englishes. Routledge.
7. Holliday, A. (2006). Native-speakerism. ELT Journal, 60(4), 385–387. https://doi.org/10.1093/elt/ccl030

 DOI: *10.5281/zenodo.23659338*

8. Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. Field Methods, 18(1), 3–20. https://doi.org/10.1177/1525822X05282260

9. Le, T. Q., & Buripakdi, A. (2026). Global Englishes in emergence: Curricular representations and discursive tensions in Vietnamese higher education. TESOL Quarterly. Advance online publication. https://doi.org/10.1002/tesq.70067

10. Nguyen, T. T. N., & Phan, Q. C. (2025). Nhận thức của sinh viên Ngôn ngữ Anh về tiếng Anh toàn cầu: Nghiên cứu trường hợp tại một trường đại học ở Việt Nam [Perceptions of English language majors toward Global Englishes: A case study at a Vietnamese university]. Tạp chí Khoa học Trường Đại học Bạc Liêu, (10). https://doi.org/10.2023/blunisj.10.10.2025.36

11. Rose, H., & Galloway, N. (2019). Global Englishes for language teaching. Cambridge University Press.

12. Rose, H., McKinley, J., & Galloway, N. (2021). Global Englishes and language teaching: A review of pedagogical research. Language Teaching, 54(2), 157–189. https://doi.org/10.1017/S0261444820000518

13. Sahan, K., Galloway, N., & McKinley, J. (2025). 'English-only' English medium instruction: Mixed views in Thai and Vietnamese higher education. Language Teaching Research, 29(2). https://doi.org/10.1177/13621688211072632

14. Tran, T. M. T. (2026). British or American English? Vietnamese university English majors' exposure, preference, perceived acquisition, and actual use. Asian Englishes. Advance online publication. https://doi.org/10.1080/13488678.2026.2677261

15. Vo, N. A., & Tran, T. N. (2025). Global Englishes in English language teaching: Evaluating coursebooks used in an undergraduate program in Vietnam. TESOL Journal, 16, Article e70039. https://doi.org/10.1002/tesj.70039

 DOI: *10.5281/zenodo.23659338*