



GLOBAL ENGLISHES PEDAGOGY AND INTERCULTURAL AWARENESS IN HIGHER EDUCATION: A SCOPING REVIEW OF CLASSROOM INTERVENTIONS, LEARNER OUTCOMES, AND MEASUREMENT PRACTICES

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Abstract

Global Englishes (GE) is an inclusive paradigm that recognizes the linguistic, sociolinguistic, and sociocultural diversity of English, its users, and its communicative contexts. Global Englishes Language Teaching (GELT), the pedagogical application of GE, translates this perspective into classroom practices that move beyond exclusive reliance on native-speaker norms and prepare learners for communication across linguistic and cultural difference (Rose & Galloway, 2019). Although GELT is often associated with intercultural learning, it remains unclear how higher-education interventions define and measure intercultural awareness. This scoping review mapped learner-facing GELT interventions and examined alignment among pedagogical aims, targeted outcomes, and outcome measures. Following JBI guidance and PRISMA-ScR, Dimensions and OpenAlex were searched for English-language, peer-reviewed empirical journal articles published between 2010 and 2026, supplemented by targeted backward and forward citation checking. Forty-four reports representing 43 unique study units met the inclusion criteria. Interventions most often involved dedicated GE/GELT courses or modules or the integration of GELT principles into language-skills courses. Only two reports explicitly named intercultural awareness, competence, or communication as a learner outcome; most focused on attitudes toward English variation, ownership, native-speakerism, confidence, or language performance. Qualitative and reflective evidence predominated, while direct performance, comparative, and delayed or transfer evidence remained uncommon. No report targeting an intercultural or cultural outcome used direct or comparative evidence. The findings suggest that GELT research documents changes in awareness and attitudes more consistently than intercultural reasoning or transfer, highlighting the need for clearly specified constructs and direct, scenario-based measures used alongside learner reflection.

Keywords: *Global Englishes Language Teaching; intercultural awareness; higher education; classroom intervention; outcome measurement*

Article information: Received: 03/05/2026;

Accepted: 06/06/2026 ;

Published: 25/06/2026

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1. Introduction

English now functions across national, linguistic, and cultural boundaries among speakers with diverse linguistic repertoires and communicative purposes. This sociolinguistic reality has challenged English language teaching (ELT) models that privilege a restricted set of Anglophone norms as the primary benchmark of legitimate or successful use. GE brings together scholarship on World Englishes (WE), English as a lingua franca (ELF), English as an international language (EIL), multilingualism, and related critical perspectives. Its pedagogical

counterpart, GELT, directs attention to the Englishes, users, cultures, interlocutors, and communicative purposes represented in the classroom (Galloway & Rose, 2015; Rose & Galloway, 2019).

GELT does not require teachers to abandon established language-learning goals. It questions whether those goals are sufficient for learners likely to encounter diverse accents, multilingual repertoires, identities, and cultural assumptions. Pedagogical responses commonly include exposure to a wider range of Englishes, emphasis on intelligibility and communicative flexibility, critical engagement with native-speakerism, the use of multilingual resources, and greater recognition of local identities and cultures (Galloway & Rose, 2018; Rose & Galloway, 2019).

These aims also connect closely with intercultural learning. Intercultural awareness extends beyond factual knowledge of national cultures; it entails recognizing underlying assumptions, considering alternative interpretations, negotiating difference, and responding flexibly when communicative norms are uncertain (Baker, 2015). Within GE pedagogy, relevant learner outcomes may consequently include greater acceptance of linguistic variation, reduced dependence on native-speaker norms, a stronger sense of ownership of English, increased confidence, communicative flexibility, improved understanding of diverse Englishes, and more critical reflection on culture and identity.

Rather than surveying the entire field of Global Englishes (GE) research, this review maps classroom-based GE/GELT interventions in higher education and their main design characteristics, examines how intercultural awareness and related learner outcomes are conceptualized, operationalized, and measured, and identifies patterns and evidence gaps in the alignment among pedagogical aims, intervention design, learner outcomes, and measures. Attention is also given to awareness of linguistic diversity, orientations toward native-speakerism, a sense of ownership of English, communicative flexibility, comprehension, and communicative performance. Accordingly, the review addresses the following research questions:

RQ 1: What GE-informed classroom interventions have been used in higher education to develop intercultural awareness or closely related learner orientations, and what are their main design characteristics?

RQ 2: How is intercultural awareness conceptualized within these interventions, and what related outcomes are targeted?

RQ 3: How are learner outcomes operationalized and measured, particularly with respect to self-report versus direct evidence, pre/post assessment, comparison conditions, delayed measurement, and transfer?

RQ 4: What patterns and evidence gaps emerge in the alignment among pedagogical aims, intervention design, learner outcomes, and measures?

2. Literature Review

2.1. Global Englishes and Global Englishes Language Teaching

According to Rose and Galloway (2019), GE is an umbrella term encompassing the diverse varieties and uses of English examined within WE, ELF and related fields. More recently, Boonsuk and Fang (2026) defined Global Englishes (GE) as “an inclusive paradigm that examines the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English use and English users in a globalized world” (p. 3). These definitions indicate that GE is not a fixed linguistic model. Rather, it provides a broad perspective for understanding how English is adapted and negotiated across different linguistic, cultural, and communicative contexts. Thus, it shifts attention away from the exclusive use of British or American English as the primary standard and recognises that English users may draw on diverse accents, varieties, communication strategies, and multilingual resources to construct meaning. From this viewpoint, successful communication depends not only on conformity to native-speaker norms but also on intelligibility, flexibility, accommodation, and the ability to negotiate meaning across differences (Jenkins, 2000; Seidlhofer, 2011). These principles have important implications for English language education because they encourage teaching practices that prepare learners to communicate with diverse English users rather than simply imitate a single native-speaker model. The pedagogical application of these principles is generally referred to as GELT.

2.2. Higher-Education Global Englishes Interventions and Outcome Evidence

Higher-education research has increasingly translated Global Englishes (GE) principles into classroom practice. Earlier studies used listening journals, student presentations, critical debates, and GE-focused courses to raise learners’ awareness of linguistic and cultural diversity (Galloway & Rose, 2014, 2018; Rose & Galloway, 2017). More recent interventions have included massive open online courses (MOOCs) (Rajprasit, 2022, 2024), international interaction (Chen, 2022), listening and pronunciation activities involving diverse Englishes (Hamada & Suzuki, 2021; Miao et al., 2024), academic writing tasks (Kusumawati & Nugroho, 2026), social media (Mahaputri et al., 2025), and generative artificial intelligence (GenAI) supported materials (Halim et al., 2026).

As these interventions have become more varied, the methods used to evaluate their outcomes have also expanded. Studies have employed interviews, reflective journals, learner reflections, pre- and post-intervention questionnaires, comparison groups, direct comprehension tests, learner-produced work, and delayed follow-up measures. However, these forms of evidence support different types of claims. Reflective data can show how learners understand and interpret their experiences, whereas questionnaires mainly capture self-reported changes in attitudes or awareness. Direct tests can provide evidence of performance, while scenario-based tasks can indicate how learners apply their knowledge when reasoning through unfamiliar communicative situations. Therefore, evidence of intercultural development depends not only on the design of an intervention but also on how closely the selected measure matches the outcome being claimed. Treating these different forms of evidence as equivalent may lead to conclusions that are stronger than the available evidence supports.

2.3. Existing Syntheses and the Review Gap

Rose et al. (2021) reviewed GE pedagogy and noted continuing weaknesses in direct measurement and longitudinal evidence. The field has grown quickly since then. Chen et al. (2026) mapped 96 GELT studies published from 2020 to 2025 and described broad trends, tensions, and adaptations. Amaruna and Tarwiyah (2026) reviewed cultural-awareness work across a wider EFL literature. These reviews are valuable, but they leave a more focused question open: when higher-education GE/GELT interventions claim learner development, what outcomes are targeted, how are they measured, and what evidence supports the claim?

Table 1. Positioning of the present review against existing syntheses.

Review	Scope	Main contribution	Gap addressed here
Rose et al. (2021)	58 empirical articles published 2010-2020,	Critical synthesis of emerging classroom research	This review focuses more narrowly on higher-education learner interventions and the evidence used to show learner change.
Chen et al. (2026)	96 GELT studies, 2020-2025	Maps recent trends, tensions, and adaptations	This review focuses on how interventions, outcomes, and measures fit together rather than on broad research trends.
Amaruna & Tarwiyah (2026)	25 studies published 2021-2025	Maps cultural-awareness integration across a broader EFL literature	This review focuses specifically on GE/GELT interventions in higher education and evidence of learner change.

3. Methodology

3.1. Design and Reporting Approach

A scoping-review design was used because the literature includes many different kinds of interventions, outcomes, and measures. The aim was to map this evidence, clarify how learner outcomes are defined and measured, and identify gaps rather than calculate one pooled treatment effect. The review followed JBI guidance for scoping reviews (Peters et al., 2020) and was reported with reference to PRISMA-ScR (Tricco et al., 2018). The review protocol was not prospectively registered; however, the eligibility criteria, coding categories, and charting conventions were fixed before screening began and are reported in full in Sections 3.2 to 3.7 and in [Supplementary File S¹](#). The absence of prospective registration is acknowledged as a limitation in Section 5.7.

3.2. Eligibility Criteria

Eligibility followed Population-Concept-Context (PCC) logic recommended by JBI (Peters et al., 2020). To maintain conceptual clarity, studies drawing on WE, ELF, EIL, translanguaging, intercultural communication, or multilingual pedagogy were not classified as GELT solely on

that basis. Inclusion required GE/GELT to be explicitly identified and substantively used as a framework for the learner-facing intervention.

Table 2. *Eligibility criteria.*

Domain	Include	Exclude
Population	Higher-education English learners, including majors, non-majors, English for Academic Purposes (EAP), general English learners, and postgraduate learners	Teacher-only studies; teacher educators; pre-service teacher development when professional learning was the main outcome
Concept	An organized learner-facing classroom intervention clearly framed by GE/GELT, with empirical learner-outcome evidence	Perception studies with no intervention; materials/textbook analysis only; conceptual/review/commentary papers; no systematic learner outcome
Context	Higher education, including university/college language courses and related tertiary settings	Primary/secondary school and settings that could not be shown to be higher education
Source	Peer-reviewed empirical journal article in English	Conference items, practice reports or bulletins without eligible peer-review status, theses, book chapters, and non-English publications
Date	2010 to 2026	Outside this date range

A 2010 lower boundary was used to provide broad coverage of contemporary GE/GELT classroom intervention research without extending the review into the earlier and conceptually broader World Englishes, ELF, and EIL literature.

3.3. Information Sources and Search Strategy

Searches were run on 14 August 2026 in two broad academic search sources, Dimensions and OpenAlex. In Dimensions, titles and abstracts were searched with three groups of terms covering GE/GELT, teaching or intervention, and higher-education learners. Publication type was limited to Article. OpenAlex was used as a second broad source to improve coverage. The search used works (core), the exact phrase ‘Global Englishes’ in title/abstract, publication years 2010-2026, and article type. Because the export interface used for Dimensions did not support a pre-export year filter, the date criterion was applied after export and recorded in the audit trail. The full search strings are shown in Appendix A.

The database search was followed by targeted backward and forward citation checking of included reports and key earlier reviews. This step was used to find intervention studies that may have been missed because of different wording or indexing. The eligibility criteria were not changed. Three additional eligible reports were found: a Thai university GE-attitudes intervention, a Taiwanese GELT listening/phonology intervention, and a Thai university Global-Englishes-based listening-materials study. Two features of this strategy support its adequacy for the present mapping purpose. First, Dimensions and OpenAlex are broad, cross-

disciplinary indexes built on independent record pipelines, so together they cover the applied-linguistics and education journals in which GE/GELT intervention research appears, including regional titles that are unevenly represented in subscription databases. Second, citation checking functioned as an empirical saturation test rather than merely as a supplementary search: systematic backward and forward checking across all included reports and two major prior reviews yielded only three further eligible studies, an accrual rate of well under one additional report per ten already identified. A search strategy with substantial coverage gaps would be expected to produce a considerably higher yield at this stage. The searches are therefore treated as having reached practical saturation for the eligible literature, while the absence of subscription and discipline-specific databases is retained as a limitation.

3.4. Record Management, Screening, and Eligibility Adjudication

Database searching yielded 561 records.

In Dimensions, the following Boolean query was used: (“Global Englishes” OR “Global Englishes Language Teaching” OR “Global Englishes-informed” OR “Global Englishes-oriented”) AND (teach* OR pedagog* OR classroom* OR curricul* OR course* OR instruction* OR intervention* OR activit* OR task* OR module*) AND (student* OR learner* OR undergraduate* OR universit* OR tertiary OR “higher education”). Restricting the results to the “Article” document type yielded 123 records.

In OpenAlex, an exact-phrase search for “Global Englishes” in titles and abstracts, filtered by publication years 2010-2026 and article type, returned 438 records.

Appendix A provides complete search specifications. Duplicates were identified by DOI where available and by careful comparison of normalized titles, publication years, and authors. Records with uncertain same-title matches were retained. Removal of 118 duplicates left 443 unique records; exclusion of two records outside the date range resulted in 441 records for screening. Titles and abstracts were screened against the same eligibility criteria throughout. Because many OpenAlex records lacked abstracts, title-only records were excluded only when clearly ineligible; otherwise, they were retained for further assessment. A second sensitivity check re-examined higher-risk exclusions, particularly records whose titles foregrounded teacher practice, writing, listening, or technology but whose abstracts reported learner-facing GE/GELT intervention data. Five records were reinstated through this procedure. As they originated in the database search, they remained within the main screening flow rather than being classified as citation-search additions.

A total of 74 reports retrieved through the database searches were assessed against the eligibility criteria. Of these, 33 were excluded for the following reasons: no eligible evidence of learner outcomes or a non-empirical design ($n = 11$), an ineligible source type ($n = 7$), a primary focus on teachers or professional learning ($n = 6$), the absence of a qualifying learner-facing intervention ($n = 5$), and an educational level or context outside the predefined scope ($n = 4$). Forty-one database reports met the inclusion criteria. Citation checking added three more eligible reports, giving 44 included reports. These represented 43 unique study units because one pair of reports came from the same broader project.

3.5. Screening Transparency and Use of Assistive Tools

Because independent duplicate screening was not available, a structured two-pass screening protocol was adopted in advance to reduce single-reviewer error. In the first pass, all 441 records were screened against the PCC criteria, with records lacking abstracts excluded only when clearly ineligible. In the second pass, all higher-risk exclusions were re-screened against the same criteria, with particular attention to records whose titles foregrounded teacher practice, writing, listening, or technology but whose abstracts contained learner-facing GE/GELT intervention data. This second pass reinstated five records, a reinstatement rate of 1.4% of first-pass exclusions, which provides a transparent indicator of first-pass screening stability. Every eligibility decision, including the operative exclusion code, is recorded at record level in Supplementary File S1 so that readers can audit individual judgments. Computational and generative-AI tools were used to help organize records, check duplicates, prepare screening logs, and check consistency. They were not treated as an independent human reviewer. The author made the final inclusion and exclusion decisions, resolved borderline cases, coded the evidence, and interpreted the findings. Formal inter-rater reliability statistic is not reported because the protocol did not include a second independent human screener; the two-pass reinstatement rate is reported in its place.

3.6. Data Charting

A structured data-charting form recorded publication year, country and context, learner group, course type, intervention form and duration when reported, target outcomes, data sources or measures, and key findings. The original terminology used by study authors was retained where possible, while similar outcomes were grouped for synthesis. If a detail could not be confirmed from the article, publisher, or repository record, it was marked as not reported (NR) rather than guessed. Two charting conventions were fixed in advance. Reports were charted under the publication year shown in the version of record; for articles available only in advance online form, this was the year of first online publication. This convention accounts for the high proportion of 2026 reports in a review whose search window closed in August 2026. Descriptive counts are reported at the report level ($n = 44$), while the synthesis treats linked companion reports as a single study unit ($n = 43$ study units); percentages throughout use 44 as the denominator unless otherwise stated.

Two report-lineage issues were handled separately. Jindapitak et al. (2022a, 2022b) published two analyses from the same broader nine-week awareness-raising project. Both reports were kept because each contributed useful evidence, but they were linked in the synthesis so the same participant group was not counted as two independent cohorts. Rajprasit (2022, 2024) reported related evaluations from the same MOOC line of work. The available evidence indicated different evaluation cohorts or analyses, so these were kept as separate study units but interpreted as related studies.

3.7. Intervention, Outcome and Evidence Framework

To examine how each study supported claims of learner change, every report was coded with a descriptive Intervention-Outcome-Evidence framework. The categories describe the type of

evidence available; they are not a ranking of study quality, and more than one category could apply to the same report:

- **E-A:** perceived or reflected learner change, including interviews, journals, reflections, or other qualitative learner accounts;
- **E-B:** quantified self-reported change, such as pre/post questionnaires or numerical attitude/awareness measures;
- **E-C:** directly demonstrated change or performance, including comprehension/perception tests, scored tasks, or learner artifacts used as outcome evidence;
- **E-D:** comparative evidence using a control or comparison condition; and
- **E-E:** retention, delayed, authentic-transfer, or longer-term evidence beyond the immediate taught context.

A second, parallel coding pass addressed RQ2 by classifying how explicitly each report treated the intercultural dimension, using the distinction between cultural knowledge and intercultural awareness set out by Baker (2015): IC-1, intercultural awareness, intercultural competence, or intercultural communication named as a target learner outcome or organizing construct; IC-2, culture or cultural identity named as a target outcome without an intercultural framing; and IC-3, GE-internal constructs only, such as attitudes to variation, ownership, native-speakerism, confidence, or language performance. Coding was applied to the stated aims and outcome constructs of each report rather than to incidental mentions in framing or discussion. The framework separates the type of evidence from its value for a particular research question. Reflective journals, for example, can be very useful for studying changes in beliefs or identity, while direct tests are more suitable for claims about comprehension or performance. The synthesis therefore asked whether each measure matched the outcome being claimed rather than treating quantitative evidence as automatically stronger than qualitative evidence.

3.8. Synthesis

The synthesis combined descriptive mapping with qualitative content analysis. Reports were summarized by publication year, location, intervention type, outcome area, and evidence type. Four contrasts received special attention: reflected or self-reported change versus directly demonstrated change; awareness and attitudes versus language performance; immediate outcomes versus delayed or transfer evidence; and familiar classroom content versus evidence of adaptation in unfamiliar communication situations. To make the alignment analysis auditable, the intercultural coding (IC-1 to IC-3) was also cross-tabulated against the evidence coding (E-A to E-E) for the full corpus. No meta-analysis was conducted because the interventions, outcomes, and measures were too different to support a meaningful common effect estimate. No formal critical appraisal or risk-of-bias assessment was undertaken because the review was designed to map intervention and evidence types rather than estimate a pooled effect.

4. Results

4.1. Search and Selection

The database searches identified 561 records (Dimensions, $n = 123$; OpenAlex, $n = 438$). After removing 118 high-confidence duplicates and two records outside the date window, 441 records were screened. After title/abstract screening and a second sensitivity check, 74 database reports were assessed for eligibility. Thirty-three were excluded, leaving 41 included reports from the database searches. Targeted backward and forward citation checking found three additional eligible reports. The final set contained 44 included reports. Because two of these articles, Jindapitak et al. (2022a, 2022b) (reports R0063 and R0223 in Supplementary File S1), are companion reports from the same broader project, these 44 reports represent 43 unique study units.

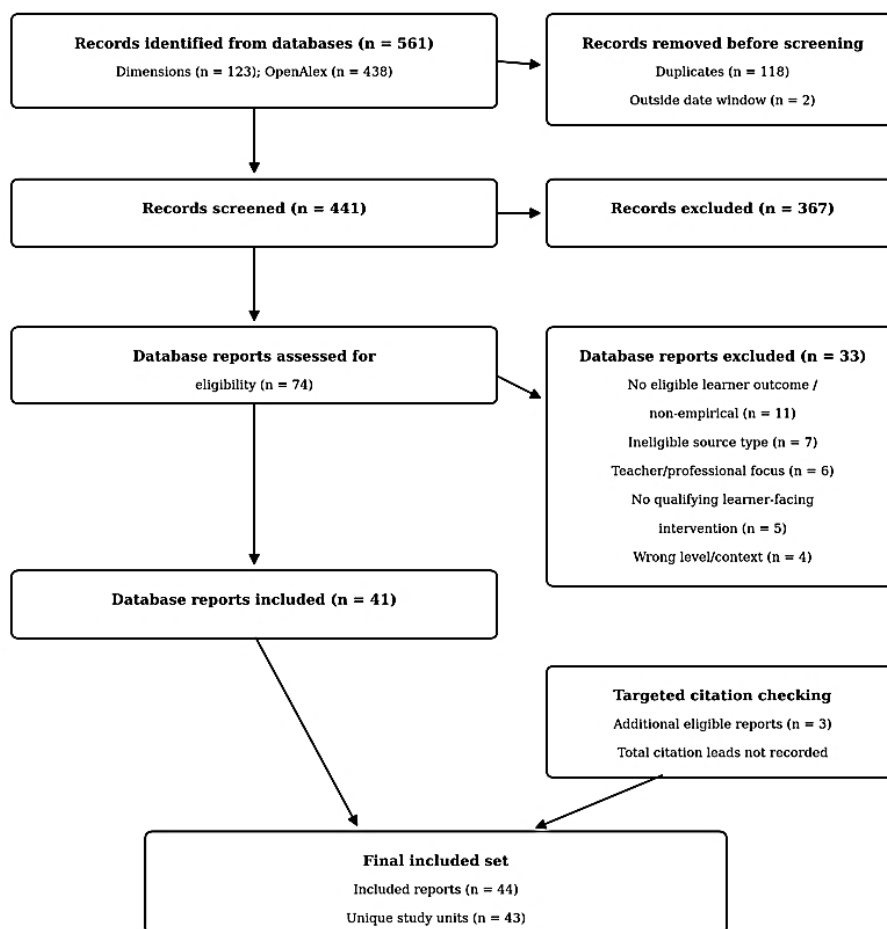


Figure 1. PRISMA-ScR flow diagram of study selection.

4.2. GE-Informed Classroom Interventions and Their Design Characteristics

To address RQ1, the analysis considered the publication and geographic profile of the evidence base together with intervention form and reported duration.

4.2.1. Publication and Geographic Profile

The evidence base was predominantly recent, with 31 of 44 reports (70.5%) were published between 2022 and 2026. The earliest included report was published in 2013. Studies were also

geographically concentrated. Thailand contributed 13 reports and Japan 10; China and Indonesia contributed five each, and Taiwan and Poland two each. Including Hong Kong, South Korea, and the cross-national China-Thailand study, 38 reports (86.4%) were situated in East or Southeast Asia. Evidence from other regions remained limited.

Table 3. *Publication and geographic profile of included reports.*

Profile	Category	n	% of 44
Publication year	2013	1	2.3
	2014	2	4.5
	2015	2	4.5
	2017	1	2.3
	2018	2	4.5
	2019	1	2.3
	2020	1	2.3
	2021	3	6.8
	2022	6	13.6
	2023	4	9.1
	2024	5	11.4
	2025	7	15.9
	2026	9	20.5
	Total	44	100.0
Context	Thailand	13	29.5
	Japan	10	22.7
	China	5	11.4
	Indonesia	5	11.4
	Poland	2	4.5
	Taiwan	2	4.5
	China + Thailand (cross-national)	1	2.3
	United States	1	2.3
	Saudi Arabia	1	2.3
	Puerto Rico	1	2.3
	Hong Kong	1	2.3
	South Korea	1	2.3
	Costa Rica	1	2.3
	Total	44	100.0

4.2.2. Intervention Designs

Interventions varied substantially and did not conform to a single GELT model. The most common design involved awareness raising through a dedicated GE course, module, or course component, typically combining exposure to diverse Englishes with critical engagement with native-speakerism, ownership, intelligibility, and language variation. Examples included semester-long or multi-week courses in Japan (Galloway, 2013; Terre Blanche, 2025), Thailand (Boonsuk et al., 2021; Jindapitak et al., 2022a; Miao & Ambele, 2023), China (Lu & Buripakdi, 2020; Fang & Ren, 2018), Poland (Sańczyk-Cruz, 2024; Paciorkowski, 2025), Saudi Arabia (Alruwaili & Atalab, 2023), and South Korea (Song, 2015).

A second cluster embedded GE principles within existing language-skills courses. Listening interventions introduced different English varieties through journals (Galloway & Rose, 2014), authentic media (Maharani et al., 2025; Gunawan & Fadillah, 2026; Segura Arias & Herrera Rodríguez, 2024), shadowing (Hamada & Suzuki, 2021), or explicit perception work (Jones & Blume, 2022; Chiu & Lin, 2024). Writing interventions used poetry (Rosenhan & Galloway, 2019), task-based academic writing (Kusumawati & Nugroho, 2026), or a GE unit within an existing university writing course (Palese et al., 2023). GE content was also incorporated into reading (Chuenban & Chinwonno, 2026), business English (Weltsek & Medina, 2014), English for Real Life (Inthapat et al., 2022), EMI (Terre Blanche, 2025), applied linguistics (Sańczyk-Cruz, 2024), and general university English courses (Sung, 2015; Sirijanchuen & Tangkiengsirisin, 2025). Collectively, these studies indicate that GELT was more often accommodated through adaptation of existing curricula than through wholesale curricular replacement.

A third cluster employed digitally mediated or experiential designs. Two reports evaluated related GE MOOCs in Thailand (Rajprasit, 2022, 2024); another used Instagram to support intercultural learning (Mahaputri et al., 2025); and a multi-case study examined GenAI-supported GELT across Indonesian universities (Halim et al., 2026). Other interventions extended beyond conventional classroom instruction through international interaction (Chen, 2022), tourist interviews and video analysis (Boonsuk & Fang, 2026), community-of-practice participation (Boonyarattanasoontorn & Taylor, 2023), field experience (Inthapat et al., 2022), or debate concerning standard-language ideology (Rose & Galloway, 2017). Across these designs, learning typically involved a combination of exposure, reflection, comparison, and critical discussion. As summarized in Table 4, dedicated GE courses or modules and the integration of GE principles into language-skills courses accounted for 34 reports (77.3%); technology-mediated and experiential designs were comparatively uncommon.

Table 4. *Typology of intervention designs across included reports.*

Intervention type	Description	Reports, n	% of 44
Dedicated GE course or module	A standalone GE-focused course, or a GE module or component inserted into an existing course	20	45.5
GE integrated into a language-skills course	GE principles and diverse-Englishes input built into listening, reading, writing, or pronunciation instruction	14	31.8

Intervention type	Description	Reports, n	% of 44
Technology-mediated GE learning	MOOCs, blended multimedia courses, social media, or generative-AI-supported materials	5	11.4
Experiential or interactional GE learning	International interaction projects, fieldwork and interviews, drama, debate, or community-of-practice activity	5	11.4

Note. Each report was assigned to the category that best represented its principal intervention design. Duration could be charted consistently for 15 reports (34.1%) and ranged from eight weeks to a full academic year, most commonly 8–15 weeks. The limited availability of comparable duration data indicates uneven reporting across the corpus.

4.3. Conceptualizations of Intercultural Awareness and Related Targeted Outcomes

Target outcomes primarily concerned learners' understandings of and orientations toward English rather than narrowly defined linguistic accuracy. Recurrent constructs included awareness of English diversity, acceptance of non-native varieties, reduced reliance on native-speaker norms, ownership of English, confidence, identity, and attitudes toward different interlocutors.

Table 5. Explicitness of the intercultural construct in stated learner outcomes.

Code	Definition applied at charting	Reports, n	% of 44
IC-1	Intercultural awareness, competence, or communication named as a target outcome	2	4.5
IC-2	Culture or cultural identity named as a target outcome, without an intercultural framing	9	20.5
IC-3	GE-internal constructs only (attitudes, ownership, native-speakerism, confidence, performance)	33	75.0

Note. Categories are mutually exclusive and were applied to stated aims and outcome constructs, not to incidental mentions.

Table 5 presents the intercultural coding. Only two reports (4.5%) explicitly identified intercultural awareness, intercultural competence, or intercultural communication as a target learner outcome: the Instagram-mediated intervention in Indonesia (Mahaputri et al., 2025) and the four-to-five-year follow-up of a Japanese GE course (Konakahara, 2026). Nine further reports (20.5%) addressed culture or cultural identity, most commonly through identity construction (Boonyarattanasoontorn & Taylor, 2023; Chaweewan & Boonsuk, 2025), cultural readings (Andrewartha, 2025; Song, 2015), or the politics of English (Weltsek & Medina, 2014; Boonsuk & Waelateh, 2026), but did not frame these outcomes as intercultural learning. The remaining 33 reports (75.0%) targeted GE-internal constructs. Considered alongside the evidence coding, this distribution reveals a substantive alignment gap. Neither IC-1 report used direct performance or artifact evidence: one relied on qualitative learner accounts (E-A), and the other combined such accounts with delayed follow-up (E-A, E-E). Thus, no report paired an explicitly intercultural target with a direct measure of intercultural performance or reasoning. Within this literature, intercultural awareness has largely functioned as an anticipated benefit of GE pedagogy rather than a clearly specified and measured construct.

Language-performance outcomes were less prevalent but methodologically informative. Studies assessed reading comprehension and digital literacy (Chuenban & Chinwonno, 2026), listening comprehension (Bamroongkit & Aowsakorn, 2021; Chiu & Lin, 2024; Kang et al., 2026), vowel perception (Jones & Blume, 2022), pronunciation (Hamada & Suzuki, 2021; Miao et al., 2024), and learner writing (Rosenhan & Galloway, 2019; Kusumawati & Nugroho, 2026). These studies demonstrate that GELT outcomes can be examined through performance rather than attitudinal evidence alone. Findings were nevertheless mixed. Miao et al. (2024) reported positive but short-lived listening effects and no pronunciation advantage, whereas Kang et al. (2026) found changes in attitudes and perceptions without a clear intervention-specific advantage in GE listening comprehension. This divergence helps distinguish favorable orientations toward GELT from evidence of specific skill development.

4.4. Operationalization and Measurement of Learner Outcomes

Qualitative or reflective learner evidence predominated. Thirty-eight reports (86.4%) used interviews, journals, reflections, observations incorporating learner evidence, or comparable qualitative sources. Quantified self-report change appeared in 12 reports (27.3%); nine (20.5%) included direct performance or artifact evidence; five (11.4%) used a comparison or control condition; and four (9.1%) included delayed, longer-term, or transfer-oriented evidence. Categories were non-exclusive, and individual reports could contribute to more than one evidence type.

Table 6. *Distribution of evidence types across included reports.*

Code	Evidence type	Reports, n	% of 44
E-A	Perceived/reflected learner change (qualitative learner evidence)	38	86.4
E-B	Quantified self-reported change	12	27.3
E-C	Direct demonstrated performance or artifact evidence	9	20.5
E-D	Control/comparison evidence	5	11.4
E-E	Delayed, longer-term, authentic-transfer, or retention evidence	4	9.1

Note. *Categories overlap and describe the form of evidence, not a quality hierarchy.*

The cross-tabulation in Table 7 shows that all nine reports using direct performance or artifact evidence (E-C), and all five using comparison conditions (E-D), were classified as IC-3. Broadening the boundary to include the nine IC-2 reports did not alter this pattern: none of the eleven reports targeting an intercultural, cultural, or identity-related outcome used direct or comparative evidence. Instead, these reports relied on qualitative learner accounts (ten of eleven), quantified self-report (two), and delayed or longer-term follow-up (two). The identified evidence gap is therefore not an artifact of the distinction drawn between IC-1 and IC-2.

Table 7. Cross-tabulation of intercultural-construct coding by evidence type (report counts, $n = 44$).

Intercultural code	Reports, n	E-A	E-B	E-C	E-D	E-E
IC-1 (intercultural outcome named)	2	2	0	0	0	1
IC-2 (culture/identity named, no intercultural framing)	9	8	2	0	0	1
IC-3 (GE-internal constructs only)	33	28	10	9	5	2
Total reports using each evidence type	44	38	12	9	5	4

Note. Evidence categories can co-occur within a report, so the cells in a row do not sum to row n . The full report-level coding is provided in Supplementary File S1.

4.5. Alignment Patterns and Evidence Gaps across Pedagogical Aims, Intervention Design, Learner Outcomes, and Measures

The alignment analysis identified a recurrent mismatch between pedagogical ambition and evidential reach. Although many interventions sought to prepare learners for linguistically and culturally diverse uses of English, the predominant measures elicited learners' accounts of awareness or attitude rather than demonstrated responses to unfamiliar situations. Reflective evidence is appropriate for examining changes in beliefs and identity, including perceptions of accent, ownership, legitimacy, and native-speakerism. It does not, however, directly evidence comprehension, interactional adaptation, or intercultural reasoning.

Direct evidence appeared in nine reports, but it primarily concerned language performance or learner products. Reading tests, listening and perception tasks, pronunciation outcomes, and written artifacts linked GELT to observable performance. No report, however, used a clearly standardized or scenario-based direct measure of intercultural reasoning in an unfamiliar communicative situation; moreover, every report with direct or comparative evidence targeted GE-internal constructs. Only five reports used comparison conditions, and four included delayed, longer-term, or transfer-oriented evidence. Thus, although the methodological repertoire has broadened, literature remains considerably stronger in documenting awareness than in demonstrating transfer.

Evidence also suggests that increased awareness does not necessarily displace native-speakerist orientations. Learners could become more receptive to diverse Englishes while retaining preferences for prestige accents, native-speaker teachers, or conventional written norms. This pattern was evident in Japan (Galloway, 2013; Andrewartha, 2025), Thailand (Jindapitak et al., 2022b), the United States (Palese et al., 2023), and other settings. Changes in language beliefs may therefore be incremental and internally inconsistent rather than constituting a wholesale shift from monolithic to pluralistic orientations after a single course.

5. Discussion

5.1. Reported Learner Changes Following Higher-Education GELT Interventions

Across the 44 reports, GELT was enacted through a diverse range of higher-education practices rather than remaining solely a matter of conceptual advocacy. Learners encountered courses, modules embedded in existing curricula, listening and pronunciation activities, writing, digital platforms, debate, international contact, and reflective work. Across these designs, the most commonly reported outcomes were greater awareness of English diversity and increased willingness to question the assumption that legitimate English belongs exclusively to native speakers.

At the same time, the findings do not support a simple story of complete transformation. Learners often became more open to different Englishes while still preferring prestige accents, native-speaker teachers, or familiar written norms. This matters because GELT may shift beliefs without fully removing long-standing language hierarchies. Intervention research should therefore not expect learners to become completely "post-native-speakerist" after a short course. More realistic outcomes are greater reflection, a wider sense of what counts as legitimate English, more tolerance of variation, and a better ability to explain context-sensitive choices.

5.2. Measurement Alignment as the Principal Evidence Gap

Measurement alignment constitutes the most consistent evidential issue across the corpus. Qualitative or reflective evidence appeared in 86.4% of reports, compared with direct evidence in 20.5%. Reflective evidence is not intrinsically weak: interviews and journals are appropriate for examining beliefs, identity, ownership, and learners' interpretations of experience. Its evidential reach becomes problematic only when it is used to support claims about demonstrated capacity, such as an ability to manage an unfamiliar intercultural encounter more effectively.

The pattern extends the concern raised by Rose et al. (2021) regarding the limited use of direct measures. Although performance-based evidence has become more visible in listening, pronunciation, reading, and writing research, it remains scarce for intercultural or adaptive outcomes. The methodological priority is therefore not an undifferentiated call for more quantitative research. Rather, studies require measures whose task demands and inferential scope correspond to the reasoning, interpretation, comprehension, or adaptation specified in the intended outcome.

5.3. Direct Evidence, Comparison Designs, and Transfer

The nine reports containing direct performance or artifact evidence demonstrate several viable approaches. Listening and vowel-perception studies used observable response accuracy (Jones & Blume, 2022; Chiu & Lin, 2024); reading studies used comprehension tests and digital-literacy products (Chuenban & Chinwonno, 2026); and writing studies examined learner texts (Rosenhan & Galloway, 2019; Kusumawati & Nugroho, 2026). Such designs differentiate changes in beliefs from changes in performance. Their mixed and null findings are also methodologically informative because they identify circumstances in which exposure or awareness does not translate into measurable skill development.

Comparison and longer-term designs remained uncommon: five reports used a control or comparison condition, and four included delayed or transfer-oriented evidence. Delayed measurement is especially relevant because changes in beliefs or intercultural awareness may consolidate, attenuate, or become apparent only when learners encounter new communicative demands. Xie et al. (2026), for example, traced academic and career trajectories following a GELT curriculum innovation. The longitudinal follow-up in Konakahara (2026) and the field-oriented evidence reported by Inthapat et al. (2022) similarly illustrate the value of extending assessment beyond course completion. Where delayed assessment is infeasible, a brief transfer task involving an unfamiliar speaker, scenario, or communication problem could still provide evidence of adaptability.

5.4. Context-Responsive GELT Is Predominantly Enacted Through Curricular Embedding Rather Than Curricular Replacement

A practical strength of the literature is that many interventions did not require a complete curriculum change. GE principles were added to existing general-English, EAP, writing, listening, business-English, EMI, and other courses through a small number of tasks or modules. This suggests a practical form of context-responsive GELT: identify a local need, adapt or replace an existing activity, and make sure the new activity fits the real limits of the course.

This is important in courses where contact hours, textbooks, common assessments, and learning outcomes are fixed. A context-responsive intervention can still expose learners to more English varieties, question native-speakerism, make space for local culture, and develop flexible communication without turning a compulsory English course into a specialist sociolinguistics course. The studies therefore suggest a simple design principle: GE content is easier to use when it is linked to a language skill or task that the course already requires.

5.5. Implications for Research on Intercultural Awareness

The intercultural coding identifies a problem of construct specification that precedes measurement. Although intercultural awareness is routinely invoked as a rationale for GE pedagogy, only two of 44 reports named it as a target learner outcome, and neither assessed it directly. Nine additional reports engaged substantively with culture or identity but did not adopt an intercultural framing; three-quarters of the corpus targeted GE-internal constructs alone. Stronger measurement will have limited value unless studies first determine whether intercultural awareness is an intended outcome or whether the relevant construct is more precisely awareness of variation, reduced native-speakerism, or ownership of English. Each constitutes a legitimate pedagogical aim, but treating them as interchangeable risks overstating the outcomes attributable to GE pedagogy.

Importantly, this conclusion is insensitive to the precise coding boundary. Even when the nine IC-2 reports were combined with the two IC-1 reports, none of the eleven reports targeting an intercultural or cultural outcome included direct or comparative evidence. Conversely, every performance measure and comparison condition occurred in reports targeting GE-internal constructs. The mismatch between the field's broader intercultural claims and the evidential basis currently available therefore persists under both the narrow and expanded definitions.

Future intervention studies would benefit from combining complementary forms of evidence. Self-report and reflection can illuminate how learners interpret their own development, whereas direct tasks can examine whether they interpret ambiguity, seek missing information, articulate alternative perspectives, and select contextually appropriate responses. Baker's (2015) account of intercultural awareness may inform the development of observable indicators, but any resulting rubric would require iterative piloting and evidence concerning reliability, construct representation, and scoring validity. Scenario-based tasks situated in unfamiliar English-mediated study or workplace contexts could elicit written or spoken reasoning, while situational-judgment formats may offer a less language-intensive alternative. These measures should complement rather than replace interviews and questionnaires.

5.6. Geographic and Learner-Population Gaps

The regional distribution of evidence was highly uneven as 86.4% of reports originated in East or Southeast Asia, with Thailand and Japan accounting for more than half of the corpus. This concentration reflects contexts in which English is widely learned for international communication, but it constrains the transferability of conclusions to other higher-education systems.

Research involving non-English majors in compulsory general-English courses was also less visible than work conducted in specialized GE courses, English-major programs, EAP, TESOL, or discipline-specific settings. This population warrants closer attention because learners may differ in proficiency, motivation, curricular flexibility, and their need for immediately applicable communication strategies. Studies in compulsory general English would be particularly valuable if they linked clearly specified intercultural outcomes with direct evidence of reasoning and transfer.

5.7. Limitations

Several limitations qualify for the interpretation of these findings. The search used two broad cross-disciplinary indexes rather than discipline-specific subscription databases such as Scopus, Web of Science, or ERIC. Targeted citation checking improved coverage by identifying three additional reports, but this yield does not establish saturation. Because the number of citations assessed was not recorded, relevant reports may have remained unidentified.

The review protocol was not prospectively registered. The eligibility criteria, coding categories, and charting conventions were fixed in advance and are documented in Supplementary File S1, but prospective registration would have provided stronger protection against undisclosed post hoc changes. The review also included only peer-reviewed journal articles published in English. Theses, book chapters, conference papers, practice reports, and non-English publications were outside the scope.

The requirement for an explicit GE/GELT framework strengthened conceptual consistency but excluded potentially comparable interventions framed exclusively through ELF, EIL, World Englishes, intercultural communication, or translanguaging. Screening and interpretation were also conducted by a single author with computational and AI assistance rather than through independent dual review. The prespecified two-pass protocol, record-level audit trail, conservative handling of uncertain records, and reported reinstatement rate improved

transparency but cannot substitute for independent duplicate screening or eliminate the possibility of systematic single-reviewer bias.

Variation in the terminology used for learner outcomes required interpretive coding. Categories were defined in advance and used descriptively rather than as indicators of study quality. Because no formal critical appraisal or risk-of-bias assessment was undertaken, report counts characterize the distribution of evidence but should not be interpreted as quality-weighted estimates. Consistent with its scoping purpose, the review maps the evidence base rather than estimating a pooled causal effect of GELT.

6. Conclusion

Higher-education GE/GELT pedagogy now has a growing and varied body of intervention research. Across 44 included reports representing 43 unique study units, the most commonly reported learner changes were greater awareness of English diversity, more critical views of native-speaker norms, stronger ownership or confidence, and more flexible attitudes toward English users and varieties. However, most evidence still came from reflection and self-report. Direct evidence, comparison designs, and delayed or transfer measures were much less common.

The main need for research is therefore not simply more GELT interventions. The review found that intercultural awareness, although routinely invoked as a rationale for GE pedagogy, was named as a target learner outcome in only two of 44 reports and was never assessed with direct evidence; more broadly, no report that named an intercultural or cultural outcome used direct or comparative evidence. Studies need both a clearer specification of the outcome being claimed and a closer match between that claim and what their measures can actually show. For intercultural awareness, future work should keep the depth of learner reflection but add direct tasks that ask learners to reason through unfamiliar English-mediated situations. Contextually adapted interventions in compulsory higher-education English courses, especially with non-English majors and in under-represented national contexts, would make a valuable contribution.

Acknowledgements

Not applicable.

Funding

This research received no external funding.

Author Contributions

The sole author, Hoang Thanh Van, was responsible for all aspects of this work: Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Validation, Visualization, Writing, Editing, and Project Administration.

Conflicts of Interest

The author declares no conflict of interest.

Ethics Statement

Ethical approval was not required because this study synthesizes published literature and did not collect primary data from human or animal participants.

Informed Consent Statement

Not applicable.

Data Availability Statement

The search audit, PRISMA summary, included-report table, study-unit lineage table, evidence matrix, the intervention-type and intercultural-construct coding for every included report, the intercultural-construct by evidence-type cross-tabulation, exclusion summary, citation-search log, and methods audit are provided in Supplementary File S1.

Declaration of Generative AI and AI-Assisted Technologies

ChatGPT was used to support language editing, record-management scripts, screening-log organization, and consistency checks. It was not treated as an independent reviewer. The author is responsible for the final manuscript.

Declaration of Generative AI and AI-Assisted Technologies

The authors declare that no generative AI or AI-assisted technology was used in the preparation of this manuscript.

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Appendix

Search date: 14 August 2026 (both sources). A targeted backward and forward citation check was completed on 15 August 2026.

Dimensions: Free-text search in title and abstract; Publication Type = Article.

Query: (“Global Englishes” OR “Global Englishes Language Teaching” OR “Global Englishes-informed” OR “Global Englishes-oriented”) AND (teach* OR pedagog* OR classroom* OR curricul* OR course* OR instruction* OR intervention* OR activit* OR task* OR module*) AND (student* OR learner* OR undergraduate* OR universit* OR tertiary OR “higher education”).

Because the export interface did not support a pre-export year filter, the 2010–2026 date criterion was applied after export and recorded in the audit trail.

OpenAlex: works (core); exact phrase “Global Englishes” in title/abstract; publication years 2010–2026; type = article.