

Analysis on the Perceptions of College Students Toward the Regional Accents of Selected Faculty Members: Basis for a Proposed Intensive Accent Neutralization Training Program

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ABSTRACT

This study utilized a qualitative phenomenological research design. This involved semi-structured interviews with eight (8) purposively selected college students from private Higher Education Institutions (HEIs). Participants were chosen based on their exposure to faculty members with noticeable or strong regional accents. Ethical research standards were strictly observed, including informed consent and the assurance of confidentiality. Thematic analysis was applied to identify common themes and patterns from the responses of the participants. Findings reveal that while regional accents may initially pose comprehension challenges, they are not regarded as crucial barriers to learning. Students place greater importance on clarity of instruction, classroom engagement, and the overall quality of teaching than on accent alone. Those with more diverse linguistic exposure tend to adjust more easily and even appreciate the uniqueness that regional accents bring to the classroom setting. However, students with limited exposure may experience misunderstanding, emotional discomfort, or reduced participation, particularly when strong accents compromise speech clarity.

Keywords: Accent Neutralization, Faculty Communication, Linguistic Diversity, Regional Accents, Student Perceptions

INTRODUCTION

Effective communication plays a vital role in the success of teaching and learning in higher education. In multilingual countries such as the Philippines, language serves not only as a medium of instruction but also as a symbol of identity and regional affiliation. Although English is institutionalized as the primary medium of instruction in colleges and universities, it is often spoken with distinct regional accents shaped by the speaker's mother tongue. These regional accents, while natural and culturally valid, may influence students' perceptions of a faculty member's clarity, credibility, and effectiveness in delivering academic content (Munro, 2021; Delos Reyes & Estardo, 2020).

A regional accent refers to variations in pronunciation, rhythm, and intonation influenced by one's geographical and linguistic background. In the Philippines, where more than 170 languages are spoken (Eberhard et al., 2023), regional accents such as Ilocano, Cebuano, Waray, or Hiligaynon often influence the way English is spoken. While these accents reflect the country's rich linguistic and cultural diversity, they may also pose challenges in academic communication, especially when students are not familiar with certain speech patterns (Lansang & Ramirez, 2023). International studies affirm that accents can affect listener comprehension and may influence perceptions of a speaker's competence and authority (Lev-Ari & Keysar, 2010; Derwing & Munro, 2020).

Students frequently form implicit judgements based on their instructors' manner of speaking. Research shows that accents can shape perceptions of a teacher's intelligence, professionalism, and effectiveness (Gass & Varonis, 2021). In some cases, students may find it difficult to follow lectures delivered in strongly accented English, which may result in disengagement, misinterpretation, or lower academic performance (Zhou & Klerk, 2022). This is particularly relevant in the Philippine context, where faculty members from different regions are

often assigned to higher education institutions outside their home provinces, bringing with them unique speech characteristics.

In the Philippine setting, however, there is limited empirical research exploring how students perceive their instructors' regional accents and how these perceptions affect their learning experiences. Most local studies concentrate on language proficiency or English language anxiety (Guino-o & Pajarillo, 2023), leaving a research gap in the sociolinguistic aspects of regional accents within classroom discourse. Addressing this gap is crucial in developing faculty training programs that promote effective communication while upholding linguistic and cultural diversity.

While diversity in pronunciation is natural and expected, academic institutions must also take into account the importance of intelligibility—how easily a listener can understand spoken language. As Jenkins (2021) emphasizes, the goal of communication training in global English contexts should be intelligibility, rather than the elimination of accents. Still, accent neutralization training has emerged as a strategy to help speakers minimize strong regional influences and achieve clearer, more comprehensible speech for academic and professional settings (Santos & Clemente, 2020; Breitzkreutz et al., 2023). In this context, “neutralization” does not mean erasing one’s identity, but rather improving communication to align with institutional and cross-cultural expectations.

By focusing on the lived classroom experiences of students and their perceptions of regional linguistic variation, this research contributes to the broader discourse on language equity, teacher effectiveness, and intercultural competence in Philippine higher education. It also aligns with global movements on English as a Lingua Franca (ELF), which promote mutual intelligibility and communicative efficiency over strict adherence to native-like standards (Seidlhofer, 2020; Matsuda & Friedrich, 2021).

This study seeks to analyze the perceptions of college students toward the regional accents of selected faculty members. Specifically, it aims to examine how these perceptions influence classroom communication, comprehension, and the overall learning experience. The findings of the study will serve as the basis for proposing an intensive accent neutralization training program for faculty members to enhance instructional delivery and promote inclusive education. The goal is not to enforce linguistic conformity, but rather to equip educators with strategies that support intelligibility, foster student engagement, and contribute to academic success within a multilingual learning environment.

Statement Of the Problem

This study aims to analyze the perceptions of college students toward the regional accents of selected faculty members as a basis for a proposed intensive accent neutralization training program.

Specifically, it sought to answer the following questions:

1. How do college students perceive the regional accents of selected faculty members in terms of clarity, understandability, and instructional effectiveness?
2. What are the perceived effects of faculty members' regional accents on students' comprehension, participation, and overall classroom experience?
3. How do students' language backgrounds and regional experiences influence their perceptions of faculty members' accents?
4. What challenges do students encounter in understanding faculty members who speak English with strong regional accents?
5. Based on the findings of this study, what intensive accent neutralization training program may be proposed?

LITERATURE REVIEW

Clarity in spoken language is a crucial element of effective instruction, particularly in linguistically diverse academic settings. Variations in pronunciation brought about by regional accents can significantly affect students' comprehension, especially when unfamiliar phonological features—such as vowel shifts or uncommon stress patterns—are present (Choi & Saito, 2021). While slight accent differences are often negligible, more pronounced regional features may disrupt students' ability to process instructional content, especially during fast-paced or content-heavy lectures. This concern is further heightened when students have limited prior exposure to diverse accents, making them more prone to misinterpretation or cognitive strain.

Understandability—defined as the ease with which speech is processed regardless of accent—is improved when students are exposed to various dialects and linguistic environments. Zhang and Morrow (2022) found that such exposure not only enhances comprehension but also promotes adaptability. Faculty members who speak with regional or foreign-accented English are better understood when they apply techniques such as consistent intonation, slower speech rates, and the use of visual aids. These instructional supports, combined with cultural awareness and openness, contribute greatly to improving understandability (Tsang, 2023).

It is important to note that instructional effectiveness is not determined solely by accent neutrality but by a teacher's ability to engage students, communicate clearly, and facilitate meaningful learning. Li and Wang (2021) observed that although students may initially encounter difficulty understanding strong accents, these challenges often diminish when instructors demonstrate sound pedagogical skills and establish rapport. Once students recognize instructional competence, accent-related bias tends to decrease—underscoring the importance of teaching quality over linguistic conformity.

Sociolinguistic attitudes also shape how students perceive faculty speech. Alghamdi (2020) found that students' openness to different accents increased over time, particularly when a positive student-instructor relationship was built. This suggests that emotional connection and trust can override initial linguistic barriers, making accents less of a factor in the overall learning experience.

Research further supports the role of accent familiarity in comprehension. Choi and Saito (2021) noted that when students are unaccustomed to certain phonological patterns, they may miss key points during lectures, requiring repeated exposure to fully grasp the content. These difficulties often result in hesitation to participate in class, as students may fear miscommunication or embarrassment. Zhang and Morrow (2022) reported that such anxiety is especially evident among second-language learners, although it tends to decrease as students adjust to the instructor's speaking style.

Thus, the overall classroom experience is shaped by both linguistic and emotional factors. As Li and Wang (2021) highlighted, initial confusion brought about by accented speech is often replaced by student engagement once learners become familiar with the instructor's delivery. When paired with effective teaching, regional accents can enhance classroom dynamics by promoting cultural inclusivity (Alghamdi, 2020).

Students' linguistic backgrounds play a significant role in how they perceive faculty speech. According to Saito and Hanzawa (2021), multilingual students or those raised in diverse linguistic environments tend to be more accepting of accent variation. On the other hand, monolingual students may struggle more and develop unconscious biases. Familiarity through geographic or social proximity also matters; Wang and Curzan (2020) found that students who share a regional background with the instructor report fewer issues with comprehension, while others may find the same accent challenging.

These perceptions are also shaped by social and cultural biases. García and Otheguy (2022) noted that students often associate prestige with so-called “standard” accents, which can result in skewed evaluations of instructional effectiveness based solely on speech patterns. However, students with greater cultural exposure are more likely to focus on content rather than accent.

Given the diversity of student backgrounds, it is essential to address accent perception within a framework of inclusive education. Mahboob and Elyas (2020) advocate for the recognition of accent diversity as a valid

expression of identity within academic institutions. Doing so fosters fairness in faculty evaluation and supports culturally responsive pedagogy.

Difficulty in understanding strong regional accents can impair comprehension, reduce student engagement, and increase cognitive load. Even minor phonological deviations may cause fatigue and disrupt learning, particularly in technical or complex subjects (Henderson & Loureiro, 2021; Mousavi & Dehghan, 2020). Missed information or misunderstanding during lectures can negatively impact academic performance and decrease motivation to participate.

Such challenges are often compounded by accent-related anxiety. Naderifar and Shamsudin (2022) found that some students avoid speaking in class due to fear of being misunderstood, resulting in a more emotionally distant learning environment. Chen and Zhang (2021) further pointed out that language proficiency mediates this experience—students with higher proficiency tend to adjust more easily, while those with lower proficiency face greater struggles.

To address these concerns, Derwing and Munro (2020) recommend that faculty members adopt inclusive communication strategies such as speaking at a slower pace, using visual aids, and paraphrasing key concepts. These methods not only improve clarity but also create a more supportive and inclusive learning atmosphere for all students.

METHODOLOGY

This study employed a qualitative phenomenological approach to explore the lived experiences and perceptions of students regarding the regional accents of their faculty members. The phenomenological design was considered appropriate as it allowed the researcher to deeply examine the participants' personal insights and meaning-making processes about accent diversity within the classroom setting (Creswell & Poth, 2018). To gather rich and meaningful data, the researcher conducted semi-structured interviews with eight (8) currently enrolled college students from selected private higher education institutions. Participants were selected through purposive sampling, based on their direct exposure to faculty members who speak with noticeable regional accents. Most of them came from various provinces across the Philippines and had extensive knowledge of several local languages and dialects. This language background allowed them to easily identify different regional accents among faculty members. To minimize subjectivity and maintain consistency in the selection process, the researcher implemented a pre-screening method to identify and specify the characteristics of a "strong" regional accent. This included collecting peer evaluations and seeking advice from language specialists to assess faculty members' speech characteristics through recognized phonological indicators like intonation, vowel shifts, and stress patterns. This process was important in confirming that the study participants had authentic and consistent exposure to faculty members who had obvious or prominent regional accents.

Ethical considerations—including informed consent, voluntary participation, confidentiality, and the right to withdraw from the study at any time—were strictly observed during the data collection process. With the participants' permission, interviews were audio-recorded and transcribed verbatim. For data analysis, thematic analysis was used to identify key patterns and recurring themes that emerged from the participants' narratives. This analytical method enabled the researcher to interpret the data in a meaningful and systematic manner, ensuring that the findings genuinely reflected the students' shared experiences (Braun & Clarke, 2006). The use of qualitative phenomenology, complemented by thematic analysis, ensured that the results were grounded in the authentic voices of the participants and aligned with the objectives of the study.

RESULTS AND DISCUSSION

SoP 1: How do college students perceive the regional accents of selected faculty members in terms of clarity, understandability, and instructional effectiveness?

The responses gathered from the participants reveal nuanced and varied perceptions among college students regarding faculty members who speak English with regional accents. A recurring theme across their statements is the recognition that while regional accents are noticeable, they are not the primary determinant of a teacher's

effectiveness. Many students emphasized that factors such as clarity of explanation, teaching strategies, and classroom engagement carry greater weight than accent alone when it comes to instructional success.

Some students shared that unfamiliar or strongly marked regional accents could initially lead to confusion, pose slight comprehension difficulties, or require extra effort to grasp complex words and concepts. In more pronounced cases, these challenges may result in distractions, misinterpretations, or even negative behaviors such as mocking, which could undermine the student-teacher relationship. Nevertheless, most participants acknowledged that when professors make conscious efforts to speak clearly, check for understanding, and apply effective pedagogical methods, their accents become less of a barrier. The students' ability to focus on teaching quality over speech patterns became more evident as they adjusted to the instructor's style.

Several respondents also highlighted the importance of student adaptability and familiarity with different accents. Those who share the same regional background with their teachers or have had prior exposure to diverse speech patterns tended to perceive the accent more positively. Some students considered the process of adjusting to an unfamiliar accent as a valuable learning experience that promotes resilience, openness, and curiosity.

These insights suggest that while regional accents may initially present communication challenges, they do not fundamentally diminish instructional effectiveness—especially when paired with strong teaching skills. Students' perceptions are shaped by their linguistic backgrounds, regional familiarity, and openness to accent diversity. Thus, regional accents may be perceived either as a neutral aspect or a minor challenge, depending on these variables. The findings of this study underscore the importance of implementing inclusive communication strategies in linguistically diverse academic environments. They also support the development of initiatives such as accent awareness or accent neutralization training—not to erase cultural identity, but to enhance mutual understanding and student engagement.

This interpretation aligns with existing literature. According to Choi and Saito (2021), pronunciation differences influenced by regional accents can affect students' comprehension of academic discourse. While minor variations often go unnoticed, stronger regional features—such as vowel shifts or distinct stress patterns—can disrupt clarity, particularly for students unfamiliar with the accent. Zhang and Morrow (2022) observed that exposure to various accents significantly enhances students' ability to understand faculty members with regional or foreign-accented English. In higher education settings, instructors who employ consistent intonation, speak at a measured pace, and use visual aids are generally more easily understood. Similarly, Tsang (2023) found that understandability improves when students are culturally aware and accustomed to multilingual learning environments.

Li and Wang (2021) also reported that although students may initially find it difficult to understand lecturers with strong regional accents, their perceptions improve over time—especially when the faculty member demonstrates sound teaching practices and builds positive rapport. The presence of pedagogical competence often offsets accent-related bias, enabling students to shift their focus from how something is said to what is being said.

SoP 2: What are the perceived effects of faculty members' regional accents on students' comprehension, participation, and overall classroom experience?

The responses gathered from the participants reveal a range of student experiences and perspectives regarding faculty members who speak English with strong regional accents. Several students acknowledged that unfamiliar or heavily marked accents can present initial challenges to comprehension, particularly when the lesson involves technical terms or complex subject matter. This difficulty in understanding may result in reduced class participation, as students might hesitate to ask questions due to fear of miscommunication or concern about unintentionally offending the instructor. In some cases, students admitted to disengaging or relying on their classmates for clarification rather than directly seeking help from the teacher.

Despite these challenges, many participants highlighted the importance of the faculty member's teaching style and overall approach to instruction. They noted that when professors make conscious efforts to speak clearly, use visual aids, paraphrase difficult concepts, and maintain an approachable demeanor, the effect of the accent

on the learning process is significantly minimized. Some students even found regional accents engaging, describing them as adding personality, character, and cultural richness to the classroom environment. Others pointed out that although understanding may be difficult at first, the challenge often decreases over time as students gradually become accustomed to the instructor's speech patterns.

These findings suggest that while regional accents may initially affect comprehension and classroom engagement, these effects are not necessarily long-lasting or difficult to overcome. Much depends on the students' willingness to adapt and the instructor's ability to employ effective communication strategies. The effectiveness of teaching, therefore, is not solely dependent on speech patterns, but rather on clarity of communication, sound pedagogical practices, and the quality of the student-teacher relationship.

Based on the data, regional accents can temporarily influence students' ability to comprehend lessons and participate actively in class, especially when the accent is unfamiliar or particularly strong. However, these challenges are often mitigated by the teaching competence of the instructor and the students' openness to adapt. A supportive, inclusive, and communicative classroom environment is key to minimizing accent-related barriers, reinforcing the value of accent awareness, and effective instructional delivery in linguistically diverse educational settings.

This interpretation is supported by existing literature. Zhang and Morrow (2022) found that unfamiliar accents may cause increased anxiety and reduced classroom engagement, particularly among second-language learners. Student participation is often affected when learners are required to exert additional cognitive effort just to decode what is being said. However, their engagement tends to improve once they become familiar with the instructor's speech patterns. Similarly, Choi and Saito (2021) noted that accented speech may influence listening comprehension, depending on the strength of the accent and the students' prior exposure to similar phonological features. In classroom settings where students are not accustomed to specific regional speech patterns, they may miss key points or require repeated exposure to fully understand the lesson. These findings highlight the strong connection between accent familiarity and comprehension, especially in lecture-based or content-heavy classes.

SoP 3: How do students' language backgrounds and regional experiences influence their perceptions of faculty members' accents?

The insights shared by the participants reveal a recurring theme: students' language backgrounds and regional experiences significantly shape how they perceive and respond to the regional accents of their faculty members. Many participants observed that those who were raised in linguistically diverse environments or frequently exposed to various dialects—such as Bisaya, Batangueño, or Ilocano—through family interactions or social media, tend to be more open-minded, flexible, and accepting of accent variation. For instance, one student pointed out that watching content creators from different regions on platforms like YouTube and TikTok helped them become more accustomed to a range of speaking styles. On the other hand, students with limited exposure to accent diversity often struggle to understand unfamiliar speech patterns. Some even admitted to unconsciously associating strong regional accents with poor fluency or lower credibility, which reflects a form of implicit linguistic bias.

Moreover, some participants mentioned that unfamiliar pronunciation or regional word usage could cause momentary confusion, which may linger and affect their focus or comprehension even after the lesson. However, others also shared that these challenges tend to diminish over time as they become more familiar with the faculty member's speaking style. This highlights the importance of exposure and a growth mindset when engaging with linguistic differences.

The findings suggest that students' previous linguistic experiences act as filters that influence their interpretations of faculty speech. Those who come from more diverse linguistic communities exhibit greater adaptability and tolerance towards regional accents. Hence, higher education institutions should promote linguistic inclusivity by implementing awareness campaigns or orientation programs that highlight accent diversity as part of the rich tapestry of Philippine English, rather than as a deficit. Doing so not only fosters respect and understanding but also strengthens student-teacher rapport. Wang and Curzan (2020) highlighted that students who share the same regional background as their instructors are more likely to perceive their accent

as natural, thus encountering fewer comprehension issues. Conversely, students with no prior exposure might find such accents unfamiliar or unclear, which may influence how they assess the teacher's effectiveness. Similarly, García and Otheguy (2022) found that students sometimes carry subconscious biases that favor so-called "neutral" or "standard" accents, which can lead to unfair assumptions about an educator's competency. Nonetheless, students with rich cultural and linguistic experiences tend to be more focused on the content being delivered rather than how it is spoken, showing that familiarity, inclusivity, and awareness are key to bridging accent-related gaps in communication.

SoP 4: What challenges do students encounter in understanding faculty members who speak English with strong regional accents?

The participants' responses consistently highlighted several challenges encountered by students in understanding faculty members who speak English with strong regional accents. A major concern was miscommunication, often attributed to unfamiliar pronunciation, unclear articulation, or fast-paced delivery. Many students reported missing important points during lectures and experiencing confusion when words were pronounced differently from the expected or more familiar versions. This resulted in disrupted note-taking, misinterpretation of content, and increased mental effort as students tried to make sense of what was being said.

Beyond the linguistic difficulties, students also pointed out the emotional and psychological toll brought about by such challenges. Some expressed hesitation or anxiety about asking questions, fearing that they might seem disrespectful, appear unintelligent, or risk embarrassing their teachers. A few also shared experiences of discomfort during class discussions due to fear of miscommunication. In some cases, when students focused more on deciphering the accent rather than understanding the content, their engagement and comprehension declined. Alarming, there were instances where students admitted to mocking or ridiculing faculty accents, an unfortunate response that breeds disrespect and fosters a divisive classroom environment.

Participants also observed that familiarity with regional accents influenced their ability to adjust. Those who had grown up in linguistically diverse settings, or who were regularly exposed to various dialects, generally demonstrated greater adaptability. On the other hand, students unfamiliar with idioms, metaphors, or intonation patterns typical of certain regions tended to struggle more. Some also mentioned experiencing fatigue and mental strain, especially when trying to keep up with fast-paced lectures or decipher unfamiliar speech patterns.

The findings suggest that while strong regional accents in English are natural and culturally embedded, they may inadvertently hinder classroom communication, affecting students' confidence, concentration, and participation. These issues are not solely linguistic but also tied to social and psychological factors. As such, higher education institutions are encouraged to adopt strategies that address this gap. These may include professional development workshops on inclusive communication for faculty members, the creation of safe and open spaces for student clarification, and the promotion of awareness campaigns on accent diversity. These initiatives may foster mutual understanding, reduce linguistic bias, and contribute to a more inclusive and respectful classroom environment.

Mousavi and Dehghan (2020) pointed out that learners often miss critical details or misinterpret content due to accent-related confusion, which is especially problematic in subjects that require precision and clarity. Naderifar and Shamsudin (2022) observed that students may hesitate to participate in discussions due to fear of misunderstanding or being misunderstood, leading to reduced interaction. Similarly, Chen and Zhang (2021) noted that high-proficiency students tend to adapt more easily, while others may experience cognitive overload, confusion, and disengagement. These studies reinforce the idea that the impact of faculty accents is not uniform, but varies based on students' language proficiency and previous exposure to linguistic diversity.

SoP 5: Based on the findings of this study, what intensive accent neutralization training program may be proposed?

Proposed Intensive Accent Neutralization Training Program for Faculty Members

I. Rationale

Effective communication plays a vital role in educational settings, particularly in higher education, where the

clarity of instruction greatly affects students' comprehension, participation, and overall academic performance. While regional accents are valued as expressions of cultural identity and linguistic diversity, they may, at times, pose initial comprehension challenges—especially for students who are not accustomed to certain speech patterns. Student feedback indicates that regional accents are not seen as major obstacles; however, difficulties such as miscommunication, emotional discomfort, and reduced classroom participation may arise, particularly when instructional clarity and effective teaching strategies are lacking. In response to these concerns, this training program seeks to support faculty members in enhancing their communicative clarity while continuing to honor and preserve the richness of accent and language diversity in the classroom.

II. Relevance

This training program is essential to ensure that all students—regardless of their linguistic backgrounds—can fully benefit from clear, engaging, and effective instruction. It aligns with the institution's goals of promoting inclusivity, ensuring equitable access to quality education, and upholding excellence in teaching. By equipping faculty members with the skills to minimize accent-related communication barriers without compromising their authentic identities, the program fosters a more inclusive learning environment. Furthermore, it promotes cultural sensitivity among educators by emphasizing student-centered communication and greater awareness of linguistic diversity in the classroom.

III. Legal Basis

The legal basis of this study is anchored on several national policies that underscore the importance of quality education and faculty competence. Republic Act No. 7722, otherwise known as the Higher Education Act of 1994, mandates the Commission on Higher Education (CHED) to promote quality education and ensure the continuous professional development of faculty members in higher education institutions. In support of this, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, advocates for the comprehensive training of teachers—particularly in communication and pedagogical skills—to ensure the effective delivery of learning. Likewise, CHED Memorandum Order (CMO) No. 52, series of 2016, provides policy standards for outcomes-based quality assurance in Philippine higher education, highlighting the need for teaching personnel to meet high standards of instructional competence. Furthermore, Article XIV, Section 1 of the 1987 Philippine Constitution affirms the State's responsibility to protect and promote the right of all citizens to quality education at all levels. This includes addressing factors such as language and communication barriers that may hinder effective instruction and student learning.

IV. Objectives

General Objective

To enhance the speech clarity and communicative effectiveness of faculty members through an Intensive Accent Neutralization Training Program, without compromising their regional identity—thereby supporting improved student comprehension and active participation in the classroom.

Specific Objectives

1. To raise faculty awareness on how regional accents may affect students' comprehension and participation in class;
2. To equip faculty members with practical techniques in accent neutralization, such as pronunciation, pacing, stress, and intonation strategies;
3. To improve the clarity of instruction through the use of effective communication tools and visual aids;
4. To boost faculty members' confidence in delivering lessons to linguistically diverse learners; and
5. To promote culturally responsive teaching that upholds both clarity and respect for linguistic diversity.

V. Action Plan

Activity	Description	Schedule	Persons Involved	Expected Output
1. Orientation and Baseline Accent Assessment	Conduct diagnostic speech assessments and introduce the objectives of the program.	Week 1	Language Experts, Faculty Participants	Pre-training accent profile per participant
2. Workshops on Accent Awareness and Phonetics	Sessions on accent perception, speech sounds (vowels/consonants), stress, and intonation.	Week 2-3	Linguists, Speech Coaches	Improved awareness and phonetic understanding among participants
3. Pronunciation Practice & Listening Drills	Faculty engage in guided speaking/listening drills using audio-visual tools and shadowing techniques.	Week 4-5	Language Trainers, Faculty	Demonstrated clarity improvements in recorded samples
4. Speech Pacing and Articulation Exercises	Training on speech rate, word enunciation, and articulation for technical lectures.	Week 6	Speech Pathologists	Increased clarity and better pacing in teaching delivery
5. Student-Faculty Interaction Simulation	Simulated teaching sessions with student feedback to gauge speech clarity and engagement.	Week 7	Faculty, Student Volunteers	Student feedback reports indicating improved intelligibility
6. Peer Coaching and Feedback	Small group sessions for peer review and shared strategies to overcome accent-related challenges.	Week 8	Faculty, Program Coaches	Peer-reviewed reflection logs with progress notes
7. Final Assessment & Presentation	Post-training speech evaluation and mini-lesson presentation to showcase improvements.	Week 9	All Participants	Comparative reports showing accent clarity progress
8. Reflection and Evaluation	Individual and group reflections; collection of feedback for program refinement.	Week 10	All Participants	Program impact report and participant evaluations

VI. Participants

- Full-time and part-time faculty members from various disciplines
- Language and communication specialists
- Student volunteers (for simulation activities)

VII. Activity Requirements

- Speech lab and audio-visual recording equipment
- Diagnostic and evaluation rubrics
- Teaching scripts for simulations

- Feedback forms for student and peer evaluations
- Printed modules or e-learning access

FUNDING

Expense Item	Estimated Cost (PHP)
Honoraria for Trainers/Specialists	₱60,000
Training Materials and Manuals	₱15,000
Audio-Visual Equipment Rental	₱10,000
Certificates and Tokens	₱5,000
Meals and Snacks (Participants & Trainers)	₱20,000
Miscellaneous (e.g., printing, venue prep)	₱10,000
Total Estimated Budget	₱120,000

CONCLUSION

Students generally perceive regional accents as minor challenges rather than significant barriers to learning. They place greater importance on teaching clarity, engagement, and overall instructional quality. When faculty communicate effectively and demonstrate good teaching strategies, regional accents do not obstruct learning; in fact, they may even enrich the classroom experience by promoting diversity and cultural awareness.

While some students initially find it difficult to understand faculty members with strong regional accents, these challenges often lessen over time, especially when teachers are approachable, use visual or supplementary materials, and explain lessons clearly. In most cases, the quality of teaching has a greater impact on learning outcomes than the presence of an accent. Some students even appreciate the uniqueness that regional accents bring to

Students' perceptions of regional accents are closely linked to their own linguistic exposure and cultural background. Learners who come from diverse or multilingual environments tend to be more open-minded and tolerant, while those with limited exposure may encounter difficulties or develop unconscious biases that affect their comprehension and participation in class.

However, strong regional accents may still cause initial comprehension problems, emotional discomfort, and reduced classroom participation. Misunderstandings, increased mental effort, and fear of being judged may affect students' willingness to engage in discussions. On the other hand, students who are accustomed to linguistic diversity tend to adapt more easily and are less likely to be negatively affected.

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