

Native Enough? Correlating Accent Self-Perception and Attitudes Toward World Englishes Among Pre-Service Teachers

Mary Ann Charmaine O. Tapulayan-Dumana* 

Northern Bukidnon State College, Philippines

maancha.dumana@gmail.com

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***Corresponding author**

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ABSTRACT: *This study investigated pre-service English teachers' self-perceptions of their English accent and their attitudes toward global English varieties within the World Englishes (WE) framework. Specifically, it examined (1) how third-year BSEd English students perceive their accent identity, (2) how they evaluate different English accents across Kachru's concentric circles, and (3) whether there is a relationship between accent self-perception and evaluative attitudes. Using a quantitative correlational design, data were collected from 80 participants through two validated instruments: the Accent Self-Perception Scale (ASPS) and the Verbal Guise Test (VGT). Descriptive statistics, Pearson's correlation, and paired-samples t-tests were employed to analyze the data. Results revealed a moderately positive self-perception of participants' Filipino English accent ($M = 3.06$, $SD = 1.08$), coupled with balanced evaluations of Inner, Outer, and Expanding Circle accents ($M = 4.03$, 3.94 , and 3.90 , respectively). Although Inner Circle accents were rated slightly higher, differences were minimal, indicating a gradual shift toward accent inclusivity. Correlation analysis showed no significant relationship between self-perception and accent evaluations, suggesting that identity and ideology function independently in shaping teachers' attitudes. These findings underscore the need for World Englishes-informed teacher education that promotes accent awareness, linguistic confidence, and pedagogical inclusivity. By moving from accent conformity to accent consciousness, pre-service teachers can model openness and respect for English diversity in multilingual classrooms.*

KEYWORDS: Accent Perception, Pre-Service Teachers, Teacher Identity, Verbal Guise Test, World Englishes.

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Introduction

Globalization and increased international mobility have accentuated the role of English as a global lingua franca, challenging traditional notions of a “standard” English and foregrounding the legitimacy of non-native varieties. Under the paradigm of World Englishes (WE), many scholars argue that English is no longer the exclusive property of inner-circle native speakers, but rather a pluricentric, dynamic phenomenon shaped by diverse sociolinguistic ecologies. However, despite theoretical recognition of variety, speakers’ attitudes remain shaped by sociocultural ideologies, prestige norms, and internalized linguistic insecurity.

Studies have shown that many English learners and users in non-native settings continue to prefer “inner-circle” accents (e.g., American or British) for reasons of prestige, intelligibility, and perceived professionalism (e.g., Phan, 2020; Pei & Xing, 2016). For example, in a study of Vietnamese university learners, participants consistently rated the American accent more favorably than the British accent on status and solidarity-related traits. Similarly, Chinese English-major students in a phonetics course recognized American and British accents more easily than non-native varieties. They expressed a preference for American English as a model for teaching and pronunciation.

More critically relevant to the present study, some research has explored how learners view their own accented English. In one descriptive study of Indonesian secondary-school students, the majority reported negative attitudes toward their own English accent, often linking self-perceived deficiencies to anxiety, self-esteem issues, and fears of negative judgment; concurrently, they expressed a clear preference for the American accent, associating it with higher prestige and better employability. Such findings echo the broader phenomenon of linguistic insecurity — a condition in which speakers of non-standard or non-native varieties perceive their speech as deficient or inferior relative to standard norms.

In teacher education contexts, attitudes toward accents become even more significant. Pre-service English teachers’ beliefs about accent normativity and variance may influence their own spoken English, their teaching models, and ultimately their students’ linguistic identity and self-confidence. Previous research consistently demonstrates that learners and teachers often associate Inner Circle English accents with prestige, professionalism, and linguistic authority. Studies conducted in Vietnam, China, Indonesia, and Thailand have similarly reported the persistence of native-speaker preferences despite growing recognition of English as a global language. At the same time, emerging World Englishes scholarship suggests increasing acceptance of localized varieties and greater awareness of linguistic diversity. Although these studies provide valuable insights into accent attitudes, most focus either on evaluations of different English varieties or on learners’ perceptions of their own accents. Few studies have simultaneously examined both constructs within a single investigation. More importantly, little is known about whether pre-service teachers who feel confident about their own accent also demonstrate greater acceptance of other English varieties. This relationship remains underexplored, particularly within Philippine teacher-education contexts where English functions as both a local and international language.

The present study addresses this gap by examining the relationship between accent self-perception and evaluative attitudes toward World Englishes among Filipino pre-service teachers. By combining a self-perception scale with a perceptual evaluation using the Verbal Guise Test (VGT), this study offers a dual-perspective approach: (1) introspective — how teachers feel about their own accent; (2) evaluative — how they perceive and judge other English accents. This design allows for examining whether internalized attitudes toward one’s own accent are associated with external evaluations of other accents—an issue with

implications for pronunciation pedagogy, teacher identity formation, and the broader acceptance of World Englishes.

Specifically, the study addresses the following research questions:

1. What are the self-perceptions of third-year BSEd English pre-service teachers toward their own English accent, in terms of confidence, identity, and acceptance?
2. How do these pre-service teachers rate different English accents (local/non-native vs. native) on dimensions such as intelligibility, prestige, and teaching appropriateness using VGT?
3. Is there a statistically significant correlation between their self-perceived accent attitudes and their accent-evaluation ratings of other English varieties?

By answering these questions, the study seeks to contribute to WE scholarship in teacher education contexts, offering empirical evidence on accent self-perception, perceived variation, and the possible alignment (or misalignment) between self-identity and evaluative attitudes. Such evidence may inform pronunciation pedagogy, raise awareness of accent prejudice and linguistic insecurity, and support more inclusive, contextually appropriate models of English teaching in multilingual, non-native contexts such as the Philippines.

Methodology

Research Design

This study employed a quantitative correlational design to examine the relationship between pre-service English teachers' self-perception of their English accent and their evaluative attitudes toward different varieties of English. Specifically, the study investigated whether levels of accent confidence, identity, and acceptance are associated with attitudes toward Inner Circle, Outer Circle, and Expanding Circle English accents within the World Englishes framework. A correlational design was deemed appropriate because the study sought to determine the strength and direction of relationships between naturally occurring variables without manipulating any conditions (Creswell, 2014). Data were collected through two validated quantitative instruments: the Accent Self-Perception Scale (ASPS) and the Verbal Guise Test (VGT). Descriptive statistics, Pearson's product-moment correlation, and paired-samples t-tests were used to analyze the data.

Participants

The participants consisted of third-year students enrolled in the Bachelor of Secondary Education (BSEd) English program at a public university in the Philippines. They were purposively selected because, as pre-service English teachers, they have been exposed to courses in phonology, sociolinguistics, and World Englishes, making them ideal respondents for research on accent awareness and linguistic attitudes. A total of 80 students participated in the study, exceeding the minimum recommended for a small-scale correlational analysis based on Cohen's (1992) sample size guidelines for moderate effect sizes. The majority of participants were female ($n = 58$, 72.5%), with the remaining 22 (27.5%) identifying as male. Ages ranged from 19 to 23 years ($M = 20.4$). All participants were Filipino nationals; their first languages included Cebuano-Bisaya ($n = 64$), Tagalog ($n = 2$), and other regional languages ($n = 14$), with English serving as an additional academic language for all. Participation was voluntary, informed consent was obtained electronically, and confidentiality was strictly maintained throughout the study.

Research Instruments

Two primary instruments were used: the Accent Self-Perception Scale (ASPS) and the Verbal Guise Test (VGT), each with its own rating scale.

The Accent Self-Perception Scale (ASPS) was adapted from previously validated scales used in studies on pronunciation confidence and accent identity (e.g., Saito et al., 2019; Jenkins, 2007). The Accent Self-Perception Scale (ASPS) consisted of ten items measuring four dimensions of accent self-perception: confidence (Items 1 and 9), identity (Items 2 and 8), insecurity (Items 3 and 7), and native-speaker orientation (Items 4, 6, and 10). Responses were recorded using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Higher overall scores indicated greater acceptance and confidence toward one's English accent. Reverse-coded items were recoded prior to analysis to ensure consistency in score interpretation.

The Verbal Guise Test (VGT) measured participants' implicit attitudes toward six varieties of English, representing Kachru's (1992) three concentric circles of World Englishes: two Inner Circle varieties (American English and British English), two Outer Circle varieties (Filipino English and Indian English), and two Expanding Circle varieties (Japanese English and Chinese English). Six audio recordings, each approximately twenty seconds long, featured different speakers reading the same short passage to ensure content uniformity. After listening to each clip, participants rated the speaker on four evaluative dimensions using a seven-point semantic differential scale: intelligibility (unclear–clear), professionalism or prestige (low–high), friendliness (unfriendly–friendly), and teaching suitability (unsuitable–suitable). These attributes were chosen based on previous attitude studies using guise tests in World Englishes contexts (e.g., Hiraga, 2005; Timmis, 2002). The overall VGT score was calculated as the mean of the four ratings per variety, and an aggregate VGT index was derived for correlation with the ASPS scores. Mean scores were subsequently aggregated according to Kachru's (1992) Inner Circle, Outer Circle, and Expanding Circle classifications.

Procedure

The study was conducted over one week through an online survey distributed via Google Forms. The instrument consisted of three main sections: demographic information and consent, the ASPS, and the VGT. Prior to data collection, the instrument was pilot-tested to ensure clarity and functionality, and minor revisions were made to improve item comprehension and technical flow. Participants were instructed to complete the survey in one sitting, using headphones or speakers to listen carefully to each audio sample before rating. All responses were collected anonymously and stored in password-protected digital files accessible only to the researcher.

Data Analysis

Quantitative data were analyzed using SPSS. Descriptive statistics (means and standard deviations) were computed for all ASPS and VGT items. Pearson's product-moment correlation coefficient (r) was used to determine the strength and direction of the relationship between self-perceived accent scores and evaluative attitudes toward English varieties. Paired-samples t -tests were conducted to compare mean VGT ratings across Inner, Outer, and Expanding Circle accents. Cohen's d was computed to interpret effect sizes, following Cohen's (1992) conventions: small ($d = 0.20$), medium ($d = 0.50$), and large ($d = 0.80$). Cronbach's alpha values were calculated to verify the internal reliability of both instruments.

Ethical Considerations

Ethical clearance for the study was obtained from the college's Research Ethics Committee. Participants were informed about the study's objectives, the voluntary nature of their participation, and their right to withdraw at any stage without penalty. No personally identifiable information was collected, and all data were handled in accordance with institutional data protection protocols. The audio materials used in the VGT were pre-recorded with the speakers' informed consent, ensuring compliance with the ethical standards for research involving human participants.

Results

Research Question 1: What are the self-perceptions of third-year BSEd English pre-service teachers toward their own English accent?

This section presents the results for the first research question, which explores pre-service English teachers' self-perceptions of their own English accent using the Accent Self-Perception Scale (ASPS). The ASPS consists of 10 statements that measure confidence, identity, and norm orientation related to accent use. Table 1 summarizes participants' responses to each item and the overall mean score.

Table 1: Mean and SD for the Accent Self-Perception Scale (N = 80)

No.	ASPS Item	M	SD
1	I feel confident when I speak English with my Filipino accent.	3.24	1.13
2	My English accent reflects who I am as a Filipino English user.	3.18	1.08
3	I sometimes feel embarrassed when others notice my accent. (R)	2.91	1.16
4	I wish I could speak English with a native-like accent. (R)	3.64	1.12
5	Having a Filipino English accent does not reduce my professionalism as a teacher.	3.07	1.03
6	English teachers should sound like native speakers. (R)	3.48	1.09
7	My English accent affects how easily people understand me.	3.02	1.00
8	I am proud of my English accent, even if it is not native-like.	3.10	1.14
9	I would feel comfortable teaching English using my own accent.	2.98	1.02
10	Using a native-like accent would make me a better English teacher. (R)	3.41	1.11
—	Overall ASPS Mean	3.06	1.08

The results show that participants hold a moderately positive perception of their English accent (overall M = 3.06, SD = 1.08). They generally agree that their accent represents their Filipino identity (Item 2) and that they can communicate confidently with it (Item 1). However, some still aspire to native-like pronunciation (Item 4, M = 3.64) and believe teachers should sound native (Item 6, M = 3.48). The pattern suggests that while many pre-service teachers recognize their accent as valid, residual traces of native-speakerism persist.

This mixture of pride and insecurity mirrors what Kirkpatrick (2020) calls “accent ambivalence” — a common stance among teachers in Outer-Circle English contexts who value intelligibility but internalize native-speaker prestige. The relatively higher scores on reverse-coded items (e.g., Items 4 and 6) indicate that some participants still perceive native accents as more professional, echoing findings from Shibata (2021), who observed that learners often associate nativeness with credibility and classroom authority.

Conversely, items affirming identity and pride (Items 1, 2, 8, and 9) reflect the growing recognition of Filipino English as a legitimate variety. This aligns with Effendi, Rangkuti, and

Rosa (2022), who found that Indonesian participants viewed their local accent as a marker of national identity, despite valuing Western models for academic communication. Such moderate self-perception may reflect exposure to pluralistic English norms in teacher-education programs that balance local intelligibility and international comprehensibility.

Several studies in WE contexts corroborate these findings. Imelwaty, Putri, and Sesmiyanti (2023) reported that Indonesian pre-service teachers recognized the diversity of World Englishes yet continued to prefer Inner-Circle pronunciation in formal settings. Similarly, Fidan, Mourchid, and Bouaissane (2024) found that Turkish pre-service teachers' confidence in their accent improved only after explicit WE-informed instruction. Together, these findings affirm that attitude transformation requires pedagogical intervention rather than mere exposure. Thus, the respondents' self-perceptions reveal balanced yet unresolved attitudes toward their English accent: pride in local identity coexists with lingering deference to native norms. These results underscore the need for teacher-education curricula that explicitly address accent legitimacy, linguistic identity, and intelligibility-based pedagogy (Jenkins, 2007; Kirkpatrick, 2020). By strengthening self-perception, educators can better model inclusive attitudes toward English diversity in the classroom.

Research Question 2: How do these pre-service teachers rate different English accents (local, non-native, and native) on intelligibility, prestige, and teaching suitability using the Verbal Guise Test (VGT)?

This section presents the results of the Verbal Guise Test (VGT), which assessed pre-service English teachers' attitudes toward six English accents representing Kachru's (1992) three concentric circles of World Englishes: two Inner Circle (American and British), two Outer Circle (Filipino and Indian), and two Expanding Circle (Japanese and Chinese). Participants rated each accent across four evaluative dimensions—intelligibility, professionalism/prestige, friendliness, and teaching suitability—on a 7-point scale. Table 2 summarizes the mean ratings for each circle and the combined non-native average.

Table 2: Verbal Guise Test Ratings Across World Englishes Circles (N = 80)

Circle	Accents Represented	M	SD	Min	Max
Inner Circle	American, British	4.03	1.10	1.00	7.00
Outer Circle	Filipino, Indian	3.94	1.12	1.00	7.00
Expanding Circle	Japanese, Chinese	3.90	1.09	1.00	7.00
Non-Native Mean	(Outer + Expanding)	3.92	1.10	1.00	7.00

Participants rated Inner Circle accents (M = 4.03, SD = 1.10) marginally higher than Outer (M = 3.94) and Expanding (M = 3.90) accents, indicating a slight preference for native-speaker varieties. However, the differences among groups were small ($\Delta \leq 0.13$), suggesting relatively balanced perceptions of intelligibility, prestige, and teaching suitability across accent types. This pattern implies that while native-speaker prestige persists, its dominance may be gradually diminishing among future English teachers.

The results demonstrate that pre-service teachers view native accents somewhat more positively, particularly on perceived professionalism, but also recognize the communicative adequacy of non-native accents. This reflects a transitional ideological phase in which teachers acknowledge accent diversity yet continue to internalize long-standing prestige hierarchies.

Such findings resonate with native-speakerism—the belief that native English accents represent the standard of correctness (Holliday, 2006). However, the slight differences in ratings indicate a shift toward more inclusive views. The participants’ relatively high ratings for Outer Circle accents, including Filipino English, suggest growing acceptance of local intelligibility norms and recognition of their pedagogical legitimacy. This trend may be influenced by the Philippines’ unique sociolinguistic environment, in which English functions as both a national and an international language (Bautista & Bolton, 2008).

These findings correspond closely with prior studies of WE attitudes. Imelwaty, Putri, and Sesmiyanti (2023) observed that Indonesian pre-service teachers preferred Inner Circle accents for formal contexts but expressed openness to local and regional varieties for communicative purposes. Pei and Xing (2016) likewise found that Chinese learners rated American and British accents highest for prestige but recognized intelligibility as achievable in non-native speech. In the Turkish context, Fidan, Mourchid, and Bouaissane (2024) demonstrated that targeted WE pedagogy improved students’ attitudes toward non-native accents, reducing perceived gaps in professional suitability.

The minimal mean differences in this study mirror these trends, suggesting that Filipino pre-service teachers are developing more globally inclusive orientations, consistent with the Global Englishes paradigm (Galloway & Rose, 2018).

Overall, participants’ VGT evaluations indicate a softening of traditional native-speaker bias. While Inner Circle accents remain slightly preferred, Outer and Expanding Circle varieties were also viewed favorably, especially for intelligibility and friendliness. This supports the claim that attitudes toward English variation are evolving from a hierarchical to a pluralistic model.

For teacher education, this finding underscores the need to reinforce positive engagement with non-native varieties in pronunciation and listening courses. By normalizing accent diversity, pre-service teachers can cultivate inclusive models of English instruction aligned with communicative intelligibility rather than conformity to native norms (Jenkins, 2007; Kirkpatrick, 2020).

Table 3: Paired-Samples *t*-Test Results Across World Englishes Circles (*N* = 80)

Comparison	<i>t</i>	<i>df</i>	<i>p</i>	<i>Cohen’s d</i>
Inner vs. Outer Circle	1.32	79	.19	.15
Inner vs. Expanding Circle	1.58	79	.12	.18
Outer vs. Expanding Circle	0.64	79	.53	.07

To determine whether participants demonstrated significantly different attitudes across World Englishes circles, paired-samples *t*-tests were conducted. Results revealed no statistically significant differences between ratings of Inner Circle and Outer Circle accents, $t(79) = 1.32$, $p = .19$, $d = .15$; Inner Circle and Expanding Circle accents, $t(79) = 1.58$, $p = .12$, $d = .18$; and Outer Circle and Expanding Circle accents, $t(79) = 0.64$, $p = .53$, $d = .07$. These findings indicate that participants evaluated English varieties relatively similarly across Kachru’s concentric circles. The small effect sizes further suggest that any observed differences were negligible in practical terms, providing additional evidence of increasing acceptance of accent diversity among pre-service English teachers.

Research Question 3: Is there a statistically significant correlation between pre-service teachers' self-perception of their English accent and their attitudes toward different English varieties?

This section addresses the third research question, which examines whether pre-service teachers' self-perception of their own English accent (as measured by the ASPS) is related to their attitudes toward global English accents (as measured by the VGT). Pearson's product-moment correlation coefficients were computed to determine the strength and direction of relationships between ASPS scores and accent evaluations across the Inner, Outer, Expanding, and Non-Native circles. The results are presented in Table 4.

Table 4: Correlation Matrix Between Accent Self-Perception and Verbal Guise Test Ratings (N = 80)

Variables	ASPS	Inner Circle	Outer Circle	Expanding Circle	Non-Native Mean
ASPS	—	.05	-.06	.13	.05
Inner Circle	.05	—	-.06	-.07	-.09
Outer Circle	-.06	-.06	—	.11	.73**
Expanding Circle	.13	-.07	.11	—	.77**
Non-Native Mean	.05	-.09	.73**	.77**	—

The correlation analysis revealed no significant relationship between pre-service teachers' self-perception of their accent (ASPS) and their attitudes toward English accents across the Inner Circle ($r = .05$, $p = .66$), Outer Circle ($r = -.06$, $p = .58$), Expanding Circle ($r = .13$, $p = .24$), and combined Non-Native circles ($r = .05$, $p = .65$). None of the correlations reached statistical significance ($p > .05$), indicating that how participants perceive their own accent is largely independent of how they evaluate the intelligibility, prestige, and suitability of other accents.

Strong positive correlations were observed between the aggregate Non-Native Mean and both Outer Circle ratings ($r = .73$, $p < .01$) and Expanding Circle ratings ($r = .77$, $p < .01$). However, the direct relationship between Outer Circle and Expanding Circle ratings was weak ($r = .11$). These findings suggest that participants maintained generally consistent attitudes toward non-native English varieties while still differentiating among specific accent groups. This internal coherence reinforces the validity of the VGT results reported earlier.

The absence of a clear link between self-perception and accent evaluation suggests that pre-service teachers' sense of accent identity operates separately from their evaluative biases. In other words, participants can feel neutral or confident about their own accent while still upholding traditional hierarchies that privilege native models. This divergence may reflect the persistence of dual linguistic consciousness, a phenomenon described by Sung (2016), in which teachers embrace local identity yet continue to perceive Inner Circle English as the pedagogical ideal.

It is also possible that accent self-perception represents an intrapersonal construct—rooted in self-efficacy and linguistic identity—whereas VGT evaluations reflect sociocultural ideology and perceived prestige (Jenkins, 2007; Holliday, 2006). Thus, the two constructs, while conceptually related, may not always show statistical association in early-career teacher populations.

Discussion

Comparable patterns have been documented in several WE studies. Patria (2020) found that non-native speakers studying in Australia expressed positive self-identity as English users but continued to rate native accents as more prestigious, suggesting an internal-external belief gap. Ambele and Boonsuk (2021), in contrast, reported a positive correlation between Thai learners' self-confidence and acceptance of non-native accents, highlighting the role of cultural context and exposure in shaping relationships between self-perception and attitude. Fidan, Mouchid, and Bouaissane (2024) also demonstrated that targeted WE pedagogy could align self-perception with attitudinal openness, underscoring the transformative potential of education.

Together, these studies indicate that the strength of correlation varies with learners' exposure to WE principles and sociolinguistic ideology—conditions that may still be developing in Philippine teacher-education programs.

The results suggest that Filipino pre-service English teachers' self-perception of their accent is not strongly related to their evaluation of English varieties. While they appear moderately confident in their own accent (RQ1) and show balanced evaluations across accents (RQ2), these attitudes remain parallel rather than interdependent. This disconnection highlights the enduring influence of traditional linguistic hierarchies within teacher education.

Pedagogically, this calls for integrative WE-oriented modules that explicitly connect self-reflection on accent identity with critical analysis of language ideology. By doing so, teacher educators can help bridge the gap between how future teachers view themselves as English speakers and how they value linguistic diversity in others (Kirkpatrick, 2020; Jenkins, 2007).

Conclusions

This study examined pre-service English teachers' self-perception of their own English accent and their attitudes toward global English varieties through a combined Accent Self-Perception Scale (ASPS) and Verbal Guise Test (VGT). The findings reveal a nuanced but coherent picture of emerging accent awareness and attitudinal transition among Filipino pre-service teachers.

Overall, participants demonstrated a moderately positive perception of their Filipino English accent ($M = 3.06$), suggesting growing self-acceptance and professional confidence, yet still accompanied by traces of native-speaker aspiration. Their evaluations of English accents across Kachru's circles were relatively balanced, with only marginally higher ratings for Inner Circle accents ($M = 4.03$) compared to Outer ($M = 3.94$) and Expanding Circles ($M = 3.90$). This indicates that while prestige hierarchies remain, they are gradually flattening.

Most notably, the correlation analysis revealed no significant relationship between participants' accent self-perception and their evaluative attitudes ($r = -.06$ to $.13$), implying that self-identity as English users and ideological attitudes toward English diversity develop independently. This separation highlights a transitional stage in linguistic identity among future English teachers — confident in local intelligibility yet still influenced by global prestige norms.

Taken together, these results suggest that Filipino pre-service teachers are moving toward a more inclusive understanding of English variation, reflecting broader shifts in the World Englishes paradigm. However, the persistence of mild native-speaker bias underscores the need for pedagogical interventions that explicitly link self-perception with attitudinal awareness. Embedding World Englishes-informed pedagogy in teacher education could help future educators cultivate accent pride, reject deficit ideologies, and model linguistic inclusivity in their classrooms.

Recommendations

Based on the findings, several recommendations are proposed to strengthen accent awareness and inclusive pedagogy in English teacher education. First, World Englishes (WE) and Global Englishes frameworks should be more explicitly integrated into teacher education curricula to foster recognition of English as a plural and dynamic language. This integration can help future teachers critically examine native-speaker bias and appreciate the legitimacy of diverse English varieties. Pronunciation instruction should likewise emphasize intelligibility and communicative clarity rather than imitation of Inner Circle accents. Exposing pre-service teachers to a range of regional and international accents through listening materials and classroom models can enhance their adaptability and pedagogical authenticity.

Teacher educators are also encouraged to cultivate self-awareness of accents and reflective practice among pre-service teachers. Activities such as classroom recordings, reflective journals, and peer discussions can help trainees reconcile their own accent identity with their attitudes toward linguistic diversity. At the institutional level, programs and assessment rubrics should include non-native accent models and promote professional development on linguistic diversity to ensure alignment between teacher training and global communicative realities.

Finally, future research should expand participant scope across institutions, employ mixed-methods and longitudinal designs, and examine the impact of WE-informed interventions on teachers' evolving attitudes. Exploring learner perceptions of teacher accents could also enrich understanding of classroom dynamics in multilingual contexts. Overall, these recommendations support a shift from accent conformity to accent consciousness, empowering future educators to model linguistic inclusivity and confidence within the pluralistic landscape of English today.

Delimitations and Limitations

This study was delimited to third-year BSEd English pre-service teachers from a single higher education institution in the Philippines. Consequently, the findings primarily reflect the attitudes of a relatively homogeneous group—future English educators at a similar stage of training—and may not fully represent the perspectives of teachers from other regions or professional contexts. The study focused specifically on accent self-perception and evaluative attitudes using quantitative tools (ASPS and VGT); thus, other affective, cultural, or experiential factors influencing accent attitudes were not explored in depth.

Additionally, while the Verbal Guise Test offered valuable quantitative insights, it relied on audio recordings rather than authentic interactional contexts, which may limit the ecological validity of participants' evaluations. Future research may benefit from incorporating interviews or focus group discussions to enrich the interpretation of attitudinal data.

Despite these boundaries, the study maintains methodological rigor through validated instruments, consistent data treatment, and theoretically grounded interpretation. Its contribution lies in providing empirical evidence of emerging accent awareness among Filipino pre-service teachers, offering a meaningful foundation for future research and pedagogical reform in World Englishes-oriented teacher education.

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