

# An Academic Speech Discourse Analysis Among Filipino Migrants in Alberta, Canada: A Dell Hyme's Speaking Model Approach

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## **Abstract**

Language is the basis of human existence; it is the instrument through which people comprehend, articulate, and receive messages. The fact that these students can communicate in the English language creates great interest for Filipino students in a Canadian education. However, adjusting to life and work in Canada can be difficult, whereas academics attract Filipinos. Discourse analysis allows linguistic study while capturing the meaning of a text in a scenario, i.e., outside the depth of a single word.

The study looks into the academic development of Filipino students in Canadian universities through the lens of support, inclusivity, multiculturalism, and workload. They talk about academic subjects, conducting sessions within a classroom or online setting. Discussions are usually clear, courteous, and polite. As the participants recount their experiences, they note issues related to accents, intelligibility, and the rate of speaking concerning English language and culture adaptations in the Canadian setting.

The study stresses the importance of respect toward each speaker, selecting appropriate tones and voices in communication, and proper turn-taking during discussions. A knowledge of different cultures is equally valuable for appropriate response and mitigation of possible misinterpretation. Successful relationships and an inclusive atmosphere thrive on the basis of culture-specific instructions in communication.

**Keywords:** multiculturalism, Filipino students, Canadian institutions, academic speech discourse, conversations, speaking, culture

## **1. INTRODUCTION**

In many ways, language plays a very vital role in human lives. It is a system of communication that helps individuals understand, transmit, and receive messages from one another. In fact, according to Nordquist (2019), language is the greatest invention of man, but ironically it was not invented. It keeps things in order utilizing the set of rules that it follows. Through the use of language, people around the world can better understand each other; more so and specifically with the English language itself. No matter where you are in the world, at least some parts of a certain country speak English. In definite ways, there are patterns in how society conveys information. In this event to deeply understand and to analyze such arrangements, discourse analysis comes into place. As stated by Crosley (2021) discourse analysis infers meaning from the language used in a corpus, or body of data. Transcripts of focus group discussions or interviews may be included in

this corpus of data. Discourse analysis can take many different forms. While some concentrate on the finer features of language, including sounds or syntax, others highlight how language is employed to accomplish goals. In this event, the phenomenological type of qualitative research is the approach being used to better understand the discourse analysis. Phenomenological research focuses on the concept that the universal essence of everything ultimately depends on how its audience experiences it. It also documents and examines the attitudes, opinions, and perceptions of the target audience concerning the subject of study. The opinions of the audience—those who have witnessed the phenomenon—are the only ones that count. It should not matter what presumptions or impressions the researcher has about the phenomenon (Creswell, 2022).

The societies of different nations would connect using each unique language. Filipinos are no exemptions to that. Though the Philippines itself would speak the Filipino language, most of its citizens know the basic English language. Because of this ability, many Filipinos would consider working, studying, or living abroad. Canada is one of the most chosen destinations to start a new life as an immigrant. Based on the statistics conducted by Statistics Canada (2023), 78 291 spouses of Filipino immigrants comprised 16.29%, 67 586 principal immigrants 14.07%, and 65 992 children of principal immigrants 13.73%. These categories altogether accounted for 69.33% of the Canada-bound Filipino emigrant population. Life and work in Canada are not easy tasks and they need good planning for one to succeed. One action towards such is to be a student and study diploma, certificate, or bachelor program. The interesting idea is that most Filipinos are fond of studying perhaps one of the reasons why, is that they easily adapt to the language. If you are a citizen, a permanent resident, or even have a temporary status like a foreign worker or an international student visa, you are eligible to enroll in school in Canada. Filipino students choose Canada as a study abroad destination to select a variety of courses, to conduct original research, to share ideas on significant issues in the core field, and to collaborate easily with instructors to shape their professional and personal growth, according to the website of AECC Study Abroad Consultants (2022).

## **2. Research Central Question**

What are the communication patterns and cultural elements that impact academic speaking discourse of Filipino students in Canada?

### **Sub- questions:**

- 1. How do Filipino students in Canada communicate within their respective contexts from an English language perspective?**
2. What are the common patterns of communication in academic discourse among the Filipino students based on Dell Hyme's SPEAKING model from an English language perspective?
3. How do cultural factors impact academic communication of Filipino students in Canada from an English language perspective?

## **3. Research Methodology**

The research methodology used in this paper was qualitative. It is comprised of gathering and analyzing non-numerical data, such as dialogue, text, audio, and video, to understand concepts, viewpoints, and involvement in various circumstances. It is used to gather information about objects to give them a deeper significance or to develop new research ideas (Bhandari, 2022).

This study was done in Edmonton, Alberta Canada. Edmonton is the capital city of Alberta, a province in Canada. Reputable educational institutions can be found in Edmonton. Numerous students from various nations across the globe have selected this location for their programs. This location was selected for the study because it is easily accessible and has a sizable population of Filipino students enrolled in its institutions. According to O'Donoghue's essay from 2022, Edmonton provides pupils with a wealth of opportunities in a city setting while still boasting breathtaking natural landscapes. It has a considerable approach to internships, placements, and job chances.

The target participants of the study were those students who previously studied in the Philippines and are currently studying here in Edmonton, Alberta Canada. There were twenty-five participants in this study. They are either male or female and whose age and civil status, vary. The participants have the experience of taking courses here and in the Philippines.

Online survey was used in this project to collect participant personal data. Online surveys, according to Bhat (2023), use survey software or involve uploading materials to a website or email that will be emailed to respondents. This is a trustworthy method for gathering their data. They merely used a computer and keyboard to encode their responses before posting them online. Data collecting got simpler and more efficient. Name (optional), age, sex, duration of stay in Canada, employment, highest educational level attained, organizational membership, civil status, language(s) spoken, citizenship/status in Canada, name of current institution, program title in Canada, name of institution where they studied in the Philippines, and program title in the Philippines were all included in the survey questionnaire.

To acquire contextual information, the survey included open-ended questions for Filipino students. The book was then examined to pinpoint the individuals' communication and language techniques. Conclusions were derived from the results applying Dell Hyme's SPEAKING model. After transcription, the material was arranged into codes, themes, or categories. To have a thorough awareness, the material was read and checked several times. To arrange and examine the data, a disciplined coding system was created. As fresh ideas and categories surfaced, the framework was constantly examined and improved. Relationships between categories and themes helped one to understand the data. Using ATLAS.ti qualitative data analysis software—which enables data administration, coding and analysis, query tools, data visualization, collaboration, reporting, and a user-friendly interface—the results were provided. This all-encompassing strategy guaranteed a sophisticated knowledge of the communication styles and cultural aspects affecting academic speaking speech among Canadian Filipino students.

## **4. Results and Discussion**

### **Theme 1: Support**

#### **Situations of Filipino Students Studying in a Canadian Institution**

Students viewed their school positively for its supportive and inclusive environment, with a focus on equity, diversity, and multiculturalism. They appreciate the hands-on learning experiences offered but find the workload overwhelming at times. The institution is seen as welcoming to international students, although some may find it expensive. Overall, the institution is commended for its support services and friendliness towards students from diverse backgrounds.

People typically engaged in discussions in various settings such as online platforms, classrooms, libraries, and in person. This can include responding to questions, providing information, sharing ideas with

classmates, and communicating through email or face-to-face conversations.

Participants mentioned a variety of situations that prompted them to start a conversation, such as when they needed clarification, when topics were unclear, during break time, when group work is involved, or simply when they have questions.

The common context or topic of academic conversations in this setting revolved around childcare, various types of parenting, families, the curriculum, proper practices in childcare, licensing regulations, providing quality childcare, child growth and development, and practicum experiences. They also looked into childcare-related matters such as wage benefits and planning assignments, course-related discussions, assignment and research tasks, experiences in daycare centers, concerns about children, questions and clarifications. In addition, it covered as well the social context and lesson contents, principles and standards of childcare and children's development, project field setting rules in daycare, and improving in this field.

Some were teachers from the Philippines now studying Early Learning and Childcare in Canada. Others were educator, introverted, God-centered, and dedicated to their goals; an international student, mother, and wife who were easy to talk to and accommodating. They have simple nature with hopes and dreams for their families. They are also talkative when engaged, music lover, and enjoy cooking and biking. They are nature lover, bookworm, and K-Drama enthusiast. Their passion lies in working with children, and are dedicated and persistent educator.

They mostly talked to classmates, co-workers, family, friends, Filipino students, partners, brothers, instructors, children, and people with positive outlook, and they avoid negative people.

**Theme 2: Inclusivity**

**Academic Speech Discourse Point of Conversations**

The discussions were on sharing issues, seeking solutions, appreciating many points of view, and becoming acclimated to Canada. The exchanges of ideas resulted from the respectful and meaningful dialogues. Many Canadian students struggled with English, including grammar issues, language tests, and word under pressure searches. Still, they found it simpler to converse as they engaged more in English.

Even as it can prove difficult, being able to study multiple languages and cultures is beneficial. Learners struggled with the differences in languages, peculiar meal habits, and fast talking. They also highlighted the importance of appreciating the sensitivity of culture and individual uniqueness.

In terms of how hard it is to utilize new words or phrases in a given situation, participants had conflicting sentiments. Differences in cultures and communication issues influenced their experiences and created different levels of simplicity or difficulty in communicating and being understood. The majority of the participants opted to reverse their thoughts, thereby listening and observing first takes prime priority.

**Table 2. Some Statements Pertaining to How the Participants Start and End a Conversation**

<b>Respondents</b>	<b>Significant Statements</b>	<b>Quotations with Reference Numbers</b>
1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Finding answers to things I don't know about, getting to know children (e.g. needs wants, etc.)</li> <li><input type="checkbox"/> to share and to gather different perspectives on visions issues</li> </ul>	<p>1 ¶ 3 – 4, <input type="checkbox"/> Finding answers to things I don't know about, getting to know childr... in 1. What do you think is the main purpose of your conversation with someone? / 1:5 ¶ 21, <input type="checkbox"/></p>

		For advice and individual knowledge in 1. What do you think is the main purpose of your conversation with someone?
2	<input type="checkbox"/> To know how they are, to know how they are adjusting here in Canada <input type="checkbox"/> For some stress-relief assignments-related and PR pathways	1:2 ¶ 5–6, <input type="checkbox"/> To know how they are, to know how they are adjusting here in Canada... in 1. What do you think is the main purpose of your conversation with someone?
3	<input type="checkbox"/> The main purpose of my conversation depends on who I am taking to and the nation we are in, but it is a simple daily conversation	1:3 ¶ 7, <input type="checkbox"/> The main purpose of my conversation depends on who I am taking to an... in 1. What do you think is the main purpose of your conversation with someone? / 2:4 ¶ 7–8, <input type="checkbox"/> Yes, usually if there are no barriers between me and one, I am talki... in 2. Were the thoughts, ideas, and opinions in the conversation conveyed clearly? Why did you say so? / 2:5 ¶ 9–10, <input type="checkbox"/> No, we talk without topic just random thoughts <input type="checkbox"/> Yes, because we und... in 2. Were the thoughts, ideas, and opinions in the conversation conveyed clearly? Why did you say so?
4	<input type="checkbox"/> To provide an accurate information <input type="checkbox"/> Getting to know each other, for fun <input type="checkbox"/> to learn from each other	1:4 ¶ 8–10, <input type="checkbox"/> To provide an accurate information <input type="checkbox"/> Getting to know each other, for... in 1. What do you think is the main purpose of your conversation with someone?
5	<input type="checkbox"/> For advice and individual knowledge	1:1 ¶ 3–4, <input type="checkbox"/> Finding answers to things I don't know about, getting to know

		<p>childr... in 1. What do you think is the main purpose of your conversation with someone? / 1:5 ¶ 21, <input type="checkbox"/> For advice and individual knowledge in 1. What do you think is the main purpose of your conversation with someone?</p>
6	<p><input type="checkbox"/> Yes, because people I think talk to give realistic &amp; I deal advice w/ things I share</p>	<p>2:1 ¶ 1–2, Were the thoughts, ideas, and opinions in the conversation conveyed cl... in 2. Were the thoughts, ideas, and opinions in the conversation conveyed clearly? Why did you say so? / 3:4 ¶ 17–19, <input type="checkbox"/> Clear message and with respectful words like “thank you” <input type="checkbox"/> When ever... in 3. How do you end your conversation with someone?</p>
7	<p><input type="checkbox"/> Yes, they take the time to talk to me <input type="checkbox"/> yes, they conveyed clearly because we were able to accept and respect each other views</p>	<p>2:2 ¶ 3–4, <input type="checkbox"/> Yes, they take the time to talk to me <input type="checkbox"/> yes, they conveyed clearly b... in 2. Were the thoughts, ideas, and opinions in the conversation conveyed clearly? Why did you say so</p>
8	<p><input type="checkbox"/> Yeah, because I experience also some of them. <input type="checkbox"/> Yes, People here are busy, conversations are always serious and informative</p>	<p>2:3 ¶ 5–6, <input type="checkbox"/> Yeah, because I experience also some of them. <input type="checkbox"/> Yes, People here are... in 2. Were the thoughts, ideas, and opinions in the conversation conveyed clearly? Why did you say so? / 2:6 ¶ 11–14, <input type="checkbox"/> Yes, because we listen to each other’s option and ideas <input type="checkbox"/> Yes! <input type="checkbox"/> Yes... in 2. Were the</p>



		thoughts, ideas, and opinions in the conversation conveyed clearly? Why did you say so?
9	<input type="checkbox"/> Yes, usually if there are no barriers between me and one, I am talking to like language, culture <input type="checkbox"/> It depends to whom I am taking to	1:3 ¶ 7, <input type="checkbox"/> The main purpose of my conversation depends on who I am taking to an... in 1. What do you think is the main purpose of your conversation with someone? / 2:4 ¶ 7–8, <input type="checkbox"/> Yes, usually if there are no barriers between me and one, I am talki... in 2. Were the thoughts, ideas, and opinions in the conversation conveyed clearly? Why did you say so? / 2:5 ¶ 9–10, <input type="checkbox"/> No, we talk without topic just random thoughts <input type="checkbox"/> Yes, because we und... in 2. Were the thoughts, ideas, and opinions in the conversation conveyed clearly? Why did you say so?

**Theme 3: Multiculturalism**

Essential Elements that Pivot Conversations

In Canada, the general mood is friendly and welcoming, promoting inclusivity with diverse and accommodating people. Some found Canadians very friendly, while others noted instances of bias and disrespect. Overall, the consensus is that Canada is friendly and ethical, although opinions may vary.

The atmosphere in Norquest College is supportive and encouraging for students, teachers, and staff. Most students are motivated to learn and develop new skills, while a few just aim to graduate. The school is welcoming to international students, and instructors are approachable and professional. Overall, people felt secured, heard, and motivated to learn and to upgrade their skills, despite individual differences. The environment is seen as safe and supportive for all.

During conversations, people are generally respectful, responsive, and polite. They give constructive advice and talk with respect, but there may be some who are insincere or not interested. Attitudes can vary based on background, culture, and behavior, with some being good listeners and others being rude. Overall, people are approachable, friendly, and willing to listen, although there may be occasional encounters with rudeness. Canadian people are noted for being very polite and friendly in conversations. The majority of respondents feel that messages are delivered with the proper tone and voice, although some acknowledge that it may depend on the context, approach, or individual preferences. Overall, there is a sense that communication is clear and considerate, with an emphasis on positivity and encouragement, particularly in Canadian settings.

When talking to people in school, conversations can vary from casual and friendly with friends to formal and serious with teachers or in certain situations. The tone and style of conversation depended on the

individual's relationship with the person they are talking to and the topic being discussed.

The majority use casual language with friends and formal language with instructors or family members. Choice of language varies based on context, topic, and relationships. Preferences range from casual to a mix of casual and formal, with some leaning more towards casual language. Communication is often in Filipino and English, with a mix of informal, casual, and formal language depending on the situation and interlocutors.

Individuals tend to use languages other than English when speaking based on the people they are with. They may use Filipino, Tagalog, or other languages depending on their classmates, nationality, comfort level, respect, or environment. It varied and is influenced by the people present in the conversation.

People mostly communicate through speaking, with some mentioning writing as a common method as well. Some also used gestures and nonverbal cues while engaging in conversations. Some preferred writing over speaking, while others feel more comfortable speaking. There are also mentioned of using both speaking and writing depending on the situation, such as for schoolwork or specific types of communication.

**Figure 2.** Network of Sentiment Analysis

#### **Theme 4: Workload**

Typical set of rules that govern Conversations

The data presents the normative practices in school academic communication using formal language, email, and professionalism. The article calls attention to general etiquette and the necessity of speaking when required, listening when finished, and being silent when required. Excessive loud noise is regarded as too loud and can disturb others or impair comprehension. A majority of respondents employed multiple genres of speech such as informing, demonstrating, and entertaining. They also said to tell jokes, recount stories, and sometimes gossip.

The institution has a diverse range of cultures, including Canadian, Filipino, Indian, Afghan, Pakistani, African, Chinese, Korean, Mexican, and Ukrainian. Culture influences interpersonal interactions, leading to differences in humor and storytelling styles. Understanding cultural behavior and values is crucial in navigating interactions to avoid offense or misunderstanding.

Participants' comments on their institution cover topics such as workload, support, diversity, and inclusivity. The group discusses language issues, challenges adapting to new surroundings, and Canada's open culture. They emphasize the importance of respecting speakers, taking turns in discussion, and using the appropriate tone and voice when speaking. Conversational behavior is depicted as respectful and thoughtful.

Email is commonly used in educational settings to share experiences and ask questions. The text discusses the necessity of formal communication, when to speak, when to remain silent, and how loud is too loud.

#### **Conclusion**

Filipino students in Canada interact in their own contexts using their Filipino language and technology. Dell Hyme's SPEAKING model describes typical academic conversation patterns of Filipino students, such as initiating a conversation, responding, receiving feedback, and interpreting responses. Academic communication is affected by cultural factors such as expectations, processing information, trust, and expressing freedom. Good communication in a foreign culture will help in extracurricular activities as well as in academic ones. Cultural diversity can cause misunderstandings that lower output and complicate working in multicultural



classrooms. Students need cultural understanding and respect if they are to interact properly and remove communication barriers. The absence of cultural knowledge can lead to misunderstandings in communication.

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