

The Language of Therapeutic Talks: A Multimodal Analysis of Counseling Discussions at Public Schools in Cavite, Philippines

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Abstract

This research investigates therapeutic talk in virtual counseling sessions within the computer-mediated communication setting of public universities in Cavite, Philippines. Through webinars and recorded discussions, the study delves into the language patterns, communication strategies, and multimodal approaches employed by counselors, shedding light on their impact on students' holistic development and well-being. Speech acts, encompassing disclosure, guidance, reflection, and empathy, are explored for their roles in decision-making processes and overall satisfaction with counseling experiences. The study also addresses the contextual relevance of mental health discussions amid the COVID-19 pandemic, emphasizing the importance of effective communication in navigating these challenges. Adhering to Grice's Maxims, the analysis reveals a consistent commitment to clear communication in the webinar presentations. In addition, the research emphasizes that the virtual counseling setting impacts on therapeutic dialogue and its usefulness in dealing with mental well being. Discourses and impacts on counseling within public universities in Cavite are analyzed through cultural and contextual factors. If the end results are useful for educators, counselor and other researchers it will be beneficial in terms of developing communication curricula enhancement of cultural competence as well as dealing with communicative apprehension on part or students. This study emphasizes and underlines the need for ongoing research aimed at perfecting virtual therapeutic communication in creating a supportive and inclusive environment inside of education.

Keywords: Therapeutic talk, virtual counseling, computer-mediated communication, speech acts, mental health

Background and Rationale

A profound shift on the evolving landscape of education transcends the traditional academic measures which embraces the holistic development of learners. Exploration of scholars and practitioners on the interplay of personal growth and personal, academic, and professional success provides a resounding body of evidence that supports its positive contribution to these multifaceted stages of life (). This places counseling at the focal point as it has received an increasing recognition of significance in addressing the personal development of learners. In effect, the demand to improve the quality of counseling sessions given to students is heightened.

As illuminated by Arzuaga et al., (2021); Kloser, (2013); Ross et al., (2013), as cited by Budiarta et al., (2021), the language employed in counseling is intricately tied to the success of the counseling process. The language employed in the exchanges between trained mental health professionals and individuals seeking support, which is referred to as Therapeutic talk, facilitates the process of exploration, understanding, and various other outcomes, including gaining insights and knowledge about their thoughts, emotions, and behavior in a session. Skilled mental health professionals adeptly navigate through clients' challenges through the proficient use of language. Thus, this underscores the importance of understanding the language used by counseling professionals in providing therapeutic talks.

Along with the rise of mental health concerns of students during the pandemic, the number of seminars and webinars targeting mental health in general significantly increased as well. Several free webinars that address issues on mental health are also publicly accessible in various social media and streaming platforms. This is intended to reach a larger audience despite the restrictions on leaving one's home. Contrary to a common misconception, Smith (2022) highlighted that therapy is not exclusively for individuals with mental health problems; rather, it serves as an endeavor to acquire understanding, achieve self-awareness, and alter perspectives. Given the increasing focus on mental health discussions aiming to make therapeutic talks more accessible, teachers and other non experts in counseling are also obliged to capacitate themselves the skill to provide therapeutic communication when the urgent need arises from a learner. Thus, understanding the language applied by counseling professionals in therapeutic talks enables replicability.

The study addresses the following research questions:

1. What are the language patterns and communication strategies used by counselors during counseling discussions at public university in Cavite?

2. How do counselors navigate ethical considerations in the language of therapeutic talk, ensuring confidentiality and maintaining a supportive environment for students in public schools in Cavite, Philippines?
3. What are the speech acts employed by counselors during therapeutic talk in public university counseling sessions?

Review of Related Literature and Studies

Effective communication is widely acknowledged as crucial in counseling literature, fostering positive outcomes between counselors and individuals (Borders & Rottinghaus, 2017; Kidd & Isaacson, 2017). A key aspect identified in the literature is the use of therapeutic talk to establish a supportive counseling environment. Therapeutic talk involves employing empathetic language, active listening, and affirming responses to enhance individual self-esteem and motivation (Glozah & Pevalin, 2015; Mimura & Griffiths, 2018).

Studies indicate that the language used by counselors during counseling sessions significantly influences individuals' decision-making processes. Encouraging language and supportive feedback positively impact self-efficacy and belief in one's ability to make sound choices (Mau, 2018). On the contrary, use of negative or dismissive language can contribute to lack of motivation and uncertainty during decision making Vosicka , 2019 .

Therapeutic talk application ranges from satisfaction increase and positive counseling results. Empathetic and supportive language in counseling sessions leads to people being heard, valued, and understood (Leondari & Gialamas 2018). This favorable counseling experience is associated with greater satisfaction in the process of counseling and enhanced involvement in activities related to it (Brown & Ryan-Krause, 2019).

Nonverbal signals, Eye contact, gesturing and facial movements are some nonverbal signals that also provide critical information.

verbal language that is facilitated by contextual information to bolster emotions or intent. 2019; Kowalski et al . Studying these different elements of multimodal communication provides a more holistic understanding of the counselor-individual process interaction in sessions.

Although many researchers have focused on the impacts of therapeutic talk on health outcomes,

few researches targeted such sessions of counseling in public universities

Cavite. This investigation attempts to address this gap through a multi modal analysis of the language

practices and communication policies employed by counselors along with people, particular environment. By analyzing the essence of therapeutic talk in this case,

to help your environment, this study intends to shed light about counseling and enhance successful communication methods.

Language and Counseling. In the linguistic world of counseling, communication itself is inherent to the therapeutic process. As such, this process is also part and parcel of the art in therapeutic discussion. In other words, comprehensively using empathetic language as well as an open ear and affirms responses. For instance, scholars like Glozah and Pevalin (2015) as well as Mimura and Griffiths (2018) describe the importance of using such communication skills to establish a supportive counseling atmosphere. Therapeutic talk is more than just conversing- it provides a means of boosting self-esteem and motivation within the context of counselor client sessions. "Adept communication has the power to transform a person's sense of self-worth and determination according to research by Borders and Rottinghaus 2017 as well as Kidd, Isaacson 2017 . Also, the language that counselors use has a significant impact on those seeking advice and their decision-making processes. As observed by Mau 2018 , the utilization of a positive, constructive language in counseling has the capacity to positively enhance an individual's self-efficacy and inculcate faith within them that they are capable enough to make informed rational choices. Thus, the linguistic perspective that counselors adopt becomes of paramount importance to determine a path of personal development and decision making within a counseling environment.

Discourse Analysis. DA helps as a method of research and theoretical framework used in different fields such as linguistics, sociology or communications studies. It explores how language functions in situ, uncovering the complex relationship between communication and social practices (Foucault 1972; Goffman 1974). Michel Foucault's impact on Discourse Analysis is notable as he highlighted how central discourse was in influencing what knowledge and who wielded power. Foucauldian Discourse Analysis looks into the role that language plays in creating societal norms and fostering individuals' subjectivities (Foucault, 1972). Another significant figure in the realm of Discourse Analysis is Erving Goffman, whose focus lies in the micro-level analysis of interaction. Goffman's key concepts, such as "face" and "framing," offer valuable insights into how individuals navigate social encounters, manage impressions, and create meaning through language in everyday interactions (Goffman, 1974). These foundational figures and their theoretical contributions underscore the multidisciplinary importance of Discourse Analysis in unveiling the underlying power structures, cultural norms, and social identities intricately woven into language.

Hyme's SPEAKING Model. Dell Hymes' SPEAKING model, introduced in 1974, offers a comprehensive framework for analyzing communicative competence in various cultural settings. Comprising eight key components, from 'Setting' to 'Genre,' the model delves into the intricacies of effective communication. This exploration unpacks the significance of each

element, showcasing how the model serves as a crucial tool for understanding the nuanced dynamics of language use within diverse communities.

Setting. The physical and social context in which communication occurs, including the location, time, and relevant aspects of the environment.

Participants. The individuals involved in the communication are both the speakers and listeners. This aspect considers their social roles, relationships, and identities.

Ends. The goals, purposes, or outcomes of the communication. This involves understanding what the participants aim to achieve through their interaction.

Acts. The specific verbal and non-verbal behaviors or actions involved in the communication. This encompasses the speech acts, such as requests, promises, questions, etc.

Keys. The tone, manner, or style of the communication. It includes understanding the emotional and contextual nuances that influence the interpretation of the message.

Grice's Maxims. Grice's Maxims, formulated by philosopher H.P. Grice in the 1970s, are conversational principles that underlie effective communication. Grice identified four maxims: (a) Maxim of Quantity. Be as informative, but no more so; (b) the Maxim of Quality. Do not provide false or misleading information; (c) Maxim of Relation. Be relevant in what you say for instance, saying and . Simplicity is the key – avoid ambiguity and be clear, if possible concise.

These maxims provide the guidelines for either cooperation or effective management -Timeless time communication, focusing on transparency, truthfulness, importance and economy speech.

Grice influenced pragmatics and linguistics considerably.

Philosophy, affecting the way scholars interpret those hidden with regards to regulations that govern Understanding these strategies is largely a natural process or intuitive knowledge circular.

conversation.

Searle's Speech Acts. was developed in

The 1960s is a classic in the philosophy of language. In his work,

Searle looks into how such utterances are not only informative but also perform actions. He categorizes speech acts into three main types: locutionary acts (the sounds actually created (vocalisations), illocutionary acts – which means what they're intended to mean or say.

paraphrase to them), perlocutionary acts the result of the speech act on listener).

In essence, Searle's theory emphasizes the performative side of language. that speech is not just a device for painting the world rather also stands a way of influencing it. This framework has been quite influential in

linguistics from philosophy, and communication studies gives a deeper insight into the complexity of language use.

Instrumentalities. Utilizing both language and non-language components, transmit the information. In addition to using gestures or other non-verbal indicators, this also entails language choice, dialects, and register.

Norms of Interaction. The particular discourse style or format being employed. This could be a story, dialogue, ritualistic speech, or any other identifiable mode of expression.

Genre. The kind or format of discourse that is being employed. This could be a narrative, conversation, ritualistic speech, or any other recognizable form of communication.

A speaking model, particularly one incorporating Grice's conversational maxims, provides a theoretical framework for understanding effective communication. Grice's maxims include Quantity (providing enough information), Quality (offering accurate information), Relation (being relevant), and Manner (avoiding ambiguity) (Grice, 1975). In therapeutic talk, adherence to these maxims ensures clarity, precision, and a shared understanding between the counselor and the individual. Violations or deviations from these maxims can impact the effectiveness of the counseling communication.

Theoretical Framework

This research is based upon in-depth investigations of the intricate relationship between culture and discourse through an ethnographic approach. Ethnography, as defined by Cameron (2010), operates through the language of anthropology and is considered a unique method to study cultures. Language, known by Fuenzalida (1949) as the carrier of culture turns into one primary element in this analysis. Therefore, it can be argued that how people interact or facilitate language is a subtle embodiment of particular aspects of their culture. Also, the very powerful linguist Noam Chomsky argues that language expression is often shaped by social norms and other contextual societal factors.

Drawing from ethnographic practices, the researcher in this study utilized Dell Hymes' SPEAKING grid to engage with what has been said on paper. This grid encompasses eight crucial parameters: a) setting; b) participants; c) ends; d) act sequence; e) key; f) instrumentalities; g) norms; and h) genres. First, every parameter gives us a systematic way of analyzing the complexities of communication in terms of cultural context. For instance, the setting parameter goes into issues to do with the physical and social environment in which communication takes place revealing how culture shapes these spaces.

By blending observations from Cameron, Fuenzalida, Chomsky, and Hymes this ethnographic approach helps fully realize the cultural aspects of discourse. Utilization of the

SPEAKING grid makes it possible to analyze communication in a more detailed manner, disclosing cultural peculiarities observed for every element. This synthesis supports the study by not only recognizing language as an important cultural artifact but also offering a systematic approach for deconstructing and interpreting this complex relationship between the nature of culture.

Scope and Significance

This study has great implications for educators as it provides essential information and contributes to the Communication Pedagogy. The goal of the research is to address the identified challenges and concerns in order to increase effectiveness and impact of communication education addressing educators' need for better preparing students on dealing with complexities when communicating in contemporary contexts.

Curriculum Development and Innovation. Findings from this research are to be used in the design of communication curricula that align themselves with modern learner needs and changing dynamics of communicating. Communication teachers can also adopt innovative teaching methodologies, digital technologies of communication and interdisciplinary approach as part of their curriculum to arm the students with a foundation based on everything about this art.

Cultivating Cultural Competence. Communication, competence of educators can create learning environments that support diversity and support respectful intercultural interactions. When communicating with educators they can do so by incorporating culturally diverse examples and scenarios in their teaching methods.

Teach the students to appreciate each other's culture.

Addressing Communication Apprehension. The findings from this research can be enable communication teachers to develop empowering and inclusive learning environments that deal with students being troubled by speaking anxiety. Thus, educators will be able to develop student effectiveness in oral communication through using evidenced based strategies for mitigating communication anxiety.

Interdisciplinary Collaboration. The interdisciplinary collaboration highlighted. this study is marked by the necessity to use communicational theory and practice into diverse academic areas. Communication trainers may collaborate with teachers from other disciplines to develop personalized communication modules that teach students discipline-specific communication skills and knowledge.

Advancing Ethical Communication. As misinformation and unethical communication The role of the communication educators in teaching is important as practice increases. on responsible and ethical means of communicating with students. Through the teaching of critical thinking and media literacy skills, educators will be able to make students ready for this process. They should also deal with complex information landscapes as well as be involved in ethical communication.

Pedagogical Adaptation and Assessment Strategies. Findings from this study will the learning needs and preferences of contemporary learners. In order for educators to be sure that students are practical, they need to put into practice or use the experiential learning; simulations and real-world communication scenarios, communication skills. The study will also inform the design of a comprehensive. Accurate evaluation methods of students' communicative strengths.

Professional Development of Educators. By solving the difficulties that Teachers of communication, this study can motivate efforts for professional growth that enable teachers to improve their methods of instruction on a constant basis. Education professionals can be given the tools and information they need to flourish in their jobs as communication facilitators by participating in workshops, seminars, and training programs.

The potential to improve communication education and its effects on student learning outcomes makes this study significant overall. The research helps to develop successful, culturally competent, and ethically responsible communicators who can thrive in a diverse and interconnected world by providing communication educators with the required information and techniques. Communication educators can have a significant impact on the development of future generations' communication abilities and competencies by putting the study's suggestions into practice. This will have a positive impact on many facets of society and the workplace.

In conclusion, therapeutic talk within counseling involves the deliberate use of language to create a supportive environment. Applying discourse analysis, considering Hymes' Ethnography of Communication, and integrating Grice's maxims into a speaking model contribute to understanding and enhancing effective communication within counseling contexts. The performative nature of speech acts further underscores the transformative potential of language in the counseling process.

Research Design

The study analyzed the Language therapeutic talk using the language patterns and to further systematically analyze and interpret the discourse involved in the recorded webinars,

the study assigned specific approaches of discourse analysis for each of the aforementioned language patterns: a) ethnography of communication; b) Speech Acts; and c) Maxims.

Dell Hymes' Ethnography of Communication is a framework that looked beyond the grammatical structure of language to understand communication in its cultural context. In the context of therapeutic talk, this approach involved examining how language is used in the specific cultural setting of therapy talk, considering both verbal and non-verbal communication, as well as the cultural nuances that shape the therapeutic discourse.

John Searle's theory of speech acts focused on the performative nature of language, emphasizing that speaking is not just about conveying information but also about performing actions. In the therapeutic context, this analysis involved identifying the various speech acts employed by the speakers. For example, understanding how certain statements function not just as informative but also as requests, promises, or expressions of emotion.

Paul Grice's conversational maxims guided effective communication, including the maxims of quantity, quality, relation, and manner. The research used Grice's maxims, to examine the extent of adherence by participants in therapeutic talk with these principles. This included checking if information is furnished in the right amount, if statements are truthful, relevant and distinct.

The study employed a comprehensive approach, a thorough methodology, integrating Hymes' ethnography of analysis and interpretation of speech acts by Searle, communication, and Grice's maxims healing conversation in webinars that have been recorded. The chosen methods for discourse analysis further enhance the depth of understanding within each language pattern.

Data Collection

Data were gathered by recording webinars featuring individual speakers, all of whom were registered guidance counselors. To supplement this dataset, the researchers also explored recorded discussions on Facebook, choosing three webinars randomly for inclusion in the study. Subsequently, the selected recorded discussions were transcribed to facilitate thorough analysis. However, the recorded webinars were lengthy for the researcher to cover in full. Given this complexity, the researchers made strategic decisions, opting to truncate the recordings at points where the speakers appeared to reach an impasse. This approach allowed for a more manageable focus on specific language patterns essential to the study's objectives.

Findings

Based on the research objectives, the following findings are presented:

Setting. Setting analysis is based on the computer-mediated communication setting of public schools in Cavite, Philippines during counseling sessions meant to be done via various webinars. It shows the systematic presence of elements in school premises, namely classrooms, passages, common rooms etc combined with designated places for counseling services that describe the feeling atmosphere inside institutions providing learning resources. Public schools in Cavite as mentioned on the transcript include rooms for learning, hallways, common areas and counseling spaces designated. It depicts the concept that in large part physical surroundings have an impact on therapeutic relations. The analysis focuses on the importance of knowing how physical or conditions shape therapeutic interactions. It emphasizes each element of the school setting, which impacts on a general mood in sessions of counseling. This awareness is necessary to understand the subtleness and intricacies of therapeutic communication in this given setting.

Participants (Roles and Identities). This part describes the roles and identities of the participants, namely school counselor who is Counselor, student Seeker of Counselling. It helps talk about the counselor's job as a mediator of therapeutic talks and outlines those speech acts like active listening, empathy etc. The students' role is described as a counseling seeker. The role of a counselor is described as doing the "Act" in making professional therapeutic communication occur through speech act action like xenon listening. The student is pointed out as the counseling seeker. It makes an analysis of the roles and identities that participants in therapeutic talk perform, thereby emphasizing the necessity to acknowledge their difference. It focuses on how the professional identity of a counselor influences their function as facilitator and guide in the communication process within counselling dialogue. Knowing these roles is important in order to understand power dynamics and expectations during the therapeutic interaction.

Ends (Purpose). This section discusses the various roles that communication plays. It identifies emotional support, psychological help or treatment and a wider perspective of assisting to enhance the student's emotional and psychiatric condition. The communication objectives are setting up a give them some advice, allowing the students to vent out their feelings in a secure environment mechanisms that would be good as well maximizing an

integral model of a healthy state. This analysis reveals the general goals of therapeutic communication from Immediate emotional nourishment to lifelong wellness. It sheds light on the nature of counselors as they empower students, reinforce resilience and develop a supportive relationship. Identifying these ends makes it easier to recognize the more general aims of therapeutic talk in school.

Acts (Speech Acts). This segment investigates different speech acts from the point of therapeutic talk such as telling secrets, showing emotions, are seeking advice through someone else and advising them off; reflecting about stuff happened one occasion ago if they should have managed this way or that etcetera Moreover offering empathy to what is being said. The paper talks about how these speech acts support the successful communication between counselors and students. For instance, the disclosure of personal experiences by students will be equivalent to instructors guiding through directive speech acts and both parties engaging in reflective speech acts. The analysis pinpoints the various types of speech acts that occur in therapeutic talk following different purposes for establishing communication. It indicates the necessity of resolving by what degree these speech acts cause a communicative space that allows for supporting developmental processes. The transcribed recorded therapeutic talk touched on various speech acts in the presence of a lecture about mental health. The speaker used directive speech acts to command and interact with the audience as a presenter of mental well-being given talk asking questions from an audience via chat. Moreover, the speaker used directive speech acts by introducing interactive elements comprising posing questions and promoting recognition. In expressive speech acts, there is an emergence of the speaker as he or she shares opinions, reveals concerns and underscores any ideas which all make it closer to the people. Assertive speech acts dominated the presentation, conveying information on various topics, including the rationale behind discussing mental well-being, the impact of COVID-19, and the experiences of students and young professionals. The order of speech acts varies, reflecting a dynamic and engaging presentation structure. It is not strictly linear since the basic act sequence was present in the context as some categories may repeat or overlap throughout the sentences. It creates an engaging talk, incorporating various speech acts strategically to convey information, engage with the audience, and express the speaker's viewpoint and concerns. This synthesis highlights the strategic use of different speech acts such as directive, expressive and assertive speech acts to effectively communicate information, engage with the audience, and emphasize key points in the presentation on mental well-being.

Keys (Context and Purpose). Information about the webinar presentation transcript excerpt related to certain contextual factors and objectives is outlined in The Keys segment. It illustrates the importance of discussing mental well-being in connection with COVID -19 pandemic as a very relevant issue and underlines its educational implications, health

problems including those associated with one's mind and evidence to back that up. The passages selected are the background on which this webinar stands, narration of COVID-19 effects or at least impact in education and also issues associated with mental health accompanied by relevant scaffolds. The analysis stresses the deictic relevance of certain extracts, highlighting why it is essential to address mental health difficulties in an educational setting. It acknowledges the importance of evidence-based discussions as a meaningful addition to all aspects about which it aims. The analysis of the webinar presentation excerpts demonstrates a consistent adherence to Grice's Maxims, contributing to the overall effectiveness of the communication. In terms of the Quantity Maxim, the introduction (Excerpt 1) strikes a balance by providing sufficient information to underscore the relevance of discussing mental well-being in the "new normal" without overwhelming the audience with unnecessary details. Regarding the Quality Maxim, Excerpt 3 stands out as it discusses mental health concerns backed by references to reputable sources such as the World Health Organization and studies in the Philippines, ensuring the information's accuracy and reliability. The Relation Maxim is evident in Excerpt 2, where the discussion on the educational impact of COVID-19 aligns directly with the central theme of mental well-being during the pandemic, creating a coherent narrative. Lastly, the analysis maintains compliance with the Manner Maxim, emphasizing the clarity and straightforwardness of language used throughout the excerpts. This commitment to clear communication enhances the audience's understanding of mental health challenges in the educational setting amid the COVID-19 pandemic, fostering an effective and engaging presentation.

Instrumentalities. The instrumentalities analysis focuses on channels and codes, identifying verbal communication as the primary channel in counseling sessions. It also recognizes the value added by non-verbal cues and paralanguage in enriching communication. The emphasis is made on verbal communication as the main way of transmitting information, while non-verbal signs such as facial expressions play an important role in understanding emotions other than those that can be expressed by spoken words. This analysis identifies the role of oral communication in counseling sessions as an effective and straightforward method. Moreover, it emphasizes the importance of non-verbal communications in enriching their significances by adding dimensions to them thereby making them integral aspects for improving therapeutic interpersonal communication..

Norms of Interaction. The interaction analysis norms indicate active engagement, respectful communication, defined learning goals, cultural awareness and technology etiquette. It highlights the predicted behaviors and tone in this virtual classroom. For instance, the participants who are actively involved in these make use of chat boxes. Achieving the goals of education and showing knowledge about cultural interpretations responsible use of IT. Analysis of the case highlights that more emphasis should be set on

creating and maintaining norms which would help to build a successful and respectful environment where people could communicate in virtual classes effectively. It accepts the importance of active participation, consideration for cultures and use pertinent technology in establishing an effective conducive interaction.

Genres. The analysis of the genres defines webinar presentation's transcript as an informative and interactive genre, that includes traits both from academic discourse and public speaking acting in conjunction with virtual communication. The article accentuates the importance of this genre to today's context considering mental awareness in regard to COVID -19. A transcript is defined as the combination of academic discourse, public oratory and virtual interaction adjusted to address modern society's concerns in mental health. This analysis highlights the fact that this genre is quite flexible in the modern sense, acknowledging its combination of academic and interactivi Gon `` These aspects are symbolized by the bright colors, references to YOLO 'You Only Live Once', images of money and fast life in general. It emphatically shows how this genre successfully addresses such an important issue as mental health with regard to COVID-19 pandemic featuring a virtual learning environment.

Summary of Findings

The study gives a comprehensive analysis of therapeutic talk in the internet-mediated dialogue setup employed by public schools of Cavite, Philippines aimed through webinars. Setting analysis brings out the importance of such a physical environment within public schools as it highlights that classrooms, hallways, common areas and designated counseling spots used for holding sessions have their bearing on how these meetings take place. Understanding the subtleties of therapeutic communication in this educational setting becomes crucial to recognizing how impactful a physical context can be. In the study which investigates roles and identities of those involved, it outlines different functions of a school counselor who acts as an administrator in terms that are associated with therapeutic communication activity A student acting as one seeking professional help. This understanding is vital when it comes to the recognition of power dynamics and expectations within therapeutic interactions. The part at the ends (purpose) of communication in therapeutic talk helps clarify that communication is not just a simple job but has numerous aspects from providing emotional support to psychological relief, with an overall goal for improving students' employments on all levels through their being satisfied emotionally and psychologically. This comprehensive understanding clarifies the broader objectives of therapeutic talk in the educational context. Analyzing various speech acts within the therapeutic talk, the study reveals a rich array, including disclosing, expressing emotions, seeking advice, providing guidance, reflecting, and empathizing. The synthesis of these speech acts highlights their strategic use in creating a communicative space that supports

the therapeutic process effectively. The study extends its analysis to the keys, emphasizing the contextual elements and purpose of specific excerpts from the webinar presentation. It underscores the relevance of discussing mental well-being amid the COVID-19 pandemic and the educational impact, contributing to a comprehensive understanding of the webinar's objectives. Furthermore, the study applies Grice's Maxims to the Keys segment, ensuring a balanced quantity and quality of information, relevance to the central theme, and unambiguous communication. This adherence enhances the overall effectiveness of the presentation. Instrumentalities analysis recognizes verbal communication as the primary channel in counseling sessions, complemented by the significance of non-verbal cues. This understanding emphasizes the importance of both verbal and non-verbal elements in enhancing the richness of communication. Norms of interaction play a pivotal role in shaping the virtual learning environment, with expectations of active participation, respectful communication, focused learning objectives, cultural sensitivity, and appropriate technology use. Being followed, these norms help for developing an appropriate and all inclusive relationship. The analysis of genres identifies the transcript of delivery webinar as an effective and communicative genre adapted for modern conditions that dictate good mental condition during times like COVID-19 pandemic. This genre's adaptability manages to tackle the pressing issue combining academic discussion, public speaking and virtual communication components.

Recommendations

Based on the comprehensive findings, the study suggests several recommendations:

1. **Contextual Awareness.** Public schools should emphasize the necessity of developing big ideas to understand how one's physical environment impacts therapeutic interactions. The consideration should encompass the likes of classroom, halls, common areas and designated counseling spots.
2. **Participant Sensitivity.** Permit distinct roles and identities in therapeutic discourse. Deserving of notice and emphasis. Counselor education programs could be created that enhance their comprehension of these relationships and the power expectations and dynamics at work.
3. **Diverse Speech Acts Training.** Implement training programs for counselors and students focusing on various speech acts within the therapeutic talk. This can enhance communication effectiveness and contribute to a more supportive therapeutic process.
4. **Norms Establishment.** Advocate for the establishment and adherence to norms of interaction in virtual learning environments. This includes active participation, respectful communication, alignment with learning objectives, cultural sensitivity, and appropriate technology use.

5. **Genre Adaptability.** Encourage educators and presenters to embrace the adaptability of genres in virtual presentations. The study highlights the effectiveness of blending academic discourse, public speaking, and virtual communication elements to address contemporary topics.
6. **Continuous Research Integration.** Promote ongoing research to further explore and understand the evolving dynamics of therapeutic talk in virtual educational settings. This can provide valuable insights for educators, counselors, and researchers to continually enhance the effectiveness of therapeutic communication.

These recommendations aim to contribute to the refinement and improvement of therapeutic communication in virtual educational settings, fostering a more supportive and inclusive environment.

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