
Research Article

Language Roles in Mental Health Crisis Support: Lifeworld of Counselors in Focus

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ABSTRACT

Facing mental health crises, guidance counselors and facilitators play crucial roles in supporting and empowering students. They are the ones who listen, understand, and guide students, promoting their overall well-being. For them to effectively perform, good language use is important. By using Alfred Shutz's concept of lifeworld, this paper explored how guidance counselors and facilitators use language in different contexts, specifically personal, professional, social, and mental health crisis support. This qualitative study is approached phenomenologically, focusing on language's role in the everyday lives of counselors from a selected higher education institution (HEI) in Davao City. Seven participating guidance counselors and facilitators were interviewed using photovoice and interview. As a result, similarities in how they make use of different languages in different contexts were revealed. The language used in their lifeworld was categorized and discussed in seven themes, which are the language used for expression, the language used to build understanding, the language used to build relationships, acknowledging the fluidity of language functions in society, realizing that language use can pose invalidation and other risks, choosing context-specific language use and communication means, and maximizing language to inform and motivate, while four in supporting mental health crisis namely instructional/directional, corroborative, motivational, and expansive. In conclusion, the language use of guidance counselors and facilitators varies depending on context. They must consider how risky communicating is and know that it is one of the most effective methods in supporting mental health crises. With how the study turned out and considering the risks and possibilities concerning mental health, it is recommended that everyone be mindful of the words being spoken and the actions being done.

Keywords: *Lifeworld, mental health crisis support, qualitative phenomenology, Davao City*

Introduction

Language is important in human life. It serves as a foundation of expression, communication, and human civilization. Its significant

influence on social, cultural, and personal cannot be overstated since it helps people connect, comprehend, and develop. As Keraf (1997) said, language has specific functions that are

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used according to the needs of a person, i.e., as a tool for self-expression, as a means to communicate, as a tool to organize and adapt to social integration in the environment or circumstances, and as a tool for social control. Keraf presented six roles of language as a communication tool. One of these is that language is a tool to interact with others. Communication occurs when two or more persons are involved. It allows interchange of feedback between a speaker and a listener. In this context, language is purposeful in communicating meanings and in establishing various levels of relationships with people in society.

Undeniably, language is useful to human beings, especially guidance counselors. Guidance and counseling began in America in the 20th century. It started to match employees and jobs due to the increased diversity of occupations and unemployment during the Great Economic Depression of the 1930s (Barwick, 2000). In the present world, guidance and counseling have become an important program in schools to help students handle social and psychological challenges happening from family background, transition from adulthood, and modern problems afflicting society (Ondima et al., 2012). Guidance counseling practices in education have been introduced to help students overcome challenges experienced at schools and homes (Mikaye, 2012). Knowing and considering how crucial the role of the counselors and language is, not only for the students but also for each as individuals and the community as a whole, and being able to have a deeper understanding of language's role in the life-world of counselors will be a big step for everyone in strengthening mental health crisis support. Studying the language used in counseling is important to identify how communication is used as an effective medium to support students or academic personnel experiencing mental health conditions. Furthermore, it is also interesting to know how guidance counselors utilize language to process their emotions or mental health struggles and support those who need it in academic institutions.

It is necessary to conduct this study, considering that most of the readers are students and have partly relied on guidance counselors during the pandemic (Greenberg et al., 2020).

The study focused on the guidance counselor's lifeworld experiences to know how important language is in promoting mental health awareness. This showcased counselors' language used in delivering their role as guidance counselors and in establishing connections with the people surrounding them for better and stronger mental health support. The researchers aimed to investigate counselors' language experiences and how they use it. Moreover, the study identified how counselors use language to effectively execute their roles as guidance counselors and members of society. To achieve these objectives, the study aimed to answer the following questions: (a) What is the language-related lifeworld of counselors in the context of mental health crisis support in an academic institution? and (b) How do counselors view language roles in mental health crisis preparedness, management, and support?

This study's findings benefit the guidance counselors, students, universities, and the Commission on Higher Education (CHED). It discusses the approaches used by different counselors, giving them a broader perspective, more ideas, and knowledge on different practices catering to their students' needs, refining their skills in communicating effectively. In addition, students can also benefit from this by gaining a better understanding of how counselors use language to meet the assistance and mental care that they need. This also helps them express themselves more freely and communicate openly with the counselors. Furthermore, the study can raise awareness of the importance of language in mental health crisis support and provide better mental health care and support systems among universities locally or worldwide. The findings of this study can also provide school management and CHED with some insights into the importance of integrating language and communication in providing mental health support to students across different higher education institutions in the Philippines. Lastly, this study can help future researchers with the same interests and who would like to conduct similar studies.

To provide a theoretical basis in discussing the findings of this study, the researchers anchored this paper on Alfred Schutz's Acting in the Life-World as presented in "Social Constructionism: Sources and Stirrings in Theory

and Practice" (Lock & Strong, 2010). Schutz argued that individuals navigate daily by establishing a shared view of reality. This shared reality is what he called the "life-world," it is made up of common-sense knowledge and assumptions that individuals use to analyze and make sense of their experiences. The theory emphasizes the importance of understanding the subjective perspectives of individuals within the lifeworld. The researchers used Schutz's three life-world aspects to understand counselors' language experiences better. First is in the aspect of cognition, where counselors were asked how they make sense of the language experiences that they have and how they use it for personal consumption. Second is the aspect of action and work, which is about the counselor's use of language to deliver their role as guidance counselor and how they communicate effectively to provide the support needed by students, and lastly is the aspect of sociality, where counselors are interrogated about how they use language in building connections with the people around them. Using this framework, the researchers tried to understand the counselors' experiences deeply and see how language plays a vital role in their life-world.

Method

This qualitative study was approached phenomenologically, focusing on language's role in the everyday lives of counselors from a selected higher education institution (HEI) in Davao City. Phenomenological research method locates geological features of human awareness and reminds us that the research journey needs to attend to the configurations of experience before moving on to assumptions about independent natural objects. Since the goal is to explore language's involvement in the counselors' lifeworld, especially in mental health crisis support, this method is suitable for the type of study conducted.

The researchers followed a structured process to ensure formality in gathering the data. First, the researchers asked permission via emails or letters to the Guidance Services and Testing Center (GSTC). Invite letters were sent or delivered to the selected guidance counselors and facilitators when approved. When the responses arrived, those who agreed

or volunteered to participate were chosen as the official participants of this study. The data were gathered using photovoice prompts and interview guide questionnaires. According to Han and Oliffe (2016), photovoice research has gained prominence, providing context-rich insights through participants' photographs and narratives. Further, according to the Johns Hopkins Center for Health Equity (2024), "photovoice is a participatory visual qualitative research method (research that involves direct collaboration with those affected by an issue being studied for the purpose of action or change) that combines photography and narrative storytelling to capture individuals' lived experiences." An orientation was conducted to brief the participants about the data-gathering procedure, especially photovoice. Then, the researchers gave the prompt questions that the participants answered with photos and narratives. Knowing the purpose of this study, the photovoice prompt and interview guide questionnaires successfully gathered the data needed for the study's success.

After gathering the data needed, the researchers proceeded with thematic analysis, a type of qualitative analysis considered appropriate for studies seeking to understand the potential of issues in the broader sense using interpretations of data (Mason & Francis, 2023). In this process, the researchers reviewed the data gathered, set codes marking the different themes found, and analyzed the relationships, similarities, and patterns found in the data repeatedly for a detailed result. According to Maguire and Delahunt, 'the goal of thematic analysis is to identify themes, using important or exciting patterns in the data, and use these in addressing or saying something about the topic. This is much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it. With this analysis, the researchers explored the roles of language in university counselors' lifeworld or everyday lives, especially with their duty in mental health crisis support.

During and after this study, for the security and confidentiality of the participants, the researchers adhered to the ethical principle of research, which is voluntary participation, meaning that no one was forced to participate.

To ensure this, an informed consent form was given to all selected participants.

Seven purposively selected guidance counselors and facilitators from a selected open-admission university in Davao City participated in this study. Purposive sampling was used in the selection, meaning that in selecting the participants, the researchers chose based on the inclusion criteria: (a) must have been employed as a guidance counselor or facilitator in the selected institution, (b) must have been in the service of guidance and counseling or mental health support for at least a year, and (c) must have been willing to participate in the online and face-to-face interview.

The data collection was conducted online and face-to-face. This involved taking pictures and interviews, so the materials needed were questionnaires and the photovoice prompts. For the photovoice prompts, the participants personally took photos after the orientation conducted by the researchers. On one hand, an interview guide questionnaire was used to elicit further information about the photos and their experiences about the problem being studied. A pool of experts validated the questions in this instrument. The questionnaire contained questions regarding the participants' language use in various contexts, as determined by the researchers' framework.

Result and Discussion

This chapter presents the results, analysis, and interpretation of the data gathered through the qualitative method and In-depth interviews. The researchers used thematic analysis to present and interpret the data, exploring Alfred Schutz's concept of the "acting life world." This concept is the center of Schutz's phenomenology sociology, emphasizing how individuals actively construct or navigate their everyday lives, including experiences, assumptions, and typification.

Lifeworld of Guidance Counselors and Facilitators

This section talks about the role of language in the lifeworld of guidance counselors and facilitators. Specifically, their personal, social, professional, and even their use of language in supporting mental health crises is discussed here.

Personal. Language serves various purposes in different aspects of life. It provides a medium for personal purposes, allowing people to express their thoughts, emotions, and identity. It also enables humans to communicate with each other, allowing them to build or maintain rapport with the people around them through conversing, sharing experiences, and expressing oneself.

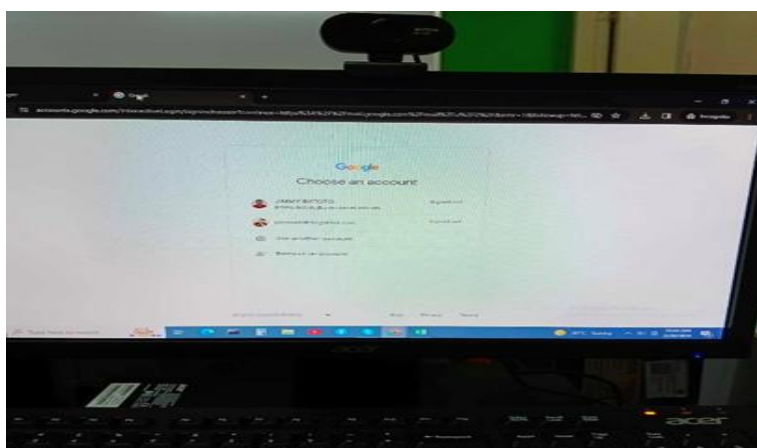


Figure 1. Photo Exhibit 1

Figure 1 shows a personal computer. P1 took this as a response to the first question, asking for a picture that best represents the use of language in their personal life.

"...in relation sa akong gi-pili no na picture which is the computer, so through man gud sa computer, kana no maka-communicate ta no in different context like mag send ug

emails, mga ana and aside from that, maka-gather ta, pwede ta maka-gather ug information at the same time maka-retrieve or restore sa ug mga information using the computer and e-relate pud nato siya sa language, so kana pud siya no, in the means of communication, primarily."

(...in relation to the picture that I have chosen, which is the computer, so through a computer, we can communicate in different contexts like sending emails, like that and aside from that, we can gather,

we can gather information and at the same time retrieve or restore information using the computer and to relate it to language, just the same, in the means of communication, primarily.)

According to P1, the computer best represents the role of language in personal life because it allows a person to communicate in different contexts, like sending emails, and can also be used in gathering, retrieving, or restoring information, emphasizing communication as language's primary role.



Figure 2. Photo Exhibit 2

Figure 2 is a self-portrait, also known as a selfie, taken by P2 as a response to the first question asking for a picture that best represents the use of language in their personal life.

"This is my picture; this picture shows that I can show my true feelings, which is during this time, I am happy, happy because

this was our last year's Christmas party. Somehow this picture represents thoughts and feelings of myself to other people."

P2 responded with a selfie because, just like this picture, language allows one to express how one thinks and feels towards other people.



Figure 3. Photo Exhibit 3

Figure 3 is a picture of a watering can, taken by P3 as a response to the first question asking for a picture that best represents the use of language in their personal life.

“Ang language sa akong murag pareha aning watering can nga murag tool nako siya to share inputs sa ubang tao, to relay messages sa ubang tao, usahay to relay kindness pud, ana gani, to express akong sentiments, mabuhos sa ubang tao, ana pud. Basta more on ginagamit nako siya as a tool to share my knowledge, my current emotions, to share my current thoughts, ana siya.”

(Language for me is like this watering can which is like my tool for sharing inputs

and relaying messages to other people. Also, to sometimes relay kindness, to express my sentiments, pouring to other people, like that. It’s just I use it more as a tool to share my knowledge, my current emotions, to share my current thoughts, like that.)

P3 likened language to a watering can used in sharing inputs, knowledge, emotions and thoughts, relaying messages and sometimes kindness, and expressing their sentiments to other people, pouring it to them, the same way a watering can is used in pouring water.



Figure 4. Photo Exhibit 4

Figure 4 is a picture of a bundle of keys. This is P4's response to the first question asking for a picture that best represents the use of language in their personal life.

"Language allows us to share our ideas, thoughts, and feelings with others. Akong first picture kay keys, kay ngano? Para sako, ang language kay ga represent ug susi kay dili manka kasulod sa isa ka area kung walay susi especially kung close siya. Pareha satoa kay diverse man atuang culture so meaning ana, mag vary japun satoang sinultihan"

(Language allows us to share our ideas, thoughts, and feelings with others. My first picture is a group of keys. Why? For me, language represents a key because we cannot enter an area without a key, especially if it's closed. Just like us since we have a diverse culture, this means that even the language that we use varies.)

P4 acknowledged language's role for us to share how we feel, and what we think. They also compared keys to language in a sense that language varies depending on one's culture like how keys vary depending on what we are trying to open.

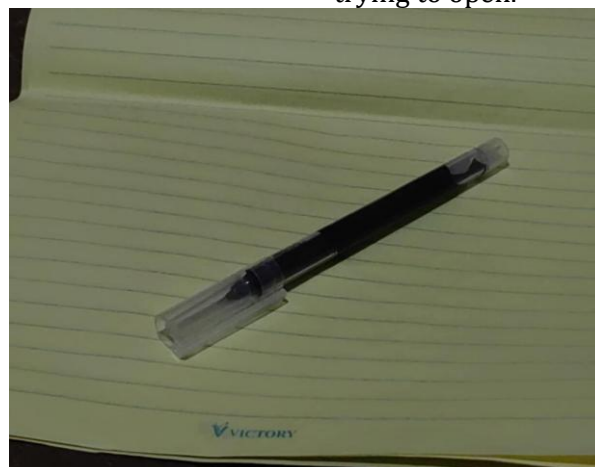


Figure 5. Photo Exhibit 5

Figure 5 is a picture of a pen and a paper taken by P5 as a response to the first question asking for a picture that best represents the use of language in their personal life.

“Personally, I’m an expressive person. I would, kanang share, mu-ingon gud ko kumbaga unsa akoang nabati-an, unsa ako-ang na-isip, usahay walay filter. However, na-a koy tendency na either mag impulsively react or mag late reaction, as in late mga two weeks ana so, ako-ang gi-pili ang pen and paper... akong practice is I would write my feelings ug thoughts based sa kanang unpleasant na situations or siguro, kanang significant na mga events na wala kaayo nako na express ang ako-ang self.”

(I’m an expressive person. I would sometimes tell what I feel and think, sometimes and sometimes without any filter. However, I have this tendency to either impulsively react or have a late reaction, like after two weeks, so I chose pen and paper... my practice is to write my feelings and thoughts based on unpleasant situations or, maybe, significant events where I’m unable to express myself.)

P5 shared how expressive they are and sometimes react impulsively or after some time. This is why they chose pen and paper: they could write down the feelings and thoughts they failed to express.



Figure 6. Photo Exhibit 6

Figure 6 shows a surface covered with the different colored handprints of sexually assaulted children and some professors and counselors as a response to the first question asking for a picture that best represents the use of language in their personal lives.

“Last Saturday, uhm, amoang client kay mga group of abused and sexually abused na mga bata. Mao ni ilahang mga handprint, kana ganing nagaparemind, uhm, together with it kay ang ilahang hand print ug amoang hand print, so mura gani kanang for five years, mag-work hand in hand mi, so maremind sila nga naa mi kanunay didto-a”

(Last Saturday, our clients were a group of abused and sexually abused children. These are their handprints, and together with their handprints are our handprints, so it's like for five years we'll work hand in hand, so it will remind them that we are always there.)

The picture represents the message P6 wants to imprint on the children's minds. Using language to express their passion and imprint their hands together, leaving a mark representing their presence, they remind children that they are always there for them.

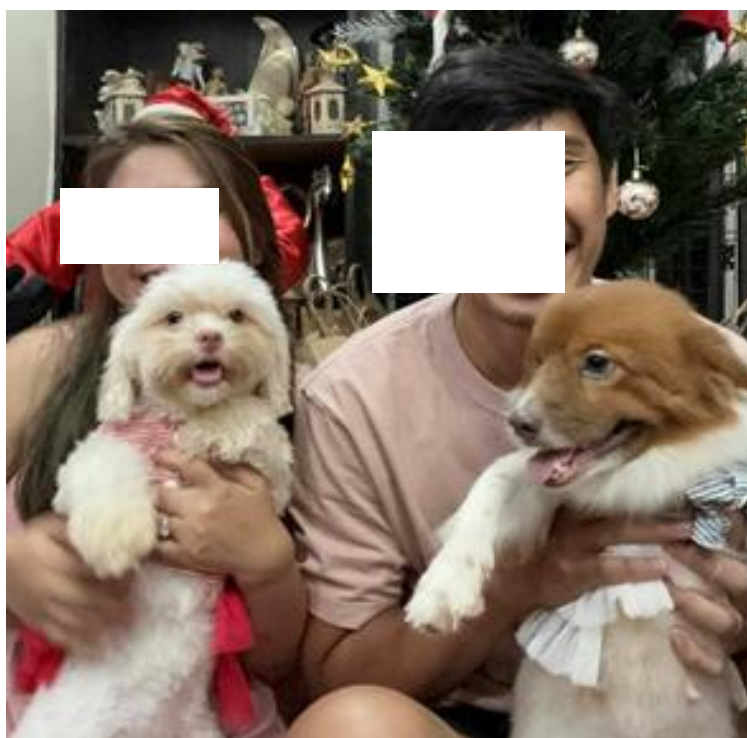


Figure 7. Photo Exhibit 7

Figure 7 shows a picture of P7 with her fiancé and pets. This photo was provided as a response to the first question that best represents the use of language in their personal life.

"...So, this is my personal life. Currently, this day is when I travel, and I'm happy at that time. I communicate well with my fiancé. This is my personal life. Right now, I'm happy."

The picture represents P7's personal life status. Using language to communicate, they resolve conflicts immediately, resulting in a happy life for them as a couple.

With all the responses of the guidance counselors and facilitators, it can be observed that they all share the same personal use of language. It is to communicate and express themselves in different situations and contexts. The life world is a cultural life that we continuously interpret and create through our actions, forming and solidifying our life views, values, and beliefs. Schutz has written about this in a first-person perspective: "I assume

that all that makes sense to me makes sense to all those with whom I share the life world. My actions make sense, and I suppose that others interpret them meaningfully, and I also make sense of what others do. In these reciprocal acts of giving and positing meaning to yourself and others, inter-subjective social life is built. It is also the social life of others" (123). He believes that all that happens in our everyday lives makes sense because of everything around us - like nature, society, and things we create. Our experiences, traditions, habits, and the meanings created shape our understanding of the world. This acquired knowledge and experiences are then stored in our minds and are used to make sense of situations at hand.

Professional. In the professional context, language is a tool that can provide clear and concise communication within the workplace. The use of language ensures that information, ideas, and instructions are conveyed accurately.



Figure 8. Photo Exhibit 8

Figure 8 shows P1's counseling office. This photo was provided to represent the role of language in their professional life.

"...Through mn gud sa counseling room, since na mention nako ganina nga ang language, isa pud sa iyahang like purpose, to express even sa identity, sa culture, ah I mean kung asa ka na belong no na culture so kana siya, mao nay isa pud sa primary ah purpose sa language. Now, in relation sa kani na picture na guidance ah counseling office, diri na room, e-let nako ang students na e-express kung unsa ang ilahang na feel and then for us, for me also to assess them in terms pud sa ilahang needs."

(Through the counseling room, as I've mentioned earlier, one of the purposes of language is to express identity and the culture you belong to, which is the primary use of language. Now, about this picture of the counseling office, I let the students express what they feel, and I also assess them in terms of their needs.)

The picture is P1's counseling room, representing their professional life. For them, the counseling room allows counselees to express their feelings and share their thoughts. Through the counseling room, P1 socializes with people with different problems and provides their needed help.



Figure 9. Photo Exhibit 9

Figure 9 shows P2 conducting a seminar. This was their response to the first question, asking for a picture that best represents the use of language in their professional life.

"...So in my work naman, we used real words talaga with no sugar-coated words for the purpose na ma-understand sa easily among clients. As much as possible, we are practicing to use correct grammar kay as we all know students are very keen when it comes to language. Mag bash baya dayun mo. But know that we are just human beings. We also commit."

(So, in my work, we use actual words with no sugar coating so the clients can easily understand them. As much as possible, we practice using correct grammar because, as we all know, students are very keen on language. You guys are quick to bash.)

The picture shows P2 conducting a seminar. Using direct words that are clear to the counselees is essential for them. It is also important to choose words carefully to avoid hurting and insulting the counselees, as they are already facing problems. Hence, they need to be sensitive and cater to their needs. They also observe the use of correct grammar to avoid criticism from the counselees.



Figure 10. Photo Exhibit 10

Figure 10 shows a watering can. This was given by P3 best to represent the use of language in their professional life.

"...Just like this picture mura jud syag watering can na ginagamit nako siya to pour water sa uban na para maka grow sila ana. Just like sa watering can no na gigamit nimo siya as a tool para mabutang nimo ang water didto unya ma pour nimo siya sa plants so they would grow. Same pud sa professional life nako as an educator, ang language ginagamit nako siya as a tool to share my knowledge, inputs, ma educate sila through my words, through my existing knowledge. Same pud sa counseling na

ginabuhay nako, for their growth gina use nako ang words or language to inspire them, to motivate them."

(...Like this picture, it looks exactly like a watering can I and others use to grow plants. Just like water cans are used to pour water on plants and make them grow, as an educator, I use language to share my knowledge and input to educate through my words using my existing knowledge. Same with the counseling that I do for their growth, I use language or my words to inspire them and motivate them)

Just like a watering can, P3 uses language to share knowledge, motivate the counselees, and provide the help needed by the

counselees. They use language like a watering can to pour words that could help the counselees grow and overcome their problems.



Figure 11. Photo Exhibit 11

Figure 11 shows the professional identification card of P4, provided best to represent the use of language in their professional life.

"...As a basic understanding of language skills, it is important for inner office buddies to communicate and connect with external clients. For core skills are used to expand and develop your native language. They can also be used in the workplace by

deciding how to approach co-workers and customers best."

The picture shows the professional identification card of P4, symbolizing their role and responsibility as a guidance counselor. For them, it is important to have good communication within their workplace to improve and maintain peace in their work environment.



Figure 12. Photo Exhibit 12

Figure 12 shows a power tool best representing P5's use of language in their professional life.

"...I would represent it sa professional life, power tools because ang power tools kay used to kanang help or, technology baya siya no so it is used to assist people who are building something ana, or destroying something ana for their ano, kagusto. So, ah, language is a vital part of human connection, diba? And then it allows us to express our thoughts and feelings to others. I chose power tools because of their nature of assisting or helping an individual; they are additional power sources. Kumbaga, ah, kung sa fantasy na ano, ah, ah, unsa man na? Realm, mura nimo siya ug power or sandata, no? So, kana siya. Sa among profession, language is very essential since

it is, ano, it can build relationships with the clients, ana or with the students."

(...I would represent it in a professional's life as power tools because power tools are used to help and assist people in building or destroying something based on what they want. Language is vital to human connections as it allows us to express our thoughts and feelings with others. I choose power tools because of their nature of assisting or helping an individual; they are additional power sources. Language is essential for us professionals since it can build relationships with clients or students.)

The power tool for P5 represents their professional life. Like a power tool, language can be used to help build or destroy individuals; it can also be a source of strength to motivate and uplift others.

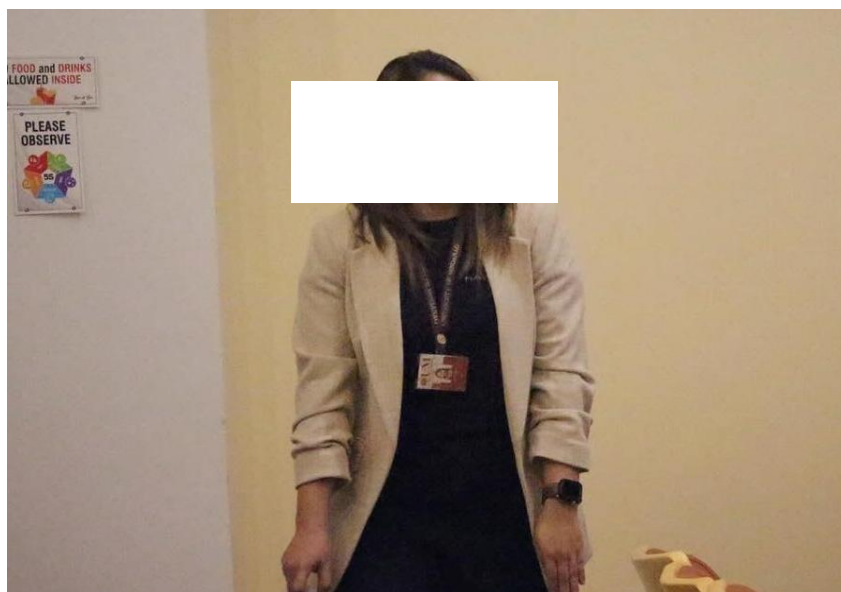


Figure 13. Photo Exhibit 13

Figure 13 shows P6 while conducting a seminar. This was given as a response to what best represents the use of language in their professional life.

"...Last February, bago lang ko nahuman ug, ah, speak sa and isa sa mga programs and seminars na required sa mga interns. Very significant gud siya kay, ah, there are

particular words na we need to be careful na dili mi maka trigger sa amo-ang client and at the same time na naay mutual understanding kung unsa ang akoang dapat e deliver sa session or sa akoang therapeutic process sa ako-ang client,"

(...Last February, I just finished speaking with one of the programs and seminars

that was a requirement for the interns. Language is very significant, as there are particular words that we need to be careful with to not trigger our clients and, at the same time, build mutual understanding of what I should deliver in my sessions or my therapeutic process with my clients.)

In the picture shown in Figure 6, language for P6 is significant in building a connection with the counselees or students. They need to be careful in choosing the words they have to say to avoid triggering the students and to build a connection with them.



Figure 14. Photo Exhibit 14

Figure 14 shows a seminar conducted by P7. P7 gave this as a response to what best represents the use of language in their professional life.

"...So, here. So, this is an enrichment seminar. Before that, we talk. We communicate with students. I chose this picture because we communicate, give them information, and impart knowledge to them through communication and language."

For P7, language is important in their field in order to impart knowledge to the counselees through communication.

As guidance counselors and facilitators, they are expected to listen and understand those they interact with, and one thing to do this is by connecting not only with their clients but with everyone in their workplace, making language a tool for self-expression a common use of language to them. This is not only for their clients but also for themselves to understand better and establish a good relationship with each other. Another role of language for them is in delivering or performing their role as part of an educational institution. As educators, they utilize language to impart knowledge with those they interact with, inside and

outside of the school. They also use it to motivate and strengthen others by choosing proper words, especially when conducting activities like seminars because, as P5 said, language can build or destroy people. According to Schutz, there are motives for how individuals make choices and perform actions. Schutz distinguished these motives into two varieties: 'in-order motives' and 'because motives' (37). The 'in-order-to' motives are actions based on goal-oriented motives; they focus more on future outcomes. In contrast, 'because motives' are actions influenced by past events or experiences. The counselors have both of these motives. They use their past experiences and bad reviews left by the counselees to avoid committing the same mistakes and improve themselves. Their in-order motives are focused on creating a safe space where counselees can freely express themselves and be effective counselors who can assist their needs.

Social Life. Language greatly helps individuals to express their identity, values, and beliefs to society. It serves as a tool for building communities and social groups. Language reflects an individual's identity, culture, and values, allowing them to express their heritage

and beliefs. It can also be used for entertainment through telling jokes, sharing gossip and

hobbies, and enhancing social interactions among individuals.



Figure 15. *Photo Exhibit 15*

Figure 15 shows a cellphone. This photo was taken by P1, representing the role of language in their social life.

“...Ang language sa akoo, kung akon siyang e-represent sa terms of my social life, cellphone siya.”

(Language for me, if I were to represent it in terms of my social life, it’s a cellphone.) The cellphone represents P1’s social life since it communicates quickly with others.



Figure 16. *Photo Exhibit 16*

Figure 16 shows a picture of P2 doing a tree-planting activity. This was taken as what best represents the use of language in their social life.

"Sa social life, with me and my friends, sa grupo man gud namo ako somehow and sige "uy picture ta diria," it represents kung unsa ko ka bubbly or ka nang ka outgoing when it comes to mag anyway ko. I am somehow outgoing when it comes to social life."

(In social life, my friends and I are somehow the ones who always say, "Let's take a picture here." It represents how bubbly or outgoing I am when inviting them. I am outgoing when it comes to social life.)

P2 uses language to portray their bubbly personality. They use language to communicate with their friends, keep in touch, and bond.



Figure 17. Photo Exhibit 17

Figure 17 shows friends talking to one another, best representing P3's use of language in their social life.

"...In building rapport, maglisod man jud ta mag build ug rapport no if walay mo tingog, so, of course, I use language to say "Uy, kumusta?", "Hi!" ug "Hello!". Kanang mo ingon na ako diay si kuan Kristel, magpailaila and of course kadto, kanang. I am able to maintain friendships and relationships because of kanang showing kindness in the language I use and the words I use. Kana, importante jud siya sa pag build ug connections.."

(...In building rapport, there is an inherent difficulty in establishing bonds if no one speaks. So, of course I use language to say; "Hi, how are you?", "Hi" and "Hello!". Then I introduce myself as Kristel, to, of course, maintain friendships and relationships because showing kindness in the language I use and the words I use. It is really important in building connections.)

For P3, language is not only for communicating but also for entertainment. They use language to make the people around them laugh, maintain their relationships, and build connections with others.



Figure 18. Photo Exhibit 18

Figure 18 shows a megaphone, taken by P4, best to represent the use of language in their social life.

"...Megaphone is useful to say something louder for us to be heard. Language is a communication tool everyone uses daily to convey information and argument. We have to agree or disagree to state our side. In this case, language cannot be separated

from culture because it represents its nation and is closely related to the attitude, behavior, groups, and speakers of languages."

To P4, the megaphone is used to amplify sounds to a longer distance; just like in communicating, emotions and thoughts should be heard.



Figure 19. Photo Exhibit 19

Figure 19 shows a cellphone. P5 took this as what best represents the use of language in their personal life.

"...Cellphone is a gadget used by individuals or human beings for communication, and then, kanang, connectivity, no? So, saan man sa mundo, magamit nimo siya. And

then ano, an-unsa tawag ana? You, you would be link to people, far away from you prob-probably, family and friends na close nimo, through it, through cellphone, ang language na gusto nimo e-express or e-convey kay ma-ingon ra pud nimo, diba? Kay na-a na man tay, ah, aside sa text ug sa call

sauna, karon na panahon na-a na tay social media so maka video call na and all and, pwede gani, diba, pwede na maka-meeting, pwede na maka-klase sa ano, ah, though cellphones. Tapos, outside your work as a guidance counselor, kana, build connections with people around you. So, possible, weather work related or personal, magamit gud nato siya, diba? Ah, to convey, unsa man, reports or information..”

(...Cellphones are gadgets that we humans use to communicate wherever we are in the world. It enables you to connect with close friends and family away from you. Through cell phones, you can express or convey the language you want to say. Before, aside from texting, you could call,

and now that we have social media, we can do video calls. We can even conduct meetings and classes through cell phones. Outside the work of a guidance counselor, it is possible to build connections with the people around you. Whether work-related or personal, we can use cell phones to communicate or report information.)

For P5, using cell phones makes communication much easier and faster. Through the evolution of technology, many different platforms and devices have been developed to make communication more convenient, and P5 emphasized the role of language by comparing it to a cell phone, which connects people in society.



Figure 20. Photo Exhibit 20

Figure 20 shows P6 eating out with their friends. This was given as a response to what best represents the use of language in their personal life.

“...Mag decide asa, syempre, there are things na I’m not familiar with. “Unsa na siya”, “asa na siya”, “diri-a na siya”, kailangan, e-explain nila na, ma understand pud nako ang ilahang explanation. “Ah, okay, mao diay na siya..”

(...Make decisions, of course. There are things I’m not familiar with. "What is that", "Where is it", "That goes here", they

must provide directions like these to explain what they want. They need to explain it in a way that I would be able to understand their explanations.)

P6 provided a photo of them eating outside. They mentioned that they use language to make decisions and ask questions, emphasizing that there are still things that they are unfamiliar with, so they use language to ask questions to understand what others are trying to explain, especially when in a circle or a group.



Figure 21. Photo Exhibit 21

Figure 21 shows a beach resort. P7 took this as a response to the third question, asking for a picture that best represents the use of language in their personal life.

"...This will be my picture because it means that I travel, I socialize with other people, especially my loved ones. That is all."

Through traveling, P7 used language to socialize and bond with others, especially their loved ones. This is the reason why they chose this photo.

With all the images provided and all the explanations given by our participants, we can see that their uses of language in social life are similar. Indeed, the general use of language is for communication, but they have specified some of their uses, like creating and strengthening bonds, reaching wider audiences, gaining clarifications and understandings, and connecting with people in the society, maintaining relationships built between them and everyone around them. One of the fundamental problems in phenomenology is intersubjectivity. Schutz defines intersubjectivity as the process of sharing our understanding of the world. It is how we share a common understanding despite having different and unique experiences. Schutz argued that "intersubjectivity

should be regarded as the fundamental ontological of human existence (42)". As defined by Schutz, Life-World is composed of intersubjectivity and "person-to-person social interaction, in our day-to-day experience as human beings with others connected by actions, influences, ideas, etc., in the course of understanding and being understood by others, in mutual attempts in making sense of the world and others (125)". Humans achieve a level of shared understanding through communicating and interacting. They interpret each other's actions and intentions and use it to navigate the social world. This proves that aside from using language as a tool for communication, it helps build and strengthen human relationships by sharing the same experiences and through constant communication and interactions.

Language Roles in Mental Health Crises Support. Supporting people's mental health is one of the primary roles of guidance counselors and facilitators. Their expertise plays a huge part in helping and guiding those who are suffering from mental health crises. Here are their responses when asked for a picture that best represents language's role in mental health crisis support.



Figure 22. Photo Exhibit 22

Figure 22 shows a fluorescent light. This photo was taken by P1, representing the role of language in supporting mental health crises.

“Ang light mn gud ani na fluorescent ky gentle siya ba, gentle siya, and the same with, kanang kung unsa mi mag-communicate sa mga students no, gentle dapat, no. And then, through sa iyahang light so at least, ah ma-enlight ma-enlighten ang students, the same pud sa amo-ang, sa amo-a na part kung unsa mi mag-communicate, so dapat maka-hatag gud ug enlightenment no or ang guidance ani na mga students, oo. Kanang ma feel nila ba nga kanang, ma feel nila gani na kanang ang empathy no, na kanang guided sila, and then valued no ang ilahan ah, sila.”

(The light of a fluorescent is gentle, it is gentle and at the same with, how we communicate to the students, we should be gentle. And then, through its light so at least, the students will be enlight, will be enlighten, same with our, with our part if how we communicate, so we we should be able to give enlightenment or the guidance to these students, yes. They will feel that they will feel empathy, that they are guided, and then they are valued.)

Language's role in mental health crisis support for P1 is to communicate to the students gently, enlightening and guiding them by showing empathy and making them feel guided and valued, just like the gentle light that the fluorescent light emits.



Figure 23. Photo Exhibit 23

Figure 23 shows a picture of P2 after speaking at a seminar. This was given by P2 as what best represents the use of language in mental health crisis support.

"We make sure nga among ginagamit na language is non judgemental siya, kanang respect, words with respect ang amoang ginagamit. On my side, non-judgmental gyud siya can convey dignity and not stigmatize sa among clients. So, purely words gyud sya that can help our client, especially amoang client is somehow sensitive or vulnerable when it comes to hearing verbal words, so, ganyan we see to it na ang amoang words are non-judgmental and not stigmatizing to our client. "

(We make sure that our language is non-judgemental and respectful; we are using words with respect. It is non-judgemental, can convey dignity, and does not stigmatize our clients. These words can help our clients, especially those who are somehow sensitive or vulnerable when it comes to hearing verbal words, so we see that our words are non-judgemental and not stigmatizing to our clients.)

For P2, in supporting mental health crises, language plays a role in how they interact or communicate to their clients, students, or whoever is listening without being judgemental and stigmatizing by using respectful words and showing dignity.



Figure 24. Photo Exhibit 24

Figure 24 shows two students talking to each other. P3 took this as to what best represents the role of language in mental health crisis support.

"Kana na picture, I think, would best represent the importance of language in addressing mental health crises. Hindi lang sa academic community but in general, kay if we speak with kindness man gud no, if we speak words that empower rather than destroy, words that show kindness rather than evilness. I think mas maka help ma address mental health issues, kay ika nga we are living in a world daw na everybody is in pain, kanang murag ana gud, kana ganing

one way or another murag kuan ta ba kanang emotionally inflamed daw ta. Naay uban nga although grabe gyud ang trauma, naa pud uban na although wala kaayo ni agi ug trauma pero they are struggling with issues such as pressure, mga conflicts sa relationships, mga ana gud. So one way or another , we live in a world where everybody is in pain daw, so if we listen with kindness, speak with kindness, somehow dili ta maka cause ug further inflammation sa wounds sa ubang tao. Sometimes kanang diba maka dungog ta na hala uy nalain ko kay kuan kay ingon ani iyang gi sulti, diba although naay

intentional naa pud unintentional nga maka storya ta ug something na naka sakit na diay sa uban tao, If we maintain this consciousness sa language na ginagamit nato, I ask sa nato atong sarili if kaning akong iistorya maka tabang ba ni or mas makasakit lang. If naa tay ing ana naa tay self awareness kung ginabuhat nato na nga maging conscious ta or aware ta sa atong mga gina storya, I think mas thriving ni nga world for everyone, mas ideal ni nga kalibutan para sa uban. Maka address ta sa mental health crisis if we listen with kindness and speak with kindness."

(I think this picture would best represent the importance of language in addressing mental health crisis support. This is not only true in academic communities but in general because if we speak with kindness, we speak words that empower rather than destroy, words that show kindness rather than evilness. I think it can help more in addressing mental health issues because, as they say, we are living in a world where everybody is in pain, and it really is like that, that one way or another, we are emotionally inflamed. Some are traumatized a lot, and some haven't experienced much trauma but are still struggling with issues such as pressure,

conflicts in relationships, and things like that. So, one way or another, we live in a world where everybody is in pain, so if we listen and speak with kindness, we won't cause further inflammation to other people's wounds. Sometimes, we can hear things like someone feeling bad towards others because of what they say; although some are intentional, some are unintentional, where we can say something that hurts other people. If we maintain this consciousness of the language that we are using, we should first ask ourselves if what we are about to say can help or can just even hurt others. If we have this self-awareness where we are conscious or aware of what we are saying, I think this can be a more thriving world for everyone and a world that is ideal for others. We can address mental health crises by listening and speaking with kindness.)

To P3, language's role in mental health crisis support is to help them show kindness and empower the students and everyone around them. Doing so can help reduce the pain that others may feel, and to do so, everyone should be conscious of the language they are using or, in short, have self-awareness through listening and speaking with kindness.

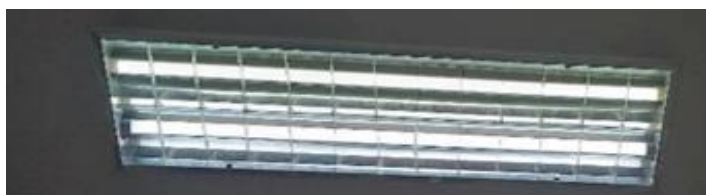


Figure 25. Photo Exhibit 25

Figure 25 shows fluorescent lights. P4 considered what best represents the role of language in mental health crisis support.

"Light is very important. It represents to see, to guide us. Language is represented as light."

Language's role in mental health crisis support for P4 is to guide and help them open people's eyes and make them see how important supporting mental health is.



Figure 26. Photo Exhibit 26

Figure 26 shows an ear. P5 captured this as to what best represents the role of language in mental health crisis support.

“Actually, ang ear in psychology stands for e- empathy, a-attention, and then r-respect, no? So, sa, sa amo-ang field, necessary gud na you get to be ah, empathetic, and then, attention, kinahanglan gud siya labaw na sa mga kleyente na mu-storya sa ilahang difficulty, no? Tapos, respect kay, usahay, ang gina share sa students is mag bangga sa imohang value but, dili nimo dapat ah, kanang sagubangon? Unsay tagaw ana? Kanang kung, kung nag-bangga, diba nay tendency nga kung bangga in-yong value kay, e-argue nimo. So, ah, sa among end, dili siya pwede ingon ana. Kinahanglan, dawaton gud nimo giyapon siya. So, mao na siya; empathy, attention, and respect. So, language, we all know, that it is very powerful, diba? Kay na-a tay, ah, some students or children siguro, tend to become sensitive labaw na kung maingnan ug dili mao or dili kauyon-uyon. Ana, so, ah, it can make or break baya a person ang language so, language greatly matters in addressing mental health concerns so, necessary gud na ah, positive gani na mga words ang ma-address or ma-hatag nimo sa imong clients or mga family members or, kinsa ba diha so, kana siya. Words deeply matter gud and then, kana, kana lang guro. Ear kay tungod, you have to go beyond ano gud, go beyond sa listening, kanang naminaw lang ka. Kinahanglan, imoha gud sabton pag-ayo kung unsa ang pasabot sa iyahang gina istorya, unsa ang emotions

niya habang gina istorya niya na siya nga, events.”

(Actually, the ear in psychology stands for e-empathy, attention, and r- respect, right? So, in our field, it is necessary to be empathic and then attention. It is needed especially for the clients who share their difficulties. Then, respect because sometimes, what the students share might oppose your values, but still, you should not like or argue. What do we call it? Like, like if it opposes, there is a tendency where if your value conflicts with that of the client, you'll end up arguing. So, ah, on our end, it can't be like that. We should accept the client's value. So, that's it. Empathy, attention, and respect. We all know that language is very powerful. Because we have ah, some students or children, maybe, who tend to become sensitive, especially if they are told of something they don't like or that is unpleasant. That, so, ah, language can make or break a person, so it greatly matters in addressing mental health concerns, so it is necessary that we can address or give positive words to our clients or family members or whoever there is. That's it. Words deeply matter, and then, that's it. Ear because you have to go beyond, go beyond listening, that we are just listening. We should really understand what our client is saying and the client's emotions while talking about the event.)

P5 talked about EAR in psychology, which stands for empathy, attention, and respect. As guidance counselors, they said that they

should go beyond listening. They should empathize with their clients, give attention, and

show respect, especially to their client's values, even if it doesn't complement theirs.



Figure 27. Photo Exhibit 27

Figure 27 shows P6 speaking in a program on gender and development (GAD).

"Kani siya na picture is nag um, ang ako-ang talk is gender and development (GAD) tapos, integrated siya sa mental health awareness, particularly sa mga teacher kay murag, the objective man gud is, um, there are lots of services na given sa mga students so why not this time, let's priority the teachers na sila tung first-hand experience sa mga students. So, um, this one, ang target is to make sure that the teachers itself who had first-hand experience sa mga students do understand kung unsa tong mga signs gani, na probably student is dysfunctional na or is experiencing distress, kay para kung makita, ma-understand na nila nga mga, um, murag red flags, pwede na nila ma, like, have an initial na communication with the student."

(This picture is when I um, my talk is about Gender and Development (GAD). It is integrated into mental health

awareness, particularly for the teacher. Its objective is that many services are given to the students, so why not this time? Let's prioritize the teachers who have first-hand experiences with the students. So, the target is to ensure that the teachers who had first-hand experiences with the students understand the signs of the students who are probably dysfunctional or experiencing distress so that when they see it, they will understand the red flags. They would like to have an initial communication with the student.)

P6 shared their talk during a program on Gender and Development (GAD), which they addressed to the teachers. They said that it is for the teachers to know and understand the signs of dysfunctional and distressed students, considering that they are the ones who have first-hand experiences with the students. With this, they aim to help the teachers understand the red flags or signs, hoping they can initiate communication with their students.



Figure 28. Photo Exhibit 28

Figure 28 shows a picture of P7, talking in a community extension about mental health.

"Okay, so here, my community extension community guide, we discuss mental health. Communication is vital this time because we impart knowledge about mental health to our participants. And the importance."

Here, P7 gave importance to communicating with the community, saying that it is vital for them to spread knowledge about mental health.

Based on the images presented by the counselors and facilitators and the meaning behind them, it is clear that when it comes to using language as a tool for mental health crisis support, the counselors and facilitators use it to help students gently and sympathetically and they do this by being empathic and respectful of the counselee's feelings. Schutz gave two active forms of conduct known as "action" and "work." Action is any form of conduct that has been "devised in advance." (39). Here, they think of better responses and reactions, making them more effective in their fields. This advanced preparation makes their conduct fall under the form of action conduct. Aside from just talking with their clients, some also share events or activities they conduct to support mental health crises. This is where work comes in. Shutz said, "Actions can be purely thoughts... those actions that lead to the body doing something upon the world he terms

working." (39) In these events and activities, counselors and facilitators already have this "action," which in this case is for supporting mental health crises. Conducting these events and activities, which involves interacting with clients and other people in the community, is the work. But what leads them to these actions and work?

To Shutz, two motives lead to this, which he called the "in-order-to" and "because" motives (39). "In-order-to" motives are to achieve goals, while "because" motives are due to past experiences, events, or anything else that happened prior (39). These actions and work are performed to support the students' mental health, thus placing them under the "in-order-to" motives, and what makes them support the student's mental health is the crises they are facing, which is their "because" motives. This also shows how "in-order-to" motives can be expressed as "because" motives, as said by Shutz (39).

After analyzing and discussing the meaning behind the guidance counselors' and facilitators' responses to the photovoice prompt, we will analyze the themes taken after reviewing the interview results and discussing the relationships, similarities, and patterns found in their answers.

Using Language for Expression. People use language for various reasons. Primarily, it serves as a medium, connecting people. It enables us to share and acquire knowledge and understanding about different things and

ideas, leading to more possibilities. For guidance counselors, however, language is more than that. Aside from using language to communicate with their clients and others that they encounter, another significance of language to them is for expression. Language comforts and empowers them by letting them express themselves with everything they are dealing with. As P1 said,

"dako siya kanang ah, maka tabang-tabang no in terms sa communication no, and then of course ah, the way we express sa ato-ang identity no"

(Language helps a lot in terms of communication and, of course, the way we express our identity.)

Here, P1 shared how important language's role is for them regarding communication and identity expression. Similar with what P1 said, P2 also shared that,

"My way of communicating my emotions or whatever is going on in my mind is through language."

P3 and P4 have the same view on the use of language. According to P3,

"The role of language for me primarily is to facilitate communications... it is used to convey information from one person to another. Express yourself, your thoughts, and ideas for another person to grasp or understand."

while to P4,

"Language allows us to share our ideas, thoughts, and feelings with others."

As for Schutz, to know a language means to know how to use it (37). Here, we can see that the guidance facilitators and counselors use similar language to express or share their ideas, thoughts, and feelings with others. This shows that they share the same use of language even in their personal or everyday lives, which may also point to their shared experiences in their workplace or as guidance counselors and facilitators, explainable by Shultz's analogy in 1944 where he said,

"He who wants to use a map successfully must first know his standpoint in two respects: its location on the ground and its representation on the map... This means that the only member of the in-group, having a definite status in the hierarchy and being aware of it, can use its natural

pattern as a natural and trustworthy orientation scheme." (504)

The guidance counselors and facilitators are considered the "in-group" in this analogy, and their use of the language is the use of a map. This explains the sameness in their language uses, just like how the in-group in Schutz's analogy has the same effective use of the map.

Utilizing Language to Building Understanding. One of the primary skills guidance counselors and facilitators are expected to have is the ability to see things from different perspectives. This allows them to know more about what they are dealing with, giving them a better understanding of the situation and their clients, which greatly impacts the outcome of what they are doing. This is where language comes in.

Having control of the language is crucial in building understanding. This does not only refer to how competent guidance counselors and facilitators are in terms of vocabulary or knowledge about a language but also to how they choose their words and the language to use while considering their client's understanding and capabilities.

According to P2,

"Language helps us to understand better, and before we use words, we make sure that our language is on the client's side, is easy to understand, and will not cause confusion to the counsees. It is important to choose and find words that are easy for the counselee to understand."

Here, the crucial role of language in understanding and avoiding confusion was mentioned. P2 also emphasized how important it is for them to choose words that are easily understood by their counselee. This is in-line with P1, who said,

"We must somehow clarify our questions para di maka-cause ug confusion sa atong counselee."

(We must clarify our questions somehow to avoid confusing our counselee.)

Utilizing language to build understanding revolves around more than how guidance counselors and facilitators choose their words. As for P6,

"Based on my understanding sa iyahang role is very significant siya in terms of

having mutual understanding between me and the client... kelangan, we speak the same language. So pag muingon ko na we speak the same language, ah, dapat, kung mag bisaya siguro si client, mag bisaya pud ko."

(Based on my understanding, its role is very significant in having mutual understanding between me and the client... we need to speak the same language. So, when I say that we speak the same language if a client uses Bisaya, I should also use Bisaya.)

Another angle of how language can be utilized to build understanding was opened. P6 mentioned that language is very significant for them to have mutual understanding with their clients, and to do so, she said that they should speak the same language. P6 refers to the dialects or languages used during their sessions or interactions. By speaking the same language, P6 claims that it will be easier for them to understand and be understood.

In building understanding, it is clear that guidance counselors and facilitators must do more than listen and comprehend. They also shift or adapt to their client or students' language to avoid misunderstandings and confusion, better relay their opinions or thoughts, and more. Given that these things they do are because of various reasons, this falls in the "in-order-to" motives which, according to Shutz, are "goal-directed motives." (39)

Making Language a Tool to Building Relationships. Guidance counselors and facilitators share common views about language as a tool for building relationships. As for their statements, P7 said that,

"To communicate, to interact, to have a relationship, to connect to other people".

This goes well with P1's claim,

"Ma-consider pud nako no ang language as ah, relationship builder no."

(I consider language as a relationship builder.)

P3 also believes that language is a tool for building relationships, stating that,

"In building rapport, maglisod man jud ta mag build ug rapport no if walay mo tingog, so, of course, I use language to say "Uy, kumusta?", "Hi!" ug "Hello!"... magpailaila and, of course kadto, kanang. I

am able to maintain friendships and relationships because of kanang showing kindness in the language I use and the words I use. Kana, importante jud siya sa pag build ug connections."

(In building rapport, we will struggle if none of us say a thing, so of course, I use language to say, "Hey, how are you?" or "Hi!" and "Hello!"... introducing ourselves, that's it. I am able to maintain friendships, relationships because I show kindness in the language I use and the words I use. There, language is important in building connections.)

The highlight in P3's statement is the kindness in the language being used. Self-introduction and sample greetings were also mentioned as examples of how language is used in making and maintaining relationships, solidifying the importance of language in building rapport.

P5's statement gives us a view of how language is used to build relationships in their profession. According to P5,

"Sa among profession, language is very essential since it is, ano, it can build relationships with the clients, ana or with the students. So, important mn gud ang, ah, building rapport sa imohang kleyente kay that way, they would comfortable enough na mag express gud sa ilahang kaugalingon kay, naa gud uban stude-students-students na, dili anad gani mag-share so, hesitant siya so, mao na, through language, makig build gud kag rapport nila or, ipasabot nganong gipatawag ka, nganong ingon ani, ana, ana, explain, explain, so, kato."

(In our profession, language is essential since it can build relationships with clients or students. Building rapport with our clients is important because, in that way, they would feel comfortable enough to express themselves. Some students are not used to sharing, so they are hesitant, and that is why, through language, you should build rapport with them or make them understand why they are summoned, why this and that, explain and explain, that's it.)

Here, it is clear how important language is in guidance counseling. As P5 said, it is very important because, through language, they

build relationships with their clients or students. This relationship built with language can make their students or clients feel comfortable, enabling them to share their thoughts or express themselves and better understand, which is crucial for success in their work.

Noticeably, the guidance counselors and facilitators provided examples based on their experiences, giving us things they have learned and realized with their experiences in their line of work. Even if they aim to build rapport, talking about motives doesn't immediately make their motive an "in-order-to" motive. These experiences lead them to use language for this reason, making their motive in using language to build relationships a "because" motive.

Acknowledging the Fluidity of Language Functions in Society. With the discussion so far, we can see how language is used in varying contexts, and its ability to adapt and be used in different situations stands out. After discussing language's uses in personal and professional contexts, let us move on to the social context.

The first interactions in life start with the smallest unit of the community, the family. As for someone with kids, P2 said,

"I have my kids already, I am not strict to them if ano ang gagamitin nila na language compared with other families, kase iba-iba tayo ng family mechanism... As long as my kids can expressed kung ano yong mga gusto nilang isabi sa akin."

(I have my kids already. I am not strict with them on what language they'll use compared with other families because we have different family mechanisms. As long as my kids can express what they want to say to me.)

Considering that different households use different languages, P2 emphasized that what is important is that the kids can express themselves. But then, P2 also added that,

"Pero there are times talaga na ini encourage ko sila na to to speak naman English to practice communication skills"

(I sometimes encourage them to speak English to practice their communication skills.)

This shows that P2 recognizes the importance of being able to speak using the

English language when it comes to communication because, for P2, home is where kids learn what they show outside of it.

"Kung ano yong learnings na matutunan nila sa bahay doon rin nila makukuha or madadala nila when they are outside sa bahay"

(What they will learn at home is what they will get or bring outside.)

When going out, we meet people and often develop a circle strengthened by friendship. As Guidance counselors and facilitators, they cannot avoid some stereotypes about their profession, and how they handle it speaks a lot. As for P2, "Just go with the flow" is the simplest way of dealing with it. As P2 explained,

"kung graduate ka ng psychology and if your friends know na graduate ka ug psychology, they somehow say, "uy, pwede ko nimo basahon bi." So, kami naga explain mi na outside work naman na pero gina joke lang gud namo no."

(If you're a psychology graduate and your friends know it, they somehow say, "Hey, can you read me?" so I explained that it's outside work already but in a joking way.)

Here, P2 shared that as psychology graduates, they often have friends asking them to read minds, and even if they explain that it is outside of their work, they still go with it, knowing that it is just a joke. But then, P2 also said that sometimes they unknowingly apply their knowledge in psychology, especially their counseling skills, to their friends. As P2 stated,

"Pero kung kuan di naman namo mapansin no kung kani na language mao lang akong ginagamit sa work, kay usahay makagamit jud ko ug sa akong mga learnings as Psych graduate and magamit akong mga counseling skills kung I am with my friends."

(But we don't notice what language we use at work because sometimes I use what I learned as a psychology graduate, and I can use my counseling skills with friends.)

As guidance counselors and facilitators, how they interact with people in the community impacts how the public views them. Outside their workplace, here is what P3 said,

"Ana jud diay ka powerful ang words or ang language kay it could make or break a

person. *Naa man gud uban na kanang kuan kaayo, halimbawa, ang language na ginagamit kay pamalikas mga ana so mas lahi pud negativeang effect. Whereas kung language na imong gigamit full of kindness, full of warmth so lahi pud ang effect.*" (That's how powerful words and language are because they can make or break a person. There are some that, for example, if the language being used is cursed or something like that, it will have a negative effect. Whereas, if your language is full of kindness and warmth, it will have a different effect.)

For P3, language is powerful enough to make or break a person, explaining that using language for cursing or other negative things will most likely result in negative things. We will also have positive outcomes when it is used with kindness and warmth. In their profession, establishing connections and good relationships with others are essential. This is why language is crucial for them, but for P6, it is not just the language.

"If you have physical one which is the language na being gina gamit siya, naa pa gud murag beyond ana which is to be sensitive to what's happening in your environment." (If you have a physical language, which is the language being used, there is also something beyond that, which is to be sensitive to what's happening in your environment.)

For P6, there is something beyond the language: the sensitivity to what is happening around us.

Now, Shutz distinguished three more forms of relevance. These are motivational, thematic, and interpretational. Motivational relevance comes from the actor's interest at a particular time in a specific situation. It alerts the actor to the situation's particular elements, which define it in the light of the actor's interests at hand. It can be imposed where things must be paid attention to in order to deal with them - volitional- and thus definitive of the situation regarding the actor's plans and intentions (37). If things do not go this way, it is said that the situation will get suspended and become problematic, which can only be solved by a shift from action to investigation, where Shutz talks of thematic motivation. He said that

the actor must investigate the situation, prioritize solving it before the original plan, and add interpretational relevance as an extension. To appreciate its possible parameters, a frustrating problem must be set in a broader context (38). These will be discussed in the next theme of this analysis.

Realizing that Language Use Can Pose Invalidation and Other Risks. As for P4, "Language matters." Here is an encounter with a client where the client's feelings were said to have been invalidated, shared by P4.

"I met this client wherein I suggested something for her good; I didn't notice that my words invalidated what she felt. My client said that I didn't understand her at all, but I did understand her situation way back then. She wants a listener; she doesn't ask for suggestions from me. She wants someone to talk to and someone to vent out. Language matters.

According to P4, the client only wanted someone who listens, but P4 has used words that made the client feel invalidated. P4 said it was just a suggestion for the client, but since the client wanted to avoid hearing any suggestions and venting out, it led to a miscommunication between P4 and the client. This is an example of what might happen if things don't go as actors wanted to. Here, the actor is P4. Not paying attention to the client and doing what they planned or their intention led to a misunderstanding.

Now, what can guidance counselors and facilitators do to avoid these risks in their use of language? Here is what P1 said,

"As a guidance counselor, need jud nako na aware ko no, sa ako-ang gina istorya kay, kana na man, kani mn gud na mga clients, ano gud ni sila, kanang ah, sensitive no, in terms sa mga terms, sa ah, like language na akong gamiton, throughout sa amo-a na conversation or session."

(As a guidance counselor, I must know what I will say because the clients are sensitive. In terms of the terms used, like the language I used throughout our conversation or session.)

Having a similar experience with P4, P1 had realizations, giving importance to self-awareness and understanding what the client is saying. This is the result of P1, shifting from an actor to an investigator, which points to

Shutz's thematic motivation, where the actor must focus on investigating the situation, prioritizing solving it before the original plan. P1 then applied it in a "wider context" as an extension of the process, which Shutz called interpretational relevance. As a result, P1 said that guidance counselors and facilitators must be aware and use appropriate terms, knowing that their clients are sensitive and can get offended by their terms throughout their conversation.

This paper has already discussed how language is used in different contexts, showing that language dictates communication. It also gave possible risks posed by wrong or careless language use. Knowing this, let us proceed to how guidance counselors and facilitators avoid these risks.

Choosing Context-Specific Language and Communication Means. As someone who has been counseling or facilitating clients for some time, P4 said,

"The choice of words and phrases is very important in language. We should be sensitive about what we are trying to say or, better yet, think twice before we talk."

Here, P4 highlighted the importance of proper language choices, suggesting they should be sensitive and "think twice" before talking to avoid risks. This goes well with P5's statement, where it is said that,

"Saying the right thing at the right time, and in (the) right way is very helpful and empowering."

So, how do we know what language should be used? For student clients, P2 said,

"Naa man barriers when it comes to language we are using. Pero depende pa rin sya, sa counseling kase nag lelevel kami kung anong language ang gagamitin sa studyante. Say, for example, if the student cannot easily understand English so, we use language that can suit the level ang understanding sa studyante"

(There are barriers regarding the language we are using, but it still depends. In counseling, we level what language to use with the student. For example, if the student cannot easily understand English, we use language that suits the student's level and understanding.)

As for P2, when counseling, the language level they use depends on the student; for example, if the student is not comfortable communicating in English, they use language that will suit the student's level of understanding. But is this only applicable to the students? How about in the social context? Here is what P4 said.

"Halimbawa, naa ka sa circle of friends nimo unya dili baya ta tanan nakahaman ug skwela. Alangan mag English- English ka? Ang outcome ana mahambogan imong circle of friends. Dili nimo e apply ang language sa imong profession with your personal or social kay lahi lahi manta. Mahambogan ang mga friends nimo. "Nga-nung nag English mani siya nga kami man iyang kaatubang." Pilon nato ang topic jud."

For example, why would you use English if you're with your circle of friends and not everyone can finish their studies? The outcome might be that they will find you arrogant. Don't apply the language in your profession to your personal or social because we are all different. Your friends might find you arrogant. "Why is he/she using English while facing us." We should choose the topic)

With this, it is clear that the leveling used for students also applies to social contexts. According to P4's example, even with friends, they should still level their language use, meaning that they cannot just use the language in their profession but should consider and choose what terms and language their friends and the people around them understand for better communication. But how do guidance counselors and facilitators come up with these decisions and choices even if they have yet to experience such things?

Typification is another concept introduced by Shutz. It explains how this world is made manageable, saying that the previous ones inform every encounter of the world, and thus, 'the factual world of our experience... is experienced from the outset as a typical one'. Using this concept, it can be explained that guidance counselors and facilitators can choose context-specific language and communication using their previous experiences and encounters to predict and anticipate possible outcomes of different situations.

Maximizing Language Use to Inform and Motivate. Aside from listening, understanding, and comforting clients, it is also important for guidance counselors and facilitators to spread information and give motivation. For P7,

"(Guidance counselors and facilitators) communicate, we give them information, impart knowledge through communication and language."

Knowing this, how do they maximize their language use? P3 said,

"I use language to convey my ideas, to express what is on my mind, to share my inputs, or to share my current knowledge about a topic, and also sa work nako as a psychologist or a counselor gina use nako ang language to inspire others or inspire my counselee to help resolve conflicts, or to motivate them."

(I use language to convey my ideas, to express what is on my mind, to share my inputs, or to share my current knowledge about a topic. Also, in my work as a psychologist or a counselor, I used language to inspire my counselee to help resolve conflicts or to motivate them.)

P3 maximizes the use of language personally to express thoughts and share inputs and knowledge while professionally inspiring, resolving conflicts, and giving motivation. This is somehow similar to P1, where it was said that,

"(Language)somehow helps me explain better or emphasize things, especially if the problem is really rooted or as a major concern from our counselee's end. It somehow helps you to explain better kung ano yung purpose ng pag gamit ng words talaga"

(Language) helps me explain or emphasize things better, especially if the problem is rooted or a major concern from our counselee's end. It somehow explains better what is the purpose of using words)

P1 maximizes language use to explain and emphasize things for better understanding, making it easier to resolve conflicts. Also, P1 gave importance to language in spreading awareness, saying,

"Importante gud kaayo ang language no sa ako-a as a guidance counselor ah, for example mag hatag ug kanang awareness no sa mga estudyante."

(Language is important for me as a guidance counselor, for example, in raising student awareness.)

Another way of maximizing language shared by P3 is to use it to promote guidance services and remind people not to take their mental health for granted. As for P3,

"I use language pud diay to remind them na e-avail jud ninyo ang guidance services na murag iadvocate ning mental health ba, e-remind jud sila na ayaw jud ninyo pabaya-e inyong mental health."

(I also use language to remind them to really avail of their guidance services like advocating this mental health and reminding them not to take their mental health for granted)

Guidance counselors and facilitators don't only guide students. They also educate them to become more knowledgeable and better individuals. This is made possible by the things they have learned through their shared experiences and the things they have encountered in their personal, professional, and social lives, which are discussed in this paper through Shutz's concept of lifeworld.

Language Roles in Mental Health Crisis Preparedness, Management, and Support

Instructional/Directional. Language is critical when giving instructions and directions because it guarantees a clear or correct message and prevents misunderstanding. Language helps us elaborate and clarify, which guarantees task goals and comprehension; that is why language plays a vital role as an instrument for efficient communication.

According to P1, language is like a symbol. Through communication, they can give instructions and provide information.

"Then, ang communication, nag-focus siya sa message no like, introducing no, kanang I mean kanang instruction, or giving information mga ingon ana."

(Then, communication focuses on messages like introducing, I mean to give instruction, or giving information like that.)

They can also help the students to become aware of how they should act or address their mental health concerns.

"Through sa communicating no, sa mga students, mag-hatag gud na sila ug"

awareness no, in terms ah, unsaon pag, unsa na unsa-on pag-kanang pag-address o pag-tabang nila in terms sa ilahang mental health concerns."

(Through communication, for students, it is a way to give awareness in terms of how to address something or how to help them in terms of mental health concerns)

Using communication, they can learn how to deal with life's challenges by giving instructions or guidance to students.

"I think part siya sa unsa na, giving instructions or guidance ana na mga students."

(It is a part of giving instructions or guidance to the students.)

Language is a great help in their job, especially when a learner needs emotional, physical, and mental support. In these cases, their job as a guidance counselor will be to respond to and evaluate student needs and concerns. Through non-verbal and verbal communication, they can refer to services where they can be helped through communication with the help of language.

P2 added that language is a fundamental skill that people need to learn because it allows them to express themselves and communicate effectively with others. Understanding and using language at the same time is also crucial in a way that they exchange ideas, information, and emotions. Without proper communication, misunderstanding may occur, just like what P1 said,

"Language is the need to be learned by people; if they cannot express themselves, it will cause significant problems for themselves and for other people."

Properly delivering a message is crucial because it ensures the recipient conveys and understands the intended meaning. When a message is delivered clearly and concisely, it is a key to receiving a desired response or outcome.

"So it must be explained well, it must be properly guided and explained to avoid confusion, yung proper delivery ng message yun ang pinaka-importante kasi kung di mo alam ma-explain yung mga ganon na bagay di ka maka received ng gusto mo na answer from your student."

(So it must be explained well, it must be appropriately guided and explained to

avoid confusion, the proper delivery of the message is the most important because if you can't explain the things you want, you will never receive an answer that you want from the student)

Overall, P2 talks about language as a vital human interaction and understanding tool. By mastering language skills and employing effective communication techniques, individuals can build stronger connections and foster empathy to articulate instructions, guidance, and support in a way that is accessible and meaningful to their students.

P3 also agrees with P1 and P2 that language allows expressing one's thoughts, feelings, and desires. Language helps one to be vocal, whether instructing someone to do something, sharing advice with their siblings, or providing input in a workplace setting.

"Language ginagamit nako siya to instruct, halimbawa my siblings na in ani ang buhata, or maghatag ug advice, or mag share ug inputs nako."

(I use language to instruct; for example, I instruct my siblings to do this, give advice, or share my input.)

As a guidance counselor, sharing insights, providing guidance, offering suggestions, and giving instructions is their primary goal. According to P3, in both personal and professional contexts, language is a powerful tool to connect when it comes to exchanging ideas and information and expressing themselves, which may contribute to positive change in their interactions and endeavors. According to Schutz, "Person-to-person social interaction, in our day-to-day experience as human beings with others connected by actions, influences, ideas, etc., in the course of understanding and being understood by others, in mutual attempts in making sense of the world and others."

Through interaction, we can connect, influence, and share ideas to comprehend and be understood, navigating the challenges of mutual understanding.

Corroborative. Corroboration is essential in language because it enhances the credibility of information or supporting information, validates accuracy, reduces misunderstanding, and promotes persuasion. It promotes clear and effective communication by ensuring the

listener or the receiver can trust the information presented.

P1 says that raising awareness requires language sensitivity and carefully considering the words used in a session. For the language and choice of words to contribute to how the client or student may feel, they should select a language that fosters understanding, empathy, and validation of their experiences because that approach helps them to create safe and supportive emotions where individuals feel heard, respected, and empowered, to share their stories and emotions. In P1's statement,

"Giving awareness 'kay, and then dapat sensitive ka no sa, or ako, sa akoo na mga words na dapat e-isturya no, throughout sa sessions sa akoo na mga clients or students para pud mag open up sila sa imoha."

(Giving awareness, and then you or I should be sensitive to the words that I should use throughout the sessions for my clients or students for them to open up to us)

It was stated that through thoughtful language and word choices, they can convey a message and promote a positive change in the attitudes and behaviors of their client or student towards them.

P4 added that when interacting with students, they must consider their backgrounds, such as beliefs and cultural sensitivities when using caring language. According to P4, there is a situation that "God bless you and I will pray you" unintentionally invalidates the atheist student's feelings and beliefs, saying,

"I have a client before who is an atheist. She did not believe in God, and then I told her, "God bless, and I'll pray for you." I didn't know that those words would invalidate her feelings."

This situation highlights that there should be sensitivity and awareness when it comes to diverse perspectives, especially when saying words and phrases related to religion because language can contribute to emotions and reactions and can shape the therapeutic relationship. The phrase accidentally mentioned by the facilitator influenced the student's discomfort. Mentioning the word "God" illustrates how language or the choice of words can trigger personal emotions that may affect the session.

"I didn't know that my client was offended, though to help her is my intention."

In P4's situation, it is important to be mindful of the language they should use; they now consider the beliefs and preferences of the students to create a space wherein students feel understood and valued. The willingness to reflect on this experience and adopt an approach demonstrates how the facilitator is committed to providing effective, student-centered care.

Just like P1 and P4, P2 also stated that selecting words is crucial, especially when working with a student who may be experiencing depression or other mental health challenges. Using emphatic words, validating, and supportive can help to reduce the pain and stress that the student may be experiencing. Instead of saying something that may trigger or worsen their feelings, choose phrases that convey understanding and compassion, like acknowledging their feelings, offering assurance, and citing experiences to validate the statement given.

"Naay mga words again na dapat ichoose nimo para dili hurting on the side of our client, especially that the counselee has been diagnosed who has this symptoms of depression, so ikaw ba naman magsasalita ka ng mga bagay na makapasakit sa iyaha. So, the more na kanang e-make sure or ichoose ang proper words para dili to siya more likely maka add on ug kanang hurting or pain on the client's side."

(When it comes to choosing the right words, you should choose unharmed words on the side of our client, especially since the counselee has been diagnosed with symptoms of depression; adding hurtful words to cause pain to the client is not helpful. So, if your client experiences pain, you must choose the proper words to avoid causing more pain on the client's side.)

P3 added that reminding everyone and emphasizing that it is okay to ask for help is okay regardless of whom they should talk to. When someone asks for their help, it is essential to adjust their language to suit the student's needs. They prioritize implementing practices for mental well-being and minimizing the risk of mental health emergencies.

"We use language in disseminating information about mental health, to how important na I take care nato among mental health. We use language to remind people to ask for help kung needed na nila na ang help namo mga mental health practitioners, or even kanang mga simple as reminding them gud na you can turn to your friends, or ask help from your families or kanang mga mental health support."

(We use language in disseminating information about mental health, to how important or how we should take care of our mental health. We use language to remind people to ask for help if they need help from mental health practitioners, or even by simply reminding them that they can turn to their friends or ask their families for mental health support)

Like the previous participants, P3 also says that the words or language they should use provides assurance, actively listening, and offers appropriate support. According to P3, they are trained to provide crisis intervention, utilizing sensitive and supportive language to reduce the crisis risk and ensure an individual's safety and well-being. That's why their choice of language is guided by compassion and understanding to promote mental health awareness and support. Through communication, they strive to prioritize an individual's mental well-being when someone is facing challenges and seek their assistance.

"Just like sa mga mental health professional na ga provide ug first aid sa in every mental health crisis kay ingon ana pud na sila, kabalo na na sila kung unsa na mga language ang gamiton para dili gani ma worsen ang condition or ma worsen ang crisis."

(Just like mental health professionals who provide first aid in every mental health crisis because they are also like that, they know what language they should use in order not to worsen the condition to worsen the crisis)

P6 added that their job is also to understand the terms commonly used in mental health discourse, such as stress, anxiety, and panic attacks, as well as depression and suicidal ideation.

"Mas more on matagaan ta ug awareness, distinction. Kana, mas matagaan ta, in terms sa mental health crisis ha? Mas matagaan ta ug proper distinction between terminologies."

(We're more focused on awareness and distinction. We're more focused on mental health crises. For us to receive a better understanding of the difference between terminology.)

Overall, the text emphasizes how important language is when expressing emotions, sharing knowledge, and fostering awareness in mental health contexts. It highlights the need for sensitivity (culture or language used) and mindfulness. Language promotes self-awareness and effective communication, enabling individuals to address mental health concerns. In this part, facilitators must use language thoughtfully, respectfully, and carefully for the students or clients.

Schutz wrote, "The possibility of all communication and of establishing a communicative surrounding world as well, are founded on the primal experience of the we-relationship." Their goal in advocating for mental health awareness is to educate, reduce stress, and foster empathy and understanding. By understanding an individual's information and language, they persuade individuals to engage in open and supportive conversations about the problem they are facing, to provide adequate support.

Motivational. Language is a tool for inspiring and motivating individuals, especially in challenging situations, using words and phrases that uplift others, instill confidence, and encourage positive action. In times of difficulty, language can give hope, empowering individuals to overcome obstacles and strive for personal growth and success.

P2 stated that there was a time when they were mindful of the words they used to ensure they were supportive and beneficial. There was a situation wherein they had a client who was sensitive about physical appearance; they avoided compliments like "you are pretty"; instead, they focused on health and how lucky they were to have complete body parts. When clients succeed, they provide positive reinforcement to boost their confidence and

motivation, such as, "Good job! You did great work passing those challenging subjects."

"Your hard work has paid off." "Good job! You did a great work, kase you passed your subjects no considering na mahirap mga subjects mo", parang ma-ganahan pud sila, rewarding sa ilang side. I understand na most of the students need to be appreciated, need to be recognized kasi di nila na experienced ang mga ganoon na bagay sa kanilang bahay."

(Good job! You did great work, kase. You passed your subjects, considering that your subjects are hard. They like receiving compliments; it is rewarding on their side. I understand that most of the students need to be appreciated and recognized because they didn't experience that kind of stuff at home.)

P2 used language to uplift their clients, help them recognize their strengths and achievements in difficult times, and provide support and encouragement to facilitate growth and well-being.

P3 recognized that only some of the time talking is applicable; there are also times when listening actively is a must. By listening to them, they demonstrated respect for their experiences and emotions, creating a sense of validation and understanding.

"I use words that empower, words that inspire, katong na share nako na usahay instead of speaking, ikaw ang mag sige ug talk, maminaw."

(I use words that empower and inspire, and I shared that sometimes it's okay to listen to your client than to talk.)

Like P2, P3 intends to create a supporting and nurturing environment where clients openly share their experiences and feelings. Through active listening, they build rapport and trust to pave the way for more meaningful conversations to ensure positive outcomes toward growth and healing.

P6 added that genuine manners are also important; they should be sincere when conveying a message.

"Sensitive na sila when it comes to how they deliver things, how they express, pero, at the same time, dili tung mura ganing faking na. Genuine gihapon."

(They are sensitive regarding how they deliver things and express themselves, but at the same time, they see to it that you are not faking it. Still Genuine)

This kind of approach reflects how deep their understanding of the impact of language on an individual's emotions is.

Facilitators utilize language to inspire and motivate others in various aspects. This shows how they understand the power of words to uplift individuals and convey ideas effectively. They also realized that instead of always talking, they should prioritize listening and allowing others to share. This approach makes individuals feel encouraged to help themselves and find solutions to their problems.

Most of the guidance counselors have similar experiences when dealing with that situation. Their experiences served as the basis for what suitable phrases they should use to comfort that may brighten the client's mood. The way they motivate the clients may be because of the experiences they encounter. According to Schutz, "Every encounter of the world is informed by the previous ones, and thus the factual world of our experience is experienced by the outset as a typical one." Their experience shapes how they perceive and understand new experiences so that they can see the world through the lens of what they've already overcome.

Expansive. Language is usually used to establish emotional or emphatic connections with another person, allowing people to express feelings and how they are understood and conveyed. To foster a sense of connection and solidarity with another person, language helps share experiences, offer comfort, and build meaningful relationships based on mutual understanding.

P4 emphasized the importance of treating all clients equally during the session regardless of their background; making them feel valued and respected is also important. Language is helpful when it comes to conveying empathy, support, and understanding to absorb the thoughts and intentions of the counselor's words or what the facilitator is trying to convey. Verbal and non-verbal cues, such as body language, also contribute to the client's experience and perception of empathy.

"No matter what or who the client may be, we should treat them equally in the session. Language is important because, through it, the client may feel empathy in how we deliver our thoughts, how we share what we want to ease their pain, and how our body language speaks."

Indeed, language acts as a vital tool in a conversation. Language acts as a bridge for building connections, while non-verbal cues serve as validation. P2 also agrees with P4 that non-verbal cues are also important. There was a situation where a student cried uncontrollably; the counselor offered a comforting hug. Although this approach is not typically encouraged, the counselor senses the student's deep need for emotional and physical support, considering the student's mother works abroad. Both verbal and non-verbal language are important in every interaction to provide genuine support and assistance to the client.

According to P6, it is only sometimes to maintain the seriousness in every session. There should be humor involved to lighten the conversation with the clients. Adding a touch of humor can ease the tension, promoting a sense of comfort to create a relaxed atmosphere for clients.

"In terms of language use, pwede man gud ka, mura siya'g it's, it's a gentle reminder to us na we should not be too stiff to our client when it comes to communicating with them so, murag, we insert a little bit of humor no, kanang, kanang ano lang, pampagaan na kind of communication or, a little bit joke."

(In terms of language use, you are allowed to, it's like a, a gentle reminder to us that we should not be too stiff to our client when it comes to communicating with them so, it's like, we insert a little bit of humor, to lighten up the mood, lighten a communication or, a little bit joke)

P6 highlights a balance between addressing serious concerns and adding a bit of humor, allowing clients to feel more at ease during sessions.

P3 shared about a session wherein a client initially displayed avoidant behavior and struggled to open up. Despite the client's guarded demeanor, a single line from the counselor prompted an emotional breakthrough.

The client suddenly broke down in tears, revealing mistrust and disappointment in others. By acknowledging the client's emotions, they emphasize trustworthiness in counseling; the counselor effectively communicates support and understanding.

"Gi assure lang jud nako siya sa confidentiality sa among magiging storya, siguro kung naa man galing ika duhang session ta kato kuan lang gihapon remain confidential lang gihapon tanan."

(I assure them that our conversation is confidential; maybe if there is a second session, the conversation will remain confidential also)

This experience highlights the power of language, paired with emotional validation, to build trust and create meaningful sessions. By choosing the right words to convey empathy and assurance, the counselors create an environment where clients can explore emotions and open up, which may lead to healing.

"EAR," representing empathy, attention, and respect, is important in communication, particularly when counseling. Language plays a vital role in expressing empathy and delivering thoughts that aim to lessen the pain and provide support, especially when clients share their difficulties.

According to Schutz, "Zones of things just taken for granted, blind beliefs, bare suppositions, mere guesswork, zones in which it will merely do to put one's trust. Finally, there are regions of our complete ignorance." He also stated that there are different levels of understanding and belief. These different zones are important when it comes to communicating with someone, identifying assumptions and questions to ensure that there is no hindrance in clear communication, fostering more open conversations, promoting transparency, emphasizing the role of trust in communication, and highlighting the importance of humility, and willingness to learn that enables honest and productive communication.

Conclusion and Implications

Conclusion

This paper aimed to study the role of language in mental health crisis support using Schutz's lifeworld concept. With this, the researchers explored the language-related

everyday lives of guidance counselors and facilitators in the context of mental health crisis support in an academic institution and their view of the language roles in mental health crisis preparedness, management, and support.

It was observed that they all share the same personal use of language for communication and self-expression. Professionals listen, understand, and stay connected to everyone with language as their medium. Also, they use language to fulfill their role as part of an educational institution by sharing knowledge and giving motivation. Socially, they have specified the use of language to create and strengthen bonds, reach broader audiences, gain clarifications and understandings, and connect with the people in the society. In contrast, in mental health crisis support, they use language to help students gently and sympathetically by being empathic and respectful of the counselee's feelings.

The language-related lifeworld of counselors in the context of mental health crisis support in an academic institution was identified using seven different themes, which are for expression, building understanding, making language as a tool for building relationships, the fluidity of language's function in the community, realizing that language can pose invalidation and other risks, choosing context-specific language and communication means, and maximizing language use to inform and motivate. After this, four themes were used to identify the guidance counselors' and facilitators' views of language roles in mental health crisis preparedness, management, and support: instructional/directional, corroborative, motivational, and expansive.

Implication

The study focused on the guidance counselor's lifeworld experiences, exploring the importance of language in promoting mental health awareness. This showcased guidance counselors and facilitator's language use in delivering their role by utilizing language as a medium to communicate and relate to their clients and students effectively. It also shows how they use language in establishing connections with the people surrounding them, identifying how they use language to effectively execute their roles as guidance counselors and

facilitators, as members of society, and as individuals.

Discussing the approaches used, experiences, and thoughts of some experienced counselors and facilitators, this paper gives a broader perspective, more ideas, and knowledge on different practices helpful in catering to the needs of the clients and students. Desiring to help the students, the researchers hope to have provided a better understanding of how counselors and facilitators use language in meeting the assistance and mental care needed by the students to help them express themselves more freely and have better and open communication with their counselors and facilitators. It also wishes to have given awareness of the importance of language in mental health crisis support and contribute to the betterment of mental health care and support systems among universities locally or even worldwide. Also, it hopes to have given insights on the importance of integrating language and communication in mental health support to students across different higher education institutions in the Philippines, and lastly, to have provided results that can help future researchers who have the same interest and would like to conduct similar studies.

This paper will serve as a reference for the Commission on Higher Education in the Philippines to provide more opportunities for guidance counselors to learn more about the language roles in the world of counseling and support. The Department of Education may also consider this as a springboard in the analysis of current policies or revisitation of existing guidance and counselling programs to determine training needs, specifically in terms of language and communication.

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