

## Abstract

The main purposes of this study are to determine 1) the communicative strategies used in counseling by guidance teachers, and 2) students' opinions about those strategies. The strategies data were collected from twelve guidance classes and the students' opinions from a questionnaire administered to sixty students from the same six upper-secondary schools. The analyses include: determining the guidance teachers' communicative strategies based on the counseling psychology framework; describing the teachers' linguistic features in terms of speech act, direct or indirect, and politeness strategies; and determining the students' evaluation of the teachers' strategies.

The findings of the study are summarized as follows:

1. The communicative strategies used in counseling by guidance teachers, listed from highest to lowest in frequency were: 1. questioning, 2. information giving, 3. warning, 4. reasoning, 5. advice giving, 6. exemplification, 7. summarizing, 8. restatement of content, 9. giving counter-ideas, 10. encouragement, 11. listener reference, 12. interpretation, 13. option giving, 14. intimacy showing, 15. self-disclosure and 16. others (general lead and acceptance).

2. The speech acts used in counseling by guidance teachers ranging from high to low frequency were: 1. informing, 2. questioning, 3. warning, 4. advising, 5. concluding, 6. ordering, 7. answering, 8. complimenting and 9. others (apologizing, asserting, thanking and scolding).

3. The guidance teachers were found to predominantly use direct speech which corresponded to their use of bald-on-record politeness strategy.

4. The majority of the students evaluated the teachers' overall counseling strategies most favorably, with "giving-advice" strategy as first, and "summarizing" as second.