Title

From learning to interacting: the experience of Perezhivanie in a beginner Italian student's use of the Schemas of a Complete Orienting Basis of Action (SCOBAs)

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Learning Through Interacting:
The Vygotskyian Perezhivanie for
Learning Italian in Typified Situations

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This study explores the cognitive, linguistic, and emotional development of a student (Marie) who is learning Italian through *concept-based language instruction* (C-BLI; Lantolf & Poehner, 2014) and her use of Italian during study abroad. Marie's use of the Schema of a Complete Orienting Basis of Action (SCOBA) during classroom instruction and study abroad is analyzed through the Vygotskyan concept of *Perezhivanie* to document language development. The analysis of data sources from classroom instruction and study abroad demonstrates how Marie's use of the SCOBA was an essential aspect of her cognitive, linguistic, and emotional development. The SCOBA, as conceptual graphic representation inlaid in a C-BLI pedagogy, guided Marie's interaction, use, and transformation of the tool. This article also contributes to research on C-BLI by documenting the use of Perezhivanie as an analytic construct.

INTRODUCTION

Concept-Based Language Instruction (C-BLI) (see Lantolf & Poehner, 2014) is a pedagogical approach that claims that linguistic concepts are the basic unit of instruction to develop control and awareness of a foreign language and culture. In sociocultural theory (Lantolf & Thorne, 2006), pragmatic concepts (such as mood, tense, genre, register, indexicality, or irony) are seen as linguistic, cognitive, and social entities that represent and organize human experiences of the world while interacting in social and cultural contexts. They are not fixed units of meaning, but rather they evolve according to how the speakers of the language utilize these concepts during their everyday activities (Hall & Greeno, 2008). When students learn linguistic concepts, these concepts become a part of these students' meaning potential (Halliday & Matthiessen, 2014), which means that students can use the language according to their choice and linguistic needs while being aware of why they are using them.

     This article depicts how Marie, an undergraduate beginner learner of Italian as a foreign language (FL) used the Schema for a Complete Orienting Basis of Action (SCOBA), as a tool to support her cognitive and emotional development. A SCOBA is a graphic representation of a concept that is inlaid in a C-BLI and assists students in the learning of the concept and its practical applications. In this study the use of SCOBAs was investigated in two contexts: a pre-departure language course and a study abroad experience. These SCOBAs allowed Marie to track her own struggles and develop a means of overcoming them, which could potentially lead to both emotional and cognitive development as a target language speaker. Thus, the purpose of this article is to investigate how Marie used SCOBAs to learn

culturally appropriate interactions in Italian as a FL and her emotional experience in two different contexts, using the Vygotskian (1999) concept of *Perezhivanie* (like the German philosophical term *Erlebnis*, translated in English "as a lived experience") as an analytic construct.

PEREZHIVANIE

In his late work, Vygotsky shifted from a sole focus on cognitive development to a focus on the parallel development of emotion and cognition. According to Vygotsky (1999), humans not only have higher mental functions, such as attention, memory, or intelligence, but they also develop higher emotions. These emotions are not just instinctive, automatic reflexes but are the conscious activities of an individual that have developed while interacting within the socio-cultural context they belong to. *Perezhivanie* is a specific, conscious, and meaningful experience that generates a strong emotion and a change in the individual through a challenging situation. As Lantolf and Swain (2019) explain, the experience of *Perezhivanie* motivates consciousness generating thinking which at the same time generates emotions about that experience, thus creating a dialectical unit between cognition and emotion.

According to Gal'perin, (Engeness 2021), *Perezhivanie* is a psychological unit of analysis. The concept of *Perezhivanie* brings together emotion and cognitive psychological development as a single psychological unit (Mok, 2015). There have been many interpretations of the concept (see Blunden, 2014, 2016; Michell, 2016; Veresov & Fleer, 2016) as well as debates about the meaning of the concept if linked to Valisilyuk's or Vygotsky's work (Clarà, 2016). The concept of *Perezhivanie* has also been applied to many fields (see Michell, 2016 for a review of studies). In the field of education, it has been used to study students' identity development (Esteban-Guitart & Moll, 2014), emotions in learning (Stone & Thompson, 2014; Poehner & Swain, 2017; Vadeboncoeur & Collie, 2013), teacher cognition and learning (Donato & Davin, 2018a, 2018b; Golombek, 2015; Golombek & Doran, 2014; Johnson & Golombek, 2020); and adult- experiences as child caregivers (Brennan, 2014).

Additionally, there is an increasing interest in the use of the concept of *Perezhivanie* to describe and explain second language development. The dissertation studies of Mok (2013), Garrat (2012), Kang (2007), and Feng (2017) exemplify this increasing interest. The common denominator in these studies is language and identity development through learning (Veresov & Mok, 2018). To my knowledge, there are no studies that link the concept of *Perezhivanie* to C-BLI and more specifically to SCOBA use in language learning. This is relevant because the SCOBA is an orienting tool that when inlaid in the C-BLI model of instruction is meant to become a tool of action and interaction. Thus, understanding the Perezhivanie of the students allows us to understand the type of mediation this tool provided to the student as well as their emotional and cognitive development.

C-BLI AND THE SCOBA

C-BLI (Lantolf & Poehner, 2014; Negueruela, 2003) is an approach to foreign language instruction that proposes the teaching and learning of linguistic concepts (such as mood, tense, aspect, genre, indexicality, irony) as the base to develop control and awareness over FL performance. C-BLI, based on Gal'perin' s (1967, 1992) model of instruction, indicates the steps that students require to internalize a concept.

Galperin's model comprises four phases that can happen in a flexible order during classroom instruction (Arievitch & Haenen, 2005). In the first phase, *orientation*, the teacher presents the chosen concept to the students utilizing a graphic representation of the concept or schema of a complete orienting basis of action (SCOBA). The SCOBA illustrates the main elements that pertain to the chosen concept formulated and represented in a meaningful way to the students. In the second phase, *materialization*, the teacher uses the SCOBA and other material tools (i.e., realia, magazines, music, websites) that contextualize the concept being taught and allow for practice in tasks. In the third phase, *verbalization*, students are encouraged to discuss with classmates through tasks that support critical thinking about the concept they are learning. In the fourth phase, *internalization*, students can apply the concept in practice, demonstrating their learning in different tasks and being capable of reflecting on and explaining their actions. Furthermore, students can use their knowledge of the concept to learn more complex concepts (Arievitch & Haenen, 2005).

In the past two decades, a number of studies have explored the application of C-BLI to foreign/second language (FL/L2) education (Lantolf & Poehner, 2014). C-BLI studies demonstrate that students develop conceptual understanding of concepts both linguistically (Negueruela, 2003; Ganem-Gutiérrez & Harun, 2011; García, 2012; Lai, 2012; Swain et al. 2009) and pragmatically (Henery, 2014; Kim, 2013; Ohta, 2017; van Compernolle, 2012; van Compernolle & Henery, 2015). C-BLI studies use functional language concepts derived from different theories of language such as cognitive linguistics and systemic functional linguistics (SFL). Informed by SFL, Herazo (2016) studied the development of Spanish oral genres and registers in a Colombian elementary school, and Fernández (2017) and Fernández and Donato (2020) studied typified situations (TS) in beginner learners of Italian in higher education setting. Results from these studies reveal student development in language use, awareness of students' linguistic choices in context, and students' empowerment when using the target language.

The Concept of Typified Situations

The concept of typified situation (TS) is informed by SFL, a theory of language that unites form and function in context. Therefore, language is recognized as meaning potential indissociable from the sociocultural context of the language users. Confirming Firth's approach to language, M.A.K. Halliday (1978) asserts that, whereas language is a meaning potential, we often use routinized instances of language in everyday communication. Most interactions are coded in a routinized way of behaving and using language. For example, in each culture, greetings can happen in a unique way, using different words and gestures. Therefore, in some cultures it is more appropriate to bow instead of shaking hands, to use various levels of formality according to the interlocutor, and so forth. Starting from this premise, TS is defined as a pragmatically motivated interaction that reoccurs with a specific genre and register in a language (Fernández, 2021) and can be used to enhance the teaching of FL. The concept of a TS is a relational concept that unites the configuration of linguistic choices associated with the *genre* and *register* in a language. *Genre* is intended as the staged organization and the social purpose of a text (Martin & Rose, 2008) and *register* is intended as the context of situation brought into existence through variations in *field*, *tenor*, and *mode*. *Field* refers to the content knowledge or topic of the situation, what is happening in the situation. *Tenor* refers to the people involved in the situation and the roles that they play. *Mode* refers to how language is used in a particular situation, e.g., written, spoken, image, or some hybrid form, such as on a webpage (Halliday & Matthiesen, 2014). A variation in any of these

components implies a register variation. For example, the language used in greeting a person by phone, is different than when greeting them in person, or in an email (mode variation). Also, there are register variations when the interlocutor is acquainted or not, or when the interlocutor is a peer or a superior (tenor). Additionally, there are register variation greeting an interlocutor in a job interview, in a funeral, or in a casual encounter in a shop (field). In different languages these variations may imply the deployment of different linguistic resources. Teaching students explicitly how a TS happen in a particular language allows students to develop awareness of the links between the language and culture studied thereby helping them utilize the language in a culturally meaningful way.

THE STUDY

The study presented here is part of a larger project that investigated the use of a SCOBA by students in different contexts including classroom instruction and study abroad (Fernández, 2017). This article presents the single-case study (Yin, 2014) of Marie (pseudonym), a 19-year-old American college student, her pre-study abroad instruction, and the study abroad experience using the SCOBA to learn to interact in Italian. Marie's case was chosen for this article because, through the analysis of the data, she was the student who most clearly expressed a unity between emotion and cognition in her experience of learning and using Italian. This study sought to respond to the following research questions:

1. How does Marie's use of the SCOBA and of the Italian language reveal her *Perezhivanie* in the classroom instruction and study abroad contexts?
2. How does the use of *Perezhivanie* as a construct for analysis allow us to understand Marie's intertwined emotional and cognitive development?

**Pre-departure Course and Study Abroad**

Pre-Departure Course
        During the pre-departure course, Marie and seven other students, beginners of Italian as an FL, attended six two-hour lessons and a final one-hour lesson taught by the author of this paper. Each lesson involved tasks designed using the C-BLI model. The course was non-credit-bearing and was specifically designed for students preparing to study abroad. The focus of the teaching was to assist students in learning how to interact in the typified situation of a service encounter in an Italian restaurant. Whereas it might seem that going to a restaurant is the same in every country, each country has specific conventions that can create potential miscommunication in the service encounter. In Italy, as the Italian sociologist Golino (2014) explains, food is a pervasive aspect of the society and of the culture. Meals are longer than in the US, usually organized by a specific order or courses, and by specific pairings that exalt the meal flavors and beauty. A meal is not just fuel that responds to a human necessity, but also a form of art. Thus, in a sitting restaurant, the interactions between waiters and customers are formal. Moreover, waiters usually expect customers to already understand the meal organization and the rituality of the courses.
        The SCOBA created for this study (hereafter called restaurant SCOBA) was designed as a flow chart in which the longitudinal options illustrated the genre (different steps necessary for the purpose of ordering a meal in an Italian restaurant) and, in each option, typical instances of language to use for the situation. Therefore, the instances of language illustrated the register

(the field: a service encounter in an Italian restaurant, the tenor: polite and direct; and the mode: written menus and oral interaction). The restaurant SCOBA was designed following the generic structure of a service encounter (Appendix B) as presented by Togher et al.'s (1997) adaptation of Hassan's (1985) scheme of casual interactions. The SCOBA presented in Figure 1 (translation presented in Appendix A) offered guidance to the learners on two levels.

Figure 1
SCOBA of the restaurant service encounter (adapted from Fernández, 2021)
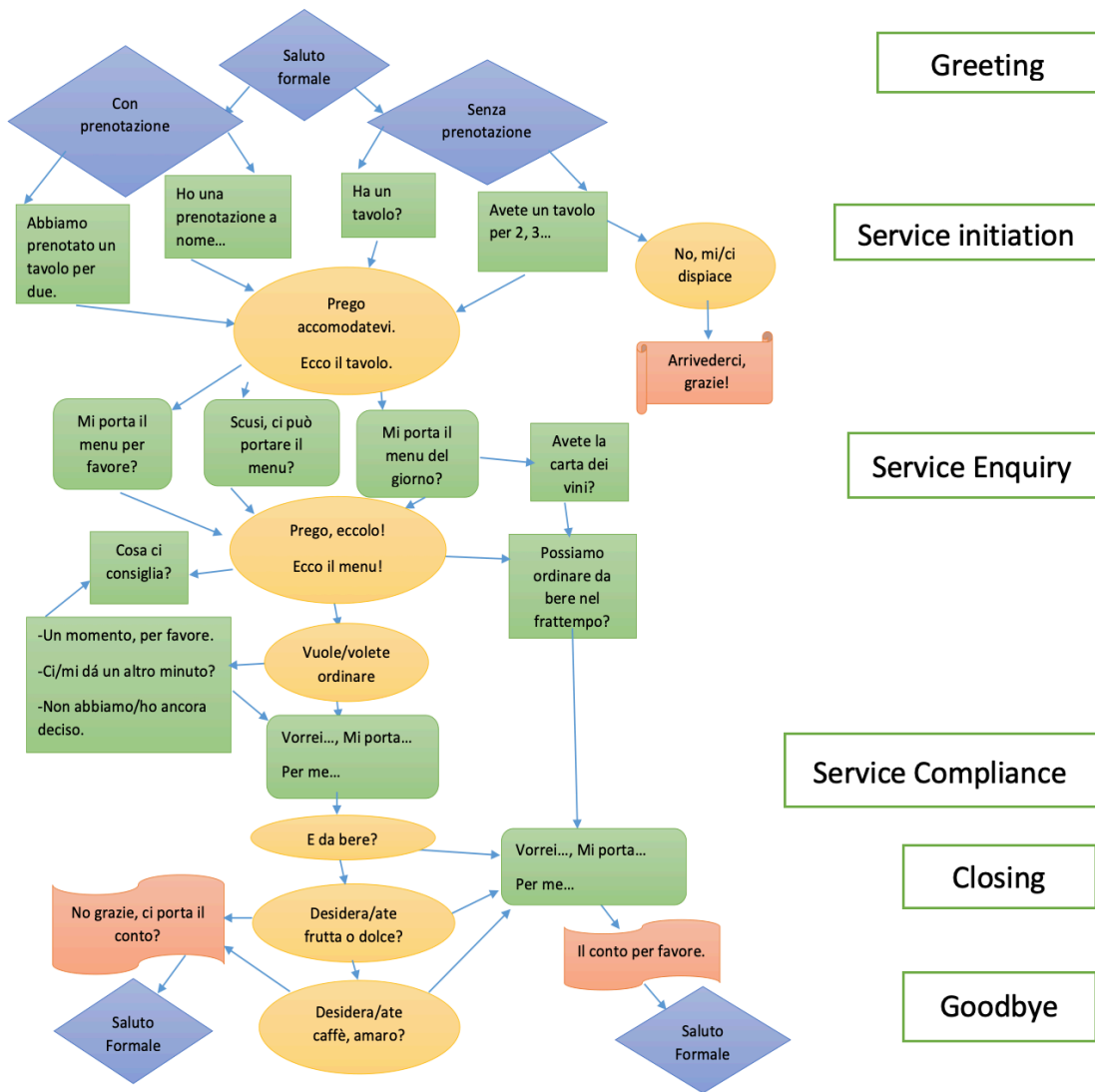
If read vertically, the SCOBA shows the various stages of the service encounter. For example, the encounter starts with a greeting, which is usually formal in Italian. In the main body of the flow chart there are some side options, which are what Hassan (1985) calls optional elements, such as asking for recommendations on what to choose to eat. If read horizontally, the SCOBA shows various possible Italian register options that the students can choose for each stage of the service encounter.

In the first three lessons the students learned how to introduce themselves using the SCOBA in Appendix F and how to exchange information in Italian using the SCOBA in Appendix G. Then they were introduced to the concept of TS watching a video about a service encounter in an Italian restaurant and comparing it with the SCOBA illustrated in Figure 1. Subsequently, students were asked to compare what they saw in the video and in the SCOBA regarding how these interactions happened in Italy with how they happened their countries of origin and in the US highlighting difference in genre stages and register variations. Finally, they were asked to design a role play choosing instances of formulaic language present in the restaurant SCOBA (Figure 1). Feedback was given orally by the teacher and by the classmates, signaling in the restaurant SCOBA if there were issues with the formulaic language choices or with the genre stages chosen.

 During lesson four, students worked on register variations. For SFL, these variations occur every time there is a change of register (field, tenor, or mode). For example, if instead of being one person there are two people involved in an interaction there is a register variation because the tenor of the conversation is different. For this lesson, students interacted with other students to perform two tasks: another role-play, this time for a different meal of the day (which involved register variation at the level of formality), and a picture-expression matching task. Aimed to favor students' reflection about the relationship between the stages of the genre and the adequate register for each stage, the picture-expression matching task required the students to match and expression to a restaurant picture that was shown. The task was developed in groups and then each student had to verbalize in the whole classroom setting why they chose certain expressions to match the picture shown. Feedback was given orally, signaling in the restaurant SCOBA if there were issues with not matching expressions by both the teacher and the classmates.

Finally, for the last three lessons, Marie had to create her own SCOBA to explain a service encounter in a clothing shop. A PowerPoint presentation displayed in lesson five preceded the task. In the presentation, there was clothing vocabulary and some typical formulaic instances of language that might be used in a shop while buying clothes such as size, color, and availability. Marie had one hour to create her SCOBA (see Appendix C) and explain it to the classroom. The explanation was in English and was videorecorded.

Study Abroad

During the study abroad, a group of students, including Marie, were in Florence, Italy for one month. Marie attended university-level classes about early childhood pedagogy in English and visited schools in Florence with English-speaking guides and classmates. During this period, she did not have any instruction on the Italian language. However, the students were asked to keep journals in English recounting their experiences using Italian in TSs (Bolger et al. 2003). The students were provided with prompts to guide their reflections (Appendix E).

Data Collection and Analysis

This study was divided into two phases: classroom instruction and study abroad. For these two phases, different data sources were used for the analysis:

> *Classroom Instruction:* Marie's pre-classroom instruction questionnaire (Appendix D); after classroom instruction semi-structured interview (see protocol Appendix E); SCOBA of a service encounter in a clothing shop designed by Marie (Appendix C); and videorecording of the explanation of her clothing shop SCOBA.

Study Abroad: Marie's journals while in Italy.

The data analysis was conducted following a theoretically informed coding scheme (Mahn & John Steiner, 2002) identifying theory-driven codes for salient information. Saliency relates to any instances of language in which Marie referred to SCOBAs, register, genre, or her feelings regarding her Italian learning. It also comprised Marie's explanations of the use of the language in her journals, Marie's practices while using the SCOBA and instances of *Perezhivanie* both during instruction and study abroad. The first time this data was analyzed, the main construct regarded how the use of SCOBAs led to cognitive development and language use. After coding several times, collapsing the codes, and analyzing the coding, instances of the codes were assessed and verified with a second rater achieving a 90% agreement rate. Discrepancies were resolved through discussion where the level of interconnectedness between her emotional development and her cognitive development emerged (Lantolf & Swain, 2020). Then, I decided to use *Perezhivanie* as a construct. *Perezhivanie* was operationalized as previously defined as a "specific, conscious, and meaningful experience that generates a strong emotion and a change in the individual after a challenging situation." Thus, instances of what was coded as *Perezhivanie* were identified when the participant expressed her difficulty in a situation and her overcoming of this difficulty. It has been argued that the use of the concept of *Perezhivanie* as an analytical construct presents both theoretical and methodological challenges (Brennan, 2014). Theoretical because of the subjective nature of emotions and cognition; and methodological for the need of qualitatively rich data sources to trace the development of emotions and cognition. Following Mahn and John–Steiner (2002) the analysis sought to develop an understanding of Marie's *Perezhivanie* and how it influenced her development as an Italian speaker through a rich and complex data set. Learning about Marie's *Perezhivanie* and understanding her experiences associated with her Italian language use and her SCOBA use allowed for the documentation of her cognitive and emotional development.

FINDINGS

This section depicts Marie's experience of *Perezhivanie* in relation to her uses of the SCOBA divided in three moments: before instruction, during instruction, and during study abroad. This multifaceted depiction of Marie's experience is presented through evidence from the data.

Before Instruction

Before the pre-departure course, Marie filled out a questionnaire. To the question "Do you think that studying a foreign language is important for you? Why?" Marie responded, "Yes, I think it is important to experience diverse cultures, and language is one of the main avenues to this." Through this answer she revealed her awareness of the importance of learning languages to experience a new culture. Marie is a native speaker of English and a heritage speaker of Greek who studied French in school but never considered herself proficient in this language. In her post-instruction interview, Marie explained how her first realization that she needed to learn Italian was a dramatic moment (see Transcript #1). Marie's realization that she was not even capable of reading a menu from an Italian American restaurant triggered her perception of the need to learn some Italian to be able to survive her experience studying abroad.

Transcript #1: I have to learn something!

> 1   I went to an Italian restaurant with one of my friends… and everyone is reading
>   out of the menu… and I was like "I don't know how to say this…" and they
>   were like, are you going to Italy? Oh no. I have to learn something!

During Instruction

Marie's first experience of feeling not capable of using Italian significantly diverges from her perception of her capability to use Italian after the thirteen hours of instruction. During her post-instruction interview, Marie was asked on a scale from 1 to 5, 1 being the lowest and 5 the highest, how confident she felt in using Italian in a restaurant in Italy; she replied 4 to 5. Following her response, she was also asked why she felt so confident. She answered that in using the SCOBA, she acquired the necessary communicative skills to use the Italian language.

Marie's feeling of confidence was a conscious acknowledgement of her perception of her ability, however limited, to use Italian in specific TSs such as in a restaurant. The initial struggle that she felt while trying to read a menu in an Italian American restaurant was replaced by the consciousness that she had acquired the necessary communicative skills to order a meal in Italian in Italy. She was also aware that this change happened through the instruction and particularly using the SCOBA. Here is what Marie said in her post-instruction interview about the SCOBA use (see Transcript #2):

Transcript #2: I really felt… it was important

> 1   Uhm, we practiced it [the SCOBA] so much, and I really felt while I was
>   practicing it that it was important, so I really tried, like, to learn it… and I
>   think it was laid out in such a simple way…
>   I wasn't overwhelmed with the options… if I **need** to ask for a menu, this is
> 5   what I've got to say; because I think that whenever you get into too many
>   options you confuse them all, and then you are not saying anything… (from
>   post-instruction interview)

Marie remarked how the SCOBA was presented in a way that did not confuse her but helped her to make meaning in the situations (lines 3-4). She did not feel overwhelmed with the tool (line 4) but acknowledged that she felt it was 'important' to use the SCOBA (line 2-3) as she consciously 'tried' to learn Italian. In this excerpt, it is apparent how Marie's cognitive and affective development happened at the same time. She felt she could use the SCOBA to learn, so she invested herself in the learning process. Moreover, Marie was aware of the tool she was using and how it shaped her learning in a unique way. Transcript #3 is an excerpt from her post- instruction interview shows her lived experience of using the SCOBA.

Transcript #3: I never learned a language in this format

> 1   It was so cool. I've never learned a language in this format where everything
>   is laid out. Usually, you learn it like small pieces at the time and then we put
>   everything together at the end, and that's of course because I am in the class

for a longer period. I think this is perfect if you are trying to learn something
5   quickly and like for specific reasons because instead of going over like this
is this verb you conjugated this way. I don't really need to know how to
conjugate the verb I just need to say what I have to say. You know I mean
I [T: you know yes is something in the context] yes exactly yeah it puts it in
context and um put's what's useful. I think that when you are learning
10   languages you learn a lot of things that you're never going to need to actually
know and so I think that's useful, I thought it made it simple, I kind of like
see it in my mind and know where I am in the SCOBA and where I'm
supposed to be going.

In the above excerpt, to make sense of this new method of studying Italian, Marie compares it to her previous language learning experiences. In Marie's former classroom experiences the content was presented to her in a way that appeared to her more fragmented (lines 2-9) than through C-BLI. She found learning in this way simpler than through traditional approaches (8-13) because the content was presented in a purposeful way. This corroborates results of previous studies that used C-BLI (Polizzi, 2013). Marie specified that according to her, this method (working with SCOBAs) was used because the course had a clear purpose (line 5), to prepare for a study abroad trip and the course happened in a brief period (13 hours) (line 5). Furthermore, in lines 12-13 she acknowledges the mental image she has of the SCOBA and how she uses it as a map to orient herself. Notably, researchers such as Karpov and Haywood (1998) have also used the metaphor of a map to describe the orienting function of the SCOBA. Moreover, Marie clearly expressed a positive experience of using the SCOBA. The presence of adjectives such as 'cool' (line 1), 'perfect' (line 4), 'useful' (lines 9 and 11), and 'simple' (line 12) are evidence of the positive impact that the tool had on Marie's Italian learning. When asked if she would be able to ask for something from the menu without the SCOBA Marie gave a very articulated answer:

Transcript #4: where is that on the SCOBA

1   Like if I were asking for the wine [T: yes] ahm, I think I think of it visually, so
I am like where is that on the SCOBA honestly is that just because that is the
way that I learned it…yeah because I don't think I have the skills to even try
to translate it in English, because I mean, I don't think I would be able to like
5   'I want the wine menu' and be like 'I' is this, and 'want' is this, I don't know
that much so I don't think I could even do that so it's more like I visually
picture okay, where is that on the SCOBA? Oh, it was by this, and I use this,
and you know using those sorts of words and then wine is this, so it was this
phrase, you know what I mean?

As can be noticed in Transcript #4, Marie explains that she thinks of the SCOBA visually, she uses it as a map "where is that on the SCOBA" (line 2). She also explained that she learned to use it that way (line 3). Furthermore, she acknowledges that she did not learn single words to translate but that she used the phrases in the context of the SCOBA (lines 4 to 8). Then (line 7-9), she reiterates that she utilized the SCOBA as a mental image, thus, if she wanted to ask for a wine menu, she visualized the part of the SCOBA where the wine menu was and used the full phrase to ask for it. As shown in the above excerpt, Marie was conscious of her SCOBA use and how the material tool she used in the classroom became a mental tool. Marie

expressed her opinion about the SCOBAs talking about the group work and feedback in the verbalization stage of the C-BLI:

Transcript #5: you kind of see it from an outside perspective.

> 1   I think it's helpful, like have peers in a language class, and, like, you are able to help each other a lot of times, of being like, 'I think it's pronounced this way,' I mean, 'oh yeah, I think you're right this is', or like, 'I think you're going this way on the SCOBA,' that sort of thing and hearing what people are doing
> 5   wrong and when you, like, correct people in just, like, little things helps because you [Marie] are like 'Oh, I was going to say that and now I understand that's wrong' and, like, take a step back because, sometimes when you are being corrected, you don't quite see it the same way, you know; you kind of see it from an outside perspective.

In Transcript #5, Marie states that students discussed both how to use the SCOBA and how to pronounce the words therein (lines 1 and 5). The peer interaction, as well as the teacher's corrective feedback, allowed Marie to regulate her own work. Marie's statements (lines 2 to 6) show that the mediation of her peers and the teacher made the learning processes explicit and helped her improve her performance. However, she acknowledges that it can be difficult to understand corrections initially because you (the speaker) might not understand the interaction in the same way, but by being corrected allows you (the speaker) to take a beat and rethink the interaction (lines 7 to 9). From the initial struggle to this positive attitude towards her language learning, Marie manifests consciousness of and enthusiasm toward her learning process. This behavior is like the one described by Gal'perin and Talyzina (1961) in the opening quote of this article where the student "knows what should be done and understands how to do it; they also understand that the work is of value" (p. 271). The learning process was not easy: there were mistakes, there was peer support, there was teacher feedback, all contributing to *Perezhivanie*.

Further evidence of Marie's learning process and conceptual development during classroom instruction is the SCOBA she produced as a final task for the pre-study abroad course (Appendix C). After creating the SCOBA, Marie was asked to explain it. She stated that she purposefully used colors to indicate different elements of the illustration. Marie drew a very articulated SCOBA, and as she explained, she traced two possible developments for the situation: one initiated by the customer (orange) and one initiated by the shop clerk (blue). Each path also contained the corresponding instances of language that they might use in that TS. She also included recursive stages of the genre of the service encounter (green boxes) and optional stages (lateral options). Like the restaurant SCOBA used for instruction, Marie's SCOBA was a flow chart that followed the distinct stages of the service encounter and presented instances of language to illustrate the register. Moreover, Marie's use of the green boxes to indicate the recurring elements of the genre of the service encounter (such as the service initiation or the closing) is evidence of her conceptual understanding of the TS and how this TS evolves in Italian culture.

During Study Abroad

Marie kept the same reflective attitude in her study abroad journals. She commented on her language use, but she also explained the context of the language use demonstrating conceptual

knowledge of the TS. For example, Marie noticed register variation, i.e., variations in the field, tenor, or mode of the TSs (Halliday & Matthiesen, 2014) she encountered while abroad. Marie explained that, in real life situations, she noticed differences according to the field and the tenor of the service encounter.

Transcript #6: I need to edit the schema in my mind to fit the situation

Field

> The more I explore Italy, the more situations I find that are almost in between schemes. For example, shopping at the outdoor leather market is different from an established clothing store and buying a panini in a little shop differs from a sit-down restaurant. Mostly, I find that I have been doing more of the first examples, so I need to edit the schema in my mind to fit the situation.

Tenor

> Mostly I feel shops are more informal than what we learned and often can have a shorter schema than what we learned in class (perhaps combining drinks and food ordering and/or skipping the offer of sweets and drinks at the end). (Marie's Journal Entry from May 21)

Marie was aware that her performance depended on the context of the situation that influenced her interactive practices. Young (2019) and Kinginger (2008) have researched how interactive practices while abroad are influenced not only by the cultural context but also by the context of the situation. Marie's awareness of the context of the situation and of the register variations according to the change of field, tenor, and mode (Halliday & Matthiessen, 2014) demonstrated how she utilized those conceptual elements (i.e., field, tenor, and mode) to orient her through service encounters while abroad. In Transcript #6, Marie was not challenged by the register variations. As she explained, she used the SCOBA at a mental level, so she was able to modify the SCOBA to adapt her language use to the new situation. A similar behavior was reported by Feng (2017).

Initially, Marie had a positive reaction to her knowledge of Italian while studying abroad. However, during her third week in Italy, she experienced a challenging situation that changed her perceptions of herself as an Italian speaker and made her feel concerned (see Transcript #7).

Transcript #7: I was also concerned that they were talking about me

> 1   I was waiting in line to purchase food at a rest stop and the line was taking quite a while. The people around me began to complain about the cashier being slow. I was feeling a lot of emotions because although I thought I was understanding correctly; I wasn't completely sure I was. I was able to
> 5   understand a lot of the individual words they were saying, but also not able to respond or react in anyway… A few times, I was also concerned that they were talking about me and maybe I was doing something wrong. (Marie's Journal Entry from May 21)

Marie's study abroad exposed her to real-life episodes. Sometimes, she had the tools to deal with them, but other times she did not (lines 6-7). Despite these situations provoking negative

emotions and struggles (lines 3-4), she had the tools to understand which situations were typified, such as the restaurant situation, and which situations were not, such as having a slow cashier (line 2-3). She also understood how these changes in the situations would affect the interactions (lines 4-6). Through these examples we can see how Marie's emotions were generated by her participation in the situation, or as Clarà (2016) would say, her participation into social activity. Although her experience in this case was extremely frustrating, she explained that she tried to make sense of it even though she was not capable of reacting. Marie's case exemplifies the experience of language learners in which moments of frustration and struggle often alternate with moments of confidence. Marie's experience as an Italian language speaker constantly evolved as indicated in her journals (see Transcript #8).

Transcript #8: I feel that I am able to follow

> 1   I am becoming a bit more confident in my ability to speak, but still am very
>   tentative about this. Mostly, I feel that I am able to follow what is happening
>   and understand roughly what people are saying, but not able to generate very
>   much past a few words myself. (Marie's Journal Entry from May 14)

Although Marie declared she was confident of her ability to speak (line 1), she explained that it was to a limited extent (lines 1-2), which revealed her awareness of the limits of her knowledge. She could understand more than she could say (lines 2-3). Despite all the difficulties she encountered, she showed a willingness to improve and to accept the challenge of her limits and continue using the language (see Transcript #9).

Transcript #9: It is difficult to step out of your language comfort zone

> 1   I used the Italian I know to order gelato in a small shop and for once the
>   server did not respond in English. However, she spoke so quickly that I
>   needed her to repeat what she replied another time. I was so taken aback by
>   her use of Italian in response that it almost made me more nervous. It is
> 5   difficult to step out of your language comfort zone, but I do feel that I have
>   grown in my usage of Italian, and I can fully order food in Italian. (Marie's
>   Journal Entry from May 28)

In stepping out of her comfort zone (line 5), Marie shows her Perezhivanie, her personal experience of language use while interacting with native speakers. She was conscious that using the language with native speakers would involve multiple challenges (such as the speed of a native speaker – line 2), nonetheless she was willing to continue trying to make sense of the situations using the skills she possessed. In her final remark (lines 5-6), she acknowledges her continuing development as a speaker of Italian, but more importantly, her feeling of empowerment in achieving her goals. Furthermore, Marie reflected on her pre-departure course and how that experience enabled her to face various study abroad situations:

Transcript #10: My peers that did not take the class resorted to… removing from situations

> 1   Yes, I found the class very helpful. I think although it is impossible to give
>   someone an exact idea of what a different culture is like without having them
>   experience it firsthand, the class did give me some ease of mind that I would
>   be able to somewhat communicate or understand the general idea of what

5   people around me were saying or even what the format for the language is. I believe that I was much more confident living in Italy for a month because of this brief course and found that my peers that did not take the class resorted to using English and removing themselves from situations where they needed to use Italian. (Marie's Journal Entry from May 21)

In Transcript #10, Marie brings up the difference between herself and the students who studied abroad but did not attend the pre-departure course (lines 6-9). She explains that while she was willing to and participated in situations where Italian was needed (lines 3-5), the other students were not able to participate. Even though the pre-departure course was limited in time and in scope, it offered Marie the conceptual knowledge of TSs in the Italian language and culture, which enabled her to be a part of those situations, albeit in a limited way (line 3).

DISCUSSION

Answering research question 1, the analysis of Marie's use of the SCOBA and her language use in relation to her experience of *Perezhivanie* provides evidence of an intertwined process between cognitive and emotional development. Marie's reactions and behaviors are consistent with the ones reported by Swain (2013). The joy, frustration, willingness to use the language, and use of the SCOBA to reflect on her language use experiences allowed Marie to keep on using Italian in a conceptual way. Furthermore, she was aware that she needed to modify her mental SCOBA if there were register variations, i.e., if she was ordering a panino in a stand. She used the SCOBA to mediate her performance in specific contexts such as tasks during instruction and in restaurants, ice cream shops, the leather market, and clothing shops during study abroad. Whether in the classroom (with the material SCOBA) or in the study abroad (with the image that she had in her mind), Marie used the SCOBA to orient her language use and to interact. Throughout the phases of the study, Marie's cognitive development can be noticed in her independent use of the tool, capable of transforming the SCOBA according to her needs. The intertwined development of her emotions can be noticed from her first statement in the pre-classroom instruction questionnaire, where she declared herself ignorant of Italian and Italian culture, to her study abroad diaries, where she specified her frustrations and joys in using the language. The conceptual orientation of the SCOBA allowed Marie to persevere even while facing difficult or embarrassing situations. Marie's experience exemplifies intertwined development as explained by Swain (2011).

Marie was able to design a SCOBA for a new TS (shopping in a clothing store) and explain it by highlighting its conceptual origins during classroom instruction, and she was able to distinguish typified and non-typified situations while interacting abroad. Her experience of *Perezhivanie* can be traced in her social activity, where her emotional tension both to learn the orienting basis of action presented by the SCOBA and to be able to use the language with native speakers allowed her to continue to grow in her language proficiency. These results confirm the ones reported by Swain (2011) and the claims of Lantolf and Swain (2019).

To answer the second research question, as reported by Brennan (2014) using Perezhivanie, as unit of analysis, requires rich qualitative and reflective data to be explicitly operationalized in order to show how developmental trajectories happen over time. Moreover, as Engeness (2021) states the construct of *Perezhivanie* can be adopted to explain instances of strong affective struggle that led to emotional and cognitive change in the participant. In this study, the use of *Perezhivanie* as a construct for data analysis was extremely useful for studying

Marie's development as a speaker of Italian. Marie's emotional, linguistic, and cognitive development as a beginner user of the Italian language shows how struggling through particular experiences led to strengthen the participant's willingness to use the language and to use the SCOBA in more diverse ways than she did with teacher mediation. Whereas other constructs analyze either positive or negative emotions, *Perezhivanie* has the power of describing a developmental situation where all emotions contribute to the psychological change that is happening in the subject while using the foreign language.

Limitations and Future Research Directions

Every study has limitations to interpreting its data no exception for the present one. First, because the pre-departure course was only 13 hours, Marie's linguistic and cognitive development of the Italian language was limited to the ritualized use of utterances (present in the SCOBA). Future research should examine the effects of the TSs SCOBAs use over a longer period and when used by the teacher during formalized classroom instruction using different linguistic concepts and practices. Moreover, research should also investigate how *Perezhivanie* experiences relate to language development in those formal classroom settings. Second the data used in this study during the study abroad experience proceeds mainly from Marie's self-reported data in the journals and her interview. Therefore, future research should assess students' language use, conceptual learning, and *Perezhivanie* experiences during study abroad through different data sources for example through shadowing or video/audio recording of spontaneous interactions. Third, the researcher was responsible for teaching during the predeparture course, collecting data during the interviews, and analyzing the data supported by a second rater. Therefore, future research should examine how classroom teachers teach through C-BLI to examine the effects of the intervention on student language development, as well as their *Perezhivanie* experiences.

CONCLUSION

Despite the above-mentioned limitations, some conclusions can be drawn from this study. Marie's single case study allowed a finely grained view of her experiences as a language learner and language user in different contexts. Feryok (2012) claims that to understand human development, it is important to understand how individuals learn and develop in specific contexts. Following this claim, this research highlighted three main aspects of Marie's language learning and use. First, Marie's classroom task, questionnaire, interview, and self-reported experiences abroad allowed to generate hypothesis regarding the assistance of SCOBAs in language learning and the use of formulaic language within TSs. Marie's awareness in using the SCOBA as a tool that assisted her in the target language use, was accompanied by her self-reported ability to modify the SCOBA according to the TSs. Her experience therefore offers support for the usefulness of SCOBAs in assisting students in using language in TSs. Second, the construct of *Perezhivanie* was instrumental to understanding Marie's use of the concept of TSs in her interactions during classroom instruction and study abroad. Echoing some of the examples analyzed by Swain and Lantolf (2019), Marie's *Perezhivanie* experiences mediated her orientation in using the language in classroom tasks and study abroad. The events she lived while using Italian were meaningful and helped her overcome the obstacles encountered when communicating in a foreign language. Third, this study brings attention to the use of *Perezhivanie* experiences as an analytical construct to illuminate how emotional experiences

relate to cognitive experiences and language use in different contexts. In doing so, this study tried to describe how a student's personal experiences can contribute to a better understanding of how language learning and use are lived by students. Further studies that explore *Perezhivanie* experiences may not only explore the intertwined cognitive and emotional development of one student, but also show how C-BLI pedagogies better prepare students across a group identifying common patterns and individual differences.

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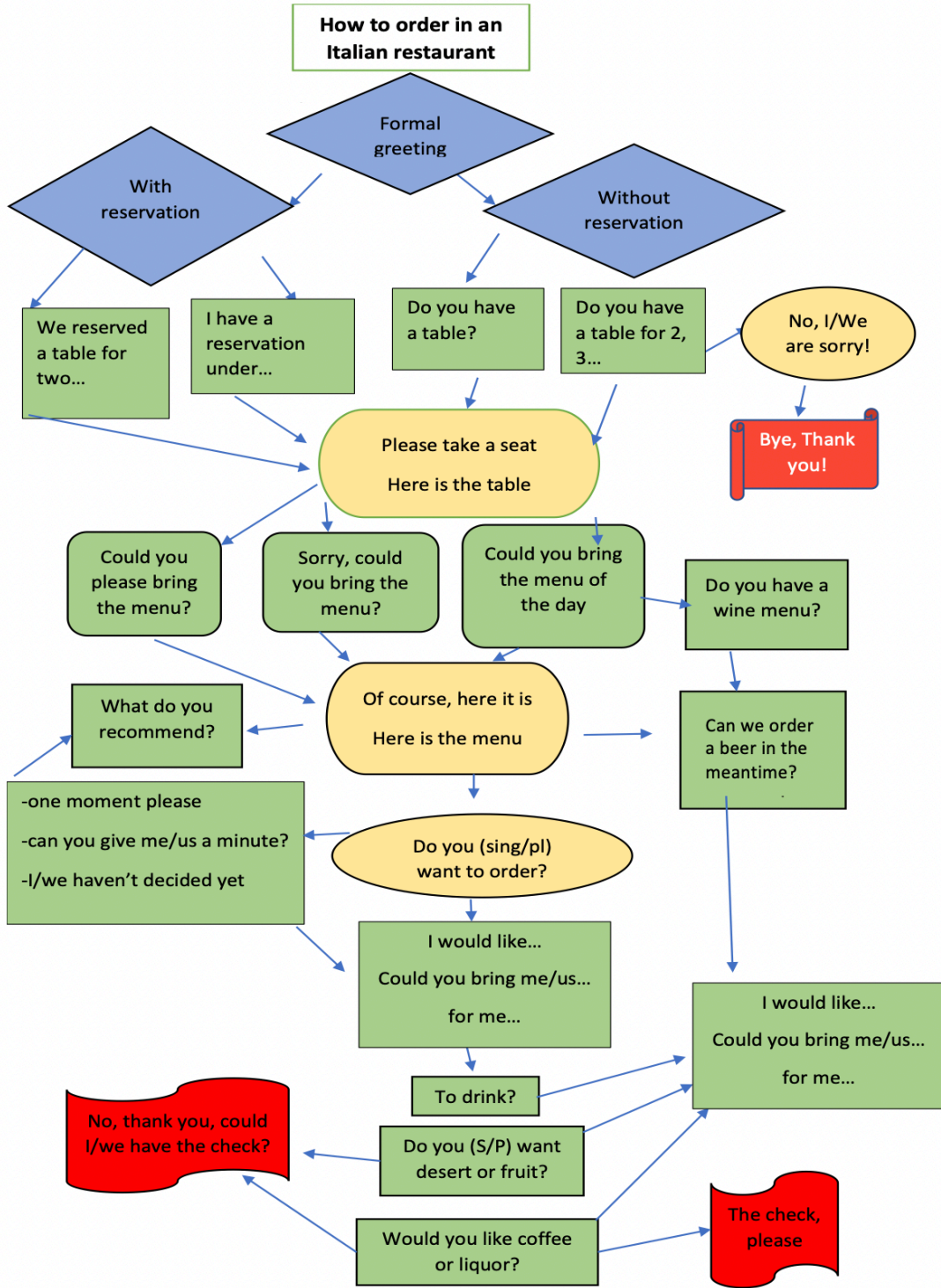Fernández, L., & Donato, R. (2020). Interacting with SCOBAs in a Genre-based Approach

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APPENDIX A

English Translation of the Restaurant SCOBA

How to order in an Italian restaurant

Formal greeting

With reservation

Without reservation

We reserved a table for two…

I have a reservation under…

Do you have a table?

Do you have a table for 2, 3…

No, I/We are sorry!

Please take a seat

Here is the table

Bye, Thank you!

Could you please bring the menu?

Sorry, could you bring the menu?

Could you bring the menu of the day

Do you have a wine menu?

What do you recommend?

Of course, here it is

Here is the menu

Can we order a beer in the meantime?

-one moment please

-can you give me/us a minute?

-I/we haven't decided yet

Do you (sing/pl) want to order?

I would like…

Could you bring me/us…

for me…

I would like…

Could you bring me/us…

for me…

To drink?

No, thank you, could I/we have the check?

Do you (S/P) want desert or fruit?

The check, please

Would you like coffee or liquor?

APPENDIX B

Generic Structure of the Service Encounter

Togher et al (1997) adapted Hasan's (1985) scheme for recurring and optional elements in spontaneous interactions.

[<Greeting> • (service initiation) ∧] [(service enquiry) ←•) {service request ∧ (request of clarifications←•) ∧ service compliance}] ∧ closing ∧ goodbye.
() = optionality
[] = limited mobility
• = mobile element
← = recursive element (Hasan, 1985)
{} = homogeneity of the recursive elements
∧ = fixed structural sequences
< > = an element that may be embedded in another element

An example of how to read the sequence of the elements of the restaurant encounters could be: in the first brackets the greeting is mandatory but may be preceded by the service initiation. Since the greeting is between angled brackets it means that it can be embedded in the service initiation.

APPENDIX C

Marie's created SCOBA for a service encounter in a clothing shop
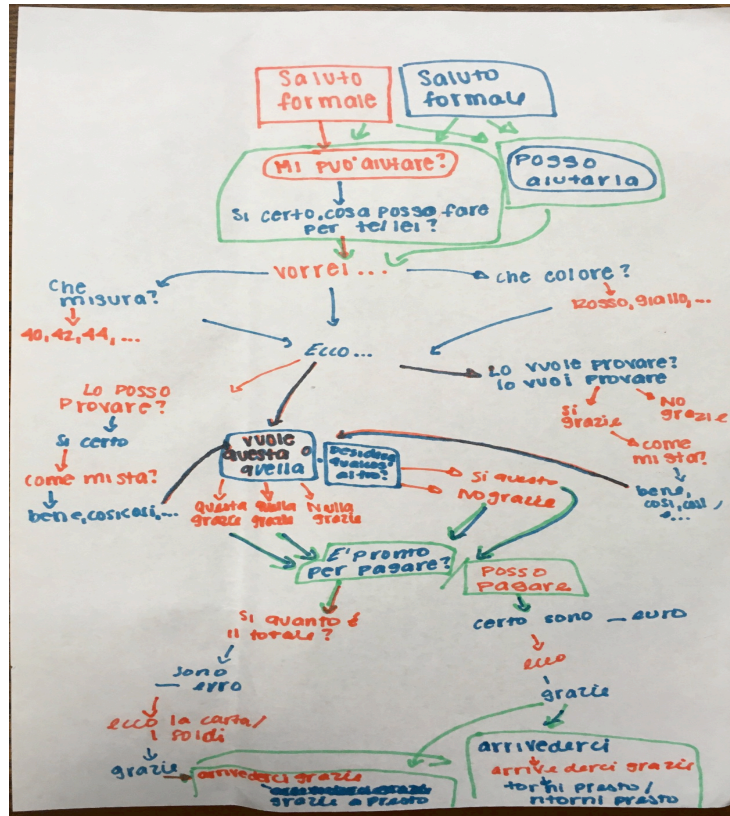
APPENDIX D

Biographical and Language Questionnaire

Name: _____

Age: _____ Gender: _____

Program in which you are enrolled: _____

Year: _____

First Language: _____

1. Before this course, did you study Italian in high school or college?
2. If your answer was yes, up to what level? How many years/semesters?
3. Do you think that studying a Foreign Language is important for you? Why?
4. Do you have experience of studying/ living/traveling abroad? Do you remember when, where and for how long?
5. Why do you want to go to this study abroad experience?

6. Why would you like to have basic elements of Italian before your study abroad experience?
7. What are your expectations from this short Italian course?
8. Would you like to continue studying Italian?
9. Have you studied other Foreign Languages? If yes which?
10. How was your experience learning this language/s?
11. Did you have any experience relating to a person that spoke another language and did not speak your language? How was it?

APPENDIX E

Post-Instruction Interview Protocol

The following questions will be asked only depending on the course of the interview flow, eventual improvised questions could be used to follow the conversational tone of the interview.

Question 1

Have you ever studied other languages?

Follow up questions for question 1
   a. How would you describe learning this (these) language(s)?
   b. Would you consider yourself proficient in the language (s)?

Question 2

What was your first impression when you started to learn Italian?

Follow up questions for question 2
   a. Did you enjoy the experience of studying Italian?
   b. What did you enjoy most about these classes?

Question 3

Do you feel you acquired some new Italian language skills?

Follow up questions for question 3
   a. Do you feel your comprehension increased?
   b. Do you feel your production increased?

Question 4

Explain your experience using the SCOBA?

Follow up questions for question 4
   a. Did you find it easy or difficult to use?
   b. Why did you find it easy? Why did you find it difficult?

Question 5

a. How would you rate your confidence (from a scale from 1 to 5, 1 being not confident 5 being very confident) in using the restaurant terminology learned?

Follow up questions for question 5
   a. Why did you choose this rating?
   b. Do you think you will be able to use language without the SCOBA?
   c. What did you find useful and what difficult? What are you able to do without the SCOBA?

Question 6

a. How did you find the group discussion during the classroom formation?

Follow up questions for question 6
   b. Did you find the group work useful?
   c. How was it helpful?

Question 7

a. Describe the process of planning the answers in your tasks?

Follow up questions for question 7
   a. Did you repeat the questions in your mind as you were finding the answers?
   b. Did you rehearse your answers?
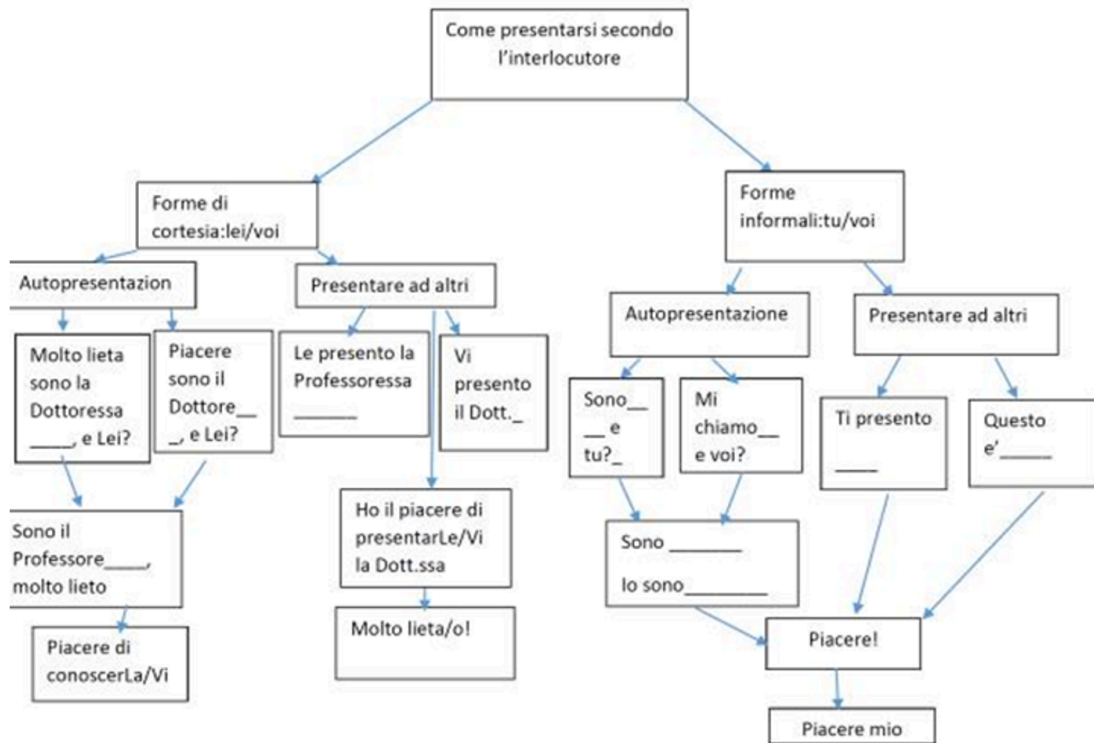   c. Were you formulating the answers in English or in Italian?

Question 8

After this experience, would you like to continue studying Italian?

Follow up questions for question 8
   a. Why yes or no?
   b. Do you think it will be different with another teaching method?
   c. Easier?
   d. More difficult?

APPENDIX F

SCOBA of Greetings according to the interlocutor

APPENDIX G

SCOBA Chart for How to Exchange Information in Italian

A	B	C	D	E	F	G	H	I	L	M	N	O	P	Q	R	S	T	U	Z
a	bi	chi	di	eh	effe	gi	mute	e	elle	emme	enne	oh	pi	cu	erre	esse	ti	u	tseta
a	ba	ca=ka	da	e	fa	ga=ga		i=e	la	ma	na	o=oh	pa	qua	ra/rra	sa	ta	u	za=tsa
	be	ce=che	de		fe	ge=je			le	me	ne		pe	que=que	re/rre	se	te		ze=tse
as in	bi	che=ke	di	as in	fi	ghe=gue		as in	li	mi	ni	as in	pi	qui	ri/rri	si	ti	as in	zi=tsi
last	bo	ci=chi	do	let	fo	gi=ge		bee	lo	mo	no	not	po		ro/rro	so	to	booh	zo=tso
	bu	chi=ki	du		fu	ghi=gui			lu	mu	nu		pu		ru/rru	su	tu		zu=tsu
		co=ko				go													
		cu=ku				gu=gou													

Come ti chiami? -> Mi chiamo M-a-r-y.

Dove abiti? -> Io abito a P-i-t-t-s-b-u-r-g-h.

Dove stai? -> Sto all'albergo Villa R-o-m-a-n-a.

Quanti anni hai? -> Ho 22 a-n-n-i.

1	2	3	4	5	6	7	8	9
uno	due	tre	quattro	cinque	sei	sette	otto	nove
10	11	12	13	14	15	16	17	18
dieci	undici	dodici	tredici	quattordici	quindici	sedici	diciasette	diciotto
19	20	21	22	23	30	31	40	50
dicianove	venti	ventuno	ventidue	ventitre	trenta	trentuno	quaranta	cinquanta

Lettere non presenti nell'alfabeto Italiano

J	K	W	Y	X
Jei	Kappa	Doppia vu	ipsilon	Ex