

## Exploring the Collective Aspects of *Perezhivanie* Through Classroom-Based Peer Advising Sessions

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## Abstract

This study aims to analyze the *perezhivanie* of Japanese English as a foreign language (EFL) learners by implementing peer advising sessions within the classroom. *Perezhivanie*, a Russian term and a Vygotskian concept, often translates to “emotional experience” or “lived experience.” However, these English translations only reflect a partial aspect of the original meaning, hence the term itself is preserved in the study. The data analyzed in the study came from three Business Administration-major undergraduate Japanese EFL learners. The data were collected over a period of 15 weeks through audio-recorded sessions and assigned worksheets. The collection of multiple data sources allowed for observations of long-term changes over the course of the semester, short-term changes through activities in the classroom, and the dialogue that developed during the sessions. The microgenetic analysis was centered on answering two research questions capturing the participants’ reactions, interpretations, and changes in their understanding of autonomous learning after peer advising through the accumulation of microgenetic moments during the dialogic sessions. While the three participants had similar in-classroom activities and experiences related to autonomous learning and advising, their interpretations differed. By applying *perezhivanie* as a unit of analysis, the findings reveal that each *perezhivanie*, like a prism, refracted peer advising in different courses of exercising agency, which resulted in different influences of social situations on individual agents. This study provides practical examples of classroom-based peer advising and a unique perspective on the peer advising experience through the comments presented simultaneously from different perspectives (i.e., advisor, advisee, and observer).

本研究は、日本人 EFL 学習者の *perezhivanie* を分析することを目的とし、教室内でピア・アドバイジングを実施した。*Perezhivanie* はヴィゴツキーが提唱したロシア語の概念で「感情経験」や「生きた経験」として英訳されることがあるが、原義を尊重し本研究ではこのまま用いる。本研究では日本の大学に通う経営学部の英語学習者 3 名から得たデータを分析した。データは主に録音したセッションとワークシートから収集した。複数種のデータを収集することで、学期中の長期的な変化、教室活動を通じた短期的な変化、セッション中に展開された対話を観察することができた。分析は、対話セッション中の微視発生的な瞬間を蓄積し、ピア・アドバイジング後の参加者の反応や自律学習に対する解釈の変化をとらえるを中心に行った。アドバイジングに関連する教室内の活動や経験が類似しているにもかかわらず、*perezhivanie* を分析単位として適用することで、各人の *perezhivanie* がプリズムのようにピア・アドバイジングを異なる主体性発揮における過程で屈折させ、その結果、社会的状況が個々の主体に与える影響も異なることが明らかとなった。本研究は、教室でのピア・アドバイジングの実践例と異なる視点（アドバイザー、アドバイジー、観察者）のコメントを同時に提示することによって、ピア・アドバイジング体験に関する独自の視点を提供するものである。

*Keywords:* *perezhivanie*, peer advising, classroom-based, advising in language learning, sociocultural theory

This study analyzes the *perezhivanie* of three Business Administration-major undergraduate Japanese students learning English by implementing peer advising sessions within the classroom. In sociocultural theory (SCT), *perezhivanie* is defined as “how someone experiences something and what is in fact experienced” (Lantolf & Swain, 2019, p. 82) and can be regarded as “a refracting prism” (Fleer et al., 2017, p. 11). This prism metaphor allows us to observe L2 learner development and to capture how the environment influences them and how they shape their experiences through it (Poehner & Swain, 2016; Vygotsky, 1994). The Greek words *chronos* and *kairos*, both of which represent time, are frequently used as examples when interpreting *perezhivanie*. *Chronos* means clock time, an objective moment that is equal for everyone, whereas *kairos* denotes subjective time, and the density of each moment depends on how each person has lived their life thus far. Therefore, *perezhivanie* could be explained as a concept for examining the reality of how each agent spends their *kairos*-like time within a certain environment (Ramos & Renshaw, 2017).

Based on the theoretical discussion of individual development in SCT, advising in language learning (ALL) covers situations where the advisor encourages learners (advisees) to become autonomous and/or agentive through collaborative dialogue and advising tools. Furthermore, autonomy is a learner’s capacity to take responsibility for their learning (Benson, 2011; Holec, 1981; Little et al., 2017; Raya & Vieira, 2020) and manage it by themselves, and it is closely related to identity and agency (Deters et al., 2015; Huang, 2011; Murray et al., 2011). In the same way that SCT uses the term “agent,” agency is an SCT-related concept and can be seen as “a point of origin for the development of autonomy” (Benson, 2007, p. 30). In the area of advising, many recent studies have raised the importance of holistic support to advisees as second language (L2) learning is inseparable from linguistic, cognitive, emotional, or social aspects (Swain, 2013; Swain et al., 2015); they are intricately intertwined together, as evidenced by the dynamic model of advising (Mynard, 2020), which regards mediation through various interactants, including interlocutors and artifacts, as indispensable. In fact, Manning (2014) also points out ecological aspects in peer support, but the number of cases investigated on such peer support contexts in Japan is still scarce. Based on these assumptions and the implementation of *perezhivanie* concepts into peer advising within the classroom, the first section of this article introduces the body of knowledge of *perezhivanie* in SCT and, from a language learning advisor perspective, situates its advising sessions in this article. The next section covers the

methodology, and the final section presents the discussion and conclusion based on the data obtained.

## **Literature Review**

### ***Perezhivanie* in Sociocultural Theory**

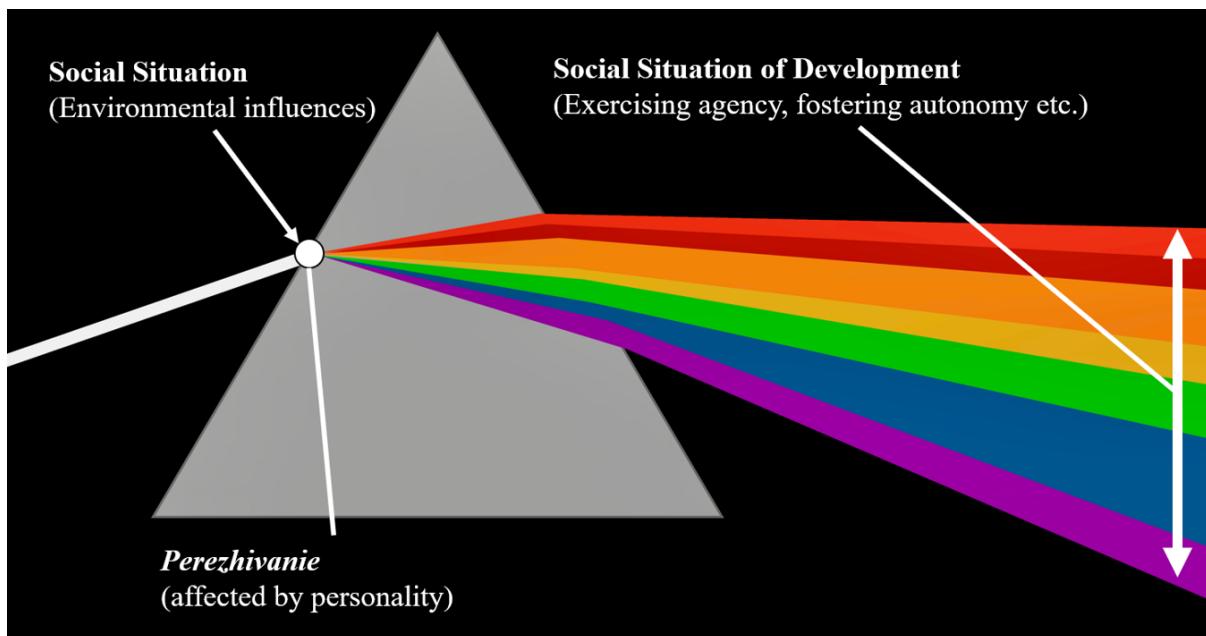
Grounded in the works of Vygotsky and his colleagues, SCT is one of the underlying theories in ALL (Mynard & Kato, 2022). SCT reveals how human beings mediate their learning and develop by examining their psyche (human consciousness), because according to Vygotsky's (1997) genetic law of cultural development, our cognitive and emotional development will occur at two levels. That is, it first occurs at the interpsychological (social) level and then at the intrapsychological (psychological) level, and SCT accordingly investigates the developmental processes from externalization to internalization. Additionally, SCT researchers value praxis-oriented studies and seek to describe developmental processes, including cognitive and emotional development (Lantolf & Poehner, 2014; Poehner, 2016). To describe these complicated processes, they have investigated human consciousness (psyche), and *perezhivanie* plays a vital role in understanding human consciousness (Lantolf et al., 2018). Moreover, understanding *perezhivanie* will lead to revealing the role of social situation of development, explained as "what could potentially develop during a particular period relative to a particular person and the forces that motivate this development" in SCT (Veresov & Mok, 2018, p. 91). Based on SCT-related concepts, it is possible to situate advising sessions as situations where (peer) advisors can elicit what learners have experienced, felt, and interpreted as related to a particular circumstance for exercising agency. In fact, to exercise learner agency, those who are interested in learner development first need to know what influences the social situation of development on individual agents, so exploring *perezhivanie* will ultimately contribute to the area of ALL and SCT research.

*Perezhivanie*, sometimes referred to as one of the "least-known" Vygotskian concepts (Mahn & John-Steiner, 2002, p. 49), is a Russian term often translated as "emotional experience" or "lived experience." As these English translations reflect only a partial aspect of the original meaning (Blunden, 2016; Mok, 2015), the original term *perezhivanie* is employed in this study. Although *prezhivanie* is a complicated term to explain, it is broadly defined in two ways (Veresov & Mok, 2018). One is conceptual, and the other is methodological. Conceptually, it is

“a refracting prism” (Fleer et al., 2017, p. 11), which represents “how a child becomes aware of, interprets, and emotionally relates to a certain event” (Vygotsky, 1994, pp. 340–341). As Figure 1 shows, *perezhivanie* refracts the influences of the environment on the future courses of development of individual agents. This metaphor of a prism explains why a certain objective event will result in a uniquely subjective development of each agent. At the same time, methodologically, *perezhivanie* is also a unit of analysis “to study the role and influence of environment on the psychological development” (Vygotsky, 1994, p. 343). That is, by setting *perezhivanie* as a unit of analysis, we are able to consider the bidirectional relationship between individual agents and their surrounding environment (Michell, 2016; Veresov, 2020).

**Figure 1**

*The Prism Metaphor of Perezhivanie*



*Note.* The image was originally retrieved from Adobe Stock (File Number: 353758799).

### Advising in Language Learning

ALL enriches learner development and can be defined as activities that promote autonomous learning by assisting L2 learners with various matters (e.g., their difficulties, concerns, and actions) through dialogue with an advisor (Mynard, 2020; Mynard & Carson,

2012). While most advising sessions are one-on-one sessions between an advisor and learner, they also include peer advising, one-on-two paired advising, and one-to-many group advising. ALL varies in its implementation, including group advising and written advising through email and other communication tools (Kato & Mynard, 2016). Additionally, although face-to-face sessions have been the norm, advising has been introduced as an in-classroom activity (Horai & Wright, 2016), and online advising has recently been introduced in many countries as a measure against the worldwide pandemic (Peña Clavel et al., 2020). Currently, faculty members serve as advisors in most institutions in mainly one-on-one sessions (Mynard, 2019). Nevertheless, peer advising among learners has also been noted as a collaborative feature that allows them to amicably share each other's concerns as they are closer in age (Manning, 2014; Mynard & Kato, 2022). In such peer advising sessions, it is also imperative to understand the dialogues between learners that enable them to confront their cognitions and emotions and how they relate to autonomous learning (Barreto, 2019). However, there is room for further research as only a few cases in Japan have clarified how learners confronted their cognition and emotions through dialogue and how this led to actual proactive learning (Yamashita, 2015).

As for the diverse forms of advising, ALL can be broadly classified into two approaches: synchronous and asynchronous advising (Mynard & Kato, 2022). Synchronous advising refers to face-to-face or online sessions in which real-time intentional reflective dialogue with (peer) advisors takes place, while asynchronous advising refers to time-delayed sessions via a bulletin board system or email. In addition to the classification of synchronous or asynchronous, advising can be subdivided based on three perspectives for ascertaining how it is practiced. The first perspective is who is in charge of the session (*Person*). As mentioned earlier, it is likely that advisors oversee most sessions, but sessions by peers have also been reported in previous studies (Horai & Wright, 2016; Peeters & Mynard, 2019). The second aspect is the location of the session (*Place*). For instance, the circumstances on the advisor's side differ between advising in the classroom and outside the classroom, such as in a Self-Access Center (SAC). As not all institutions have SACs, specifying the location of advising, including whether it was conducted face-to-face or online, is essential, so that those who attempt to implement advising in their institutions can adapt to each situation and its constraints in the future. The language in which the session is conducted is a third important axis of classification (*Language*). Basically, the advisor may use the first language (L1) that the advisee is comfortable speaking, but only if the

advisor knows this L1. When the advisee's L1 is not fully shared with the advisor, the session will be conducted in the L2 or based on translingual practices (García & Li, 2014). However, sessions with translanguaging should be discussed further (e.g., Adamson & Fujimoto-Adamson, 2012; Thornton, 2012), as they encourage agency while respecting the linguistic repertoire of both learners and advisors (Busch, 2017).

Having reviewed the existing studies, I argue that revealing different *perezhivania* (the plural form of *perezhivanie*) across L2 learners in advisory settings fosters a better understanding of the influences of social situation of development on individual agents. Based on this, the study explores learner *perezhivanie* through peer advising within the classroom. To address this issue, two research questions were formulated:

- RQ1: How did the participants initially react toward a similar circumstance (i.e., peer advising) and respectively interpret this experience?
- RQ2: How did their understanding of autonomous learning differ before and after peer advising?

## **Methodology**

The data are part of a larger exploratory study investigating how L2 learners' *perezhivania* changed as a result of peer advising within the classroom (Moriya et al., 2021). By examining their *perezhivania* as a unit of analysis, changes to learners' perceptions of L2 learning through classroom-based peer advising can be determined.

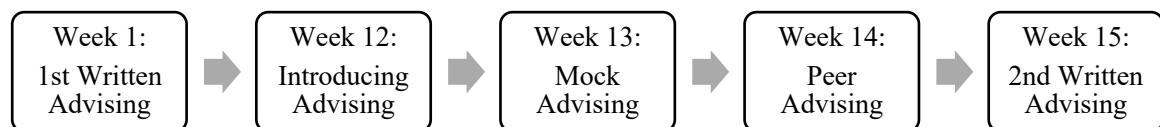
### **Participants, Data Collection, and Data Analysis**

The participants in this study were three Japanese learners of English as a foreign language (EFL) in English for General Purposes (EGP) courses. Of the 19 learners who voluntarily participated in two EGP courses, a group of three was selected, unlike the other groups of four, to focus the discussion more on each individual in this article. They were first-year undergraduate students (18 or 19 years old) and majoring in Business Administration. Their proficiency level was CEFR A1 or A2 (Beginner). Data were collected during three consecutive face-to-face classes over 15 weeks, with a particular focus on Week 14, when peer advising was conducted. All the sessions were audio-recorded, and the participants wrote reflective comments on a worksheet after each role of the sessions (see Appendix A). For observing semester-long changes, written advising was implemented with the same hypothetical scenario in Week 1 and

Week 15 as shown in Appendix B. One point to note is that throughout the semester, the students enhanced their learning through various advising tools online (e.g., tasks listed in Kato & Mynard, 2016; Ludwig & Moore-Walter, 2020). Figure 2 summarizes the overall procedure.

**Figure 2**

*The Overall Procedure*



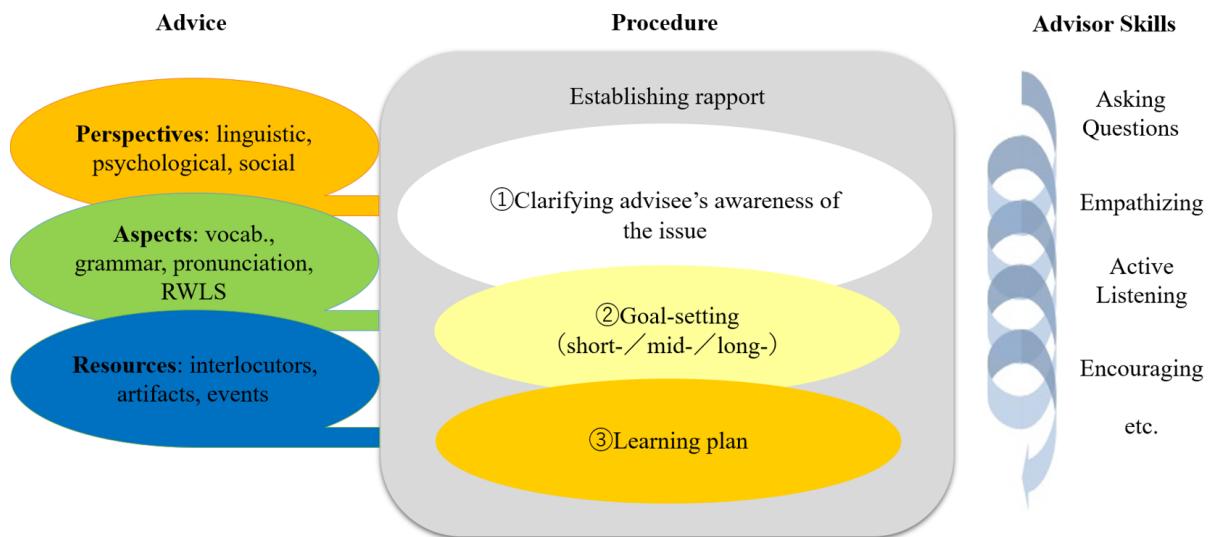
Applying the analytical strategies by Ng (2021), I looked at microgenesis (moment-to-moment change) during dialogic interactions with a particular focus. This microgenetic analysis enables us to identify how students' dialogues developed (i.e., what they experience) and to deepen the understanding of their reflective comments as the accumulation of microgenetic moments (i.e., how they interpret these experiences).

### **Details of Peer Advising**

Building on the brief introduction of learner autonomy and the skills needed to be an advisor (e.g., acceptance, active listening, empathy, and questioning) in Week 12, Week 13 was a mock advising session. Before beginning the actual mock session, Figure 3 was presented as a summary of what had been covered in previous advising sessions. The figure is partially modified from Kinoshita et al. (2018) and consists of three parts: *Advice* that advisors need in order to face learners' concerns, *Procedure* within the given time frame, and *Advisor Skills* required of advisors during the session. In Week 13 and 14, the participants formed groups comprised of three students, and they served three different roles: *peer advisor* to consider advisee's issue and aim to propose their learning plan through collaborative dialogue; *advisee* to ask for some advice on English learning; and *observer* to keep time and take notes. They had three sessions of 15 minutes and 3 minutes for reflection each in both weeks (originally in Japanese). After that, they took turns in each role, and therefore every participant performed all three roles in one classsession.

**Figure 3**

*Summary of Advising Sessions*



A peer advising practice session was conducted in Week 14, summarizing the previous weeks. The basic roles and flow were the same as in the mock advising session, but the following two points were different from the previous week: (1) based on the previous week, participants were given time before the session to set their goals as peer advisors and write down what kind of consultation they would like to have, and (2) instead of assuming a hypothetical learner in the mock advising session, the advisees consulted the peer advisors about their own problems and concerns that they thought of in advance. With the consent of all participants, an audio recorder was set up to record the sessions (about 60 minutes in total). Table 1 is a summary of the participants and their roles at each session in Week 14.

**Table 1**

*Participants and Roles at Each Session in Week 14*

Participant (pseudonyms)	1st session	2nd session	3rd session
Taku (male)	Advisor	Observer	Advisee
Rika (female)	Advisee	Advisor	Observer
Yuta (male)	Observer	Advisee	Advisor

The next section describes how participants actually responded to these activities and how their *perezhivania* changed as a result of these activities, based on the data.

### **Findings and Discussion**

The main data addressed are as follows: (a) written advising on a hypothetical scenario in Week 1, (b) dialogue during the peer advising session and reflective comments on peer advising in Week 14, and (c) written advising on a hypothetical scenario in Week 15. Therefore, setting the participants' *perezhivania* as the unit of analysis facilitated the investigation of long-term changes over the course of the semester from Weeks 1 to 15 (a and c). Moreover, ongoing dialogues during the session made it possible to describe the detailed microgenetic processes leading to short-term changes through peer advising sessions (b). From the vast data collected, those from the first and third sessions in Week 14 are presented according to the RQs in this study as it relates to *perezhivanie*. Two translators familiar with foreign language education translated the data from Japanese.

The first research question was to investigate initial reactions and reflections toward peer advising among the participants through the microgenetic analysis of their dialogic interactions.

#### **Dialogues During the First Peer Advising Session**

In the first session, Rika wanted to work in advertising in the future and asked for advice on how she can continue to learn English. Taku used the example of getting a specific score in the Test of English for International Communication (TOEIC) to stay motivated (Excerpt 1):

##### *Excerpt 1*

Taku (Advisor): Why did you think English was necessary for advertising work?

Rika (Advisee): I was told by my college professors and others that it was necessary.

Taku: In order to improve your English skills, I think you have to study a little bit every day, and for that reason I think it is best to set a target TOEIC score for the next year and work backwards from there to improve the areas you are weak in. It's important to set a goal to remain motivated.

After receiving Taku's advice in Excerpt 1, Rika was asked about her specific goal and stated that she would like to score around 700 points on the TOEIC, which she was going to take at the

university for the first time the following year. However, in response to Taku's explanation of the level required to score 700 points on the TOEIC and the question, "How much English do you study every day now?" Rika answered, "I don't study English at all now," and changed her target to a more realistic 500 points. Taku responded as follows (Excerpt 2):

*Excerpt 2*

Taku: I think 500 points will be a hurdle unless you first set feasible targets leading up to it, and to do so you will need to start English classes in the first semester next year and do a fair bit of studying outside of the classes as well.

With respect to Rika's goal change, Taku also continued to offer specific learning advice (Excerpt 3):

*Excerpt 3*

Taku: Hm... I'd start with learning about 30 words every day, and then the following day I'd learn 30 more words and review the ones that I learned the previous day. Then 30 more words on the third day and review the 60 words that I learned the first two days, and so on. In this way, I'd build vocabulary first, and start learning grammar thereafter. Additionally, you need a good score in listening comprehension, so I think it's important to practice daily using the materials included in textbooks. If you dedicate an hour a day to studying English, the progress will add up, eventually bringing you closer to scoring 500 points on the test.

Rika: Thank you. I will do my best.

After the advice on vocabulary study in Excerpt 3, advice was also given on listening and learning plans to achieve 500 points on the TOEIC. One noticeable characteristic of this session was that the dialogue evolved from a vague discussion of "continuous English learning" to a more concrete goal of "learning English to get 500 points on TOEIC next year." After that, the participants reflected the first session from their own roles, as shown in Table 2.

**Table 2**

*Reflective Comments from the First Session*

Roles	Comments
Advisor (Taku)	What Rika mentioned as a goal was difficult to achieve, so I suggested something that was feasible. As a result, the conversation proceeded. I could not confirm whether she was satisfied with my suggestions; I should have asked her whether she was satisfied with it.
Advisee (Rika)	It was good to get suggestions on how to study. There were a lot of moments when I just listened to the suggestions. It bothered me that the advisor often started with negatives.
Observer (Yuta)	Taku gave clear advice to set a “goal”—the TOEIC as an example. He asked why it was necessary. He’s trying to get Rika to think for themselves. He asked for details. They set goals based on what Rika can or cannot do.

Just after the session, Taku verbally indicated to me that his intention was to present multiple perspectives as a peer advisor in a neutral way. He hesitated about whether his intentions were conveyed to Rika (“I could not confirm whether she was satisfied with my suggestions; I should have asked her whether she was satisfied with it.”). As a result, Taku’s advice gave Rika a somewhat negative impression, as can be seen from the reflections of both Taku and Rika (“It bothered me that the advisor often started with negatives.”). Contrarily, Yuta as an observer, perceived Taku’s advice as positive even though Yuta and Rika listened to the same advice by Taku (“He’s trying to get Rika to think for themselves. He asked for details. They set goals based on what Rika can or cannot do.”).

### Dialogues During the Third Peer Advising Session

In the third session, Taku is unmotivated to study and procrastinated on everything, so he asked Yuta for advice on how to plan and study (Excerpt 4):

*Excerpt 4*

Yuta (Advisor): Is there anything you can do starting tomorrow?

Taku (Advisee): Something I can do starting tomorrow...

Yuta: For example, you can write something down on a to-do list, but you don't have to do anything yet.

Taku: I think I'll get up in the morning and write down what I'm going to do over the course of the day.

Yuta: Yes, so in the short term, you write down what you are going to do over the course of the day, starting tomorrow, and in the long term you make sure that you accomplish what you have planned.

Yuta broke down the long-term goals into manageable stages and suggested short-term objectives that could be implemented from the next day onward. The following is Yuta's advice to Taku, who accumulates "class assignments" on holidays (Excerpt 5):

*Excerpt 5*

Yuta: If I start an assignment but don't finish it, I can take a break to have a meal, shower, or refresh my mind, and then get back to the assignment. For example, if there is something I'd like to do, I put it at the end of the list. Do you play games?

Taku: Basically, I'm the type of person who does all assignments on holidays.

Yuta: What do you do on weekdays? For example, after classes?

Taku: I don't do anything... (omission)... but wouldn't it be tough if I had three classes that day? All in all, 2–3 hours.

Yuta: Yes, that's why I use the time after dinner and bath to complete my assignments, and then I usually use the rest of the time for myself. ... (omission)... So, conversely, I have spare time on my holidays.

Taku: Oh, I see.

Yuta: If you want to try doing it like this, I guess I would recommend it.

Taku: I can't have fun on holidays, because I have assignments.

Yuta: On days when I hang out with my friends, doing assignments would be tough, so I try not to have to do any assignments on holidays.

Overall, their session was characterized by a dialogue about time management tips for learning English, and Yuta provided familiar examples as a peer (e.g., “I try not to have to do any assignments on holidays.”). After that, the participants reflected on the third session from their own roles, as shown in Table 3.

**Table 3**

*Reflective Comments from the Third Session*

Roles	Comments
Advisor (Yuta)	I ended up repeating the goal-setting part and appeared like a persistent advisor. I couldn't think of anything to say.
Advisee (Taku)	It was good that the advisor provided suggestions based on his actual experience. We had shallow communication, and I wondered whether we could have had deeper communication if we had more dialogue.
Observer (Rika)	I liked that the advisor had him think about his short-term goals after having him decide on his long-term goals. The advisor had him think about his goals using examples and his own experiences.

What is interesting here is that although Yuta mentioned “I couldn’t think of anything to say” and regarded himself as “a persistent advisor” during the session, neither Taku nor Rika shared similar perceptions. Rather, Yuta’s advice, based on his actual examples, gave them a positive impression. Therefore, from Taku and Rika’s reflections, Yuta’s reflection, “I ended up repeating the goal-setting part,” can be interpreted that he was able to understand the advisee’s background and offer familiar advice to Taku, while keeping his eye on the goal setting.

The second research question was to explore changes in the students’ understanding of autonomous learning before and after peer advising based on the accumulated moments of microgenesis in RQ1.

#### **Written Advising in a Hypothetical Scenario**

Table 4 lists the changes in written advising from Week 1 to Week 15. At a glance, the length of advice got shorter, but the content of advice was more meaningful to the advisee. For example, Yuta’s advice became more specific, and he explained the reasons for learning

**Table 4**

*Written Advising to a Hypothetical Learner in Weeks 1 and 15*

Participant	Week 1	Week 15
Yuta	<p>I've never taken the TOEIC either, so let's work together. How about starting with the basics? For example, with the vocabulary. Let's start with unfamiliar words, words we need to review, and words with meanings that are different from the ones we know. Let's work together to reach our goal!</p>	<p>It is difficult to get a good score if you can't recognize the words or know their meaning first. So, why not look at your flashcards once a day before bed or when you have time to spare on your way to and from school?</p>
Taku	<p>Z-san, if you want to improve your English, you have to learn the vocabulary first. After that, you should study the grammar starting from the middle-school level again and listen to the CDs that come with the textbooks over and over to become familiar with English and improve your listening comprehension as well as pronunciation.</p>	<p>First, let's find the cause of your difficulty with English and focus on that.</p>
Rika	<p>First, you should use flashcards to build your vocabulary. At the same time, you should review the grammar so that it'll be easier to read English sentences. The basics are important when you learn anything, so let's build up from there.</p>	<p>What aspects of English do you think you aren't good at? How about starting with reducing your weak spots? I think that if you set a goal to become "somewhat proficient" from being "no good," you can learn without feeling overwhelmed...</p>

vocabulary (“It is difficult to get a good score if you can’t recognize the words or know their meaning first.”). Taku was likely aware of continuing the dialogue like the synchronous session through his empathy with Z’s concerns (Z is the hypothetical student asking for written advice). Contrary to Week1, in which the advice was given in a kind of uniform manner (e.g., “you have to learn the vocabulary first”), Week 15 prompted acceptance, as demonstrated when Taku tried identifying the cause of Z’s weakness and recommending learning plans based on Z’s weakness (“let’s find the cause of your difficulty with English”). Rika began to ask questions in the session and paid attention to the more psychological aspects of English learning (e.g., “you can learn without feeling overwhelmed”). These changes in advice show how the students changed their understanding toward autonomous learning by experiencing several activities related to advising. That is, one possible interpretation of the data obtained is that experiencing and reflecting on peer advising not only from the advisee role but also from other roles enabled them to take a new perspective of others’ English learning experiences to a certain extent, as shown in the previous sections. From *perezhivanie*’s perspective, it can be understood that their refraction of written advising was assisted by dialogic sessions with others (experience) and peer advising reflections (interpretation), both of which were dialectically related to their agency.

To summarize, each *perezhivanie* with the constellations of microgenetic learning moments refracted peer advising experiences in the different courses of exercising agency, indicating different influences of social situation on individual agents. That is, based on the prism metaphor of *perezhivanie*, the participants transformed a social situation of a seemingly similar experience into a social situation of individual development through collective advising sessions (Fleer & Hammer, 2013). These findings of the study are consistent with those of previous studies (Ng, 2021; Ng & Renshaw, 2019), which have highlighted the historical and collaborative aspects of *perezhivanie* in a refractive process, and add to the understanding of *perezhivanie*, particularly in advising settings.

## Conclusion

In this study, peer advising was conducted in a university classroom to explore and investigate how L2 learners’ *perezhivania* changed. By collecting multiple data sources, changes were identified at different levels: long-term changes over the course of the semester, short-term changes through activities in the classroom, and the dialogue that developed during the sessions.

In particular, even when limited to the three in-classroom activities, the three participants experienced the same activities related to autonomous learning and advising, yet their interpretations were not similar to those taken as a single unity. In other words, the sum of the individual experiences produced a different interpretive whole through their prisms. Describing these refractive processes was only possible due to the collection of a variety of data and an examination of different levels of change, and in this respect, the study was meaningful in that it provided a wealth of data on the specific differences in the different *perezhivania* of the participants (Ng, 2021).

When it comes to advising, the study makes two contributions to the field: First, it provides practical examples of classroom-based peer advising, and second, it adopts a unique perspective on the peer advising experience through the comments from different perspectives (i.e., advisor, advisee, and observer) presented simultaneously. As for the former, there are still few examples of classroom-based advising in existing studies (Horai & Wright, 2016). Therefore, it can be said that the present study has presented data sources for discussing classroom-based advising and similar activities administered to learners for their enrichment. With regard to the latter, while many previous studies have dealt with voices from either the advisor or advisee perspective, peer advising offers the possibility of experiencing both positions. Additionally, the advisor also grows as a learner, therefore it will be necessary to accumulate data not only within the same role and the same session, but also between different roles and different sessions in the future. In this study, the reflective comments of the three roles were juxtaposed for each session, which allowed for a multilayered approach to understanding the common data, including individuals, roles, and sessions. This ecological nature will be an important finding when considering advising from the collective aspects of *perezhivanie* (March & Fleer, 2016).

In conclusion, the limitations and directions for future research are discussed. What makes the study particularly interesting is that even though the learners experienced objectively similar peer advising sessions, their reactions and interpretations varied, depending on their roles. Through the application of *perezhivanie* as a unit of analysis, the findings revealed that each *perezhivanie* refracted peer advising for exercising agency, which led to different sociocultural influences on individual agents. While this in itself is a strength of this study, the fact that the advising practice within the classroom was limited to a single session for each role

raises issues for future research, such as whether multiple sessions will lead to different responses, changes in dialogue, and a deepening of the quality of reflection.

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## Appendix A

### Worksheet for peer advising (Example)

#### <Before Advising>

**Advisor:** Write down what you want to keep in mind and what your goals are for this session.

--

**Advisee:** Write down what you would like to ask or discuss with your advisor this time.

--

Advisor: Name

Advisee: Name

Observer: Name

#### <During Advising>

**Observer:** What I liked about observing the advisor's sessions

<input type="checkbox"/> Eye contact	<input type="checkbox"/> Building rapport
<input type="checkbox"/> Posture	<input type="checkbox"/> Listening skills (gesture, repetition, etc.)
<input type="checkbox"/> Loudness of voice	<input type="checkbox"/> Are they trying to understand the advisee's point?
<input type="checkbox"/> Speaking speed	<input type="checkbox"/> Does the advisor let the advisee think for themselves?
<input type="checkbox"/> Comfortable atmosphere	<input type="checkbox"/> Amount of talk by the advisor
<input type="checkbox"/> Procedure of the session	<input type="checkbox"/> Time allocation

#### <After Advising>

**Observer:** Comments on your observation of the session. Are there any aspects of the advisor's attitude or advising process that you noticed, that you found difficult, or that would be helpful?

--

**Advisor:** Comments on your advising experience. Also, write down any points where you can evaluate yourself as an advisor and any points that need to be improved.

--

**Advisee:** Comments on the actual session. Also, write down anything you noticed or gained from your interactions with your advisor, or conversely, anything you wish you could have done more of.

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## **Appendix B**

### Hypothetical scenario for written advising

There is a new student (Student Z) who has just been admitted to a university. The student asks you for advice: "Now that I am in college, I want to do well on TOEIC. How should I study?" When you talk to the student, he/she tells you that he/she is not very good at English and hence needs to do well in other subjects in the entrance examinations to make up for his/her limitations. He/She has been thinking that he/she needs to study English because he/she has had time since April but did not know how to study the language. Since the student has never taken TOEIC before, he/she shall try his/her best to get 400 points in one year. What advice would you give to the student? Please answer as if you are giving direct advice to the student.