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Volume 27

NCOLCTL

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National Council of Less Commonly Taught Languages (NCOLCTL)

NCOLCTL is an organization dedicated to the teaching and learning of Less Commonly Taught Languages. Membership is open to individuals and organizations that share this interest.

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NCOLCTL's mission is to increase the number of Americans who choose to learn one or more of the less commonly taught languages (LCTLs) as a means of enhancing cross-cultural communication among citizens of the United States. NCOLCTL's work focuses on the less commonly taught languages which are becoming increasingly vital to the economic, social and political welfare of the United States. Furthermore, NCOLCTL seeks to improve the teaching and learning of these languages and to make them more generally available. We are the national voice for organizations and individuals who represent the teaching of these less commonly taught languages.

Both the collegiate and precollegiate level. NCOLCTL also promotes the use of technology, especially computers and the Internet, to enable a new era in cross-cultural understanding, communication, and language education.

NCOLCTL constitutes a national mechanism devoted to strengthening the less commonly taught language professions through enabling NCOLCTL members to work toward "shared solutions to common problems." NCOLCTL principally directs its efforts toward building a national architecture for the LCTL field and in making the field's resources easily accessible to language programs and individual learners around the United States.

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Since its establishment in 1990, the NCOLCTL has carried out a variety of activities to raise awareness about the importance of less commonly taught languages. NCOLCTL achieves its goals through the following activities:

- Annual Conference in conjunction with Delegate Assembly
- Conducting research to promote and facilitate the learning and teaching of the LCTLs
- Planning for and establishing a national policy for building the national capacity for the study of the LCTLs
- Enhancing the capacity of existing LCTL national associations, and organizing new ones
- Establishing a system for networking and communication among member organizations, and facilitating their collective efforts to solve problems in the LCTL field
- Developing language learning frameworks to guide teacher training, curriculum design, materials development, and seek ways to address problems of articulation among different levels of the American educational system
- Working, on behalf of the members, with government agencies, foundations, and the general foreign language community on policy issues and to seek funding to establish effective standards for the less commonly taught language field
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Editor's Introduction

Danko Šipka
Arizona State University

The spring 2020 issue features eight papers and one review article, representing various topics of interest to the entire NCOLCTL community and various languages in the field, and it comes in two volumes. In this volume, the first two papers *Life after Language Immersion: Two Very Different Stories*, and *Connecting Language Learning in the Classroom with the Local Community: Using Field Performance Tasks in Chinese Study Abroad Contexts* discuss immersion and study abroad, programs that augment our regular classroom activities. The next paper, titled *Temporal Sequencing and Narration in Learner Language: The Case of an Intensive Mandarin Chinese Program,* discusses the issue of narration, one of the key problems in presentative speaking and writing. Testing practices are front and center in *An Analysis of Testing Practices in College Korean Language Classrooms.* This volume concludes with a particularly interesting review article, entitled *Cultural Representations in Foreign Language Textbooks: A Call for Change.*

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Life after Language Immersion:
Two Very Different Stories[1]

Dmitrii Pastushenkov
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&

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Abstract

In this case study, we investigated motivation dynamics of two graduates from a Russian immersion program in the United States: in retrospect (before and immediately after the program) and several years after the program. Drawing upon the data from a motivation survey, interviews, and written work tagged to three timeframes, we explored why (L2) learners may continue with or stop using Russian. Dörnyei's (2009) L2 Motivational Self System (L2MSS) complemented by the concept of anti-ought-to L2 self (Thompson, 2017a) was used as the framework for the study. Our focal participants, Katia and Yana, had drastically different experiences with Russian. While Katia has fully immersed herself within the language and currently lives in a Russian-speaking country, Yana, an American undergraduate student, no longer uses Russian. By exploring the participants' self-

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visions and their experiences, we outlined implications for immersion programs and motivation research in the area of less commonly taught languages (LCTLs).

Keywords: Russian, motivation, L2 Motivational Self System, anti-ought-to L2 self

Introduction

As K–12 language immersion programs primarily focus on commonly spoken languages, many students from the United States who are interested in LCTLs often apply for various grant-based governmental programs, including STARTALK, the Foreign Language Area Studies Program, the Language Flagship, and the Critical Language Scholarship Program (Thompson, 2017a). A primary goal of these programs is to increase the number of U.S. citizens working with critical languages such as Russian. However, the representation of L2 Russian learners in second language acquisition (SLA) literature is limited, particularly in the area of motivation that has been dominated by research on learners of English (Boo, Dörnyei, & Ryan, 2015). To address this gap, we adopted a case study methodology (see Duff, 2014) and conducted an in-depth motivation analysis of two graduates from a Russian immersion program in the United States. Considering the need to prepare and support teachers of LCTLs (Kim, 2017; Wang, 2009), we investigated whether graduates of immersion programs, individuals who may potentially become language teachers, continue their studies of Russian in the long term. Furthermore, if they do not persist in learning, speaking, and teaching Russian, which factors contributed to their choices? For our study's primary framework, Dörnyei's (2009) L2MSS, we added the concept of anti-ought-to L2 self to test its relevance for learners of LCTLs as suggested previously by various SLA researchers (e.g., Lanvers, 2016; Thompson, 2017a, 2017b).

Literature Review
Russian SLA: Future Directions

Russian and other LCTLs remain understudied within SLA research: "the field virtually lacks the research into the language programs themselves despite the large number of foreign languages taught and the number of hosting institutions in the United States" (Kim, 2017, p. 102). Prior research within the domain of Russian SLA has been primarily quantitative and focused on how learners acquire different aspects of Russian grammar (e.g., Denhovska, Serratrice, & Payne, 2016; Romanova & Gor, 2017). Even less is known about L2 Russian learners' experiences, motivation, and attitudes despite "a clear need to study the motivation to learn languages other than global English" (Boo et al., 2015, p. 156). To address this issue, Thompson (2017a) conducted a motivation study where the participants were learners of languages other than English in the United States. However, only two out of 195 undergraduate students who participated in the survey studied Russian, further illustrating how this group of L2 learners is underrepresented in SLA literature.

Within the domain of Russian SLA, researchers have looked at students' motivation to join Russian programs in the United States (Merrill, 2013), their use of Russian social media (Klimanova & Dembovskaya, 2013), and study abroad experiences (Zaykovskaya, Rawal, & De Costa, 2017). As for the reasons for choosing Russian, students often "cited their overall love of languages, previous interest in aspects of Russian culture, teachers who inspired them to study Russian, or involvement in area studies programs" (Merrill, p. 55, 2013). Considering that having limited contact with the L2 is a major problem for learners of Russian and other LCTLs, Klimanova

and Dembovskaya (2013) suggested that using multimodal social media such the Russian social network *VKontakte* (or *VK*) can be beneficial. According to the researchers, *VK* can help students "learn to claim and withdraw their first and second language identities," while providing opportunities for meaningful interactions (p. 82). Another notable work is the case study by Zaykovskaya et al. (2017), who investigated the beliefs of a study-abroad American student. Though a series of interviews and reflections, the researchers found that their focal participant, Alyosha, was "able to overcome culture shock, improve (at least in his own view) his language skills and, ultimately, view his SA [study abroad] opportunity as a success" (p. 120). Even though case studies are often criticized, "especially by those seeking universal laws or truths and predictable outcomes deriving from the manipulation of particular variables" (Duff, 2014, p. 241), this type of research can still provide meaningful insights into learners' experiences. Case studies can be implemented longitudinally or through retrospective interviews and combine quantitative and qualitative data (Duff, 2014). Previous case studies in the area of SLA have also included multiple sources of qualitative data such as interviews and artifacts of participants' written work (e.g., De Costa, Tigchelaar, & Cui, 2017; Zaykovskaya et al., 2017). We believe that mixed-methods case studies with multiple data sources can be an effective methodology in the virtually non-existent field of Russian SLA.

L2 Motivational Self System and Anti-Ought-To L2 Self

The primary motivational framework for the present study, L2MSS (Dörnyei, 2009), has been adopted by various SLA researchers (e.g., de Burgh-Hirabe, 2019; Dörnyei & Chan, 2013; Hessel, 2015; Islam, Lamb, & Chambers, 2013; Kormos,

Kiddle, & Csizér, 2011; Lamb, 2018; Papi, 2010; Thompson, 2017a, 2017b). The framework is comprised of three components: ideal L2 self, ought-to L2 self, and learning experiences. With regards to the psychological component of L2MSS, "learners with a strong ideal self are able to utilize imagery to visualize who they would like to become," while the ought-to self is "a manifestation of the external pressures that the learner feels" (Thompson, 2017a, p. 483). Previous research has shown the framework's effectiveness in assessing L2 learners' motivation in different contexts (e.g., L2 learners of Japanese in New Zealand, see Burgh-Hirabe, 2019; German university students learning English, see Hessel, 2015; Pakistani undergraduate students learning English, see Islam et al., 2013; different age groups of English learners from Chile, see Kormos et al., 2011). Prior research using L2MSS has consistently evinced "significant positive associations between desired language self-guides (particularly the ideal L2 self) and the learners' L2-related learning effort and achievement" (Dörnyei & Chan, 2013, p. 457).

Despite being the presiding framework in motivation research, L2MSS has primarily been used in studies that investigate English learners (Boo et al., 2015); this practice, in turn, may have created "a bias in conceptualizing L2 motivation" (Lanvers, 2016, p. 80). Another criticism is that the L2MSS may not account for "rebellious" learners, specifically in Anglophone contexts where foreign language learning may often be considered irrelevant (Lanvers, 2016) or not even required (de Burgh-Hirabe, 2019). According to Thompson (2017a), "the 'rebellious' or 'anti-ought-to' is specifically relevant for learners who choose a foreign language other than Spanish" (p. 499). Furthermore, Thompson (2017b) suggested that "the anti-ought-to self, encapsulating the

essence of psychological reactance, could be the missing link to explanatory value of the L2MSS" (p. 48). In light of this astute observation, we have elected L2MSS along with the concept of anti-ought-to self to guide this study.

Tracking Motivation Dynamics

Considering that many students from immersion programs start learning languages when they are still in high school, their motivation can be very different several years after they graduate. In addition to the age factor, other aspects of student life should be considered, such as academic preparedness and regular language practice (Busse & Walter, 2013). Moreover, graduates from immersion programs do not always continue their education immediately after graduation. The motivational self-system may change after former L2 learners no longer see themselves as students (Huang, Hsu, & Chen, 2015). Learners' motivation is also shaped by their interactions with peers (Lanvers, 2016), which is particularly important for students from immersion programs. Moreover, as many graduates from immersion programs continue their studies of Russian abroad, these experiences should be considered as they result "in an increased clarity and specificity of their future L2 self-visions" (Fryer & Roger, 2018, p. 167).

As motivation is no longer seen as a stable factor (Boo et al., 2015), longitudinal motivation studies have an undeniably great value to SLA research. However, it may also be challenging to track learners' experiences over several years, requiring researchers to seek alternative options. For example, Lamb (2018) was able to find some of his original participants via social media to conduct a follow-up study on his earlier project. Another example is the study by Shoaib and Dörnyei

(2005), where the learners' motivation dynamics were investigated though retrospective narrative interviews.

"Retrospective life history interviews or written narratives, or earlier documents to obtain a sense of learning development or pathway or changes in language use" have also been incorporated in case studies (Duff, 2014, p. 239). Considering that motivation trajectories of grouped data do not always coincide with learners' individual trends, in-depth investigations of individual cases often provide a better understanding of L2 learners' experiences (Waninge et al., 2014), further illustrating the benefits of case studies in motivation research.

Present Study

In order to help better understand individual experiences of L2 Russian learners, an underrepresented population in SLA research, we conducted a case study of their motivation dynamics, factors affecting their motivation trajectories, and reasons why they continue or stop learning Russian. Along with the study's primary framework, L2MSS, we added a possible missing link, the rebellious or anti-ought-to L2 self (Lanvers, 2016; Thompson, 2017b), given its relevance to the trajectories of learners of LCTLs (Thompson, 2017a). In line with previous SLA case studies (e.g., De Costa et al., 2017; Zaykovskaya et al., 2017), we collected data from multiple sources (a survey, interviews, and artifacts of writing), all of which were tagged to different time periods. In our case study, we addressed the following research questions:

1. How does the motivation of graduates from a Russian immersion program in the United States change over time, and what factors affect their motivation dynamics?

2. To what extent do these students continue to use Russian in their lives, and why?

Methodology
The Immersion Program

In order to guarantee the participants' anonymity, the names of the program, participants, and places were changed; pseudonyms have been used instead. The Russian immersion program under investigation is referred to as the Major Critical Languages Program (MCLP). This is an intensive program that focuses on the languages considered to be of critical importance by the U.S. government, such as Arabic, Chinese, and Russian. It is sponsored by the U.S. government and runs through a department of a state university. The program targets high-school students with no prior experience of the critical language that they plan to study. Cohorts are usually small, with 10-15 students. The MCLP begins in the summer with a four-week residential immersion program, followed by an academic-year blended learning component. Many of the program's graduates continue their foreign language studies in college, and many apply and receive scholarships, such as the National Security Language Initiative for Youth (NSLI-Y), to continue their studies abroad.

Our focal participants, Katia and Yana, were recruited through social media. They were our students in MCLP, which we believe gave us a unique perspective on the program.

Participant Katia

In 2018 (at the time of data collection), Katia, a native speaker of English from the United States, was 20 years old. After completing the MCLP program in 2015, Katia went on to work at MCLP as a peer mentor in 2016 and then received a scholarship to study abroad in a former Soviet country. She stayed there after the program ended, married a citizen of that country, and used Russian daily. She worked as a sales manager in a translation agency and often translated texts herself as a second job. At this time, she spoke Russian with almost everyone. Katia planned on coming back to the United States to study Russian and Information Security. According to Katia, learning Russian was one of the most challenging, rewarding, and interesting experiences she has ever had. Katia can be described as an MCLP graduate who fully immersed herself in Russian and integrated this language into her daily life.

Participant Yana

Yana was 21 at the time of data collection. She is also a native speaker of English from the United States. In 2018, Yana was an aerospace engineering student at an aeronautical U.S. university. She worked as an intern in a major aircraft manufacturing company. Yana decided to start learning Russian when she heard about the MCLP program from one of her high school instructors. Russian was Yana's language of choice because of her love for the works of Leo Tolstoy. She also found the language beautiful and the culture fascinating. In our study, Yana represents the MCLP graduate who no longer uses Russian in her daily life (with the exception of a few conversational phrases and words).

Procedure

We started the project by acquiring survey data, followed by interviews and artifacts (see Table 1). Each data source was related to the participants' learning of Russian and tagged to one of the three time periods: before MCLP (one-six months prior to the program: 2013 for Yana and 2015 for Katia); immediately after the program (one-six months after mid-July 2013 for Yana and mid-July 2015 for Katia); and in 2018, several years after the program.

Table 1: Data Sources

Methods	Data		Timeframe
Survey	L2MSS + anti-ought-to L2 self	*TAGGED TO*	Before MCLP
Interviews	1*60 min.		Immediately after MCLP
Artifacts	Examples of student writing		Now (as of 2018)

Katia and Yana completed the online motivation survey in Qualtrics (https://www.qualtrics.com). The survey included two components: a background questionnaire and a motivation survey. The motivation survey questions (see Appendix) were adapted from the studies by Papi (2010) and Thompson (2017a). Tagged to the three timeframes, the survey included three sections for each of the "selves": ideal L2 self, ought-to L2 self, and anti-ought-to L2 self. In addition to the three "selves," the motivation survey included a section on overall Russian learning experiences.

Several days later, we conducted individual interviews with Katia and Yana. The interviews were conducted and audio-recorded in Zoom, an online conference platform (https://zoom.us) The interviews were semi-structured and took approximately 60 minutes. We coded the interview data based on the three timeframes (before the program, immediately after the program, and in 2018) and whether they referred to the participants' ideal L2 self, ought-to L2 self, anti-ought-to L2 self, and Russian learning experiences.

Upon completion of the interview, Katia and Yana were asked to submit artifacts (essays or other projects) related to their studies of the Russian language and culture from the three timeframes.

Results
L2MSS Survey

The dynamics of Katia's and Yana's individual self-visions are shown in Figure 1. The participants' grouped data are shown in Figure 2. The participants' visions varied, specifically their ideal and anti-ought-to L2 selves. Katia's motivation to study Russian was stable over the course of several years; this is reflected in the consistently high scores for her ideal L2 self and anti-ought-to L2. For Yana, the highest scores were attributed to her ideal L2 self immediately after the program ($M = 7.38$, $SD = 0.52$). Both participants highly rated their overall Russian learning experiences: Katia ($M = 9.83$, $SD = 0.00$) and Yana ($M = 8.00$, $SD = 0.00$).

The results of the survey showed that Yana had experienced major changes with her ideal L2 self. Her scores before the program were relatively low ($M = 2.25$, $SD = 0.89$) and increased immediately after the program ($M = 7.38$, $SD = 0.52$). Over the course of five years, Yana's scores for her ideal self decreased ($M = 5.00$, $SD = 0.93$); however, they were still higher than those before the program. Yana's ought-to and anti-ought-to L2 selves were low, with the ought-to L2 self-vision remaining more stable over the years. Yana's anti-ought-to L2 self, however, went up immediately after the program ($M = 3.83$, $SD = 3.13$), but then decreased and went back to the level it was in 2013.
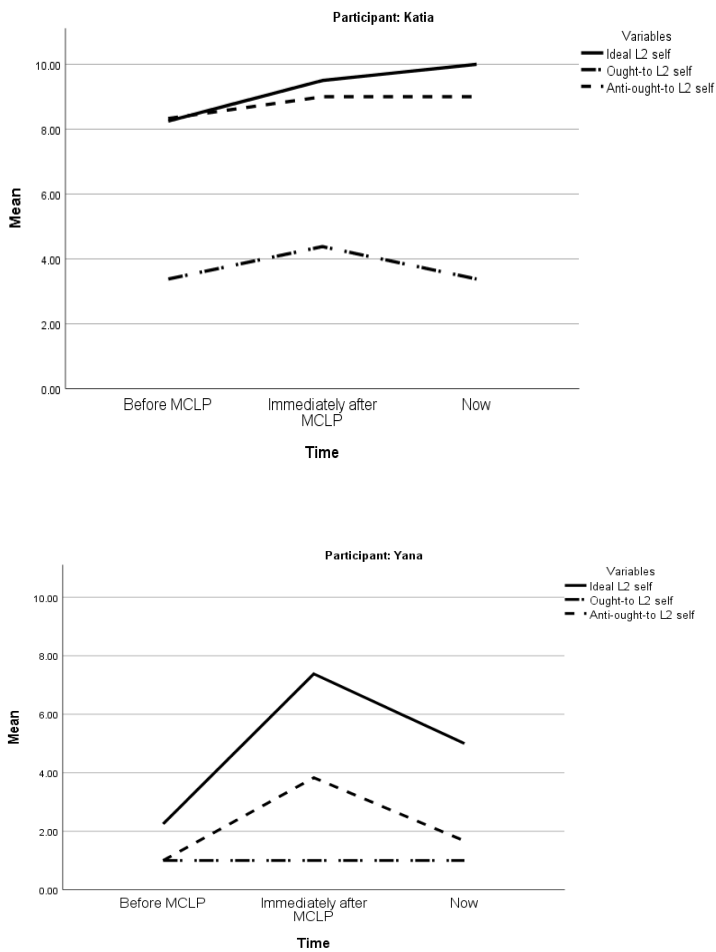
Figure 1. Dynamics and Katia's and Yana's individual self-visions

Katia's ought-to L2 self-vision was stronger than Yana's, but it was still relatively low compared to the other components of her self-visions. The dynamics of Katia's ideal L2 self were drastically different compared to those of Yana's. Before the program, Katia was confident about her ability to speak Russian, according to the high scores for different aspects of her ideal L2 self ($M = 8.25$, $SD = 1.58$). Katia's visions of her ideal L2 self gradually increased and reached their peak in 2018 ($M = 10.00$, $SD = 0.00$). Another source of Katia's motivation has come from her anti-ought-to L2 self (before the program: $M = 8.33$, $SD = 4.53$; immediately after the program: $M = 9.00$, $SD = 1.26$; and in 2018: $M = 9.00$, $SD = 1.26$). The pattern was stable over the years, according to the high scores for various aspects of her anti-ought-to L2 self.

As the participants' self-visions varied, particularly their ideal and anti-ought-to L2 selves, the grouped motivation patterns were different compared to their individual motivation trajectories (see Figure 2). For example, the grouped ideal self-vision before MCLIP ($M = 5.25$, $SD = 4.24$) did not coincide with Katia's ($M = 8.25$, $SD = 1.58$) or Yana's ($M = 2.25$, $SD = 0.89$) individual trends.
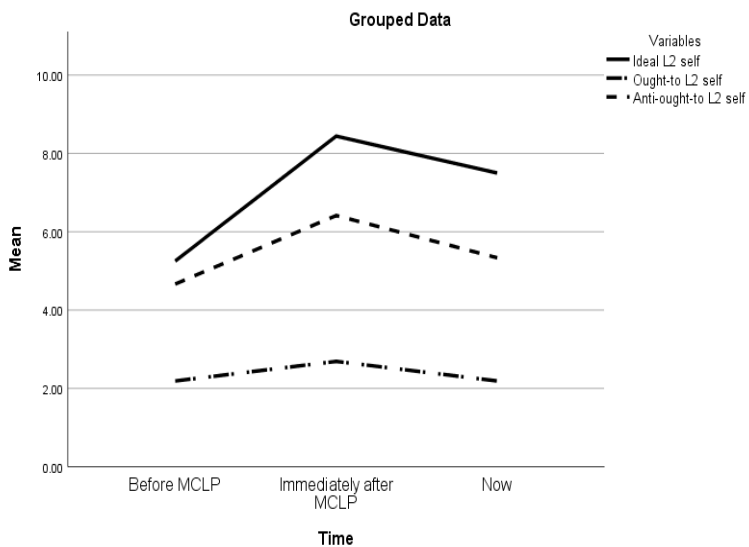
Figure 2. Grouped data for Katia's and Yana's self-vision dynamics

Interview Data

During the interview, Katia mentioned that being in MCLP was a great experience, as it gave her the opportunity to learn not only about Russia but also about herself. Yana had expressed a similar thought and mentioned that MCLP taught her how to be a better student:

> *The way the program was set up was you had to learn your motivation and I was the one who had never been great at languages, so I had to work a little harder and it ultimately helped me when I got to college.* (Yana, Interview, Excerpt 1)

One of the major differences between the participants' learning experiences before MCLP was that Yana, who read Tolstoy in English, was not exposed to the language and culture prior to the program. However, Katia had visited Ukraine, the homeland of her adoptive brother:

> *I went to Ukraine and didn't understand anything, so I decided to find somewhere where I could learn the language.* (Katia, Interview, Excerpt 1)

Katia also mentioned that back then she thought about her career and that choosing to study Russian "was not just for the love of languages." Yana, on the other hand, mentioned that her love for language learning, specifically her experiences with Spanish, was the "primary motivator" in joining the program. During the interview, Yana talked about other sources of her motivation:

This is secondary but… and I also talked about it with my parents… this was going to be an opportunity that would show me at a younger age what college was going to be like. (Yana, Interview, Excerpt 2)

Katia mentioned that during the academic year, in which the learning environment was no longer immersive, it was particularly challenging for her and many of her classmates to maintain motivation. She said that one of the reasons why she did not give up on learning Russian at that time was that she was a "terrible quitter." Katia mentioned that it was difficult to combine her classes in high school with the weekly online classes and the monthly six-hour classroom sessions. She felt proud of the fact that she managed to complete the academic year. Yana mentioned that she could not attend the classroom sessions in person and had to use Skype due to family circumstances. She could not provide detailed comments about that period.

During the last part of the interview, we talked about Katia's and Yana's experiences with Russian in 2018. Yana mentioned that she occasionally used some words and phrases, but not more than that. She also considered taking Russian classes at a community college in the future. Yana said that she simply did not have time for Russian: she was extremely busy with her classes, internship, and other projects. Also, she had problems finding useful resources on L2 Russian. In 2018, Katia was no longer a student. She worked at a translation company, was married to a native Russian speaker, and planned to go back to the U.S. to continue her education. In 2018, Katia used Russian daily. She mentioned that she had "many forms of classrooms," from online free language

learning, to MCLP, and each had brought something special into her life.

During the interviews, both Katia and Yana mentioned they had completed only one survey from MCLP upon graduation from MCLP. The program did not track their graduates' future education and career choices over an extended period of time, at least for the students from 2013-2015. Moreover, they were not interviewed by MCLP teachers or administrators during the admission process or at any point after the program.

Artifacts

Upon completion of the interviews, we asked Katia and Yana to provide additional sources of data related to their Russian learning experiences before the program, immediately after the program, and in 2018. Unfortunately, Yana was not able to find any materials. However, Katia submitted several papers and projects related to Russian from these timeframes. In her MCLP's statement of purpose, she stated that learning Russian would be crucial for her future:

> *For my intended vocation in Christian missions in Ukraine, Russian language acquisition is imperative for assimilating to the culture and understanding the people with whom I will be working.* (Katia, Artifacts, Excerpt 1)

In her paper from the period immediately after the program, Katia also talked about her experiences in Ukraine:

> *Each time I step into an orphanage it gets harder and harder to leave because I realize they really have no way out and no real chance in life outside of their four walls.* (Katia, Artifacts, Excerpt 2)

Katia then moved to and lived in a former Soviet republic and her artifact tagged to 2018 was written in Russian:

> *Итак, для моего проекта, я решила провести исследование о системе образования в…* [*So, for my project, I decided to conduct a study on the education system in…*]. (Katia, Artifacts, Excerpt 3)

Discussion
Motivation Dynamics: The Cases of Katia and Yana

The primary goal of our case study was to investigate motivation dynamics of L2 learners of Russian, an under-investigated LCTL. We explored what factors affect Russian learners' motivation and why former students may continue or stop learning the language. Our focal participants, Katia and Yana, came from similar backgrounds. They are native speakers of English, are of approximately the same age, and are from the same region in the United States. Katia and Yana also graduated from the same Russian immersion program, referred to in our study as MCLP. However, their experiences with Russian were drastically different, supporting the need to investigate the individual experiences of L2 learners (see De Costa et al., 2017; Waninge et al., 2014; Zaykovskaya et al., 2017). Remaining consistent with previous research, a case study methodology (see Duff, 2014) complemented by multiple data sources (e.g., De Costa et al., 2017; Zaykovskaya et al., 2017) has provided deep insights into the experiences of L2 Russian learners. This is particularly important considering that Katia and Yana (and potentially many other MCLP graduates) completed only one survey upon graduation and had never been interviewed during the application process or after the program.

Our study's framework, L2MSS (Dörnyei, 2009) has once again shown its effectiveness in assessing learners' motivation remaining consistent with prior research (e.g., Dörnyei & Chan, 2013; Islam et al., 2013; Papi, 2010). Our findings also illustrated the importance of considering the anti-ought-to L2 self for learners of Russian and potentially other LCTLs (see Lanvers, 2016; Thompson 2017a, 2017b). This concept was particularly important with Katia, who persisted in learning Russian despite being influenced by external factors. However, even after the interview and analyzing her writing, it remained unclear who may have discouraged Katia from learning Russian. Her anti-ought-to L2 self-visions had also remained stable over the years. This finding may reflect general attitudes toward foreign language education in Anglophone contexts where foreign languages are often considered irrelevant (Lanvers, 2016, de Burgh-Hirabe, 2019).

Another important finding pertains to the comparison between the participants' individual motivation trajectories and their grouped data. Combining the survey data for our participants basically eliminated any individual differences in the participants' motivation dynamics, particularly with regards to their ideal and anti-ought-L2 selves (see Figures 1 and 2). Remaining consistent with the study by Waninge et al. (2014), this finding further illustrates the importance of investigating L2 learners' individual experiences rather than always relying on grouped data.

Katia's L2MSS remained relatively stable over the course of several years. As opposed to Yana, Katia was confident about her ability to learn Russian from the very start, and this was reflected in her strong ideal L2 self-visions. One of the key differences between the learners' experiences was

that Katia had a chance to go to Ukraine. Katia wanted to communicate with her adoptive brother in his native language. This is different from the common reasons for choosing Russian listed in the study by Merrill (2013), such as the love for language learning and an interest in Russian culture. Interestingly, those were the driving forces behind Yana's motivation to join MCLP, as she particularly loved the works of Leo Tolstoy.

Both Katia and Yana had praised their Russian learning experiences in MCLP. However, Katia had difficulties maintaining her motivation during the follow-up, an academic-year blended learning component, and mentioned that many of her classmates had the same problem. In 2018, Katia was no longer a student and lived and worked in a foreign country. Research has shown that the learners' L2 self-visions may change when they no longer see themselves as students (Huang et al. 2015). However, it was not the case for Katia. Her L2MSSs had remained stable over the years, particularly her strong ideal and anti-ought-to L2 self-visions.

Yana's L2 self-beliefs had undergone major changes over the years, specifically her ideal L2 self. Yana started the program as a less confident student than Katia with relatively low ideal L2 self-visions. Also, Yana had not been exposed to the Russian language and culture prior to MCLP, whereas Katia had spent some time in Ukraine with her Christian missions and had an adoptive brother from that country. Remaining consistent with the findings of Fryer and Roger (2018), Katia's experiences in Ukraine and her further study abroad resulted in a stable L2MSS system and increased clarity of her self-visions. In line with previous research (e.g., Dörnyei & Chan, 2013), the ideal L2 self has shown to be positively

correlated with learning efforts and overall achievements. For Yana, her ideal L2 self was the least stable component of L2MSS. Her scores significantly increased immediately after the program and decreased over time but were still higher than those before the program. These findings suggest that immersion programs like MCLP may drastically change the learners' views of their ideal selves in the short and long term.

To what extent do Katia and Yana continue to use Russian and why?

As of 2018, Katia had fully immersed herself into the Russian language and culture, whereas Yana no longer used the language. Yana's intensive studies at her university where Russian classes were not offered resulted in the lack of contact with the L2, which is crucial for L2 learners during the first year of college (Busse & Walter, 2013). This is a common problem for many learners of LCTLs, including Russian (Klimanova & Dembovskaya, 2013). Yana also said that she would love to start back up and continue learning the language; however, for her it was hard to find good resources (both through books/online resources and individuals). Interestingly, Katia was able to find "many forms of classrooms" and online resources.

Yana's original motivation to join MCLP was her love for language learning, Leo Tolstoy, and that the program would give her the opportunity to see what college was going to be like. For Katia, learning Russian originally was a combination of professional and personal reasons. In 2018, several years after the program, the situation was similar. However, Katia now used Russian not only with her brother but also with her husband, who is a native speaker of Russian. She lived in a former Soviet republic and used Russian daily,

including in her translation work. Katia basically continued her immersive experience in real life. She provided us with examples of her writing related to learning Russian from different periods of time, including the artifact from 2018 written in Russian. Unfortunately, Yana was not able to find any writing samples related to Russian, which may be indicative of her decreased motivation.

Implications and Future Directions

We outlined potential implications for Russian immersion programs and motivation research in the area of LCTLs. As it may be difficult to rely on statistical generalization in a study of LCTLS (there are simply not that many learners), the proposed mixed-effects case study methodology can be an effective methodology. Inclusion of multiple data sources is also beneficial. For example, without the qualitative data, it would be difficult to understand why Katia had such strong ideal L2 visions from the very start, whereas Yana started the program as a less confident student. We learned about Katia's adoptive Ukrainian brother from our interviews with her and from the artifacts about her Christian missionary trips prior to MCLP.

Our findings also demonstrated the need to consider rebellious (Lanvers, 2016) or anti-ought-to L2 self (Thompson, 2017a, 2017b) in a motivation study with learners of LCTLs. This type of self-visions was particularly important for Katia, a learner who fully immersed herself within Russian. Future research should look deeper into reasons behind strong anti-ought-to L2 self-visions. Moreover, MCLP teachers and administrators can provide their students with seminars on how they can use LCTLs in their careers where they can also invite former students. Considering that Katia and Yana had

different experiences finding resources on L2 Russian, it is important to organize online communities where future students and graduates can exchange their experiences. For example, the Russian social network *VK* can be an effective platform for peer interaction (Klimanova & Dembovskaya, 2013).

We also suggest re-examining the academic-year blended component of the program, as even exceptionally motivated individuals such as Katia start losing their motivation during that time. MCLP teachers and administrators may consider alternative options for their students, including providing them with an opportunity to go to a Russian-speaking country. Various trips to Russian-speaking countries were beneficial for Katia and resulted in increased visions of her ideal L2 self, and ultimately in outstanding results.

Katia and Yana had completed only one survey from MCLIP upon graduation and were not interviewed during the application process or after the program. MCLP may conduct pre- and post-program surveys of their graduates to gain insight into factors contributing to long-term successes of their graduates. Tracking students' progress over the course of several years is important, considering that MCLP's ultimate goal is to increase the number of U.S. citizens working with critical languages such as Russian.

Conclusion

Misunderstanding the importance of learning foreign languages, including LCTLs, is a major issue in the United States. To address this problem, SLA researchers, foreign language teachers, and administrators should combine their efforts to learn more about students' experiences from both quantitative and qualitative perspectives. Our two focal participants, Katia and Yana, graduated from the same Russian immersion program in the United States; however, their experiences with Russian were drastically different. Pre-learning experiences, such as Katia's trip to Ukraine, along with clear understanding of career goals, boosted her motivation and clarified L2 visions which remained stable over the years. Yana's initial love for language learning and works of Russian literature did not transform into a long-term commitment to learning Russian. This was also affected by her difficulties in finding resources on L2 Russian. Our case study showed that learning experiences may be a major factor in increasing learners' motivation, as was the case with Yana, whose motivation was at its highest immediately after the program. Finally, we demonstrated that learner's anti-ought-to self should not be neglected and incorporated in motivation research in the area of LCTLs.

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Appendix
Qualtrics Motivation Survey

Note. Each "self" was tagged to the three time periods: before the program, immediately after the program, and now (2018).

Ideal L2 self

1. I can imagine myself living abroad and using Russian effectively for communicating with the locals.
2. I can imagine a situation where I am speaking Russian with foreigners.
3. I can imagine myself speaking Russian with international colleagues.
4. I can imagine myself living abroad and having a discussion in Russian.
5. I can imagine myself as someone who is able to speak Russian.
6. I can imagine myself writing emails/letters in Russian fluently.
7. I can imagine speaking Russian as if I were a native speaker.
8. I can imagine myself studying in a university where all my courses are taught in Russian.

Ought-to L2 self

1. If I fail to learn Russian, I'll be letting other people down.
2. I have to study Russian, because if I do not study it, I think my parents will be disappointed with me.
3. Studying Russian is important to me in order to gain the approval of my peers/teachers/family/boss.

4. I consider learning Russian important because the people I respect think that I should do it.
5. My parents believe that I must study Russian to be an educated person.
6. It will have a negative impact on my life if I don't learn Russian.
7. I study Russian because close friends of mine think it is important.

Anti-ought-to L2 self

1. I chose to learn Russian despite others encouraging me to study something different (another language or a different subject entirely).
2. I want to study Russian, despite other(s) telling me to give up or to do something else with my time.
3. I am studying Russian even though most of my friends and family members don't value foreign language learning.
4. I want to prove others wrong by becoming good at Russian.
5. I am studying Russian because it is a challenge.
6. I would like to reach a high proficiency in Russian, despite others telling me that it will be difficult or impossible.

Russian learning experiences

1. I like the atmosphere of my Russian classes.
2. I find learning Russian really interesting.
3. I think time passes faster while studying Russian.
4. I always look forward to Russian classes.
5. I would like to have more Russian lessons at school.
6. I really enjoy learning Russian.