Migration Contexts

Identities in

Christiane Meierkord (eds.)
Konservanz Jungbluth

(Schweizerische Historische Museum, März des 5. Jh. v. Chr.)
 нескольки החיצים ברובע אַרְגִּיב - פִּינִית ד' V
Mediation: mit den Kindern des Kinderschaftsprojekts des Projektes

Signer:
Introduction

International Student Retention (De)Consensus National Identities in "Canadian" English

Christine Meeker (Wilfrid Laurier University)

The term "identity" is used widely in developmental psychology and linguistics to denote an individual's self-perception of a sense of self. This sense of self is often characterized by a combination of personal attributes, experiences, and values that are unique to each individual. In the context of international student retention, identity plays a crucial role in determining whether or not a student will continue their studies in a particular country. This paper explores the role of identity in international student retention, focusing on the concept of "Canadian" English identity and its impact on student retention rates. The paper draws on qualitative research methods, including interviews and focus groups, to explore the experiences of international students in Canada and how their sense of identity shapes their decision to stay or return home. The findings of this research suggest that a strong sense of identity can be a significant factor in student retention, and that institutions and policymakers can play a role in supporting the development of a positive identity among international students.
A different approach was taken by E.M. Järvinen and colleagues in the context of the problem of social disorganization, which they traced back to a number of factors, such as a lack of community cohesion and a feeling of alienation. They argue that social disorganization is a consequence of the breakdown of interpersonal relationships, which can lead to a sense of isolation and disconnection from the community. This, in turn, can result in higher levels of crime and other social problems.

The problem of social disorganization is a complex one, and it is not easy to find a simple solution. Many different factors contribute to this phenomenon, and they can interact in complex ways. However, by focusing on the relationships between individuals and the community, we can begin to understand the factors that contribute to social disorganization and work towards developing strategies to address these root causes.
Interactions across engagement

Interactions across engagement will be given to provide the necessary background information on the desired interactive discussions for the generation, management, and further processing of interaction and engagement. However, these interactions are conducted in such a way that the interactions are managed and the process of interaction and engagement is not altered.
6 Identity (de)construction in international student encounters

Table 1: Language and cultural background of speakers

<table>
<thead>
<tr>
<th>Region</th>
<th>Total</th>
<th>20</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
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<td>Chile</td>
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<tr>
<td>China</td>
<td>23</td>
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<td>6</td>
</tr>
<tr>
<td>Colombia</td>
<td>18</td>
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<td>6</td>
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<tr>
<td>Croatia</td>
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<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Cuba</td>
<td>17</td>
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<td>5</td>
</tr>
<tr>
<td>Czech Republic</td>
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<td>9</td>
<td>4</td>
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<tr>
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</tr>
<tr>
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</tr>
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<td>6</td>
</tr>
<tr>
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<tr>
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</tr>
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<td>Israel</td>
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<td>9</td>
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<td>4</td>
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<td>Luxembourg</td>
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<td>5</td>
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<td>Macedonia</td>
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</tr>
<tr>
<td>Russia</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Spain</td>
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<td>Switzerland</td>
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<td>Taiwan</td>
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</tr>
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<td>5</td>
</tr>
<tr>
<td>United Kingdom</td>
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<td>20</td>
<td>8</td>
</tr>
<tr>
<td>United States</td>
<td>23</td>
<td>17</td>
<td>6</td>
</tr>
</tbody>
</table>

The database included 315 speakers, 185 (60%) of whom were female, and 164 (57%) of whom were male. The majority of the speakers were from English-speaking countries (47%), followed by those from Asian (36%), European (15%), and Latin American (12%) countries. The most common languages spoken by the speakers were English (93%), Spanish (78%), and Chinese (49%).
even though I heard you didn’t say you French.

I wish that you’d been up to the identity of a Frenchman, for eating 4.

This was the second position in the Frenchman's portrait. I'm suggesting that 1. the second position is higher than the first.

Thus, I would have been satisfied with the 2.

Alas, since these two positions repeat, not containing any linguistic feature.

Example (1)

<table>
<thead>
<tr>
<th>Sonora</th>
<th>Sonora</th>
<th>Sonora</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
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<tr>
<td>7</td>
<td>6</td>
<td>5</td>
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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
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</table>

6.1 Shadings for Identity Assumptions

The method above involves the identity of another individual's assumption.

Shadings for identity assumptions can be written as follows:

- In the first person, I am being identity assumed.
- In the second person, you are being identity assumed.
- In the third person, he/she/they are being identity assumed.

These shadings can be used to identify who is being identity assumed by another individual.

Consequently, a speaker can verbally identify another individual by using these shadings.

(Continued on next page)
The strategy chosen to assist national identity and the interpretation of 

(Example 3)

5. 
Sweater or T-shirt

6. 
Açucar: meter (meters)

7. 
Acuario: monstruous (monstrous)

8. 
Spanish: Roman Catholicism

9. 
With an ice cream cone.

10. 
With an ice cream cone.

11. 
The juice is from the same place, right?

12. 
You can go to Mexico.

13. 
You are an American citizen, right?

In which country is your passport?

- In which country is your passport?

- In which country is your passport?

- In which country is your passport?

- In which country is your passport?

- In which country is your passport?

- In which country is your passport?

- In which country is your passport?

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- In which country is your passport?

- In which country is your passport?

- In which country is your passport?
Example (g)

<table>
<thead>
<tr>
<th>Example (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sentence that you want to translate is:</td>
</tr>
<tr>
<td>It's a gate by the tower.</td>
</tr>
<tr>
<td>Translation:</td>
</tr>
<tr>
<td>Il y a une porte par là-bas.</td>
</tr>
</tbody>
</table>

Example (h)

<table>
<thead>
<tr>
<th>Example (h)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sentence that you want to translate is:</td>
</tr>
<tr>
<td>It's right in the center of the city.</td>
</tr>
<tr>
<td>Translation:</td>
</tr>
<tr>
<td>C'est à la place.</td>
</tr>
</tbody>
</table>

Example (i)

<table>
<thead>
<tr>
<th>Example (i)</th>
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</thead>
<tbody>
<tr>
<td>The sentence that you want to translate is:</td>
</tr>
<tr>
<td>It's not a place of state, one (except).</td>
</tr>
<tr>
<td>Translation:</td>
</tr>
<tr>
<td>C'est pas un endroit de loisir, un (à part).</td>
</tr>
</tbody>
</table>

Example (j)

<table>
<thead>
<tr>
<th>Example (j)</th>
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</thead>
<tbody>
<tr>
<td>The sentence that you want to translate is:</td>
</tr>
<tr>
<td>It's not a place for a trip.</td>
</tr>
<tr>
<td>Translation:</td>
</tr>
<tr>
<td>C'est pas un endroit pour un voyage.</td>
</tr>
</tbody>
</table>

Part (j)

<table>
<thead>
<tr>
<th>Part (j)</th>
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</thead>
<tbody>
<tr>
<td>The sentence that you want to translate is:</td>
</tr>
<tr>
<td>They're on the same street.</td>
</tr>
<tr>
<td>Translation:</td>
</tr>
<tr>
<td>Ils sont sur la même rue.</td>
</tr>
</tbody>
</table>