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In True American: Language, Identity, and the Education of Immigrant Children, Rosemary C. Salomone constructs a cohesive argument in support of bilingual education in American schools. She does so by drawing on research results, anecdotes, historical analysis, international comparisons, and personal experience as the Kenneth Wang Professor of Law at St. John's University as well as a former ...

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This beautiful sentiment, however, is the other side of the coin of a more complicated fact about American identity. It raises the question of how Americans themselves understand the words of the Declaration of Independence, and so understand their own national character.

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enhance their cultural capital, their identity and their desires for the future. Thus an investment in the target language is also an investment in the learner's own identity. However, Norton questions the assumption that language learners can be unproblematically characterised as 4 Motivation, Language Identity and the L2 Self

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language, identity and cultural difference is a major concern for many social theorists and cultural researchers. As is well-known, language, identity and cultural difference are closely connected and influence each other. Stuart Hall has examined the relations between language, identity and cultural

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The informants stated that the absence of societal recognition of the importance in maintaining their heritage language was the most significant factor in their lack of motivation to maintain their heritage language. However, they appear to have formed a unique bicultural identity composed of characteristics from both Korean and American cultures.

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The American Jewish community is the first great community in the history of our people that believes that it can receive, develop, and perpetuate the Jewish tradition not in a Jewish language. By an overwhelming majority, American Jews cannot read or speak or write Hebrew, or Yiddish.

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