



Adultos mayores inmigrantes y estudiantes de ELE: Los roles de participación que surgen en conversaciones intergeneracionales e interculturales [

Universidad de Buenos Aires (UBA): Instituto de Lingüística, 2012

text (article)

Analítica

Senior citizens of Hispanic background in Melbourne, Australia, conducted conversations on a regular basis with secondary students of Spanish in order to develop and enrich their acquisition of the Spanish language. The participation roles that the older participants and students adopted within the conversations were studied using discourse analysis approaches. Three main roles were identified: the roles of 'language instructor' and 'socio-cultural guide', which both participants assumed in the encounters, and the role of 'ethical-moral adviser', which was only adopted by the senior citizens. The role of 'language instructor' was prominent in the data and it will be the focus on this manuscript. The results show that these intergenerational and intercultural encounters assist L2 Spanish learners in their language acquisition mainly due to the regular exposure that they do have with native speakers who pass on their language, cultural and migration knowledge and experience to younger generations. It is through intergenerational and intercultural activities that societies can enrich themselves by promoting social inclusion, equality and diversity among its members of the community

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Título: Adultos mayores inmigrantes y estudiantes de ELE: Los roles de participación que surgen en conversaciones intergeneracionales e interculturales [electronic resource]

Editorial: Universidad de Buenos Aires (UBA): Instituto de Lingüística 2012

Tipo Audiovisual: linguística análisis del discurso intergeneracional intercultural adquisición del español como segunda lengua análisis del discurso roles de participación multiculturalismo intergeneracional intercultural adquisición del español como segunda lengua análisis del discurso roles de participación multiculturalismo intergeneracional intercultural aquisição de espanhol como segunda língua análise do discurso papéis participativos multiculturalismo multiculturalism intergenerational intercultural acquisition of Spanish as a second language discourse analysis participation roles

Documento fuente: Signo y seña, ISSN 2314-2189, N° 22, 2012, pags. 13-33

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Lengua: Spanish

Enlace a fuente de información: Signo y seña, ISSN 2314-2189, N° 22, 2012, pags. 13-33

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es