



El punto de vista estudiantil en la construcción de un diagnóstico de necesidades y sus valoraciones en el área de la pedagogía del discurso [

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Analítica

Presently, it is necessary to look into the way language teaching is carried out. It is also paramount to consider, in the light of a competency-based education, the stances taken by all participants involved, even those who have been historically passive in this process: the students. In this sense, this research paper attempts to foreground High School students educational needs and their valuation of learning in the field of discourse. The theoretical framework is found in systemic functional linguistics (Halliday, 1982), in discourse studies (van Dijk, 2003; Jäger, 2003), and in pedagogical approaches (Cassany, Luna y Sanz, 2001; Coll, 2007; Perreneud, 2006; Tobón, 2007). The method employed is of a qualitative, interpretative type and the study was developed through the analysis of two instruments that gather data from High School students. The results suggest that the students worry about the development of their linguistic skills as linked to everyday use, especially those of a spoken nature

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