Abstract

The field of language didactics and teaching contents have changed in recent decades. The "communication and expression" perspective occupied the prominent position that the teaching of abstract reasoning once had in relation to mother tongue teaching at school level. Although not explicitly stated in official documents at secondary school level, the concept of immersion education not only postulated the antinomy "expression versus reasoning," but was also installed ideologically in the area of teacher training. In this context, the purpose of teaching the language as an object of knowledge was not clearly defined, and the term "communicative competence" emerged at various levels of training. While pragmatic theories were influential in teaching and were able to relocate the language in its character of action, the purpose of education was located in the "communicative use" whose immediate consequence was the underlying ideological spontaneity as a feature. As a result, we can say that since the so-called communicative approaches in teaching the language "have changed the focus of the object to be taught, in some cases didactic proposals present the didactic discourse-textual contents separated from the grammatical contents. In others-the majority-, these proposals are confined to the "practices of reading and writing texts, with the schematic reference of different text types. The grammar disappears, but when it does appear in some classes, it is restricted to the semantic description of grammatical categories, i.e. the teaching of morpho-syntax is avoided. Therefore, in this situation of school education, the teaching of languages is a challenge for those of us who specialize in teaching and research, not only in our local context but in Western cultures more generally, in which the effects of audiovisual technologies have produced significant socio-cultural changes. From the perspective of sociodiscursive interactionism, we conceptualize language abilities as social practices that have changed throughout history, enabling us to better understand human development, while designing new cultural models in the training process.

Keywords

Socio discursive interactionism, Linguistic praxis, Discursive formats.