Abstract
This article results from a research project developed in Costa Rica, specifically, in the central western region. Its main objective is of findings that shed light on the socio-historical principles and construction of teacher knowledge of English language teaching. Teacher knowledge is approached as a discursive and everyday life construction whose historical antecedents influence its constitution and perception. Therefore, an analysis of the historical situations that justified the English language teaching in Costa Rica is provided. Also, it is analyzed the way(s) national institutions like the “Ministerio de Educación Pública” as well as the English language teaching major from “Sede de Occidente, Universidad de Costa Rica” have historically assumed and set the principles of teacher knowledge. This study concludes that there have been four main domains regulating the English language teacher knowledge. They are the technical, the institutional, the content and the economic domains.

Keywords
Teacher knowledge, everyday life, english language teaching-learning, costa rican national english syllabus, universidad de Costa Rica, sede de occidente.