

Identification of linguistic paradigms in Mexican official Spanish language textbooks

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Presenter Name: Carlos Aguilar-Castillo | César AguilarAbstract

Objectives

This study identifies and characterizes the linguistic paradigms in official Spanish language textbooks distributed by Mexico's National Commission of Textbooks (Conaliteg) from 1959 to 2024. It examines their configuration, transitions, and interconnections amid curricular changes. The hypothesis argues against linear progression, proposing the superimposed coexistence of five paradigms: structuralist, generative, functionalist, sociolinguistic, and communicative.

Methodology

A mixed-methods design analyzes a corpus of 36 digitized textbooks from Conaliteg's historical catalogue. Quantitative analysis uses Sketch Engine to detect n-grams, collocations, and keywords indicating paradigmatic shifts. Qualitative discourse analysis evaluates learning objectives, language conceptualizations, activities, teacher-student roles, and content selection (e.g., grammar vs. linguistic diversity).

Results

Preliminary analysis suggests persistent structuralist elements (e.g., rule-based grammar) alongside emerging communicative focuses (e.g., functional activities post-1990s). Full results will map paradigm overlaps, revealing hybrid approaches in recent editions.

Discussion

This pioneering longitudinal study advances linguistic historiography and language education by documenting shifts from prescriptivist norms to descriptivist, variation-embracing models. Findings will inform future curriculum design, promoting inclusive practices in diverse, online learning environments.