ABSTRACT: The complexity of theoretical-practical articulations in the formative task often yields a result opposite to that intended in the teaching of discursive-textual capacities. These issues, which the current research, Teaching instructions in the educational process, their relation to the cultural design and the environment, approaches from within the sociodiscursive interactionism frame, start from the praxeological plane of the language action to discern how we teach reasoning by means of task instructions and activities in the mediation of the discourse type, from the enunciative position, and in the dialogical plane of textual genres. This work intends to study the discursive formats and the sequential dialogical schemes of textual genres, mediated by the dynamics of languages. Textual sequences, for their dialogical composition, and textualization mechanisms, such as selected grammatical constructions, are the methodological indicators used to observe the determination of language actions.

KEYWORDS: language action, discourse type, textual genres, praxeological plane, grammatical constructions.