



International Journal of Languages' Education and Teaching
Volume 6, Issue 4, December 2018, p. 300-320

Received	Reviewed	Published	Doi Number
06.12.2018	17.12.2018	30.12.2018	10.18298/ijlet.3222

**Teaching Infinitival Complements in Spanish as a Second Language:
Spanish Textbook Explanations**

*Jiyoung YOON*¹

ABSTRACT

This study examines Spanish textbook explanations of infinitival complements and how they can affect a learner's second-language acquisition process. Verbs taking infinitival complements are commonly found in mandate and volition verbs, both for Spanish and English. However, while some English verbs take gerunds (*María avoids eating/*to eat meat*), in Spanish a gerund never functions as the complement of a verb (*María evita comer/*comiendo carne*). Because of these differences, L1 English learners of L2 Spanish often have difficulty acquiring infinitival complement constructions in Spanish. Specifically, they may employ English-like complement structures, producing such ungrammatical utterances as **Odio comiendo tacos* 'I hate eating tacos'. A compounding factor is that many Spanish textbooks do not emphasize the usages of infinitival complements and, when explanations are provided, they are often vague and insufficient. This study examines Spanish textbook explanations of infinitival complements (intermediate and advanced college-level Spanish textbooks and grammar reference books published in the United States) to determine how they can affect the L2 learners' second-language acquisition process. In this study, sample interactive activities are proposed as an alternative that can go beyond the traditional textbook explanations.

Key Words: Spanish, teaching, second language, infinitival complement, textbook, grammar.

1. Introduction²

The role of the textbook in foreign language teaching and learning has been evolving over time. While most educators believe that textbooks are essential tools mediating teaching and learning a foreign language, there has been a growing trend to incorporate technological advances such as videos and online interactive activities as well as the instructor's own supplementary materials into foreign language teaching and learning. In spite of the fact that the millennial generation of the digital era may perceive the textbook as a less important source of information, students and instructors still view a textbook as one of the main resources to rely on as it provides the structure and the guide necessary to make learning possible. It helps learners and instructors organize their learning, activities, and exercises (Hutchinson & Torres, 1994). In addition, student perceptions regarding their textbook materials can impact the language learning process (Young & Oxford, 1993), so it is

¹ Associate Professor. Dr., University of North Texas, jiyoung.yoon@unt.edu.

² I would like to thank two anonymous reviewers whose comments and suggestions helped improve and clarify the earlier version of the manuscript.

important that foreign/second language textbooks present pedagogical materials as clearly and thoroughly as possible.

Because of this major role played by the textbook in foreign language teaching, researchers have been drawn to investigate to what extent a textbook can be useful for learners to understand grammar rules and use them correctly (Cook, 1998; Cullen & Kuo, 2007; Durán et al., 2007; Feliciano-Foster, 1978; Frantzen, 1995, 2013; Ghosn, 2003; Glisan & Drescher, 1993; Martinez-Garcia & Wulff, 2012; Shi, 2012; Silva, 2011; Terrell, 1990; Yoo, 2009; Young & Oxford, 1993). Among those studies, some have shown that foreign/second-language textbooks are not always as useful as they are designed to be. Frantzen (1995, 2013) and Yoo (2009) point out that many language textbooks examined in their studies do not provide clear explanations of grammar rules, but rather often make grammar rules complicated and confusing by either including too many rules (Frantzen, 1995) or by providing general explanations that learners must figure out for themselves (Yoo, 2009). In examining the grammar explanations of the Spanish preterite/imperfect in 30 college Spanish textbooks and grammar reference books, Frantzen (1995) finds that while many textbooks provide generally good explanations, they also often provide rules that can mislead and confuse students because they are only “half-truths.”

The limitation of the foreign/second-language textbook has also been addressed in terms of the grammar topics that are covered as well as examples and data provided in textbooks. Glisan and Drescher (1993) show that language textbooks do not really reflect how native speakers use grammatical structures in their authentic speech. In their analysis of six beginning-level college Spanish textbooks in comparison with the authentic oral data samples, they discovered that grammar rules and explanations provided in textbooks are far from reflecting native speakers’ authentic language use. Along the same lines, Cullen and Kuo’s (2007) analysis of 24 textbooks for English as a foreign language (EFL) learners also reveals that there is a tendency for the EFL textbooks to ignore the phenomenon of spoken grammar that occurs in conversational English. They emphasize the fact that written and spoken languages are not “replicas of each other” (Cullen & Kuo, 2007:381) and that textbooks should reflect this difference. Yoo (2009), after examining 21 EFL textbooks, also points out the mismatch between the explanations of the English definite article *the* provided in the textbooks and the actual usages found in the corpus. Along the same lines, a data-driven study in Martinez-Garcia and Wulff (2012) presents a corpus-based analysis of gerundial and infinitival complementation produced by Spanish and German ESL/EFL learners and English native speakers, which, in turn, is compared with the instructional materials used for Spanish ESL classes. Their findings reveal that the majority of the surveyed ESL textbooks do not provide input that can help the L1 Spanish learners of L2 English decide on which verb to use with which complementation construction (i.e., gerundial vs. infinitival complements).

On the other hand, studies such as in Young and Oxford (1993) and Shi et al. (2012) highlight the importance of taking into account language learners’ variables and feedback in determining the textbook selection. Through the comparison of the two beginning Spanish textbooks, Young and Oxford (1993) show that second language (L2) learners’ positive reactions to the textbooks depend largely on how the grammar explanations and exercises are presented along with the simple logical order and organization of the textbook material. Another example of such studies is presented in Shi et al. (2012) that attempts to show the EFL students’ views and perceptions about two English textbooks and the usefulness of the grammar activities. Their findings indicate that factors such as

clear explanations of the grammar and types of grammar exercises along with graphic devices can affect students' perception about the quality of the grammar textbook and the process of learning grammar.

While it is believed that language textbooks provide L2 learners with grammatical knowledge and guidance for learning both inside and outside the classroom, the studies mentioned thus far suggest that not all the textbooks necessarily achieve such a goal. It is also noteworthy that most of the studies have focused on the EFL textbooks, and more studies examining Spanish textbooks for L2 learners will only add a more accurate picture to the current status of the foreign language textbooks (cf. For the examinations of the Spanish language textbooks as L2, see Feliciano-Foster, 1978; Frantzen, 1995, 2013; Glisan & Drescher, 1993; Terrell, 1990; Young & Oxford, 1993, among others.)

The purpose of this study is to examine explanations of a rather underrepresented aspect of Spanish grammar, specifically, Spanish infinitival complements provided in college Spanish textbooks used in the United States. The choice of this particular grammar, that is, infinitival complements in Spanish, is partially due to the fact that L1 (first language) English learners of L2 Spanish often have difficulty mastering this syntactic construction, but many Spanish textbooks do not deal with this topic in depth or even omit it all because of the apparent similarities of syntactic structures in Spanish and English. After examining Spanish textbooks, this study further attempts to propose active learning methods as possible alternatives suggested for the traditional textbook explanations. The research questions that this study attempts to address are the following:

1. Do Spanish textbooks for L2 learners provide grammar explanations of infinitival complements?
2. If they do, what are the common grammar explanations provided in the L2 Spanish textbooks about infinitival complements?
3. Are the grammar explanations about infinitival complements clear enough for L2 learners to fully understand and use them?
4. What is a possible alternative teaching method that goes beyond the textbook explanations and promotes students' active learning?

2. Background: Spanish infinitival complements

In both Spanish and English, verbs taking infinitival complements are commonly found in mandate and volition verbs as in (1) and (2), respectively. Because of these apparent syntactic similarities, the Spanish infinitival complement is not typically one of those popular major grammar topics that are covered in Spanish language textbooks. For example, it would be rare to find a separate grammar section of infinitival complements in the table of contents of most of the Spanish language textbooks. Given that the infinitival complement is not a topic that is dealt with in a comprehensive way, L1 English learners of L2 Spanish often tend to rely on their intuitions. In other words, they resort to some syntactic and semantic similarities found in the infinitival complement constructions in Spanish and English, and produce grammatical sentences when the matrix verbs taking infinitival complements denote mandate (1) and volition (2) (Yoon, 2004; Yoon & Wulff, 2016). This is a case where L1 transfer is beneficial to learners, resulting in a grammatical utterance. (Kellerman, 1995; Larsen-Freeman & Long, 1991; Selinker, 1992).

- (1) a. Me mandan salir de la casa.
b. They order me to leave the house.
- (2) a. Mario desea viajar a Madrid.
b. Mario desires to travel to Madrid.

However, this apparent syntactic correspondence found between Spanish and English does not always hold, especially for cognition and declaration verbs as shown in (3) and (4), respectively. The verbs *creer* 'believe' and *declarar* 'declare, claim' can take infinitival complements in Spanish as in (3), whereas the English counterparts *believe* and *declare* do not allow infinitival complements unless these verbs take reflexive pronouns as direct objects as in (4).

- (3) a. Juan cree estar enamorado.
b. Juan declara tener problemas de salud.
- (4) a. Juan believes *(himself) to be in love.
b. Juan declares *(himself) to have health problems.

L1 English speakers learning Spanish often do not realize that verbs such as *creer* and *declarar* can take an infinitival complement, and in fact, they rather choose to use a full sentential complement in Spanish (e.g., *Juan cree que está enamorado*) just like in English (e.g., *Juan believes that he is in love*).³

In addition to the structural differences found in cognition and declaration verbs in Spanish and English, many English verbs take gerunds as a complement as in (5) while this is not the case for Spanish as shown in (6).⁴

- (5) Juan avoids having/*to have problems with his boss.
- (6) Juan evita *teniendo/tener problemas con su jefe.

In fact, the use of the gerundial complement instead of the infinitival complement may be one of the most common grammatical errors found in L1 English learners' compositions in Spanish. Among many different traditional characterizations of gerundial vs. infinitival complementation in English carried out by a number of researchers, Gries and Wulff's (2009) findings suggest that verbs associated with infinitival complementation such as *try* and *wish* denote potentiality, and they tend to be future-

³ Note that the syntactic frames of the Spanish verbs do not necessarily coincide with the those in English. For example, some Spanish verbs do not allow the sentential complement option that is allowed in English. Dussias et al. (2010) note that the verb *print* in English allows both a direct object and a sentential complement, but Spanish allows only the direct object option (e.g., *El estudiante imprimió el trabajo* 'The student printed the work', but not *El periódico imprimió que la noticia era buena* 'The newspaper printed that the news was good'). This type of syntactic difference has been discussed under the names of 'verbs as having a direct object bias' and 'verbs as having a sentential complement bias' (Wilson & Garnsey, 2009; Dussias et al., 2010). Detailed discussions are beyond the scope of the current study.

⁴ The only exception would be a very limited number of verbs in Spanish that take a gerund complement such as *continuar* and *seguir* (e.g., *Sigo hablando con mis amigos*).

oriented (e.g., *intend, hope, learn, and aim.*) Verbs associated with the gerundial complementation, on the other hand, evoke a frame in which the action denoted by the main verb unfolds (e.g., *avoid, end, imagine, hate*) (Gries & Wulff, 2009). According to them, the important aspect of English complementation is that many English verbs actually allow for both gerundial and infinitival complement constructions, and that they display varying degrees of preference towards one complementation type over another in terms of frequency of use.

Even if we assume that L1 English learners of L2 Spanish already possess such grammatical knowledge about the complementation types and their associated semantics in English, it becomes complicated when they discover that Spanish complementation does not work the way it does in English. The compounding factor is that, unlike in English, there have not been many studies tackling the semantics of the infinitival complement in Spanish, thus allowing Spanish textbooks to be rather vague and less explicit about this particular grammar topic (See González-García, 2011; Verkonk & Vangehuchten, 1998; Yoon, 2004; Yoon & Wulff, 2016, for discussions about Spanish infinitival complements).

The semantic characterization of the Spanish verbs taking infinitival complements is proposed in Verkonk and Vangehuchten (1998) and Yoon (2004), which provide some general insight about the syntactic and semantic behaviors of the complement-taking verbs in Spanish. Main verbs taking infinitival complements in Spanish include verbs of volition typically denoting desire, intention, and attempt/effort as well as verbs that do not involve volition such as verbs of emotion, cognition, and declaration denoting meaning of 'assessment' (Yoon, 2004). In Yoon and Wulff (2016)'s corpus-based analysis, the general semantic trend of the infinitival complement-taking verbs in Spanish is identified along with the semantic characterization suggested in Yoon (2004): infinitival complement construction is strongly associated with verbs of desire, among which *querer* 'want' is the most commonly found verb, along with similar verbs such as *intentar* 'try' *preferir* 'prefer,' *necesitar* 'need,' and *desear* 'wish'. This verb category is what is classified as verbs of volition in Yoon (2004), and interestingly what most of the Spanish textbooks would typically illustrate as examples of Spanish verbs taking infinitival complements. Another type of verb taking infinitival complements in Spanish but in a less distinctive manner, are verbs of mental activity including *creer* 'believe' and *reconocer* 'recognize', and some verbs of communication such as *decir* 'say' (Yoon & Wulff, 2016). These verbs are more distinctively associated with full sentential complements rather than with infinitival complements according to their corpus-based analysis, and perhaps because of that, learners of L2 Spanish often resort to full sentential complements for this verb type as in (7) and (8):

- (7) Juan duda/no cree que tenga problemas con su madre.
'Juan doubts/does not think that he has problems with his mother.'
- (8) Juan declara que es inocente.
'Juan declares that he is innocent.'

As mentioned earlier, one of the most common errors that L1 English learners of L2 Spanish would make is found in such examples as in (6), in which students heavily rely on their linguistic intuition of L1. More often than not, L1 transfer may lead them to employ English-like complement structures. More such examples follow in (9) and (10):

- (9) *Oodio hablando de dinero.
 'I hate talking about money.'
 (correct sentence: Oodio hablar de dinero '(lit.) I hate to talk about money.')
- (10) *Lamento siendo tan franco.
 'I regret being so frank.'
 (correct sentence: Lamento ser tan franco '(lit.) I regret to be so frank.')

In example (9), for instance, learners use the gerund *hablando* 'talking' for the infinitive *hablar* 'to talk' as a complement of the verb *odio* 'I hate'. This is likely the result of L1 influence since in English, the verb *hate* takes a gerund complement (e.g., *John hates having problems with his mother*). It is, in fact, not surprising to find this type of error in L1 English learners' written and oral productions, as it is widely believed that second language learners are affected by their L1s while acquiring L2 (Gass, 1996; Ellis, 1997; Schwartz & Sprouse, 1996). One thing that L1 English learners of L2 Spanish often do not understand is that while some English verbs take gerunds, in Spanish a gerund never functions as the complement of a verb (*María evita comer/*comiendo carne*). Because of these differences, L1 English learners of L2 Spanish often have difficulty acquiring infinitival complement constructions in Spanish as mentioned earlier.

Having demonstrated the similarities and differences of the infinitival complement in Spanish and English in terms of syntax and semantics, I will now turn to an analysis of the grammar explanations of infinitival complements provided by Spanish textbooks and grammar reference books.

3. Methodology

3.1. Procedure

A total of 26 textbooks comprised of 14 intermediate and 12 advanced college-level Spanish textbooks and grammar reference books were initially selected and analyzed to find common and typical explanations provided on infinitival complements. Most of these textbooks were published between 2000 and 2017, and they are widely used in intermediate (second-year) and advanced (third- or fourth-year) Spanish classes at the college level in the U.S. A few grammar reference books that are included in the current analysis are usually used for graduate-level classes such as *Advanced Spanish Grammar*. Most of the publishers of the surveyed textbooks were major textbook publishers in U.S. that include Cengage Learning, McGraw-Hill, Pearson / Prentice Hall, Vista Higher Learning, Wiley, Houghton Mifflin Company, Thomson Learning, and Waveland Press, while there were only two non-U.S. publishers that came from Spain (Espasa and Aguilar).

The list of the textbooks and grammar reference books surveyed in this study is provided in Appendix. In the analysis of the textbooks that include explanations about infinitival complements, however, the names of the individual textbooks will not be identified for specific grammar explanations because the purpose of this study is not to evaluate the effectiveness of the specific textbooks but rather to analyze common explanations provided in typical Spanish textbooks used in the U.S. In addition, Spanish textbooks that are designed for beginners are not included in the analysis, as the topic of infinitival complements is not usually found among those common grammar

topics taught to beginners. Due to the limited availability of the most recent editions of the textbooks to the author, some of the textbooks were not the most current editions.

3.2. Analysis

The current analysis focused mainly on the content of the grammar explanations themselves and was not concerned too much about the activity types or grammar exercises. Since the rules and explanations provided by the textbooks (if any) were not comprehensive in general, I took inventory of the common rules or explanations that were offered in the textbooks in order to examine if those explanations were clear and useful to L2 learners. In addition, I examined the examples of infinitival complement-taking verbs mentioned in the textbooks to see what kind of input L2 learners receive in the instruction materials. The detailed steps are explained below.

- All the textbooks were examined in order to find any separate section of grammar dedicated solely to infinitival complements or infinitives. As an initial step, the table of contents for each textbook was scrutinized to find if any grammar topics included infinitival complements or infinitives.
- If the table of contents of each textbook did not provide any separate section for this grammar topic, the next step was to check the index provided at the end of each textbook (if any). Some textbooks divided the index into two parts: 'grammar index' and 'topic index'. If that is the case, I paid special attention to the list of terms included in the grammar index to find any of the following grammar terminologies either in English or Spanish, depending on the language of instruction employed in each textbook: infinitive (*infinitivo*), infinitival complement (*completiva de infinitivo*), complement (*completiva*), and gerund (*gerundio*).
- If none of those terms were mentioned in either the table of contents or index, I looked into the sections of grammar that could possibly mention infinitives or infinitival complement-related issues. Those grammar sections, among others, included 'subjunctive' and 'verbs that take specific prepositions'.
- If any section or part of textbook provides any explanations, they were typed and analyzed according to their common features or explanations that were mentioned at least 3 times in different textbooks. The most common explanations were syntactic and structural explanations, a comparison between Spanish and English, a list of verb examples taking infinitival complements, and explanations of infinitives in relation to the preposition-taking verbs.
- Each textbook that provided any explanation was tallied for each common explanation in order to see how many textbooks provided each type of explanation.
- In addition, for the textbooks that mentioned infinitival complements or infinitives, all the examples of verbs taking infinitival complements referenced at least once in any textbook were recorded in order to see what kind of verbs were typically mentioned as examples.

4. Results

As for the first research question addressed earlier ("Do Spanish textbooks for L2 learners provide grammar explanations of infinitival complements?"), this study found that only less than a half (46%) of the textbooks (i.e., 12 out of 26 books) surveyed did so. The results reveal that 10 out of the 14 intermediate textbooks and 4 out of the 12 advanced textbooks did not provide any explanation of

infinitives or infinitival complements, whereas the others, if they provided any explanations, offered them as either a sub-section of a bigger part of a grammatical component such as subjunctive vs. indicative, or a small separate section of infinitive[s], and/or a comparison between infinitives and gerunds in Spanish and English. Only 4 intermediate and 8 advanced Spanish textbooks (including grammar-reference books) provided some type of explanations on infinitival complements. Depending on the level of the textbooks and also the grammatical topics in which the explanation of the infinitival complement was embedded, some textbooks provided more detailed usages of infinitival complements whereas others often very briefly mentioned the use of the infinitive (rather than infinitival complements) in general. The list of the textbooks that contained some kind of explanations about the infinitives and/or the infinitival complements is presented in Table 1.

Table 1. List of textbooks that provide explanations on infinitival complement (in alphabetical order)

Intermediate	Advanced /grammar-reference book
<ul style="list-style-type: none"> • ¡Avance! (2007) • ¡Continuemos! (2012) • Horizontes (2003) • Imagina (2015) 	<ul style="list-style-type: none"> • Curso de gramática avanzada del español: Comunicación reflexiva (2006) • El próximo paso (2002) • Gramática de la lengua española (2001) • Gramática esencial (2003) • Gramática española: Análisis y práctica (2017) • Manual de gramática (2003) • Manual de gramática española (1996) • Taller de escritores: Grammar and composition for advanced Spanish (2016)

Our second research question is what the common grammar explanations about infinitival complements are if any explanations are provided. The common explanations about the use of the infinitive in Spanish in general (not particularly limited to infinitival complements) can be grouped into four categories in (11). The explanations presented within quotation marks are close paraphrases.

(11) #1: Syntactic functions of infinitives: “The infinitive functions like a noun. Thus, it can be the subject or object of a verb, or object of a preposition. An infinitive is used as a complement of a conjugated verb when there is no change of [a] subject.”

#2: Comparison between English and Spanish (gerund vs. infinitive): “In English, the *-ing* form can function as a noun. In Spanish, the *-ndo* form can never function as a noun. The only Spanish verb form that can do so is the infinitive.”

#3: “The following is a list of verbs taking infinitival complements.”

#4: “Some Spanish verbs require a preposition before the infinitive that accompanies it.”

The explanations, in general, offer a certain level of insight into infinitives / infinitival complements in Spanish; however, since most of them rather deal with a narrow range of infinitive-related phenomena, it often may not be easy for students to grasp a bigger picture of the grammatical concept

of infinitival complements and/or infinitives. As a result, L1 English learners of L2 Spanish often tend to rely on the rules of English infinitival complements, which, as we just saw, are not reliable sources of knowledge.

Table 2 shows the distribution of the textbook explanations #1-4 in 4 intermediate and 8 advanced Spanish textbooks. Note that the numbering of the textbook does not follow the order of the textbooks presented in Table 1, but it is randomly assigned in order to make the names of the textbooks anonymous. Only one textbook at an advanced level (A-8) included all of the four typical explanations of infinitives/infinitival complements.

Table 2. Textbooks' explanations of infinitives in Spanish.

(I = Intermediate, A/G = Advanced or Grammar reference books)

Textbook	Common explanation of infinitives			
	#1	#2	#3	#4
<u>Intermediate textbook</u>				
I-1	√	√		
I-2	√			√
I-3	√			
I-4	√		√	√
<u>Advanced / grammar-reference book</u>				
A-1	√	√		
A-2				√
A-3	√			
A-4	√		√	√
A-5	√			
A-6	√	√		
A-7	√			
A-8	√	√	√	√

Importantly, the third research question of this study was concerning the clarity and effectiveness of the grammar explanations themselves as repeated here: "Are the grammar explanations about infinitival complements clear enough for L2 learners to fully understand and use them?" The analysis of the results reveals that this is not necessarily the case for most of the surveyed textbooks.

What follows is the discussion of each of the four common explanations and the analysis of what may lead students to misunderstand or partially understand the concept of the infinitival complement.

#1: Syntactic functions of infinitives: "The infinitive functions like a noun. Thus, it can be the subject or object of a verb, or object of a preposition. An infinitive is used as a complement of a conjugated verb when there is no change of [a] subject."

As Table 2 shows, 11 out of 12 textbooks (4 intermediate and 7 advanced/grammar reference books) provided such an explanation. This was the most common explanation found about infinitives and/or infinitival complements in Spanish. Most of the textbooks correctly explain that the syntactic function of the infinitive coincides with that of a noun (*Necesito descansar* 'I need to rest' which is equivalent of

Necesito descanso 'I need a break'), albeit briefly and in passing. For instance, in textbook A-3, there is a section about "the infinitive as object", which states that the infinitive may be used as the direct object of a verb (just like a noun) if the person performing the action expressed by the infinitive is the same as the subject of the main verb. One of the typical examples provided in the textbooks is presented in (12):

- (12) Deseo ir a un restaurante mexicano el sábado próximo.
'I wish to go to a Mexican restaurant next Saturday'

Although this explanation seems to be a good starting point to introduce the concept of the infinitival complement in Spanish, it may end up being rather vague if no further explanations are given to fully describe what that means. The co-referential subjects of both the main verb and the infinitival complement are certainly one of the important conditions allowing an infinitival complement especially when explaining the use of the subjunctive mood (e.g., *Deseo que Mario y Juan vayan a un restaurante mexicano* 'I wish that Mario and Juan go to a Mexican restaurant') where the subjects of the main clause and the subordinate clause are not co-referential. Yet if the semantic characterization of the infinitival complement-taking verbs is missing in the explanations, students may still falsely assume that the gerundial complement is still possible to use just like in English (e.g., **Odio comiendo mariscos* 'I hate eating seafood'). Furthermore, what is missing in a typical explanation such as #1 is that not all the main verbs can take infinitival complements as the direct object of the verb, but that only a certain type of main verb allows infinitival complements when the subjects of the main verb and the infinitive are co-referential. As discussed earlier, the semantics of the main verb actually play an important role in determining whether a main verb can take an infinitival complement (Yoon, 2004; Yoon & Wulff, 2016), but this is not the type of explanation typically found in Spanish textbooks.

#2: Comparison between English and Spanish (gerund vs. infinitive): "In English, the *-ing* form can function as a noun. In Spanish, the *-ndo* form can never function as a noun. The only Spanish verb form that can do so is the infinitive."

It is surprising to find that only 4 textbooks (1 intermediate and 3 advanced) provided a comparison of English and Spanish infinitives. In Dozier and Iguina (2003:238), for example, it is stated that "the infinitive functions like a noun in Spanish, and like a noun, it can be the subject or object of a verb, or object of a preposition. In English, the present participle is frequently used in these roles." This is a useful observation about the similar syntactic role played by the infinitive in Spanish and the gerund in English, but no examples were provided to illustrate this comparison. One of the main causes of confusion that L1 English learners of L2 Spanish often encounter is that the complement structure of Spanish appears to be quite similar to that of English, but only with certain verb types. To make their reasoning even more complicated, L1 English learners must also understand that in English, depending on which main verbs take complements, either *-ing* forms or *to* infinitives (and even both for some verbs) can function as verbal complements, as shown in (13-15):

- (13) Gerund as verbal complement:
- a. Mary avoids/doubts having/*to have a baby.
 - b. Mike enjoys talking/*to talk to his friends all the time.

- (14) Infinitives as verbal complement:
- a. Kate hopes to get/*getting an A in the Spanish class.
 - b. Emma seeks to get/*getting a scholarship to study abroad.
- (15) Gerund and infinitive as verbal complement:
- a. Michael remembers to call/calling his sister during the weekend.
 - b. John prefers to run/running alone.

Therefore, L1 English learners of L2 Spanish would likely be confused about which Spanish verbs can take infinitival complements, especially when the complementation structures between the two languages do not pattern together. In such contexts, students would benefit from textbooks that provide more complete explanations about these differences, but that is not what the findings of this study tell us.

#3: "The following is a list of verbs taking infinitival complements."

As Table 2 shows, 3 textbooks (1 intermediate and 2 advanced textbooks) included a list of examples indicating which conjugated verbs can take infinitives, but usually without providing further explanation about common semantics between these verbs. The list of verbs taking infinitival complements includes, for example, *deber* 'to have to,' *pensar* 'to think; to plan,' *decidir* 'to decide,' *poder* 'to be able to,' *desear* 'to desire,' *preferir* 'to prefer,' *esperar* 'to hope; to expect,' *querer* 'to want,' *necesitar* 'to need,' *saber* 'to know how,' and *parecer* 'to seem'. Interestingly, these examples of verbs also take infinitival complements in English, so it would be possible for learners to infer that these verbs take infinitival complements in Spanish because they also do so in English.

Another possible cause of confusion is that the lists of verbs provided in those three textbooks are not uniform with respect to their syntactic structure and the semantics of the main verbs. For instance, *deber* 'to have to' and *poder* 'to be able to' are modal verbs that do not appear in a "control" relation like other verbs such as *pensar* 'to plan,' *decidir* 'to decide,' *desear* 'to desire,' *preferir* 'to prefer,' *esperar* 'to hope,' *querer* 'to want,' and *necesitar* 'to need.' In addition, *parecer* 'to seem' appears in a raising construction in a traditional sense, and is thus neither a modal nor a control verb.

Table 3 shows the list of verbs referenced at least once in the surveyed textbooks as verbs taking infinitival complements. Not only were co-referential 'subject-control' verbs often included in the verb list but were also mentioned the so-called 'object-control' verbs in which the volitional subject of the main clause and the subject of the subordinate clause are not co-referential. Therefore, it appears that the infinitival complement-taking verbs exemplified in the textbooks are not systematically presented according to the syntax and semantics of such verbs, but rather, most of the verb examples used in the textbooks seem to be replicas of the English verbs taking infinitival complements except a few verbs such as *prohibir* 'to prohibit (from),' *impedir* 'to prevent (from),' and *lograr* 'to succeed in'.

Table 3. Infinitival complement-taking verbs referenced in the explanations of the Spanish textbooks

Verbs of 'subject-control' (co-referential volitional subject of the main clause and the subordinate clause)	Verbs of 'object-control' (the volitional subject of the main clause and the subject of the subordinate clause are not co-referential)	Modal / Semi-modal verbs
querer 'to want'	dejar 'to let'	tener que 'to have to'
pensar 'to plan; to think'	mandar 'to order'	necesitar 'to need to'
proponer 'to propose'	permitir 'to allow'	deber 'must'
preferir 'to prefer'	prohibir 'to prohibit'	poder 'can/to be able'
desear 'to desire'	recomendar 'to recommend'	saber 'to know how to'
esperar 'to hope'	hacer 'to make'	
decidir 'to decide'	aconsejar 'to advise'	
lograr 'to succeed in'	impedir 'to prevent'	
	rogar 'to beg'	

Note: Other types of verbs mentioned sporadically: *parecer* 'to seem' and *gustar* 'to be pleasing to'

#4: "Some Spanish verbs require a preposition before the infinitive that accompanies it"

A total of 5 textbooks (2 intermediate and 3 advanced) mentioned the fact that "some" Spanish verbs require a preposition before an infinitive, such as *empezar a* 'to begin (to),' *aprender a* 'to learn,' and *ponerse a* 'to begin (to).' This explanation consists of presenting a list of vocabulary or idiomatic expressions containing frequently used prepositions in Spanish. In the textbook A-2, this was the only explanation given about the infinitive-related topic (not really about the infinitival complement). Since many textbooks surveyed in this study omitted explanations about the infinitival complement all together, I chose to include this explanation in the analysis as students can still benefit from such explanations to learn the different syntactic structures required for certain verbs in Spanish (e.g., *empezar a* 'to begin (to)' requires the preposition *a* unlike the English counterpart). In spite of the idiosyncratic idiomatic natures of many Spanish verbs requiring the presence of the preposition, Explanation #4, however, does not appear in most of the 26 textbooks surveyed, and thus, learners are still left to figure out for themselves these particular syntactic structures.

5. Discussion

This study reveals that the textbook is not necessarily a reliable source of instructional materials to teach and learn the infinitival complement in Spanish. Out of the 26 Spanish textbooks surveyed in the present study, only 12 textbooks (46%) provided some kind of grammar explanation about infinitives or infinitival complements in Spanish. In other words, only less than a half of the textbooks considered the topic of the infinitival complements in Spanish significant enough to deserve the attention of the L1 English learners of L2 Spanish. Overall, those 12 textbooks that offered some kind of explanation about the infinitives or the infinitival complements, only did so to the extent that the grammar explanations were rather fragmental and anecdotal without having their own separate grammar section solely devoted to this topic. Some of the typical explanations about the infinitival complement or the infinitive as well as examples of verbs included in the explanations were not clear and complete enough for L2 learners to fully grasp the usage of this grammatical construction.

Why do Spanish textbooks not thoroughly cover the topic of the infinitival complement while language instructors continue to witness that L1 English learners of L2 Spanish struggle with this grammar structure without being able to completely eradicate common errors? It may be partially due to the fact that some of the most typical grammatical topics that are covered in the beginner, intermediate, and advanced Spanish textbooks for L1 English speakers normally focus on the contrastive features (that is, not overlapping features) between Spanish and English. For example, most Spanish textbooks almost always include the grammar topics that show a clear contrast between Spanish and English. Those topics include, but are not limited to, contrasts observed in many grammatical components (e.g., *ser* vs. *estar* 'to be', *por* vs. *para* 'for', subjunctive vs. indicative, preterite vs. imperfect), direct and indirect object pronouns that behave very differently from English, and some of the grammatical aspects that do not easily match the English L1 grammar such as *gustar*-type verbs and various uses of the pronoun *se*.

Interestingly enough, as it has been mentioned earlier, not many Spanish textbooks normally include a separate section or chapter for infinitival complements, as this grammatical topic is considered to be somewhat similar to the L1 English grammar of American students. This "apparent correspondences" in Spanish to English infinitival *to*, as noted in Klein (1984), creates a tendency for Spanish textbooks to present this topic in piecemeal fashion, rather indirectly, in the subsections of other contrastive grammar sections of subjective vs. indicative, for example, or in unrelated sections of textbooks. Therefore, L2 learners are hardly exposed to the adequate and clear grammar explanations as well as a variety of authentic examples and input that can aid their learning. We have observed that the examples of the infinitival complement-taking verbs mentioned in the surveyed textbooks are rather artificial and limited without really reflecting a variety of the usage of this syntactic structure in an authentic context. The list of verbs in Table 3 did not include any problematic verbs such as *evitar* 'to avoid', *lamentar* 'to regret', and *odiar* 'to hate' which take infinitives in Spanish but gerundial complements in English. Thus, it is not only grammar explanation itself but also the examples and data chosen for this purpose should be able to help L2 learners understand and use the target grammar correctly.

In fact, L2 learners often perceive some disconnection between the textbook and the actual language usage. A comment made by a participant in a survey conducted by Shi et al. (2012:125) attests to this fact by expressing frustration: "I hope the grammar book can tell students more than the rules, but also tell students how to use the grammar rule in a real world." While grammar is important in everyday communication, researchers recognize that grammar knowledge presented in language textbooks tend to be decontextualized. L2 learners need to know not only the grammar structure but also its usage and function in the authentic context of communication (Shi et al., 2012). Glisan and Drescher (1993:30-31) argue in this sense, that "authentic discourse should serve as an important avenue for helping textbook writers and teachers to contextualize grammar instruction more accurately. Authentic language can be used to contextualize textbook grammar". Along the same lines, Cook (1998) underscores the importance of presenting vocabulary items and verbs in context, especially with the complementation structure of the verb in mind, thus, instead of presenting a list of verbs and their meanings, for example, textbooks should present them in context (for example, the verb *like* is employed in different syntactic frames: *John likes football*, and *John likes to play football*). The lack of connection between foreign language textbook explanations / activities and authentic language in use has also been noted by Ghosn's (2003) study: her findings indicate that instructors working

with foreign language textbooks are more concerned with accurate forms produced by students rather than with genuine communication itself. Textbooks, according to her, tend to make L2 learners produce highly controlled forms of language, often with words, phrases, and sentences, but hardly as extended discourse. Benavides (2015) also tackles the limitation of the instructional materials that do not often provide sufficient breadth and depth of authentic texts. He creates lessons in which a large corpus is used to encourage L2 Spanish learners to actively find evidence in the corpus that confirms or contradicts the textbook explanations of grammar (e.g., preterite vs. imperfect, *ser* and *estar* 'to be' in Spanish). The use of the authentic Spanish corpus does indeed elicit positive responses from students in his study, confirming the effectiveness of using the corpus in teaching L2 grammar. This growing trend of research, while pointing out the limitation of many language textbooks, lead educators to think outside the box in order to make L2 learning more effective and meaningful.

For this reason, it should be noted that it is not necessarily the textbook itself that carries all the weight of instruction and learning. The textbook, in fact, can serve as a tool to foster negotiation and interaction without constraining what one can learn and teach (Hutchinson & Torres, 1994; Santos, 2008), and the instructor is usually the mediator in this interaction (Luke, de Castell, & Luke, 1989). In the following section, we briefly present a sample interactive activity that can go beyond textbook explanations, in which grammar (i.e., infinitival complements) is contextualized in an authentic setting.

6. Sample interactive activities beyond textbooks

In response to the fourth research question addressed initially (i.e., "What is a possible alternative teaching method that goes beyond the textbook explanations and promotes students' active learning?"), this section briefly presents sample interactive activities that can provide more contextualization and meaning compared to traditional textbook explanations, thus enhancing L2 students' active learning of infinitival complements in Spanish. The suggested interactive activities below are drawn from the insight offered in the 'guided induction model' of teaching methods in which teachers help L2 learners construct rules (rather than providing them with pre-written grammar rules from textbooks) by drawing students' attention to the relevant grammar items in the input and asking guiding questions (Adair-Hauck et al., 2010; Cerezo et al., 2016; Herron & Tomasello, 1992; Smart, 2014).

The activities I have created for teaching infinitival complements in Spanish include oral interviews with native speakers of Spanish, writing tasks based on the oral interview that are shared on the online discussion board for the entire class, and reading classmates' online reports and writing reactions to them. All of these steps are geared towards the use of the infinitival complements in their oral and written productions with the guided induction model in mind. The purpose of these collaborative activities is to promote the actual language use in authentic contexts rather than just memorizing and applying the grammar rules presented in textbooks. More detailed steps for these activities are presented below.

- Task 1: Infinitival complement structures are presented as tasks to be completed outside the classroom through interviews with native speakers and also via online (for example, "Black Board learning"). Students are to use some sample verbs taking infinitival complements included in the instructions of the activity. After the interview, students write their interview

reports in the classroom online discussion board which is a shared virtual space for all the classmates and the instructor for the class activities and assignments.

- Task 2: After all the students have shared their interview reports in the class online discussion board, they are to react to two of the written interviews of their classmates using infinitival complement structures. Again, sample reactions are written in the instructions, so that students know what kind of structures are expected to use for their written reactions.

Task 1, preferably, can work better if native speakers of Spanish are readily available for interviews, but this kind of authentic interaction can be achieved by means of some modifications as well. If students are studying abroad in Spanish-speaking countries or live in a community in which there are many native speakers of Spanish or Spanish/English bilinguals are available, these tasks can be done more naturally. If such an option is not viable, interviews with native speakers of Spanish can also be done via *Skype* or *FaceTime*. In the end, the main purpose of this kind of activity is for students to use the target grammar structure (i.e., infinitival complements in the present study) in an authentic setting, allowing them to process the grammatical information through inductive reasoning rather than absorbing grammar explanations written in textbooks.

Specifically for the case of the infinitival complements in Spanish, I have created an interactive task for the third-year college students from U.S. studying Spanish abroad in Costa Rica as part of a pilot study. In the instructions of Task 1, I asked students to interview their host mom or dad about her/his activities and food she/he prefers to have on her/his birthday. Students were required to use at least 4 of the infinitival complement constructions from the list of given verbs (*preferir* 'to prefer', *creer* 'to think/believe', *decider* 'to decide', *odiar* 'to hate', *lamentar* 'to regret', *pensar* 'to plan', *necesitar* 'to need'), and sample interview questions were given such as *¿Qué tipo de comida prefiere comer en su cumpleaños?* 'What kind of food does she/he prefer to eat on her/his birthday?').

After all the students wrote their interview reports in the classroom online discussion board, they had an opportunity to reinforce the infinitival complement structures they used during the interviews by reacting to the written interview of other classmates (Task 2). The purpose behind this second task was not only for students to be exposed to the written input (i.e., interview reports) of their peers to see the infinitival complements used in written contexts, but also for them to use the target grammar structure again in a meaningful way. In addition, fostering a collaborative relationship among students (Task 2) and also communities (Task 1) are considered to be beneficial for meaningful engagement and learning (Abbott & Lear, 2010; Bettencourt, 2015; Hale, 1999; Pellettieri, 2011; Thompson, 2012).

I asked students to write some similarities and differences between their host mom and their classmates' host moms regarding their preference about food and activities they want to do on their birthdays. Once again, in order to offer students an inductive guide about the infinitival complement, I asked them to use at least 3 of the infinitival complement-taking verbs from the list given, which includes verbs such as *temer* 'to be afraid of', *odiar* 'to hate', *negar* 'to deny', *esperar* 'to hope', *lamentar* 'to regret', and *aceptar* 'to accept/admit'. For the second task, the verbs that were required to use included several verbs that take gerundial complements in English (*temer* 'to be afraid of', *odiar* 'to hate', *negar* 'to deny', *lamentar* 'to regret') so that students could see the syntactic difference between

complementation in English and complementation in Spanish. A sample interview report from a student is presented in (16) and the responses to the classmate's report are presented in (17). Grammatical errors made by students are not corrected in these actual sample writings. The infinitival complement constructions used by students are marked in italic characters for the purpose of the exposition.

(16) Task 1: Interview report

Mi mama tica *prefiere comer* todos tipos de postres en su cumpleaños. Ella se encanta pastel de queso el más. No *prefiere comer* las comidas. Ella *creo tener* algunos invitados en una otra casa para comer juntos. No le gusta limpiar en su cumpleaños. Mi mamá tica *odia tener* su cumpleaños en un restaurante. Ella piensa estar en un restaurante es aburrido. *Prefiere tener* una fiesta con sus amigos y su familia porque ella puede divertirse, bailar, y hablar alto. Ella le gusta tomar viajes como un regalo.

(rough translation) 'My Costa Rican mom prefers to eat all kinds of desserts on her birthday. She loves cheesecake the most. She prefers not to eat food. She thinks she will have some guests in another house so that we can eat together. She does not like to clean on her birthday. My Costa Rican mom hates to have her birthday in a restaurant. She thinks that being in the restaurant is boring. She prefers to have a party with her friends and her family because she can have fun, dance, and talk loud. She likes to go on trips for her gift.'

(17) Task 2: Reactions

Example 1.

"Mi mama Tica es muy diferente a la tuya. Ella *no odia cocinar o limpiar* en su cumpleaños. Lo que ella espera es comer junto a su familia. Ella aceptará de todos modos que puede estar con su familia.

(rough translation) 'My Costa Rican mom is very different from yours. She does not hate cooking or cleaning on her birthday. What she expects is to eat together with her family. She will accept any way that she can be with her family.'

Example 2.

"Mi mamá Tica es la opuesta que tu mamá Tica. Mi mamá Tica *espera ir* al restaurante porque le encanta el restaurante Spoon y es nomas para ocasiones especiales. *Niega tener* preferencia de postres. Nuestras mamas *aceptan tener* gente para el cumpleaños."

(rough translation) 'My Costa Rican mom is the opposite of your Costa Rican mom. My Costa Rican mom hopes to go to the restaurant because she loves the restaurant Spoon and it is only for special occasions. She denies having/refuses to have preference of desserts. Our moms agree to have people for their birthdays.'

These interactive activities and sample writing productions exemplified in (16) and (17) gave students opportunities to use the target grammar structure, in which they were not asked to explain and formulate grammar rules. Importantly, the incorporation of this type of interactive learning is essential as noted in Moreno-López et al. (2017) since it provides students with an opportunity to increase their social connections in an authentic cultural setting while learning cultural aspects (i.e., celebrating birthdays in Costa Rica) and apply the grammar concept (i.e., infinitival complement

structures) in real-life interactions with locals. In the subsequent activities that can follow these two tasks, the instruction can perhaps require students to use those 'problematic' verbs that take a gerundial complement in English such as *lamentar* 'to regret' and *evitar* 'to avoid', without giving options of verbs that take the infinitival complement in both Spanish and English. These kinds of guided induction-based tasks can be repeated throughout the semester, and in the end, the final written assessment tasks, for example, will be able to tell whether or not students have successfully learned the target grammar structure. Existing studies suggest the overall success of the guided induction method, but the long-term effect is still not clearly known (Cerezo et al., 2016). It is beyond the scope of this study itself to determine the effectiveness of such a pedagogical method, but at the very least, this section has proposed an alternative to traditional textbook explanations, which can complement the apparent disconnection that L2 learners often perceive between textbooks and authentic language in use. The suggestion of the activity made in this section is obviously only a small sample of the possibilities among many others, and thus, its learning effectiveness is beyond the scope of this study and is yet to be determined by future studies.

7. Conclusion

This study showed that most Spanish textbooks designed for L1 English learners do not emphasize the usages of infinitival complements and, when explanations are provided, they are often vague and insufficient. The lack of emphasis on this grammatical aspect may be partially due to the fact that Spanish and English exhibit the apparent correspondence of the complementation structure in many verbs expressing the volition of the subject; however, when dealing with Spanish verbs taking gerundial complements in their English counterparts, L1 English learners of L2 Spanish are left to ponder whether to use infinitival complements or gerundial complements just like in English. They often rely on their own intuition of L1, even if not a reliable source, to transfer the same syntactic structure of English to the complementation construction in Spanish. The findings of this study also revealed that the examples of verbs referenced in the surveyed textbooks were mostly the very same verbs that take infinitival complements in English as well, and that almost none of the 'problematic' Spanish verbs that take gerundial complements in English were mentioned in the textbooks, leading to confusion among students. While Spanish instructors constantly witness L2 learners' erroneous syntactic patterns that appear to transfer from L1 English, especially with those Spanish verbs that do not match to the complementation structure in English (*evitar* 'to avoid', *lamentar* 'to regret', *odiar* 'to hate', for example), it is worthwhile to note that textbooks should play an essential role in guiding students' language learning. As Young and Oxford (1993:593) put it, "the textbook epitomizes the philosophy of and approach to language learning of a whole program. Both language learners and language teachers are greatly influenced by the textbook they use."

At the same time, even though textbooks may be partially blamed for the insufficient explanations about the infinitival complements, this study also suggests that the activities that are created by an instructor can complement the lack of context in which the language is actually used. As an alternative to traditional textbook explanations, this study proposes sample interactive activities that can promote students' actual use of grammar in an authentic setting. In summary, it is our hope that this study illustrated the current status of many textbooks used for L2 Spanish learners in order to emphasize the need for pedagogy that incorporates actual use of language into classrooms.

References

- Abbott, A., and Lear, D. (2010). The connections goal area in Spanish community service learning: Possibilities and limitations. *Foreign Language Annals*, 43, 231–245.
- Adair-Hauck, B., Donato, R., and Cumo-Johanssen, P. (2010). Using a story-based approach to teach grammar. In J. L. Shrum and E. W. Glisan (Eds.), *Teacher's handbook: Contextualized foreign language instruction* (4th ed., pp. 216-244). Boston, MA: Heinle, Cengage Learning.
- Benavides, C. (2015). Using a corpus in a 300-level Spanish grammar course. *Foreign Language Annals*, 48, 218-235.
- Bettencourt, M. (2015). Supporting student learning outcomes through service learning. *Foreign Language Annals*, 48, 473–490.
- Cerezo, L., Caras, A., and Leow, R. P. (2016). The effectiveness of guided induction versus deductive instruction on the development of complex Spanish *gustar* structures. *Studies in Second Language Acquisition*, 38, 265-291.
- Cook, V. J. (1998). Relating SLA research to language teaching materials. *Canadian Journal of Applied Linguistics*, 1, 9-27.
- Cullen, R., and Kuo, I-C. (Vicky) (2007). Spoken grammar and ELT course materials: A missing link? *TESOL Quarterly*, 41, 361-386.
- Durán, R., Alonso, P., and Sánchez, M. J. (2007). The study of modal verbs from a pedagogical perspective: an analysis of textbooks and grammars. *Revista de Lingüística y Lenguas Aplicadas*, 2, 29-37.
- Dussias, P. E., Marful, A., Gerfen, C., and Molina, M. T. B. (2010). Usage frequencies of complement-taking verbs in Spanish and English: Data from Spanish monolinguals and Spanish-English bilinguals. *Behavior Research Methods*, 42(4), 1004-1011.
- Feliciano-Foster, W. (1978). A comparison of three current first-year college-level Spanish-for-native speakers textbooks. *Modern Language Journal*, 62, 102-110.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Frantzen, D. (1995). Preterite/Imperfect half-truths: Problems with Spanish textbook rules for usage. *Hispania*, 78, 145-158.
- Frantzen, D. (2013). Using literary texts to reveal problematic rules of usage. *Foreign Language Annals*, 46, 628-645.
- Gass, S. M. (1996). Second language acquisition and linguistic theory: the role of language transfer. In Ritchie W. C., & Bhatia T. K. (Eds.), *The Handbook of Second Language Acquisition* (pp. 317-345). San Diego: Academic Press.
- Ghosn, I. (2003). Talking like texts and talking about texts: How some primary school coursebook tasks are realized in the classroom. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching* (291–305). London: Continuum.
- Glisan, E. W., and Drescher, V. (1993). Textbook grammar: Does it reflect native speaker speech? *The Modern Language Journal* 77, 23-33.

- González-García, F. (2011). Looks, appearances and judgements: Towards a unified constructionist analysis of predicative complements in English and Spanish. In P. Guerrero Medina (ed.), *Morphosyntactic Alternations in English: Functional and Cognitive Perspectives* (pp. 264-293). London: Equinox Publishing Ltd.
- Gries, S. Th., and Wulff, S. (2009). Psycholinguistic and corpus-linguistic evidence for L2 constructions. *Annual Review of Cognitive Linguistics*, 7: 163–86.
- Hale, A. (1999). Service learning and Spanish: A missing link. In J. Hellebrandt and L. T. Varona (Eds.), *Construyendo puentes (Building bridges): Concepts and models for service learning in Spanish* (pp. 9–31). Washington, DC: American Association for Higher Education Series on Learning Service in the Discipline.
- Herron, C., and Tomasello, M. (1992). Acquiring grammatical structures by guided induction. *The French Review*, 65(5), 708-718.
- Hutchinson, T., and Torres, E. (1994). The Textbook as Agent of Change. *ELT Journal* 48(4), 315–28.
- Kellerman, E. (1995). Crosslinguistic influence: Transfer to nowhere? *Annual Review of Applied Linguistics*, 15, 125-150.
- Larsen-Freeman, D. and Long, M. (1991). *An introduction to second language research*. London: Longman.
- Luke, C., de Castell, S., and Luke, A. (1989). Beyond criticism: The authority of the school textbook. In S. de Castell, A. Luke, and C. Luke (Eds.). *Language, Authority and Criticism: Readings on the School Textbook* (pp. 245-60). London: Falmer.
- Martinez-Garcia, M. T., and Wulff, S. (2012). Not wrong, yet not quite right: Spanish ESL students' use of gerundial and infinitival complementation. *International Journal of Applied Linguistics* 22, 225-244.
- Moreno-López, I., Ramos-Sellman, A., Miranda-Aldaco, C., and Quinto, M. T. G. (2017). Transforming ways of enhancing foreign language acquisition in the Spanish classroom: Experiential learning approaches. *Foreign Language Annals*, 50(2), 398–409.
- Pellettieri, J. (2011). Measuring language-related outcomes of community-based learning in intermediate Spanish courses. *Hispania*, 94, 285–302.
- Santos, D. (2008). Investigating the textbook in situated practices: What goes on in literacy events mediated by the EFL textbook?" In R. F. Maciel and V. Araújo (Eds.). *Ensino de língua inglesa: Contribuições da linguística aplicada* (pp. 147–73). Campo Grande: UNAES.
- Schwartz, B. D., and Sprouse, R. (1996). L2 cognitive states and the full transfer/full access model. *Second Language Research*, 12, 7-39.
- Selinker, L. (1992). *Rediscovering interlanguage*. London: Longman.
- Shi, Y. M. (2012). The ESL grammar textbooks: Are they really useful? *The International Journal of Learning*, 18, 119-129.
- Silva, G. V. (2011). Textbook activities among heritage and non-heritage Portuguese learners. *Hispania*, 94(4), 734–750.
- Smart, J. (2014). The role of guided induction in paper-based data-driven learning. *ReCALL*, 26(2), 184-201.

- Terrell, T. D. (1990). Trends in the teaching of grammar in Spanish language textbooks. *Hispania*, 73, 201-211.
- Thompson, G. (2012). *Intersection of service and learning*. Charlotte, NC: Information Age Publishing.
- Verkonk, R. A., and Vangehuchten, L. (1998). *Te digo (de) venir; Me pide (de) salir*. A propósito del uso erróneo del infinitivo en las sustantivas de régimen directo. *RILCE: Revista de Filología Hispánica*, 14(2), 387-402.
- Wilson, M. P., and Garnsey, S. M. (2009). Making simple sentences hard: Verb bias effects in simple direct object sentences. *Journal of Memory & Language*, 60, 368-392.
- Yoo, I. W. (2009). The English definite article: What ESL/EFL grammar say and what corpus findings show. *Journal of English for Academic Purposes*, 8, 267-278.
- Yoon, J. (2004). Infinitival complement constructions in Spanish: A Construction Grammar approach. In J. Auger, J. C. Clements, and B. Vance (Eds.), *Contemporary approaches to Romance linguistics* (pp. 381-397). Amsterdam & Philadelphia: John Benjamins Publishing Company.
- Yoon, J., and Wulff, S. (2016). A corpus-based study of infinitival and sentential complement constructions in Spanish, In J. Yoon and S. Th. Gries (Eds.), *Corpus-based approaches to Construction Grammar* (pp. 145-164). Amsterdam & Philadelphia: John Benjamins Publishing Company.
- Young, D. J., and Oxford, R. (1993). Attending to learner reactions to introductory Spanish textbooks. *Hispania*, 76, 593-605.

Appendix. List of Spanish textbooks and grammar reference books analyzed

- Blanco, J. A. (2014). *Revista: Conversación sin barreras* (4th edition). Vista Higher Learning. Boston: Massachusetts.
- Blanco, J. A., and Tocaimaza-Hatch, C. C. (2015). *Imagina: español sin barreras* (3rd edition). Vista Higher Learning. Boston: Massachusetts.
- Bleichmar, G., and Cañón, P. (2016). *Taller de escritores: Grammar and composition for advanced Spanish* (2nd edition). Vista Higher Learning. Boston: Massachusetts.
- Bretz, M. L., Dvorak, T., Kirshner, C., Bransdorfer, R., and Kihyet, C. (2007). *¡Avance! Intermediate Spanish* (2nd edition). McGraw-Hill Education.
- Cordeiro, E. A., and Rizzitano, J. E. (2002). *Quiosco*. Upper Saddle River, NJ: Prentice Hall.
- Cubillos, J. H. (2000). *Siempre Adelante* (2nd edition). Boston, MA: Heinle & Heinle Publishers.
- Dorwick, T. et al. (2012). *Puntos de partida*. McGraw-Hill.
- Dozier, E., and Iguina, A. (2003). *Manual de Gramática* (3rd edition). Boston, MA: Thomson-Heinle.
- Foerster and Lambright (2008). *Metas: Spanish in review*. McGraw-Hill.
- Friis, R. J., and Séeligman, T. (2012). *Doble vía: Comunicación en español*. Heinle Cengage Learning.
- Gallego, O., Godev, C. B., and Kellye, M. J. (2013). *Más allá de las palabras* (3rd edition). Hoboken, NJ: Wiley.

-
- Gilman, G. A., and Bijuesca, K. J. (2003). *Horizontes: Gramática y Conversación*. (4th edition). Hoboken, NJ: John Wiley & Sons.
 - González-Aguilar, M., and Rosso-O'Laughlin. (2016). *Atando cabos: curso intermedio de español* (5th edition). Pearson/Printice Hall.
 - Harrington, S., and Hertel, T. J. (2014). *Relaciónate: Comunicación Avanzada*. Heinle Cengage Learning.
 - Jarvis, A., Lebrede, and Mena-Ayllon, F. (2012). *Continuemos*. 8th edition. Cengage Learning.
 - Jordan, I., and Pereiro-Otero, J. M. (2006). *Curso de gramática avanzada del español: comunicación reflexiva*. Pearson/Prentice Hall.
 - King, L. D., and Suñer, M. (2017). *Gramática española: Análisis y práctica* (3rd edition). Waveland Press, Inc.
 - Lee, J. F., Young, D. J., Bransdorfer, R., and Wolf, D. F. (2004). *¿Qué te parece?* (3rd edition). McGraw-Hill.
 - Llorach, E. A. (2001). *Gramática de la Lengua Española*. Madrid: Espasa.
 - Lunn, P. V., and DeCesaris, J. A. (2006). *Investigación de gramática*. Cengage Learning.
 - Mujica, B. (2002). *El Próximo Paso* (2nd edition). Boston, MA: Thomson Learning.
 - Potowski, K. (2016). *Conversaciones escritas: lectura y redacción en contexto*. Wiley.
 - Rojas, J. N., and Curry, R. A. (2003). *Gramática esencial*. (2nd edition). Boston: Houghton Mifflin Company.
 - Sandstedt, L, Kite, R., and Copeland, J. G. (2004). *Conversación y Repaso* (8th edition). Boston, MA: Thomson-Heinle.
 - Seco, R. (1996). *Manual de Gramática Española*. Aguilar, S. A. de Ediciones-Grupo Santillana.
 - Spineli, E., García, C., and Galvin Flood, C. E. (2002). *Interacciones* (4th edition). Boston, MA: Thomson Learning.
 - Teschner, R. V. (1998). *Cubre: Curso breve de gramática española* (2nd edition). McGraw-Hill.