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This book examines the role textbooks play in the teaching of dominant and non-dominant (first and foreign) languages in a range of cultural contexts worldwide. Each chapter addresses important issues related to what constitutes

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it looks at: The Cultural
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Policy, Critical
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Cultures. Although the
book is focused on
textbook and materials
analysis, rather than
evaluation, most chapters
discuss implications for
curriculum design and
materials development
and therefore will be
relevant to scholars
working in those fields.

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**There are many Second
Language Acquisition
(SLA) theories that have
tried to explain the
process by which learners
acquire a Second**

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Language (L2). Many textbooks in the United States such as Vistas: Introducci ó n a la Lengua Espa ñ ola (2012), Buen viaje! Level 2 (2005), Conexiones: Comunicaci ó n y Cultura (2013), among others claim that they base their teaching methodologies, direct or indirectly, on these theories, specifically, the

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“ Monitor Model ” and
the “ Associative
Cognitive CREED
Theory. ” The Monitor
Model argues that
“ acquisition ” and
learning ” are different
concepts, meaning that
one is a subconscious
process and the other
conscious. The
Associative Theory does
not make a difference
between these two

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concepts. This theory claims that the same learning process occurs through both the acquisition of a language and the acquisition of general knowledge. The textbooks that are specialized in the acquisition of Spanish as L2 are based on discrete explicit grammar presentations that may not necessarily contribute

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to the learning of L2. In order to support this claim, the purpose of this paper is to explore how the descriptive grammar points that appear in textbooks may hinder the acquisition of Spanish as L2 and what kind of grammatical knowledge is actually required, explicit or implicit, in the process of learning a L2. Moreover, the

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pedagogical aftermath of the mentioned SLA theories will be analyzed from the perspective of the learning process. The approach used to explore and analyze these premises was a comparison of two textbooks used in a variety of American universities and a professor ' s manual used in M é xico to teach

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Spanish as L2 to indigenous people. We will compare these textbooks in order to determine to what extent they match the findings in SLA research. Neither the textbooks nor the manual examined claim that the student is going to produce the language; however, they do claim that the student will have an understanding of the

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Spanish grammar. For example, !Arriba!: Comunicaci ó n y cultura (2015) and Mosaicos: Spanish as a World Language(2015) state that the “ grammar questions [will] drive deep, contextual knowledge acquisition and understanding ” (iii). The focus of SLA theories is to explain the “ how ” but not the

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“ what, ” they aim to explain how we acquire language, but not what grammar is required to acquire the target language. As a result of our analysis of the textbooks, we find that the grammar is presented in an inadequate manner and, which has a negative impact on the development of the students ’ oral and

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