

DECLARAR O NO DECLARAR: LEXICON-GRAMMAR INTERFACES IN SPANISH MOOD SELECTION

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Abstract:

Choosing between the Spanish Indicative and Subjunctive remains one of the most persistent obstacles for second-language teaching/acquisition. Drawing on Cognitive Linguistics -specifically Cognitive and Construction Grammar - this article reframes mood selection as a lexicon-driven, prototype-based opposition between declaration and non-declaration. A comprehensive bibliographic review shows that lexical matrices (volition, evaluation, probability, negated assertion) systematically steer speakers toward one mood or the other, revealing a tight interface between vocabulary and morphosyntax. We then analyse Gramática básica del estudiante de español (2021) as a concrete instantiation of this usage-based model, highlighting its matrix-centred explanations, schematic visuals, and progressively scaffolded tasks. Strengths, limitations, and avenues for empirical validation are organised into a research agenda that calls for longitudinal classroom trials, corpus studies of learner errors, cross-Romance comparisons, and the development of cognitively oriented digital resources. By replacing rule lists with a single communicative heuristic, the study offers a blueprint for mood instruction that better aligns with both speakers' intuitive grammar and current theoretical insights.

Keywords: *Spanish subjunctive; Indicative–Subjunctive alternation; Cognitive Linguistics; Cognitive Grammar; Construction Grammar.*