DISCURSIVE PARADIGM AS (PROTO) CONSTRUCTION: LINGUISTIC ALTERNATION VIA SOCIO-COMMUNICATIVE PRACTICES

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In this chapter, we highlight the need for the Construction Grammar (CG) to integrate the systematic and conventional phenomena of different traditions and/or typologies of discourse configuration in the CG model (as already presented by FRIED; ÖSTMAN, 2003, ÖSTMAN, 2005, BERGS, 2008, HOFMANN; BERGS, 2014, 2018, MACHADO VIEIRA; WIEDEMER, 2019, 2020, among others). And, based on empirical observation, we argue that the constructionist research focuses on an (agenda of) analysis that goes beyond the internal properties of individual sentences or, at most, the connection between them, and then it reaches internal properties of texts and even hypertexts, from traditions or discursive innovations. In other words, we defend that this framework pays attention to the description of larger constructional dimensions in which (infra/inter)lexical and (intra/inter) sentential constructions are activated. And, thus, we propose a perspective of description that considers the notion of construction in more complex structures of a textual-discursive domain.

In order to account for this proposition, we use the notion of "discursive paradigm", in which " 'discourse patterns' represent conventionalizations of specific linguistic properties, which places them on an equal footing with the conventionalized patterns known as 'grammar' " (ÖSTMAN, 2005, p. 121). Discursive paradigm is also a procedural construction, as it brings together generalizations, that get stabilized from the most diverse experiences of discursive practices. Theyare guiding – as well as the so-called grammatical constructions, that relate to representations of units that operate (intra/inter)sententially – the activation of the constructions of this nature and the ones of lexical nature. There is, then, a mental representation of (sub)sets of paired formal and functional attributes that are consolidated by conventionalization and that function as textual-discursive traditions in which and/or according to which we operate the formulation of our linguistic expressions of any order of complexity.

In this context, textual genres/types can be conceived as constructions, that is, form-meaning/function pairings. In this way, the abstractions that speakers make from existing texts/uses – generalizations of use from oral and written texts production practices – are grammaticalized in the diversity of existing texts. The recurrence of similar characteristics, at a given time and culture, in such texts creates a relative and stable interpretive *frame* which we call *discursive paradigm*. After all, speakers engage in social/discursive actions that, to some extent, are based on the tension between tradition and innovation, transforming themselves into subjects that activate relationships between conventionalized (sub)schemes and constructs and/or subjects, in some degree, co-authors of shared experiences, use discursive frames specific to certain production and social conditions. In short, language materializes itself through texts (whether it is composed of a single lexical unit or it is composed of a long text), which work to guide a given communicative purpose and the inference of meaning effects, from its emergence in a discursive, pragmatic, sociocultural and cognitive domain.

DISCURSIVE PATTERNS AS A CULTURAL TRADITION

To seek a characterization of discourse in terms of a theoretical construct, it is necessary to understand that textual-discursive coherence must be seen in terms of socio-cognitive understanding: texts and discourses are related, used and transmitted by a particular culture or by a linguistic community. For example, when we talk about a "revenue/prescription", we immediately trigger the following categorizations: *composition*; *how to use (indication)*; *information*; *contraindications*;

dosage, among other information, that is, we profile the knowledge of this genre based on our experiences.

It is important to point out that the "discursive paradigms", that is, the established discursive practices have specific meanings in different institutions and social groups. And, therefore, we have to assume that these discursive practices are different depending on the communicative spheres and the social groups: school, religious group, family, among others, which position the subject in relation to the way to access, treat or use the texts. In this sense, the production of discourse in an interactional way is situated within a certain social activity, which, in turn, brings together numerous socio-interactional spheres (use of different social languages).

Knowing that the discursive paradigm is a theoretical abstraction of existing texts, that is, it is generalization of uses, and acts as an organizing principle, these distinct ways of speaking/writing are seen and analyzed from degrees of abstraction between similar discourse patterns (for example, *revenue*, *manual*, *map* = discursive pattern: instructional). In this way, the discursive patterns are updated to the over time, space and social structure. Thus, we can think that discursive patterns are updated in the instances of interaction and these can be contexts to renew their already established meanings.

REPRESENTATION OF DISCURSIVE PATTERNS IN THE CONSTRUCTION GRAMMAR

Leino; Östman (2005) use the notion of *discursive paradigm* for the treatment of different constructions from a paradigm. According to the authors, "a speech pattern is the cognitive correlate of linguistically defined text type and socioculturally defined gender. The comprehension of text and discourse occurs mainly in terms of discursive patterns" (LEINO; ÖSTMAN, 2005, p. 200).

For the authors, constructions will have an attribute "discourse pattern", in correlation to the notion of frame, scenario, to which gives a value, that is, a specification. To account for the possible paradigms of a construction, the authors use the notion of "*value pool*" – values: region in which values for each attribute are combined.

We need to expand the notion of construction network in order to integrate the notion of *discursive pattern*. Our linguistic knowledge is formed by an inventory of (i) grammatical/procedural constructional patterns, (ii) lexical/content constructional patterns, and (iii) textual-discursive constructional patterns – conventional and cognitively routinized units of paired form and meaning/function values that are

stored in our memory – in order to enable our socio-communicative purposes of conceptualization and expression in the world. Those usage patterns are important, as they allow the language analyst to understand how categories are formed in the *slots* of the constructions, as well as how they emerge from the users´ experience of a language and result, consequently, from the socio-historically, pragmatically and culturally conventionalization. They are stored in memory: some are more productive, some are less. They are then systematically activated in the activities of linguistic production and perception/understanding.

As the grammar of a language consists of interconnected constructions and many of these, in turn, require combining units in their slots, we have the following:

(i) the prototype of a construction is characterized by values for attributes of form and meaning/function strongly associated in a construction; thus, the strength of association of certain lexemes to slots in a construction is regulated by these values, so that, in the combination of the lexemes in a construction, there is since a more prototypical lexeme til a less prototypical lexeme (cf. WIEDEMER; VIEIRA, 2018a).

(ii) the prototype of a discursive paradigm is characterized by values for attributes of form and meaning/function strongly associated in a textual-discursive construction which, in turn, is configured in terms of slots connected to grammatical and lexical constructions. The greater a certain practice of (located in time, as well as culturally and socially contextualized) linguistic-textual configuration of use/production of a given textual-discursive genre (whether oral or written), the more associated as a prototypical configuration of the genre this practice becomes; the smaller the practice, the less prototypical it is; we call this theoretical construct *protoconstruction*.

THE DISCURSIVE PARADIGM "ACADEMIC-SCIENTIFIC SUMMARY": PROCEDURAL AND LEXICAL CONSTRUCTIONS COMBINED WITH A TEXTUAL-DISCURSIVE CONSTRUCTION

The academic-scientific summary is one of the very important discursive objects in this universe that we are going to describe in order to exemplify our understanding of the discursive paradigm as a protoconstruction. It is important because, in addition to being a frequently read section, it has the potential to mobilize or not the reader´s attention. It also has the power to activate the reader´s first impression for the project and scope of research that it condenses.

It constitutes, in itself, a form-function pairing stored in the mind of those who have the experience of reading or writing texts at the university (theses, dissertations, monographs, among others) and other spaces of science – scientific articles, poster proposals, conferences, among other manifestations in this universe. It is a textual-discursive construction that tends to be configured, according to a limited space of words/characters, based on values associated with attributes.

In scientific summaries, we tend to see the activation of certain lexemes/ lexical constructions materialized:

- verbal – observe, describe, explain, objectify, verify, investigate, research, study;
- nominal – data, hypothesis, theory, assumption, method, treatment, quantitative, qualitative.

And the procedural constructions triggered in their configuration are different: from procedural constructions related to the functions of referencing and predicating, always present, to procedural constructions related to the management between the persuasive organization of contents and the perspective of contribution to the scientific community promoted by the textual object (oral or written) that the abstract is intended to summarize.

In the process of referencing scientific abstracts, the activation of constructions of discursive third person or discursive first person predominates, to the detriment of the second one: the first person discursive is usually made possible by verbs inflected in the grammatical first person plural and is usually not accompanied by pronoun we.

Predication can be organized into the active voice or the passive voice. In this case, the use of synthetic/pronominal passive is much more frequent in this type of text than the analytical passive (MACHADO VIEIRA; SANTOS; KROPF, 2019). This passive construction is usually more activated in the body of the text/ textual object to which the abstract relates. When the analytical passive occurs in the abstract, it tends to be located in the exposition section of the methodological procedures. Furthermore, Machado Vieira (2020b) highlights, when studying the alternation of passive analytic construction data with auxiliary voice verb (ser, estar and ficar/to be, to become) and with support verb (ter, sofrer/to have, to suffer), that this passive analytic alternative rarely has a place in thesis abstracts, although it occurs in the body of longer textual objects (such as theses, dissertations, articles, for example). In active voice predications made in summary, the presence of simple predicates (objectify, consider) is also more frequent than complex predicates

(target, take into account), given the limit (of words or characters) imposed on their materialization.

Constructions with verbs in the present and/or past tense are the most expressive in scientific summaries: those, if they do not occupy the entire abstract, usually appear in the initial sections more linked to the propositional design of the text in the abstract; these tend to occur in the presentation of the results achieved and the conclusion, sometimes also in the presentation of the methodology.

Among the metadiscursive resources, there are resources that enable:

- a way of exposing predominantly dissertation-argumentative content;
- a technical point of view (with noun phrases referring to a specific and consolidated area of knowledge and/or the author-authority in it, as well as with adverbs that signal technical rigor – a sociolinguist, empirically, statistically);
- the relativization of the author-interlocutor-scientific community-science space and the construction of the discursive framework, through

  » hedges ("our hypothesis", "in our theoretical-methodological perspective", "in the conception of many linguists", "in fact", "definitely", "practically", "it is evident that", signaling more specific or more discursive angles comprehensive, more precise or imprecise, more or less committed to the statute of truth),

  » attitudinal modalizers (verbal or adverbial – power, duty, guarantee, ponder, perhaps, decisively, surprisingly),

  » self-mention (via bibliographic reference, via procedural construction such as "I believe/argument/provo", "our/mine")

  » eventually, intersubjective markers (note, see, ponder);

- the impersonalization of the discourse, given the interest in making scientific doing/saying prominent and not the author of this doing/saying (SARAIVA; MACHADO VIEIRA, 2021; SARAIVA, 2022); and this is done through several features, such as predication construction with the support verb *haver/ter (to have/there to be)* that forwards an impersonal state of affairs, *Há/Tem-se defesa* (*there is defense)* per *Defende-se (It is defended)* (MACHADO VIEIRA, 2017), construction of predication in the pronominal passive voice in which the participant inducing force is suspended (MACHADO VIEIRA, 2020a).

And the (lexical and procedural) constructions that enable the referentiation and predication functions in the organization of the states of affairs combine with the sections of the summary. They connect according to a relatively stable and, to some extent, expected sequencing configuration.

Naturally, the attribute values that configure the form-function pairing that we recognize here as a scientific abstract are not always present, all of them, in the constructs of this construction (the scientific abstract), as well as they can be part of other textual objects in the scientific domain (other than abstract). This configurational potential only adds subsidies to the conception that the discursive paradigm acts as a protoconstruction, guiding the combination or compatibilization of lexical and procedural linguistic constructions in a textual-discursive one: on the one hand, it concerns cognitive schematization as a/an (entrenched) textual-discursive construction that guides the activation of linguistic units that, in it and through the influence of its attributes, are combined by force of attraction or coercion; on the other hand, it is subject to the productivity parameter (to extensibility, based on what emerges from the experience of uses and is socioculturally conventionalized from these) and, in doing so, organizes itself in a configuration that provides for a prototyping relationship. This relationship is between (i) a central dimension with exemplars that have an optimized configuration by bringing together more formal and functional attributes associated with the fundamental concept of scientific abstract and (ii) a peripheral dimension with exemplars whose configuration involves less characteristic attributes of the genre used here to illustrate the licensing of linguistic units to from the notion of discursive paradigm.

In the configuration of academic-scientific summaries, there are attributes that are also present in other discursive genres of the academic universe, in other discursive traditions of this universe: for example, the written (oral) expressive modality, the (semi-)formal or even informal profile, the condition of prior planning (or synchronous planning to communication), the institutional/public (instead of private) nature – aimed at few or many interlocutors –, the degree of dialogical or cooperative discursive activity (whether there is or not, to some extent, real or virtual exchange of discursive turn), the degree of communicative distance (or proximity) between speaker-interlocutor, the low (or high) degree of emotion or spontaneity, the nature of the technical and specialized topic (or not), the low (or high) degree of autonomy (or dependence) on the more immediate pragmatic situation. All these attributes influence the triggering of lexical and grammatical units that configure the text/discourse by which an enunciation comes into form.

FINAL CONSIDERATIONS

We understand that the production of certain textuality occurs in an interactional way, in which the communicative event is at stake, relating, on the one hand, speaker, interlocutor and a defined objective, and, on the other hand, the location of this production in a certain social activity. These bring together numerous social interactions spheres, for example: family members, journalistic sphere, scientific domain, among others. And it is known that each sphere admits a certain configuration of text, which is materialized by a relative tradition, which is culturally constructed and routinized. Thus, several elements intervene in the construction of a text/genre, which are called production conditions. And, this is reflected in the textual texture plane, that is, in the linguistic object. Here, we also include stylistic preferences as an ingredient in discursive production, as it is known that discourse practices have restrictions given by discursive traditions, but they take place in activities of expression that are individual as well as in ways of saying represented by communities of practice.

Thus, we argue that, in the process of categorizing linguistic patterns, over time and through social transmission, textual-discursive patterns are considered in the Construction Grammar approach, as they are also essential parts of the preexisting representation at the base of human linguistic behavior, although they are subject, like other constructions, to recontextualization and reconfiguration for new purposes. These discursive patterns are pre-instantiated mental representations in everyday culture and therefore generalizations about them must also have a place in constructionist descriptions.

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