DIALOGICAL RELATIONSHIPS BETWEEN LEXICAL CHOICES AND DISCURSIVE-ARGUMENTATIVE ASPECTS IN ACADEMIC TEXTS

RELAÇÕES DIALÓGICAS ENTRE AS ESCOLHAS LEXICAIS E OS ASPECTOS DISCURSIVO-ARGUMENTATIVOS EM TEXTOS ACADÊMICOS

RELACIONES DIALÓGICAS ENTRE LAS ELECCIONES LÉXICAS Y LOS ASPECTOS DISCURSIVOS-ARGUMENTATIVOS EN TEXTOS ACADÉMICOS

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ABSTRACT: This article aims to investigate the dialogical relations expressed between lexical choices and discursive-argumentative aspects in academic-scientific texts, considering, above all, the effects of meanings present in the effective use of lexical items that materialize the argumentative aspects in the introductory sections of theses and dissertations. The theoretical backgrounds come from the studies of the Bakhtinian circle, (BAKHTIN, 2006; 2011), from Argumentation in Discourse (AMOSSY, 2018) and from the assumptions of Textual Terminology (HOFFMANN, 1988; 2015). Methodologically, we used the CARS model (SWALES, 1990; 2004). The results show that the dialogical relations are evidenced in the construction of meanings established between the lexical units and the argumentative aspects, through the discursive elements, determinants in the structuring of the statements. Those relations are materialized in the links among the components of the discourse, in a constant exercise of interaction, in which the text is configured in the space where social actors establish dialogues permeated by different voices.
KEYWORDS: Lexical choices. Dialogical relationships. Argumentation. Academic-scientific text.

RESUMO: Este artículo consiste en investigar las relaciones dialógicas expresadas entre las elecciones léxicas y los aspectos discursivo-argumentativos en textos académicos-científicos, considerando, sobre todo, los efectos de sentidos presentes en el uso efectivo de ítems lexicales que materializan aspectos argumentativos en las secciones introductorias de tesis y disertaciones. Los fundamentos teóricos provienen de los estudios del círculo Bakhtiniano, (BAKHTIN, 2006; 2011), de la Argumentación en el Discurso (AMOSSY, 2018) y de los presupuestos de la Terminología Textual (HOFFMANN, 1988, 2015). Metodológicamente, utilizamos el modelo CARS (SWALES, 1990; 2004). Los resultados muestran que las relaciones dialógicas se evidencian en la construcción de sentidos establecidos entre las unidades léxicas y los aspectos argumentativos, a través de los elementos discursivos,

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determinantes en la estructuración de los enunciados. Esas relaciones se materializan en los vínculos entre los componentes del discurso, en un ejercicio constante de interacción, en el que el texto se configura en el espacio donde los actores sociales establecen diálogos permeados por diferentes voces.

PALAVRAS-CHAVE: Escolhas lexicais. Relações dialógicas. Argumentação. Texto acadêmico-científico.

RESUMEN: Este artículo consiste en investigar las relaciones dialógicas expresadas entre las elecciones léxicas y los aspectos discursivo-argumentativos en textos académicos-científicos, considerando, sobre todo, los efectos de sentidos presentes en el uso efectivo de elementos léxicos que materializan aspectos argumentativos en las secciones introductorias de tesis y disertaciones. Los fundamentos teóricos provienen de los estudios del círculo Bakhtiniano, (BAKHTIN, 2006; 2011), de la Argumentación en el Discurso (AMOSSY, 2018) y de los presupuestos de la Terminología Textual (HOFFMANN, 1988; 2015). Metodológicamente, utilizamos el modelo CARS (SWALES, 1990; 2004). Los resultados muestran que las relaciones dialógicas se evidencian en la construcción de sentidos establecidos entre las unidades léxicas y los aspectos argumentativos, a través de los elementos discursivos, determinantes en la estructuración de los enunciados. Esas relaciones se materializan en los vínculos entre los componentes del discurso, en un ejercicio constante de interacción, en el que el texto se configura en el espacio donde los actores sociales establecen diálogos permeados por diferentes voces.

PALABRAS CLAVE: Elecciones léxicas. Relaciones dialógicas. Argumentación. Texto acadêmico-científico

1 INTRODUCTION

This article is part of a larger research, through which we propose to investigate the functionality of lexical choices in the argumentative construction of academic-scientific texts. For this purpose, we delimited our study in the observation of the dialogical relationships between the lexical units used by the authors of the texts and the argumentative aspects present in academic texts, especially in introductions of theses and dissertations that are part of the CORPARG - Corpus of Argumentation (LIMA, 2017). Based on the theories listed, we assume that the lexical choices made by those writers do not occur randomly, on the contrary, their choices, in our view, are related to the communicative purposes in each discursive context, considering, above all, the audience, the enunciative context, among other aspects that surround the writing of academic texts. That way, such presuppositions instigate us to understand how the possible dialogic relationships that are built between the selected lexicon and the argumentative content of the texts are carried out, mainly because they are texts written in an academic context, whose communicative purposes involve, among other matters, the exposition of a study, the evaluation of results and the proposition of arguments, the latter being carried out especially when the writers justify the validity and relevance of the research in the universe of language studies.

To achieve the mapped-out goal, we analyzed four texts, two theses and two dissertations belonging to the aforementioned *Corpus*. From a theoretical point of view, we followed the studies of the Bakhtinian circle (BAKHTIN, 2006, 2011), to approach the concept of dialogism and other elements that make up the study of language. We adopted the argumentative theories referring to the Analysis of Argumentation in Discourse (AMOSSY, 2018); and we used the theoretical backgrounds of Textual Terminology (HOFFMANN, 1988, 2015) to deal with the lexicon; we found in Swales (1990, 2004) and Bakhtin (2006, 2011) the necessary contributions to reflections on academic genres.

As for the methodological procedures, we constituted a sub corpus with the introductory sections of the four analyzed texts, which comprise our objects of analysis themselves. We adopted the CARS (*Create a Research Space*) model of analysis, instituted by Swales (1990, 2004) to identify and categorize the lexical units that identify the argumentative aspects. After identification and categorization, we analyzed the way in which the lexical items materialize the argumentative dimension in the introductions of the selected texts, based on the theories that we chose to support the work. Based on these procedures, we reflected on the dialogic relationships that exist between lexical items and their functionality in the argumentative construction of introductions.

In our view, this work raises contributions to language studies by articulating different theories, thus enabling an expansion in studies and analysis methods that involve the lexicon (or, more specifically, Terminology) and Argumentation, permeated by the Dialogical Discourse Analysis. Furthermore, as it deals with the analysis of academic-scientific texts, the work presents important

subsidies for the purpose of showing how, regarding its argumentative architecture, those texts from the academic universe are characterized, recognizing lexical choices as a specificity of a textual-discursive dimension, which encompasses linguistic, social and cognitive factors.

The structure of the article presents, after this introductory seccion, a preambular theoretical unit that brings together the theories selected to make the study viable, in which we justify the aforementioned theoretical configuration that makes up the research. In the subsections of that part, we deepen each theory, initially approaching the Bakhtinian Dialogism and, subsequently, the theoretical backgrounds about the lexicon, in dialogue with the precepts of argumentation. Going on, the third section is dedicated to the treatment of the academic-scientific text, followed by the fourth part of the article, in which we expose the methodology we used for the present study. Finally, we present the sections with the analysis of the study, which we entitled "Analysis of lexical items that materialize argumentative aspects" and "The dialogic relations between lexical choices and discursive-argumentative aspects in academic texts", followed by final considerations.

2 THEORETICAL BACKGROUND

In order to reflect on the dialogic relationships present in the lexical choices that make up the argumentative architecture of academic texts, we opted for a set of theories that are distinct from each other, regarding the orientations in which each one is concerned, but which complement each other in the contours of this work. The Dialogical Discourse Analysis or, simply, the Bakhtinian Dialogism, as some scholars prefer to call it, consists of a proposal of linguistic studies that, by itself, already manifests many particularities, but presents a comprehensive nature with regard to the concern to study the most different types of statements and the complexity inherent to them. Studies on the lexicon also present multiple theoretical perspectives and, depending on the researcher's objective, he/she can resort to semantic, pragmatic, terminological guidelines, etc. for research, which gives the area flexibility and, in a certain way, facilitates the articulation among the theories. Similarly, research on Argumentation points to various conceptions, from rhetorical and linguistic backgrounds to studies focused on discourse, but always presenting converging points.

Thus, we believe that the fact of selecting different theoretical paths for this work is not a problem, considering that they complement each other in achieving the mapped-out goals. We started the theoretical discussion with the Bakhtinian Dialogism, once it constitutes the central concept of the work. Then, we dealt with the lexicon and argumentation relationship, highlighting the importance of lexical choices in the argumentative configuration of the text.

2.1 THE BAKHTINIAN DIALOGISM

Dialogism is a phenomenon that unifies the work of the Bakhtin Circle. This concept occupies the basis of the studies of this theorist who conceives dialogism as a principle inherent to all types of utterances. This implies saying that utterances are formed by relations of meaning and such relations are dialogic in their essence, because all discourses are permeated by other discourses with which they maintain some kind of connection. That way, utterances do not exist far from dialogic relationships, as they all relate to countless other voices, in carrying out actions mediated by language (BAKHTIN, 2011).

Dialogical relations are, therefore, characteristic of utterances, but not of language units. Those units maintain semantic correspondences among themselves, for example, however, they are relationships devoid of authorship, of a position in front of what is being stated. According to Fiorin (2018, p. 25-26), "[...] the language units are complete, but they do not have a finish that allows an answer. Every word, every sentence, every period has a completeness. However, it does not provide an answer". The utterance, on the other hand, presents a configuration that provokes a responsive attitude, given that it is always directed to someone, it is produced with a purpose in mind and it is, many times, often taken by the most diverse feelings.

Fiorin (2018) approaches the concept of Dialogism, in the Bakhtinian conception, organizing it from three points of view. Regarding the first concept, whose characteristics are in line with the above, the author states that it corresponds to the interrelationship among the utterances in the language in functioning:

> [...] every utterance is dialogical. Therefore, dialogism is the real way of functioning of language, it is the constitutive principle of the utterance. Every utterance is constituted from another utterance, it is a reply of another utterance. Therefore, at least two voices are always heard in it. Even if they do not appear in the thread of the discourse, they are present there. An utterance is always heterogeneous, as it reveals two positions, its own and the one in opposition to which it is constructed. It displays its right and reverse. (FIORIN, 2018, p. 27)

Thus, the utterance consists of the very space where interactions occur, the social clashes mediated by language, which is materialized in the different discourses that circulate socially. This means that dialogic relationships can take place either in an atmosphere of communion or pact, or in one of conflict or disagreement. This circulation of voices does not occur unlinked from power relations, because the utterances, when produced, follow political guidelines, regardless of the instances in which they are inserted.

The second concept of dialogism, as Fiorin (2018) points out, corresponds to the various ways of representing, in discourse, the voices that are perceptible. Unlike the first concept, which corresponds to constitutive dialogism, this one manifests the discourse of others in a visible way, either in a dissociated way from the discourse that cites it (such as direct and indirect speech, among others) or, to a certain extent, articulated to it, such as free indirect speech and parody, for example.

The heterogeneity in the constitution of the voices that make up the subjects is part of the third concept of dialogism. According to this point of view, voices, which are numerous and divergent from each other, are also absorbed in different ways, resulting in a dialogical diversity that forms individuals. As they are the result of different perceptions, social voices incite people to produce statements of an ideological nature, as a way of reaction. The ways in which those replies are given depend on each individual, their convictions and ideas, resulting from their individual and collective formation, at the same time (FIORIN, 2018).

For this reason, dialogical relations are also ideological, because signs are loaded with ideology, meaning that they harbor a series of matters in the act of their choice, such as the social position of the person who produces the utterance, their communicative intention, their interlocutor, among others. According to this view, no lexical unit is devoid of intentionality, since none of them is neutral and meaning not intending something in return, a reaction to the utterance formed by it or of which this lexicon is an integral part. Whoever produces the utterance makes choices that reveal a position towards an interlocutor – not necessarily with the meaning of another subject, but interlocutor in the meaning of discourse – which also interferes with the choice.

All these aspects are part of the basis of the Bakhtinian studies, for which Dialogism or Dialogical Discourse Analysis (DDA) consists of a fundamental principle, because it goes beyond the conception of language defended by the philosopher, interconnecting several concepts, such as the ideological effects of language, the constitution of the subject, the production of utterances, the interaction and others. We reiterate, based on Bakhtin (2010a), that there are only dialogical relationships among statements, among discourses. From this perspective, when we discuss the dialogic relationships between lexical choices and the discursive-argumentative aspects of academic texts, we understand that it is necessary to consider all these issues that directly or indirectly interfere in the selection of lexical items to build the argumentative architecture in the texts, such as the enunciator and the communicative purpose of the text in relation to the interlocutor.

2.2 LEXICON AND ARGUMENTATION: THEORIES IN DIALOGUE

The lexicon of a language can be the object of multiple forms of analysis, such as, for example, semantic, pragmatic, variationist, functionalist, terminological, to name a few well-known fields in linguistic research. This work aims to understand the links between the lexicon and the argumentative construction of texts. Therefore, we carry out an analysis of a discursive-enunciative nature through which we investigate the dialogic relationships between lexical units and argumentative aspects of academic-scientific texts, reflecting on the functionality existing in the choice of those items.

Regarding this discursive perspective of lexicon analysis, aimed at the construction of the argumentative text, Amossy (2018, p. 172), defends:

> Argumentative analysis does not examine the lexicon in and by itself: it is concerned with the way in which the choice of terms guides and shapes argumentation. It thus studies the use of lexemes (or lexical base units) by an enunciator in a given interaction. Before examining the argumentative exploration of a lexeme, it is necessary to remember that it cannot be taken as a complete and finished entity that would contain in itself its own meaning.

According to the author, the lexeme has multiple meanings and its different meanings are defined by the contexts in which they are inserted. Interdiscourses represent the space of excellence where contexts are revealed and where interactions occur through lexical choices made by writers. The choices, which have an argumentative dimension, can also take an argumentative aim, if the speakers wish to persuade, convince, in order to get the interlocutors to adhere to their theses. Therefore, the choice of the lexicon does not occur randomly, and even when there is no intention of persuasion, the vocabulary carries, in itself, an argumentative character.

The lexicon is studied in Linguistics through the so-called Sciences of the Lexicon, even being the object of different analyses, as we highlighted earlier. In this work, we analyzed the lexical units that configure the argumentative aspects through Terminology, especially Textual Terminology (HOFFMANN, 1988, 2015), as we worked with academic-scientific texts in the area of Argumentation. Therefore, the analysis of lexical choices also considers the fact that they are texts from a specialty area, whose items used present very functional aspects in the communicability of the area.

Called by Hoffmann (1988) as Linguistics of Specialized Languages or Linguistics of Specialized Text, the Textual Terminology guided by this author proposes a study of the texts where the terms are contained. Such studies were developed, above all, in Germany and present the specialized text as the main object of analysis. This proposal of terminological studies is configured as an orientation that has the text as its central point of analysis, unlike the terminological aspects whose focus is directly related to the term (ZILIO, 2010).

This linguistic-textual perspective of terminological studies calls attention for being a proposal whose objectives are not essentially based on the term, but on elements that go far beyond the purely lexical analysis (ZILIO, 2010). For Lothar Hoffmann, the terms constitute one of the aspects analyzed in the specialized texts, therefore, this author comprises a model where the analysis of the terminological unit is also part of the study of the specialized text, which involves several other discursive matters that integrate the functioning of the text and that culminate in a linguistic study directed to the genres. According to Zilio (2010, p. 132, author's emphasis), this paradigm is originally known as

> [...] the *Fachtext-Linguistik*, understood as a Linguistics of Textual Genres and that deals with texts in functioning. [...] Its objective is to describe the functioning of the text, whether its functioning internal or external functioning, in a way that also brings the participants of the communication to the analysis. Pointing out how the textual genre works and how it differs from other textual genres is part of a study of the specialized text. For that, empirical methods of analysis are used, which seek to identify the points that make it specialized and distinguish it.

In this conception in which the text constitutes the focus of the analysis, the knowledge of the terms is an important aspect, but the elements that expand the studies related to specialized languages also come into play, among which we can highlight the enunciators, the communicative purposes, and many others. Even though, according to Zilio (2010), there are still uncertainties related to the Textual Terminology nomenclature, especially as it is a recent study in Brazil, the assumptions listed above explain this choice.

Considering the issues described above, we can see that there are many affinities between the argumentative aspects and the lexical items, highlighting, in this work, the functionality that they exert in relation to the former. In the perspective of relating these fields of study, we adopted the ideas of Amossy (2018), when the author argues that the pertinence of argumentative analysis lies in the way in which the terms are selected for the construction of arguments. Considering other aspects inherent to the analysis process,

such as the context in which communication takes place, who enunciates, for what purpose, for example, is fundamental for a satisfactory discursive analysis and it is precisely at this point that we see dialogic relationships between the lexicon and the argumentative aspects in the texts under analysis.

From the perspective of Textual Terminology, the lexical unit consists of a term that composes the structure of the text, but it is the whole meaning that defines this lexical unit. Bearing in mind this bias of terminological studies, we adopted the guidelines of Finatto (2003) when remembering that, in these conjunctures, a "technical-scientific" dimension of the term stands out, at the same time, which presents a syntactic, semantic or morphosyntactically marked, and a textual dimension, whose nature encompasses numerous factors. Following these patterns of analysis, we can say that the lexical unit can perform the function of an utterance, which is why we argue that there are dialogical relationships between lexical items and the argumentative construction of texts, for as we highlighted earlier, Bakhtin (2010a) makes it clear that there are only dialogical relations among utterances.

Also according to Amossy (2018), the lexical unit does not consist of an autonomous entity, given that the meaning is not simply found in the term, but as it is where the contents and meanings reside, they represent specialized knowledge. Therefore, the assumptions of Textual Terminology dialogue with studies related to Analysis of Argumentation in Discourse (AMOSSY, 2018), meaning to introduce lexical choices as elements responsible for the functionality of texts, highlighting the communication situation as a guide for the analyses. In this author's view,

> Some lexemes, whether they are verbs, nouns or adjectives, have an axiological value in themselves (they imply a value judgment). By manifesting the inscription of subjectivity in the language, right from the start they give the utterance an argumentative orientation. [...] The weight of words can be better appreciated as we know their frequency and distribution, and even their history, in some discursive formations. (AMOSSY, 2018, p. 174-175)

The author highlights the importance of knowing how to handle terms in different situations of using language, in order to understand its functionality. This way, we infer that, between the lexicon used by the producers and the discursive-argumentative aspects instituted in the texts through those terms, there are dialogic relations on which we can reflect if we take into account the discursive-enunciative components that permeate this process of choosing lexical units.

Those aspects are also present in the assumptions of the Textual or Linguistic Terminology of the Specialized Text, especially at the pragmatic, level which, according to Hoffmann (2015), is interpreted according to the communicative elements of the text, such as the interlocutors and the communication situation, to name a few. Besides that level, Textual Terminology also presents the semantic and syntactic levels, but, due to the reduced space, we will not consider the latter two in this work.

In the scope of Argumentation in Discourse, we adopted for the analysis the principle that enunciators use the lexicon in social interactions and, this way, they make choices based also on sociodiscursive aspects. We understand, therefore, that, despite belonging to different areas, studies involving the lexicon – in this case, Textual Terminology – and Argumentation present analysis parameters that converge to common points of view.

Thus, both Textual Terminology and Analysis of Argumentation in Discourse guide that we cannot take the lexeme as a complete element by itself, since the exploration of its functionality must be carried out based on the interdiscourses that determine, for example, the contexts in which the units are inserted. In addition to the situations of use, other factors of a social nature already mentioned are decisive in the choice of the lexicon: who enunciates, for whom, with what communicative intention, which space the text circulates and the topic addressed. These elements, whose particularities are inherent to discursive/textual genres, broadly comprise the motivating principles of the linguistic structure of texts and, therefore, of lexical choices. Each genre has a series of peculiarities, including extralinguistic ones, that delineate the utterances through the choices made by the authors. Thus, academic-scientific genres also have particular characteristics that directly interfere in with the lexical selection and in the dialogic relationship between this and the argumentative construction of texts.

3 BETWEEN THESES AND DISSERTATION: THE LEXICAL CHOICES IN THE ACADEMIC-SCIENTIFIC TEXT

In this section, we reflect on genres and, considering the need to standardize the nomenclature, we chose the forms *discursive/textual genres* or simply genres. The first denomination - *discursive/textual genres* - is due to the fact that we adopted different theories in relation to genres, namely: Bakhtin (2011), who uses the designation genres of speech, and Swales (1990, 2004), who uses the denomination *textual genres*. Although these authors integrate different approaches, within the scope of research on genres – John M. Swales with a sociorhetorical proposal, and the authors of the so-called Bakhtin Circle with studies focused on the sociodiscursive perspective (MEURER et al., 2005) –, there are, in this work, very specific functionalities. By using the term genres only, we are referring to any of the authors, indistinctly, or to none of them, but alluding to the theme in general.

According to Bakhtin (2011), utterances are the most effective representation of the language in use, as they show the concreteness of communication among subjects who, through language, build themselves as social beings. A set of factors are present in the formation of utterances, resulting from the communicative purpose, the interlocutors' profile, the thematic content and the language used. Together, these factors integrate the compositional structure of the text and this structure characterizes it as belonging to a genre. Among these factors, language encompasses substantial aspects in the composition of utterances, such as lexical selection, which outlines the textual structure in order to fulfill the communicative purpose.

This way, to the lexical choices we can attribute a relevant part of contribution to the fulfillment of the communicative purpose, as they directly interfere with the efficiency of utterances. In terms of theses and dissertations, we need to pay attention to some concepts that support us in understanding and analyzing academic discourse. In addition to the principles that we chose from Bakhtin (2011) regarding the issues listed above, we also considered the concepts *academic discourse*, *discursive community* and *academic genres* defended by Swales (1990), for the understanding of the discursive/textual genres that we are now analyzing.

To define genre, Swales (1990) starts from studies that involve rhetorical, sociocultural, literary and linguistic conceptions, bringing to light, in this task, the concepts of class, communicative events, prototypicality, reason or logic underlying the genre and terminology. The approach of such concepts is fundamental for the understanding of the genres produced in an academic context. Regarding the first two, Hemais and Biasi-Rodrigues (2005, p. 113) highlight that the genre is "[…] a class of communicative events, the event being a situation in which verbal language has a significant and indispensable role. The communicative event is made up of the discourse, the participants, the function of the discourse and the environment in which the discourse is produced and received".

According to Swales (1990), communicative events harbor communicative purposes and these are the most important trait, given that they are the purposes that incite linguistic actions and, thus, are associated with power relations. Prototypicality involves the defining characteristics of the genre. Theses and dissertations, which are academic genres, present, in their structure, the introductory sections – rhetorical element analyzed in this work –, which contain prototypical parts, according to Swales (1990). The underlying reason or logic is related to the conventions proper to each genre, in accordance with the communicative purposes. As for terminology, it refers to the set of terms developed by the discursive community, which are assigned to genres and indicate the rhetorical action itself revealed in communicative events.

All these aspects are important in understanding genres, especially the academic ones, however, in this work, we limited to communicative events, as it is a concept that involves essential elements to our analyses, such as discourse, participants, environment in which it occurs and the communicative function or purpose. Furthermore, they are elements that establish correlations with the analysis of genres proposed by Bakhtin (2011), whose assumptions are considered, in this work, to reflect on the dialogic relations between lexical choices and the argumentative materiality of texts.

When discussing the concept of discursive community, an aspect of paramount importance in Swales' work regarding the understanding of the genre analysis model, Hemais and Biasi-Rodrigues (2005) highlight some characteristics listed by the author, from which we will adopt, in order to analyze the lexical units, the common public objectives, considered by the author as the most relevant aspect in the identification of a discursive community; the role of information exchange, which is related to the interaction

between community members, in the participation of activities; and the lexicon that each discursive community has, which concerns the lexical elements shared by the people of the discursive community.

4 METHODOLOGICAL PROCEDURES

The methodological actions we undertook to carry out the present study began with the constitution of a subcorpus with the introductory sections of four texts (two theses and two dissertations) belonging to the CORPARG – Corpus of argumentation (LIMA, 2017). Initially, in order to identify and categorize, in those texts, some lexical units that materialize argumentative aspects, we adopted the CARS (*Create a Research Space*) model of analysis, instituted by Swales (1990, 2004). After identifying and categorizing those lexical units, we described how these items materialize the argumentative dimension in the introductions of the texts under analysis, based on the theories that we chose to support the work and, later, we analyzed the dialogic relationships that exist between those elements and the argumentative construction of the introductory sections. Thus, in regard to the organization of this topic concerning the methodology, we will specify the methodological procedures outlined, which we call Identification and categorization of lexical units materializing the argumentative aspects, which cover the characterization of the Corpus that we chose for the study (the CORPARG - Corpus of the argumentation) – and the description of the method of analysis adopted (the CARS Model).

4.1 IDENTIFICATION AND CATEGORIZATION OF LEXICAL UNITS MATERIALIZING THE ARGUMENTATIVE ASPECTS

As we pointed out earlier, the texts we selected to carry out this research are part of the CORPARG, which consists of a broad and representative dataset of the field of Argumentation, established by Lima (2017) and formed by theses, dissertations, articles and books. According to the author, the aforementioned *Corpus* is composed of works at master and doctoral level whose authors - professors and students – do researches on the topic of Argumentation. Therefore, by portraying the respective area of knowledge, it provides an understanding and expansion of it in the space of linguistic sciences, emphasizing Argumentation as a field of specialized knowledge whose terminological repertory is remarkably varied.

Composed of 66 texts, of which twenty theses, twenty dissertations, twenty scientific articles and six books, CORPARG presents criteria, according to Lima (2017), well defined, regarding *representativeness*, *diversity*, *sampling*, *balancing*, *authenticity* and *size*, arising mainly from the assumptions of *Corpus* Linguistics (BERBER SARDINHA, 2004). The producers of the texts, doctors and masters, are specialists in the field of Argumentation, so such studies bring research results in that field. From texts that make up the CORPARG, we selected, for the present work, two theses and two dissertations, with which we organized a *subcorpus* containing only the introductory sections, rhetorical element object of analysis of our investigation. In our view, the analyzed texts, which we will discuss below, show the lexical characteristics necessary for the analysis that we propose here. For didactic reasons, we identified each text with a code through which they will be referenced during the analysis process. For that, we used the letters D (to indicate that it is a dissertation) and T (to identify the theses) and the numbers 1 and 2, according to the order of presentation that follows.
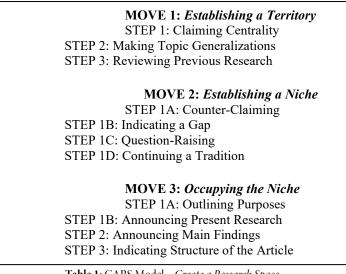
The texts have the following titles: "The argumentation in texts written by children in the initial phase of elementary school" (master's dissertation – code: D1); "The construction of argumentativeness in opinion articles produced by high school students" (master's dissertation – code: D2); "The argumentation in socio-scientific discussions: the context and the discourse" (doctoral thesis – code: T1); "Operators in discourse argumentation" (doctoral thesis – code: T2). In order to identify and categorize, in the introductions of the texts, the lexical units that materialize the argumentative aspects, we used the CARS (Create a Research Space) model of analysis (SWALES, 1990; 2004), which we will discuss below, detailing the steps we followed in the methodological procedures of this work.

The CARS Model was established by John M. Swales, who used in his researches, a dataset with, in the first part of the investigation, 48 introductions of scientific articles. During the second phase of the study, the author organized a collection of over 110

introductions, belonging to three different areas (education, psychology and physics). The model is, therefore, the result of research developed by the author and tested by several researchers, mainly by those whose research is directed to genres produced in an academic context. After being revised by the author himself, Swales' current model presents three so-called movements: *establishing a territory*; *establishing a niche*; *occupying the niche*. Each movement contains *steps*, through which the author describes the particularities of each movement, specifying them

Researches that use the CARS model usually have objectives that are directed to the standardization of the textual composition and, although this is not the objective of our work, we adopted the referred model for the regularity it offers in the identification of movements and their respective steps. In our view, the use of this model in the identification of lexical units gives the present work the methodological reliability indispensable for scientific research, taking into account the regularity of the *moves*, pointed out by the aforementioned author, in the textual structuring of the introductory sections.

Initially, to identify the lexical choices materializing the argumentative aspects, we located the *move* followed by the *step* where those units are found. In this work, we directed our attention to the *move 1* of the model, which presents the function of *Establishing a territory*. Specifically, we identified *step 1*, which consists of *Establishing the importance of the research*, as it is exactly in that space where the producers of texts justify their work and, for that, choose lexical items in a strategic way to convince the interlocutors about the importance of their research. In the following table, we can observe the moves and the respective steps of the CARS model, paying attention to the *move 1* and the *step 1*, based on which we selected the fragments of analyzed texts.

MOVE 1: *Establishing a Territory*
STEP 1: Claiming Centrality
STEP 2: Making Topic Generalizations
STEP 3: Reviewing Previous Research
MOVE 2: *Establishing a Niche*
STEP 1A: Counter-Claiming
STEP 1B: Indicating a Gap
STEP 1C: Question-Raising
STEP 1D: Continuing a Tradition
MOVE 3: *Occupying the Niche*
STEP 1A: Outlining Purposes
STEP 1B: Announcing Present Research
STEP 2: Announcing Main Findings
STEP 3: Indicating Structure of the Article

Table 1: CARS Model – *Create a Research Space*

Source: (SWALES, 1990, p. 141)

Then, we described the entire process of analysis, from the identification and categorization of the lexical units, through the description of how the lexicon materializes the argumentative dimension in the introductions of the texts, to the analysis of the dialogic relations existing between the lexical choices and the discursive-argumentative aspects. We showed the analysis of each introduction, following the order of the texts, previously coded.

The first text, a master degree thesis, entitled "The argumentation in texts written by children in the initial phase of elementary school" (hereinafter, D1), presents, in its introductory section, the following excerpt:

> [...] we work with argumentation because we believe, as Leal (2004) has pointed out, that this is an especially relevant social activity, which permeates the lives of individuals - whether children or adults - in all spheres of society, for defending points of view is essential to conquer social space and autonomy. (SILVA, 2012, p. 18-19, emphasis added)

The reason we selected this passage to identify the lexical units representing the argumentative content is because we consider the fragment to be the justification for the respective work. As we can see, the author explains why he works with arguments, defending the importance of the respective area of study. Thus, the excerpt occupies, according to the CARS model (SWALES, 1990, 2004), *the establishment of the research territory* (movement 1) and, by extension, establishes the importance of the study (step 1). After this recognition of the respective movement and step that cover ideas with content of justification or defense, we proceed to identify, in the textual clipping under analysis, the lexical units responsible for undertaking the argumentative aspect.

When justifying the reasons that lead him to work with argumentation, the author builds his thesis based on the term *we believe*, an element highlighted in the passage, followed by the adjective *relevant*. The choice of the respective items, in this specific situation, does not happen randomly, as the speaker wants to convince his interlocutor about the relevance of argumentation as an area of study and, for that, he selects a verb and an adjective that carry a load of meaning in the construction of the justification, in favor of the adhesion of the readers. However, these lexical units do not present, by themselves, present the meaning that the producer intends to give to the text, as they are not autonomous, despite carrying the meaning. These are the other elements that, added to the content of the respective terms, will make possible the construction of the meaning intended by the producer. Such elements involve, among others that will be discussed in the analysis section, the fact that the enunciator is a specialist in the area of studies, which gives him the property to evaluate and, in this case, **to believe** in the field of studies on which he researches, characterizing it as a **relevant** social activity.

From the second text, "The construction of argumentativeness in opinion articles produced by high school students", also a master degree dissertation, coded in the form D2, we highlight, from the rhetorical element introduction, the following clipping, also for constituting the space where the producer justifies the validity of his research and, that way, it is inserted, according to the CARS model, in *movement 1* and in the *step 1*, establishing the territory and importance of the research:

> [...] This objective is justified by **understanding** that it is necessary to know more about the development of the process of appropriation of the argumentative action in the school environment, and also by **believing** that this action can be improved and consciously conducted by the students to the extent that they are offered situations that allow them to carry out reflections, discussions and exercises around the ability to argue". (PEREIRA, 2008, p. 15, emphasis added)

In D2, the author uses some choices, in our view, strategic, to convince her interlocutors about the importance of the study she carries out. As in the first text, we observed that the meaning of persuasion also focuses on the verbal elements, which attribute to the enunciator the actions of understanding the need to know more about the argumentation and to believe in the appropriation of this study as a way of developing the capacities students' arguments.

The third introductory section that we selected for our study is part of the thesis "Argumentation in socio-scientific discussions: context and discourse" (henceforth T1). Based on the CARS model of analysis, we highlight the following excerpt to identify and categorize lexical items that configure the argument:

> We believe that this study will support us in understanding the development of argumentation within the scope of socio-scientific discussions and in the reflection on which aspects of argumentative practice need further deepening, considering the scope of science teaching and learning. This is relevant for the proposition of guidelines that place discourse, especially argumentation, as a specific object of study in science teacher training courses, favoring the development of skills aimed at its promotion in the classroom. (MENDES, 2012, p. 22, emphasis added)

To justify the research, highlighting the relevance of research on socio-scientific studies, the author resorts to lexical choices belonging to different categories (verb and adjective), however, once again, the use of the verb *to believe* as a persuasive strategy calls our attention to make the interlocutor adhere to the thesis undertaken by the specialist. In addition to this choice, which already concentrates a functionality emanating mainly from the discursive aspects that accompany the lexical selection, which we will discuss in the analyses, the author also uses the relevant adjective, whose meaning, in the text, is correlated with the first lexical item chosen, reinforcing, thus, what she previously defends. First, she says what she believes and then adds that it is relevant.

The fourth and last text from which we extract the introduction for analysis "The operators in the argumentation of discourse" (Doctoral Thesis – T2), does not differ from the others, especially in the categories concerning the lexical choices that substantiate the verb and adjective argumentation, as well as the items already identified in the aforementioned introductions, as we can see:

> Based on this description, we understand that the research is relevant for several reasons. The first one refers to the fact that the Theory of Argumentation in Language (TAL) allows the analysis of language in full use. It is an enunciative theory whose authors defend that argumentation is inscribed in the language itself. [...]. (SANTOS, 2010, p. 16, emphasis added)

In T2, the enunciator selects the lexical units *we understand* and are *relevant* to, from them, express several reasons that justify the research, thus presenting a strategy very similar to the one used in T1, in the sense of figuring verb and adjective in the construction of the persuasive content. In addition to this peculiarity, the adjective used is the same in T1, and the verb is the same in D2. Thus, even though the analysis proposed in this work is carried out with few texts, given the impossibility of carrying out a study with a large number of texts in an article, we observe regularities in the occurrences of some lexical items.

According to the above, we dedicate this section only to the identification and categorization of lexical units, based on the CARS model (SWALES, 1990; 2004). The reflections and analyzes on these units, as well as the dialogic relations between the lexical choices

and the discursive-argumentative aspects will be carried out from the theoretical assumptions taken as support in our work, and they will be exposed in the following sections.

5 ANALYSIS OF LEXICAL ITEMS MATERIALIZING ARGUMENTATIVE ASPECTS

To investigate the way in which the producers of the analyzed texts materialize the arguments in the introductory sections of the works, we observed the content referring to the justifications, through the CARS model of analysis (SWALES, 1990, 2004), and we identified the recurrent use of the verbs *to believe* and *to understand* and also the adjective *relevant*. The verb *to believe* occurred in texts D1 and T1 through the form *we believe*; in D2, it is used the form *believing*. The verb *understand* occurs in D2 (*understanding*) and in T2 (*we understand*). As for the adjective *relevant*, it was used in D1, T1 and T2. It is worth noting that, in the analysis of these lexical units, we also consider the contexts in which they are used, as well as several other aspects inherent to the work of linguistic-textual analysis with the theories addressed.

Initially, it is necessary to take into account that, although we dedicate ourselves to the analysis of lexical items, we understand that nothing in the language can be studied without considering the text, given that it is the unit of study par excellence. In addition to this fact, the present work reflects on the dialogic relationships between lexical choices and argumentative aspects in academic texts. Thus, we begin our analysis of these identified lexical items, starting from the thinking of Bakhtin (2006, p. 125, author's emphasis), when conceiving that language cannot be apprehended "[…] by an abstract system of linguistic forms nor by the isolated monological enunciation, nor by the psychophysiological act of its production", but "by the social phenomenon of verbal interaction, carried out through the enunciation or enunciations […]".

That way, it is in the interaction that the fundamental reality of the language is constituted because it is in this interactional perspective that the other constituent elements of the discourse (the production contexts, the subjects, the communicative purpose, among others), as well as their roles, are evidenced. In this treadmill of interactional, social and enunciative orientation of the language, the concepts find in the discursive/textual genres the point of convergence, the concretization of the discursive actions. Therefore, the functionality of lexical units cannot be seen without the dialogic relations, for they constitute intrinsic elements of the texts, which are embodied in different genres, including academic-scientific ones.

It is with this view focused on the concepts of Bakhtin's theory that we seek to understand the functionality of lexical items in the materialization of the argumentative aspects of the texts. These items, as we observed in the identified excerpts, correspond to units of the common lexicon, a fact that would disregard this whole undertaking that we are now proposing if we did not take into account the textual and discursive discussions present in the theories we adopted, which also involve different circumstances external to the language.

Among these circumstances, we emphasize the characteristics of the texts that make up our *corpus* (CORPARG), whose authors are doctors and masters, specialists in the field of Argumentation, which gives the texts the character of texts in a specialty area, Argumentation. Thus, enunciators are authorities on the subject on which they research and write, an aspect that leads us to understand the choice of verbs *believe* and *understand*, as well as the choice of the adjective *relevant*, as very functional units in texts, since it is through these units that the producers certify that their research is relevant. That way, the aforementioned lexical items favor the interlocutors' persuasion in adhering to the theses undertaken by the producers. These units can have multiple meanings, as Amossy (2018) reminds us, however their meaning is defined by the production context, where the authors and the discursive community to which they belong are considered.

This orientation is also confirmed by Swales (1990), who attributes to the discursive community an indispensable aspect in understanding the analysis of genres and texts produced in each community, especially with regard to the discursive conventions that are shared by their members. Evoking this discussion for the analysis of the lexical units that we identified – we believe, to believe, to understand, we understand and relevant – and their respective contexts, we infer that, for the fact of being specialized texts in the field of Argumentation, the authors operate, in the texts, in addition to a dimension, an argumentative aim through these

choices (AMOSSY, 2018), given that they do not occur randomly, on the contrary, they are selected with the purpose of convincing, persuading.

Like any other members of a discursive community, specialists who produce the area of Argumentation have common public goals. This feature is considered by Swales (1990) as an extremely important aspect in the identification of the discourse community, in addition to the information exchange function, which consists of the interaction between community members and the lexicon that each discourse community has. Regarding this last characteristic, we understand, considering all the textual and discursive discussion, that lexical units cannot be analyzed in isolation, but as an integral part of a whole meaning (HOFFMANN, 1988; 2015).

6 THE DIALOGICAL RELATIONSHIPS BETWEEN LEXICAL CHOICES AND DISCURSIVE-ARGUMENTATIVE ASPECTS IN ACADEMIC TEXTS

In view of the theoretical and methodological discussions that we have undertaken in this work, as well as the observations already listed about the lexical items that materialize the argumentative aspects, we reached some conclusions on which we started to reflect regarding the dialogic relations between the lexical choices and the discursive and argumentative aspects present in the studied introductions. At first hand, it became quite clear to us that there are no dialogical relationships among language units, simply because these relationships are intrinsic to utterances. Thus, in order to see the dialogic relations that we are now investigating, it is necessary to look for them in the relations of meaning that are established between the lexical units and the argumentative aspects through the discursive elements (linguistic and extralinguistic), which are decisive in the construction of the statements.

These relations of meaning, which are essentially dialogic, are present in the links established between the speaker, the interlocutor, the theme on which they interact, social and cultural environment, communicative purpose, among other elements of the discourse, in a constant exercise of interaction, in the which the text constitutes the very space where social actors establish dialogues permeated by different voices that also dialogue with each other. From this point of view, we understand that the dialogic relations between the lexical choices *we believe*, *believing*, *understanding*, *we understand* and *relevant* and the argumentative aspects present in the introductions of the theses and dissertations studied emerge in the language in use, which means to say that they will exist whenever we see the functionality that these lexical items play in the text, but without forgetting that such an exercise underlies the consideration of the aforementioned elements of discourse, which make up the communicative events instituted, in this case, by the academic-scientific genres.

Reflecting on the dialogic relations between lexical units and argumentative content, based on an interactional and enunciative conception of analysis, allows us to understand the importance of lexical elements in a textual and discursive perspective, in which lexical items are conceived by functionality exercised in the interdiscourses, and this shows that those choices do not occur arbitrarily, but intentionally, and, for this reason, they dialogue with the objective they propose – to persuade and convince their interlocutors about the validity and importance of their research.

We argue that there are dialogical relationships between lexical choices and argumentative construction in introductions, because the lexicon alone does not make sense for argumentation (AMOSSY, 2018). It will make sense from the moment it is used by an enunciator in a particular situation of usage of the language. In this perspective, we emphasize that the analyzed texts, which are produced in an academic context and which correspond to specialized texts in the area of Argumentation, whose producers are doctors and masters of the referred field of studies, fit into this discursive-textual universe that is configures as a necessary condition for us to establish meaning for the lexical choices in the argumentative construction of the justifications present in the introductory sections.

Even if the lexical items have meanings, when analyzed from outside a textual-discursive-enunciative apparatus they will be just language units, whose reproducibility capacity can structure infinite utterances. However, there will never be dialogical relationships between the language units, since they are repeated countless times so that they can fulfill their linguistic function. The statements, on the contrary, are never repeated and are always linked by dialogical relationships. For this reason, they are elements of discursive communication (BAKHTIN, 2011).

Thus, when we say that there are dialogical relationships between lexical choices – *we believe*, *believing*, *understanding*, *we understand* and *relevant* – and the argumentative aspects in the texts under analysis, we defend that these lexical units are not just language units, although we refer to them, for didactic reasons, during the methodological procedures of identification and categorization, as grammatical elements (verbs and adjective).

Finally, we argue that, when making these choices, when elaborating the justifications of their research works, the specialists select items that include, in the contexts in which they are inserted, an intention of response, of other intentions that do not end in the meaning of lexical units, but they go far beyond them. That is the dialogical relationship we defend between the lexical choices and the argumentative construction of the academic-scientific text, which begins to exist at the moment of the lexical selection, whose action is motivated by all the discursive and enunciative aspects reflected in this work.

6 FINAL CONSIDERATIONS

With the present study, we aim to analyze the dialogic relationships between the lexical choices and the argumentative aspects identified in the introductory sections of theses and dissertations belonging to CORPARG – Corpus of Argumentation (LIMA, 2017). The study is under construction, both in terms of deepening the theoretical contributions and in relation to the methodological and analytical elements, which justifies the need to expand and improve the research as a whole, which includes the dialogical relationships between the lexicon used by the writers and the argumentative content of the texts.

For this article, we essentially chose some concepts that we adopted from Bakhtin (2006, 2011), with emphasis on Dialogism, which permeates the author's work and constitutes an indispensable element in our academic research, so that this theoretical component can make us understand the relationships and functionality that are established between lexical items and argumentative aspects of academic texts. During the process of building this knowledge, we understand that relationships exist thanks to the statements and their components, which materialize in the interactions among the subjects, also through the diverse and heterogeneous voices that intertwine in the interdiscourses.

As we pointed out, the lexical units identified as materializing the argumentation are elements of the common lexicon, but the textual, discursive and enunciative aspects through which we analyzed the lexical units allowed us to see their functionality in the construction of the text. This was possible because we adopted different theoretical paths that enabled the achievement of the mapped-out goals.

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