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Lexical Cohesive Ties in Online Discussions  
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## ZADÁNÍ BAKALÁŘSKÉ PRÁCE (projektu, uměleckého díla, uměleckého výkonu)

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### Zásady pro vypracování

Cílem bakalářské práce je prostudovat užití lexikální koheze ve vybraném diskuzním fóru. Studentka nejprve na základě odborné lingvistické literatury vymezí pojem koheze a stručně představí gramatickou a lexikální kohezi. Dále podrobně popíše prostředky lexikální koheze, se zaměřením na opakování identických lexikálních prostředků a jejich substituci výrazy významově blízkými (např. synonymie, hyponymie, meronymie). Následně charakterizuje diskurz online diskuzního fóra s ohledem na jeho funkce a užití prostředků mluveného jazyka. Na základě analýzy dostatečného množství příspěvků identifikuje prostředky lexikální koheze a objasní jejich užití v závislosti na kontextu a s ohledem na koherenci textu. Na závěr interpretuje zjištěnou frekvenci výskytu jednotlivých prostředků koheze v závislosti na zkoumaném diskurzu a jeho funkcích.

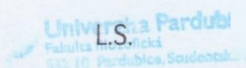
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## **Annotation**

This bachelor thesis is devoted to lexical cohesion in online discussions. The theoretical part of the thesis is focused on the explanation of cohesion, grammatical and lexical cohesion, and the language of online discussions. The analytical part deals with the types and frequency of lexical cohesive ties in online discussions.

## **Keywords**

lexical cohesion, lexical cohesive ties, reiteration, collocation, online discussions

## **Titul**

Lexikální koheze v online diskuzních fórech

## **Anotace**

Tato bakalářská práce je zaměřena na užití lexikální koheze v online diskuzních fórech. Teoretická část práce se věnuje vysvětlení základních pojmů, jako jsou koheze, gramatická a lexikální koheze a také popisuje funkční styl a jazyk online diskuzních fór. Analytická část se zabývá typy a frekvencí lexikálních kohezních vazeb v online diskuzních fórech.

## **Klíčová slova**

lexikální koheze, lexikální kohezní vazby, reiterace, kolokace, online diskuzní fóra

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## **Abbreviations**

TA Trip Advisor

S<sub>p</sub> propositional synonymy

S<sub>n</sub> near synonymy

A<sub>com</sub> complementary antonyms

A<sub>pol</sub> contrary/polar antonyms

SR superordinate relations

GW general word

## **Introduction**

This bachelor thesis takes a look at the language of referencing or making a reference back to the subject of a conversation, and finally focuses on lexical cohesive ties which are found in online discussions. The aim is to identify and study the frequency of individual lexical cohesive ties.

The thesis is divided into two main parts, theoretical and analytical. In the first part, is the theoretical background covering the related terms which are used throughout this study. At the start, the terms text and texture are introduced. Then, the concept of cohesion, cohesive ties and devices are explained. The theory further briefly outlines grammatical cohesion as well as the cohesive devices related to it: reference, substitution and ellipsis, and conjunction. Most importantly for the theoretical part, lexical cohesion is described.

The subject of lexical cohesion itself is divided into two sub-chapters: reiteration and collocation. The first one explains the concept of reiteration and its types: repetition, synonymy, antonymy, superordinate relations, and the class of general noun. The second one concerns collocation where opposite viewpoints are identified and only one approach is chosen, which is then employed in the analysis of the online discussions. The last chapter of the theoretical part is focused on the genre of internet forums and the main features of these forums are presented.

The second part of the thesis is focused on the analysis of the lexical cohesive ties. At the beginning of this part, the aim of the analysis is defined and then the source of the corpus is characterized. The corpus is assembled from the Trip Advisor travel forum and is fully available for reference in the Appendix of this thesis. The corpus consists of 5 different, randomly-selected, discussion threads published between November 2019 and February 2020. These provided 200 occurrences of lexical cohesive ties for the analysis. The analysis is divided into the following sections, based on the type of tie which was observed: same word (repetition), synonymy, antonymy, superordinate relations, and general noun, where the individual occurrences of lexical cohesive ties are discussed. At the end of the analysis a summary of this thesis is supported by tables and comments on the findings.

## **1 Text and texture**

Halliday and Hasan (1976, 1) say that the word “text” can apply to “any passage, spoken or written, of whatever length, that does form a unified whole.” They refer to text not as a grammatical unit but a semantic one. This is because text is realized by sentences, rather than consisting of them. Which, in turn, further suggests that the realization of sentences in any text is more significant than the size of the whole body of text. Apart from simply referring to any spoken or written words, Halliday and Hasan (1976, 1) claim that “it may be anything from a single proverb to a whole play, from a momentary cry for help to an all-day discussion on a committee”.

Likewise, Hoey (1991, 269) says that the term text “refers to a piece of continuous language” and agrees with Halliday and Hasan (1976) that it can be spoken or written and that it should be connected in some way. When a text is somehow connected, it means that it has a texture. Accordingly, it is recognizable by something that is not a text (Halliday and Hasan 1976, 2). To create a texture, there are particular linguistic features which contribute to the complete integrity of a text. Consequently, texture is provided by the cohesive relation that exists between particular items contained with that text. These cohesive relations can be either grammatical (represented by reference, substitution, ellipsis, conjunction) or lexical (including use of repetition, synonymy, antonymy, superordinate relations or the use of a general noun) (Halliday and Hasan 1976, 4). Both of these two main categories of grammatical and lexical cohesion will be further explained in the following chapters.

## 2 Cohesion, Cohesive Ties, Cohesive Devices

Biber et al. claim that “cohesion refers to the integration which is achieved between different parts of a text by various types of semantic and referential linkages” (1999, 42). Whereas, as previously suggested in Chapter 1, Halliday and Hasan (1976, 4) perceive cohesion as a semantic concept because it “refers to relations of meaning that exist within the text, and that define it as a text.” Moreover, Halliday and Hasan claim that cohesion is “expressed partly through the grammar and partly through the vocabulary” (1976, 5) and for this reason they allude to grammatical cohesion and lexical cohesion. Similarly to Halliday and Hasan (1976), Hoey (1991, 3-4) defines cohesion as “the way certain words or grammatical features of a sentence can connect that sentence to its predecessors (and successors) in a text.”

According to Halliday and Hasan (1989, 73-74), there are three cohesive tie types: Co-referentiality, co-classification and co-extension. These types can tie two members of cohesively-related items and contribute to texture, “which makes a text more than just a series of sentences” (Biber et al. 1999, 234). On the contrary, Hoey (1991, 5) divide cohesive ties into five classes: conjunction, reference, substitution, ellipsis, and lexical cohesion.

Firstly, looking at Halliday and Hasan’s tie types, co-referentiality is a kind of semantic relation which shows a relationship of situational identity. Tárnayková also helps define co-referential links, saying that they “contribute to the consequent referential network of the entities denoted in the text” (2007, 78). This can be demonstrated as follows:

Ex1

I had *a little nut tree*

Nothing would *it* bear

(...)

Halliday and Hasan (1989, 73)

In Ex1 line 2, the personal pronoun *it* refers to the *little nut tree* that has been mentioned in line 1. Both members of this tie, thus, refer to the same one thing. In addition, Biber et al. (1999, 234-235) claim that the main devices, which are used for co-reference, are: definite description, indefinite noun phrase, proper noun, 1<sup>st</sup> or 2<sup>nd</sup> person pronoun, demonstrative

pronoun with situational reference. In comparison, Hoey (1991), entitles co-referentiality simply as reference.

Further to co-referentiality, there are chains of reference, which, according to Biber et al., are a generally known aspect of written discourse through which “clauses in sequence are referentially linked” (1999, 42). Biber et al. say that the parts of such chain can be “different kinds of referring expressions (e.g. pronouns, proper nouns, repeated noun phrases, synonyms) referring to the same real-world entities” (1999, 42).

Co-classification is another type of cohesive tie and it is a relationship of class identity (Halliday and Hasan 1989, 74). This can be demonstrated as follows:

Ex2 I *play the cello*. My husband *does*, too.

Halliday and Hasan (1989, 74)

In Ex2, the verbal phrase *play the cello* is at one end of the tie and *does* at the other. Both members fall within an equal class, yet the instrument is not only one but two, which makes it different from the relation of co-referentiality. This is the same type of tie which Hoey (1991) refers to as substitution and ellipsis.

Lastly, co-extension is a relation between two members which “both refer to something within the same general field of meaning” (Halliday and Hasan 1989, 74). This can be demonstrated as follows:

Ex3  
(...)  
But a *silver* nutmeg  
And a *golden* pear.

Halliday and Hasan (1989, 73)

In Ex3, the adjectives *silver* and *golden* both refer to a metal.

In relation to the tie relations (co-reference, co-classification, and co-extension), the term “cohesive chain” should also be introduced. In the report of Halliday and Hasan (1976, 84), a

cohesive chain is “formed by a set of items of which is related to the others” by the formerly-indicated semantic relations. Accordingly, there are two types of cohesive chain: Identity and similarity.

An identity chain shows the relation between the members of co-reference (Ex1) because “every member of the chain refers to the same thing, event, or whatever” (Halliday and Hasan 1976, 84). Further, these authors suggest that this type of chain is typical of short narratives.

On the other hand, a similarity chain can be formed by co-classification or co-extension, where “items refer to non-identical members of the same class of things (Ex2) or to members of non-identical but related classes of things” (Halliday and Hasan 1976, 84) (Ex3).

Cohesive ties, however, as Halliday and Hasan (1989, 74) put it, “are not independent of the lexico-grammatical patterns”. This means that they are realized by cohesive devices. As already mentioned, Hoey (1991, 5) divides cohesive ties into five classes (conjunction, reference, substitution, ellipsis, and lexical cohesion), which, at the same time, serve as cohesive devices. Halliday and Hasan (1976, 6) and McCarthy (1991) have a different approach to their classification. They categorize it using either grammatical or lexical cohesion, and this method will be used for the purpose of this thesis.

For compliance with Halliday and Hasan’s method, conjunction, reference, substitution and ellipsis fall within grammatical one, and are concisely dealt with in Chapter 3. The class of lexical cohesion, as the main focus of this thesis, is studied in depth in Chapter 4.

### 3 Grammatical Cohesion

Even though grammatical cohesion lies beyond the scope of the thesis, a basic overview of it is useful to help define lexical cohesion because, as Halliday and Hasan (1989, 82) claim, “grammatical cohesion requires the support of lexical cohesion”. A detailed division of grammatical cohesion can be found in Halliday and Hasan (1976, 31-271).

“Grammatical cohesion marks semantic links between clauses and sentences in written discourse, and between utterances and turns in speech.” (McCarthy 1991). According to McCarthy (1991, 35) and Halliday and Hasan (1976, 6) there are four types of grammatical cohesion: Reference, substitution, ellipsis, and conjunction.

#### 3.1 Reference

Reference is a grammatical cohesive tie which shows a certain relation between two items. Reference items might be distinguished “according their different uses and ‘phoric’ tendencies” (Halliday and Hasan 1976, 33). Following this rule, they might be exophoric (situational) or endophoric (textual).

Endophoric (textual) reference items are further divided in anaphoric (referring to preceding text) and cataphoric (referring to following text) (Halliday and Hasan 1976, 33, McCarthy 1991, chapter 2).

Exophoric reference, suggests that the referents of reference items cannot be found within the text. McCarthy (1991, 39) says that such referents are expected to be known in the terms or shared knowledge or experience. They are often accompanied by the determiners.

Ex4 *The government* are to blame for unemployment.

In the above example (Ex4 - McCarthy 1991, 39), the speaker presumes that the hearer will know which government is being talked about. Further, McCarthy (1991, 39) introduces possible interpretations of *The government*, and that is “*our government*” or “*that of the country we are in/are talking about*”.

Endophoric reference, in contrast, depends entirely on accompanying text to explain what the referent is. The first possible type of endophoric reference to note here is anaphoric.



Anaphoric is when a reference item refers back to a referent that has gone before, i.e. preceding text.

Ex5 Can you please tell me where to stay in *Geneva*? I've never been to *the place*.

In the above example (Halliday and Hasan 1976, 275), the definite article *the* together with general noun *place* function like an anaphoric reference item and thus, refer back to *Geneva*.

The class of general nouns, as will be explained later in Chapter 4, stands on the borderline between grammatical and lexical cohesion. Nouns, as Biber et al. claim, are “the main lexical means of referential specification” (1999, 232). To fulfil some cohesive function, these general nouns are almost always accompanied by the definite article *the* when they refer to something or someone that has been already mentioned. As a result, using *the* and then a *general noun* functions as an anaphoric reference item. In addition to *the*, different types of reference are introduced at the end of this sub-chapter.

The second endophoric reference, called cataphoric, refers forward.

Ex6 *He who hesitates* is lost.

In the example above (Halliday and Hasan 1976, 56), the personal pronoun *He* is not preceded by any other referent. It is the first referential item which refers forward to *who hesitates*.

If the restrictive relative clause *who hesitates* was omitted, one would not be able to identify who *He* (the one who hesitates) is. McCarthy (1991, 42) states that this type of endophoric reference is most often used in longer texts for purpose of attracting the reader's attention and keep them reading so that they understand the full, important message (McCarthy 1991, 42).

Halliday and Hasan (1976, 37) introduces these three following types of reference: personal (e.g. *I, you, us, him, her, it*, etc.), demonstrative (*this, these, that*, etc.), and comparative (*similar, other*, etc.). As this description of reference is very brief, a detailed division is listed in Halliday and Hasan (1976, 31-84).

### 3.2 Substitution and Ellipsis

Halliday and Hasan (1976, 88) treat substitution and ellipsis in a similar way. The authors state that substitution occurs when an item in a text is replaced by another, and ellipsis, in fact, by nothing. There are three types of both substitution and ellipsis: nominal, verbal, and clausal.

Ex7 (a) Do you need *a jacket*? - Yes, I need *one*.

(b) Do you need *a jacket*? - Yes, I need (*one*).

In Ex7 (a), the word *jacket* is substituted by *one*, and in (b) it is ellipsed. Jacket is a noun, therefore, both of these examples are nominal substitutions.

### 3.3 Conjunction

Halliday and Hasan (1976, 238) distinguish four categories of conjunction according to the conjunctive relations they express: additive, adversative, causal, and temporal.

Ex8 For the whole day he climbed up the steep mountainside, almost without stopping.

(a) *And* in all this time he met no one.

(b) *Yet* he was hardly aware of being tired.

(c) *So* by night time the valley was far below him.

(d) *Then*, as dusk fell, he sat down to rest.

In (a) *and* has the additive function to demonstrate that it follows he whole day spent in Ex8, however, in (b) *yet* implies contrast so it has an adversative relationship to Ex8. In (c) *so* expresses causal relation to Ex8, because it presents the result of climbing up the mountain. However, in (d) *then* is a reference to the time frame used in Ex8, continuing to tell us what happened after the day that was spent climbing, therefore it expresses a temporal relationship.

## 4 Lexical Cohesion

As stated in Chapter 2, cohesion “refers to the integration which is achieved between different parts of a text by various types of semantic and referential linkages” (Biber et al. 1999, 42). It is categorized into two main groups; grammatical cohesion and lexical cohesion. As briefly described in the previous chapter: reference, substitution and ellipsis, and conjunction are types of grammatical cohesion. However, since this bachelor thesis examines lexical cohesive ties in online discussions, it is desirable to focus on lexical cohesion in detail in this chapter.

### 4.1 Reiteration

Halliday and Hasan (1976) distinguish two forms of lexical cohesion, which they refer to as reiteration and collocation. McCarthy (1991, 65) defines reiteration as: repeating an item in a later part of the discourse, either by direct repetition or using other means of lexical relation, such as hyponymy (*rose* and *flower*) and synonymy (*eggplant* and *aubergine*). If needed, hyponyms and synonyms can easily be found in dictionaries and thesauri. According to Halliday and Hasan (1976), there are the following types of reiteration: repetition of a lexical item, a synonym (or near-synonym), an antonym, superordinate relations (including meronyms and hyponyms), or the use of a general noun. In most cases, a related lexical item is accompanied by a reference item, usually *the*, to express referential relationship, as mentioned in Chapter 3 and illustrated in the examples 9(a)-9(d) below:

- Ex9 There’s a *boy* climbing that tree.
- (a) The *boy*’s going to fall if he doesn’t take care.
  - (b) The *lad*’s going to fall if he doesn’t take care.
  - (c) The *child*’s going to fall if he doesn’t take care.
  - (d) The *idiot*’s going to fall if he doesn’t take care.

In Ex9, the *boy* is the subject of the sentence. In (a), there is an example of repetition, as a reiterative reference, as *the boy* refers back to *a boy*, i.e. the same boy who is the subject of Ex9. In (b), *lad* is another term commonly used for boy (a synonym), so we can understand it is a reiteration of the same boy, i.e. the reiteration is synonymous. In (c), *child* can be recognized as a superordinate term to *boy*, and so we understand it is referring to the same *boy*. In (d), *idiot* is used to reiterate the same boy, but we only know this because it is clear that it is the noun which is the subject of the sentence, and the subject of the previous

sentence was *the boy*. Therefore, *idiot* represent the use of a general noun for *boy*. In this case, the general noun refer to people of a certain type in order to convey the attitude of the speaker, which is derogatory towards the boy (Halliday and Hasan 1976, 280).

McCarthy (1991, 66) suggests that reiteration is not incidental, but rather a conscious act when writers and speakers choose if they will simply repeat, find a synonym, or a superordinate.

This thesis further applies Halliday and Hasan's categorization when analysing lexical cohesive ties in online discussions.

#### **4.1.1 Same word (repetition)**

According to Halliday and Hasan, a reiterated item may be a repetition (1976, 278). This means that the same item is repeated and can be related to by having a common referent (as can be seen in Ex9 and Ex9 (a)). These are the "sequences of noun phrases all referring to the same thing" (Biber et al. 1999, 42), which were introduced as "chains of reference" in Chapter 2 earlier.

Halliday and Hasan also say that "a lexical item is not bound to a particular grammatical category, or to a particular morphological form" (1976, 291). It means that different forms of a word substitute a single lexical item. This can be illustrated by the following example: "go, goes, going, gone, and went are all one lexical item" (1976, 291).

To compare, Hoey (1991) describes repetition in a different way and categorizes the various types of lexical relation that permit repetition. According to Hoey, repetition allows a speaker or writer to say or write the same thing many times (1991, 52). The two types that are similar to the category of same word (repetition) by Halliday and Hasan, and will be mentioned, are simple lexical repetition and complex lexical repetition.

The most basic repetition is "simple lexical repetition which occurs when a lexical item that has already occurred in a text is repeated with no greater alteration than is entirely explicable in terms of a closed grammatical paradigm" (Hoey 1991, 53). This can be seen in the examples Ex9 and Ex9 (a).

On the other hand, complex lexical repetition means that two lexical items share a lexical morpheme, but are not formally identical. Or, they are formally identical, but have different grammatical functions (Hoey, 1991, 55). This complex lexical repetition might be illustrated on the following examples (Hoey, 1991, 52):

Ex10 A *drug* known to produce violent reactions in humans has been used for sedating grizzly bears *Ursus actors* in Montana, USA, (...).

Ex11 To avoid potentially dangerous clashes between them and humans, scientists are trying to rehabilitate the animals by *drugging* them and releasing them in uninhabited areas.

Hence, Hoey suggests that this form of relationship can occur when two items can be paraphrased in the context of the text in which they appear. He paraphrases the item *drugging* in its context as ‘making sleepy by administering a drug to’. (1991, 55).

In agreement with the classification by Halliday and Hasan (1976), Hoey (1991) also doubts whether a repeated word retains the same meaning. Halliday and Hasan make this clear when introducing referential relation that can be of same referent (identical), inclusive, exclusive, or unrelated. According to Biber et al. (1999, 240), “noun phrases with demonstrative determiners are more explicit (than personal pronouns) and are characteristically used with a larger anaphoric distance”. The possibilities are presented in the following examples (Halliday and Hasan 1976, 283):

Ex12 There’s *a boy* climbing that three.

(a) *The boy*’s going to fall if he doesn’t take care.

(b) *Those boys* are always getting into mischief.

(c) And there’s *another boy* standing underneath.

(d) *Most boys* love climbing.

In (a), a repeated word, *the boy*, is the same referent (identical) as the word previously mentioned, *a boy*, therefore, the reference item *he* could be used instead of *the boy*. In (b), the relation of *those boys* and *a boy* is inclusive because *those boys* includes the boy who was referred to in Ex12. Here, a different reference item could be used, particularly *they*. In (c), *another boy* does not include the same boy referred to in Ex12, therefore, he is of exclusive relation and there is no reference item to replace *boy*. In (d), *most boys* does not convey any

referential relation to the *boy* in Ex12, because there is not enough information whether the boy in Ex12 likes climbing trees or not.

To summarize, some examples of repeated words can be entirely lexical. Therefore signifying co-occurrence, not dependence on the relation of reference (Halliday and Hasan 1976, 283). On the other hand, there are examples of repetition that do have a referential relationship between the two occurrences (Ex12, (a), (b), (c)).

This thesis will use the term “same word (repetition)” as defined by Halliday and Hasan (1976), because the authors include the identical repetition of a lexical item that has already appeared in a text. Further, because they claim that different forms of a word can substitute a single lexical item.

#### **4.1.2 Synonymy**

Synonymy is another type of reiteration and according to McCarthy (1991, 67), the usage of synonyms as of a linguistic device (since it is a common feature of conversation) helps to form natural discourse apart from the understanding of new words. Halliday and Hasan (1989, 80), Crystal (2003), Lyons (1995), and Cruse (1986) agree that two lexical items are identical (synonymous) when they mean the same, yet the authors have different views concerning further classification.

Lyons (1968, 447), similarly to Cruse (1986, 265), suggests that “synonymy is a matter of degree” based on the fact that “any set of lexical items can be arranged on a scale of similarity and difference of sense” and accordingly, there are two interpretations of the term synonymy; a strict one and a looser one. The stricter one means that “two items are synonymous if they have the same sense” (1968, 446). Conversely, the looser one says that two words are synonymous if they are “relatively similar in sense” (1968, 447). With regards to these two interpretations, Lyons (1995) recognizes three categories of synonyms: absolute, partial, and near synonyms. In contrast, Cruse (2004, 154) distinguishes these same three categories as: absolute, propositional and near-synonymy. Crystal (2003) does not treat synonymy and near-synonymy as two different concepts in the same way as Halliday and Hasan (1989) do, but as only one concept. Crystal simply claims that, instead, there may be differences between synonymous words in the following ways: dialect, stylistic, collocational and emotional feeling. Introducing those nuances, Crystal (2003, 164) suggests that there are not any

lexemes which could be used in all possible contexts and the previously mentioned or other differences may be present.

To introduce absolute synonyms first, Lyons (1995, 61) and Cruse (2004, 154) claim that words can be absolute synonyms if they satisfy the following all of the following three conditions:

- (i) all their meanings have to be identical
- (ii) they have to be synonymous in all contexts
- (iii) they have to be semantically equivalent in all dimensions of meaning, descriptive or non-descriptive.

Nevertheless, apart from Lyons (1968, 447), most scholars (Crystal, 2003, 164, Cruse, 1986, 266, Cruse, 2004, 155) agree that there are no pairs that would be absolutely synonymous. To quote Cruse (2004, 155), absolute synonyms “do not form a significant feature of natural vocabularies”.

Second, partial synonyms do not fulfil the condition (i) which means that they are “not synonymous in all of their meanings” (Lyons 1995, 61), as it can be shown by this example below:

Ex13 They live in a *big/large* house.

To explain the condition (ii), which concerns collocations or “the set of contexts in which the word can occur” (1995, 61), Lyons uses *big* and *large* as examples again. In the following sentences, *big* cannot be substituted by *large* and according to Lyons (1995, 62), it is “collocationaly unacceptable or unidiomatic”.

Ex14 You are making a *big* mistake.

Ex15 You are making a *large* mistake.

Crystal (2003, 164), introduces examples of *rancid* and *rotten* saying that they are synonymous, but that there is a collocational difference because *rancid* is only used for *butter* or *bacon* which is rotten but additionally, as a result, is now too disgusting to be eaten. Also, Crystal gives following example of dialect difference between the possible synonyms *autumn* and *fall*, suggesting that *autumn* should occur in British English context and *fall* in American English context only.

The third condition about same equivalency (iii) is referred to as descriptive and non-descriptive meaning. Lyons (1995, 63) says that “two expressions have the same descriptive meaning (i.e., are descriptively synonymous) if propositions containing the one necessarily imply otherwise identical propositions containing the other, and vice versa”.

Cruse (2004), after absolute synonymy, introduces a category of cognitive (propositional) synonymy. This is in addition to the category of plesionyms which he introduced in his earlier work (1986, 285). Cognitive (propositional) synonymy is “the relation defined in terms of truth-conditional relations” (Cruse, 1986, 88). To illustrate, *fiddle* and *violin* are an example of a pair of propositional synonyms because one member of the pair entails and is entailed by the other as shown in these example sentences (Cruse 2004, 155):

Ex16 John bought a *violin*.

Ex17 John bought a *fiddle*.

For comparison, the synonymous words *insane* and *loony*, where *insane* is informal and *loony* is formal, introduced by Crystal (2003, 164), signify a stylistic difference which could be called cognitive synonymy. Similarly, a difference in the portrayal of emotions, as shown in the examples *youth* and *youngster* (Crystal 2003, 164), could also be called cognitive. Where *youth* is recognizable as a less pleasant term than *youngster*.

On the contrary, plesionyms “yield sentences with different truth-conditions” (Cruse, 1986, 285), for example:

Ex18 It wasn't *foggy* last Friday -- just *misty*.

Ex19 You did not *trash* us at badminton - but I admit you *beat* us.

Third, Lyons claims that near-synonyms are “expressions that are more or less similar, but not identical, in meaning” (1995, 60). According to Cruse (2004, 156-157), there is “no simple correlation between semantic closeness and degree of synonymy with near-synonyms.” Cruse (2004, 157) claims that such synonyms may show contrast, for example *dog* is to signify “not cat/mouse/camel/(etc.)”. Also, the following expressions can be used to show contrast: *more exactly, or rather*:

Ex20 He was murdered, *or rather* executed.

Ex21 On the table there were a few grains or, *more exactly*, granules of the substance.



Further, Cruse (2004, 157) introduces minor differences that are permissible between near-synonyms:

- (i) adjacent position on scale of ‘degree’: fog:mist, laugh:chuckle, hot:scorching;
- (ii) certain adverbial specializations of verbs: amble:stroll, drink:quaff;
- (iii) aspectual distinctions: calm:placid (state vs. disposition);
- (iv) difference of prototype centre: brave (prototypically physical):courageous (prototypically involves intellectual and moral factors)

In comparison, Hoey (1991) terms the concept of synonymy “paraphrasing” and introduces two groups of paraphrase: simple lexical paraphrase and complex lexical paraphrase. The latter of these corresponds to definition of collocation and will be mentioned again later in Chapter 4.2.

Hoey says that “simple paraphrase occurs whenever a lexical item may substitute for another in context without loss or gain in specificity and with no discernible change in meaning,” (1991, 62). The author further divides the paraphrase into partial or mutual paraphrase. Partial paraphrase is valid when the substitution can be done in one direction only.

The examples (Hoey, 1991, 52) of mutual and partial paraphrase are illustrated below:

Ex22 A drug known to *produce* violent reactions in humans has been used for sedating grizzly bears *Ursus actors* in Montana, USA, (...)

Ex23 (...), scientists discovered it had been tranquilized 11 times with phencyclidine, or ‘angel dust’, which *causes* hallucinations and sometimes gives the user an irrational feeling of destructive power.

Ex24 What is attempted in the following *volume* is to present to the reader a series of actual excerpts from the writings (...).

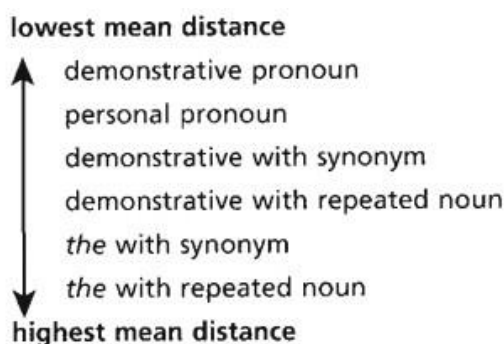
Ex25 The *book* does not purport to be a history of political theory, with quotations interspersed to illustrate the history.

In Ex23, *causes* is (in its context) a mutual paraphrase of *produce* in Ex22 (not “A drug known to cause” and “(...), phencyclidine, or ‘angel dust’ which produces hallucinations (...”). In Ex25, *the book* is a partial paraphrase of *volume* in Ex24.

As it is evident, (and Hoey suggests as well (1991, 63), simple paraphrase might function in the same way as the classification of synonymy given by Halliday and Hasan (1989), i.e. lexical items are identical (synonymous) when they mean the same thing.

With regards to the cohesive function, “synonyms provide a less unambiguous reference than repeated nouns and are less common, however, they are relatively common in the written registers” (Biber et al. 1999, 238). Furthermore, Biber et. al claim that “the use of a synonym makes it possible to draw attention to different aspects of a referent and to produce a more varied and informative text” (1999, 238-239). Nevertheless, to apply a use case, the creation of diverse texts is a conflict of interest in online discussions, particularly travel forums, since the contributors mostly seek for advice on a specific referent (that has been previously written about) and want to get explicit information in return. Therefore, they would rather use repetition than synonymy.

Furthermore, the factor that influence the choice of anaphoric expressions is “the distance to the nearest previous mention” (Biber et al. 1999, 239) and as the threads in contributions of travel forums may be extensive, depending on how many contributors decide to leave their contribution, it is more probable that contributors will make the choice of repetition of the key words because “a repeated noun is in its turn a more explicit marker than a synonym and therefore allows a somewhat larger span in relation to the previous mention” (Biber et al. 1999, 240). See Figure 1:



**Figure 1.** Forms of anaphoric expression in relation to distance (Biber et al. 1999, 239)

### 4.1.3 Antonymy

Most scholars (Halliday and Hasan 1976, 1989, Lyons, 1968, 1977, Cruse 1986, 2004, Crystal, 2003) perceive antonymy as a type of oppositeness. Halliday and Hasan claim that “there is cohesion between any pair of lexical items that stand to each other in some recognizable lexicosemantic relation” (1976, 285) and therefore, consider antonymy as a lexical relationship.

Crystal (2003, 165) claims that antonymy, unlike synonymy, is easier to determine. Lyons (1977, 271) distinguishes lexical opposites between gradable (including comparison) and ungradable. Both Crystal (2003) and Halliday and Hasan (1976, 285) (with regards to Lyons’ classification of oppositeness) distinguish the three following categories of antonyms: gradable antonyms, complementary antonyms, and converseness. Besides converseness, there is another category of directional opposites called reversives, which will be introduced along with converses. The only difference to point out is that Halliday and Hasan refer to gradable antonyms as to antonyms only, which is explained below. In comparison, Cruse (1986) recognizes only two types of lexical opposites: complementaries and antonyms. However, Cruse (1986, 206-214) further introduces more specific subcategories of antonyms, which will not be introduced here as they are beyond the scope of this thesis.

To start with antonyms, they are adjectives “which are capable of comparison” (Crystal 2003, 165). Cruse (1968) claims that most of the antonyms are adjectives, a few are verbs, and they are completely gradable. For example: *large/small*, *happy/sad*, *wet/dry* (Crystal 2003, 165). Although Halliday and Hasan (1976, 285) also introduce examples of *wet/dry*, they include examples of *like/hate* in this category. There is no exact scale to measure in the general terms of like and hate, therefore they term this category simply “antonyms”.

To comment further on the features of antonyms, Cruse (1968) claims that they are usually used for purposes of comparison and they share the following characteristics. Firstly, most of the antonyms are adjectives, a few are verbs, and they are completely gradable. Secondly, representatives of a pair of antonyms express some unit of measurement (e.g. *length*, etc.). Thirdly, the more the representatives of a pair are intensified, the further they are from one another on the scale. This depicts degrees of the appropriate feature (e.g. *very heavy-very light*). Fourthly, “the terms of a pair do not strictly bisect a domain: there is a range of values

of the variable property, lying between those covered by the opposed terms, which cannot be properly referred to by either item. (...)” (Cruse 1968, 204).

Complementary antonyms, as the term suggests itself, “complement each other in their meaning” (Crystal 2003, 165) or are a pair of “two mutually exclusive compartments, so that what does not fall into one of the compartments must necessarily fall into the other” (Cruse 1986, 199), as in *first/last* or *alive/dead* (Crystal 2003, 165). In other words, to be first does not mean to be last and vice versa. As Crystal says, “there is no scale of firstness” (Crystal 2003, 165). To verify the complementarity one can deny both terms using correlative coordinators. This can be demonstrated as follows: *The door is neither open nor shut* (Cruse 1986, 199).

Lastly, a category of directional opposites will be introduced. Antonyms like *buy/sell* are called converse terms, and are “mutually dependent on each other” (Crystal 2003, 165). To demonstrate this kind of antonym, Halliday and Hasan (1976, 281) present examples of *order/obey*, also classifying them as converses. Reversives, according to Cruse (2004, 166), are all verbs and their role is to denote oppositeness in terms of literal or relative movement, like in the following examples: *up/down*, *rise/fall*, *enter/leave*.

To compare, Hoey (1991), as it was mentioned in Chapter 4.1.3, divides paraphrasing into simple and complex. The last two links of complex paraphrase are included in Chapter 4.2, however, the first link of complex paraphrase belongs here. This is because it concerns the use of the antonyms like *happy/unhappy*, *contented/discontented* (Hoey 1991, 64), but also those that do not share a morpheme are included in the definition of complex paraphrase, for example, *cold*, and *far from hot* (Hoey 1991, 64).

#### 4.1.4 Superordinate relations

Halliday and Hasan (1976, 278) treat superordinates as one concept, and give the following examples, where the first item of each pair is a superordinate of the second: *car-Jaguar*, *vehicle-car*, *spoon-teaspoon*, *cut-pare*. However, this chapter divides superordinates into both hyponymy and meronymy and goes on to outline the difference.

Halliday and Matthiessen (2004, 574), and Lyons (1977, 291) say that hyponymy is a relation based on classification, from specific to general, which “holds between a more specific (or subordinate) lexeme and a more general (or superordinate) one” (Lyons 1977, 291). According to Cruse (1968, 136), taxonomy is a horizontal relationship of so called sister-nodes, for example *dog*, *cat*, *elephant*, etc. Taxonomies commonly have a superordinate terms that includes them all. In relation to the example, the word *animal* includes all of the above-mentioned sister-nodes. Thus, *dog*, *cat* and *elephant* are hyponyms of *animal*, yet *animal* is their mother-node in a vertical relationship. Hyponyms are words with an exact meaning that can be recognized to be included in the meaning of a more general word (hypernym), as can be seen in the example: *dog*, *cat*, *elephant* are *animals*.

In particular, Cruse (1968), Crystal (2003, 166), and Halliday and Matthiessen (2004, 575) agree that “An X is a kind/type of Y”, and hence, provide us with the following examples (Cruse 1968, 137):

Ex32 A spaniel (X) is a kind of dog (Y).

Ex33 A rose (X) is a type of flower (Y).

Lyons (1968, 453) refers to hyponymy as to “the relationship of inclusion of a more specific term in a more general term”, which is very similar to the classification previously mentioned by Cruse (1968), Crystal (2003, 166), and Halliday and Matthiessen (2004, 575). For instance, the meaning of *tulip* is included in the meaning of *flower* (Lyons 1968, 453).

Hoey (1991, 69) explains superordinate relations under the heading superordinate, hyponymic, and co-reference repetition. The author claims that if the meaning of the items is included in that of the other, and if the latter one is inclusive of the former, it is of superordinate relation. If the latter is not inclusive of the former, it is hyponymy. In the examples (Hoey 1991, 52) below, he classifies the relation of *biologists* and *scientists* as a superordinate to its hyponym.

Ex34 After one bear, known to be a peaceable animal, killed and ate a camper in an unprovoked attack, *scientists* discovered it had been tranquilized 11 times with phencyclidine, or ‘angel dust’, (...).

Ex35 Although some *biologists* deny that the mind-altering drug was responsible for uncharacteristic behaviour of this particular bear, (...).

The author claims that the order is not arbitrary and, in order to make sense of cohesion as an organizing feature of text, one has to be consistent and follow the rule that was previously mentioned. It is not possible to expect an increase in meaning in a shift from *biologists* to *scientists* (Hoey 1991, 69).

Another type of lexical hierarchy is meronymy. Cruse (1968, 160), similarly to Halliday and Matthiessen (2004, 575), defines meronymy as a part-whole relation and claims that: “X is a meronym of Y if sentences of the form A Y has Xs/an X and An X is a part of a Y are normal when the noun phrases an X, a Y are interpreted generically.” The opposite of a meronym is a holonym, the name of the whole of which the meronym is a part. The frequent examples (Cruse 1968, 160) are:

Ex36 A hand (Y) has fingers (X).

Ex37 A piano (Y) has a keyboard (X).

Ex38 A car (Y) has wheels (X).

Ex39 A saw (Y) has teeths (X).

Ex40 A book (Y) has pages (X).

To conclude, Halliday and Matthiessen say that “the general tendency is to introduce the whole first, and then extend this metonymically in terms of the parts” (2004, 576). Also, hyponyms and meronyms “often work together in the development of text” and there is “no very clear line between meronymy and hyponymy (especially with abstract terms)” Halliday and Matthiessen (2004, 576).

In the analysis, for compliance with Halliday and Hasan’s approach, hyponymy and meronymy will be treated as one concept, superordinate relations. It will not be further analyzed in terms of occurrence of the individual relationships as the main goal of the thesis is to indicate frequency between the types of reiteration as such.

#### 4.1.5 General word

According to Halliday and Hasan (1976), and as it was formerly acknowledged in Chapter 3, the class of general nouns stands on the borderline between grammatical and lexical cohesion. In other words, general noun as a lexical item is a member of an open set whereas as a grammatical item it is a member of closed system. So, in order to establish reference it is needed “both lexical and grammatical means” (Biber et al. 1999, 232). Halliday and Hasan define the class of general nouns as “a small set of nouns having generalized reference within the major noun classes” (1976, 274) and provide the following cases:

- I. “*people, person, man, woman, child, boy, girl (human)*”
- II. *creature (non-human animate)*
- III. *thing, object (inanimate concrete count)*
- IV. *stuff (inanimate concrete mass)*
- V. *business, affair, matter (inanimate abstract)*
- VI. *move (action)*
- VII. *place (place)*
- VIII. *question, idea (fact)”*

(Halliday and Hasan 1976, 274)

To illustrate, Halliday and Hasan show the cohesive function of *man* and *place* in the following examples:

Ex41 Didn't everyone make it clear they expected *the minister* to resign? - They did.

But it seems to have made no impression on *the man*.

Ex42 Can you tell me where to stay in *Geneva*? I've never been to *the place*.

In Ex41 *the man* refer back to *the minister*. In Ex42 *the place* refer back to *Geneva*, where the general noun with the definite article *the* functions like an anaphoric reference item which was described earlier (Chapter 3.1).

#### 4.2 Collocation

Halliday and Hasan (1976, 284), similarly to Cruse (1986, 40), state that collocation is “achieved through the association of lexical items that regularly co-occur”. Put another way, collocation is a combination of words in a language which are often used together or “the degree to which the probability of a word being used increases given the presence of a certain

other word within a specified range” (Halliday and Matthiessen 2004, 38). Furthermore, Halliday and Hasan (1976, 286) agree with Hoey (1991) and Morris and Hirst (1991, 22) that alike lexical cohesion tend to “share the same lexical environment”. To illustrate such tendency see the following word patterns (Halliday and Hasan 1976, 286):

Ex43 candle - flame – flicker

Ex44 hair - comb - curl - wave

As can be seen above, the examples “do not depend on any general semantic relationship, but rather on a particular association between the items in question – a tendency to co-occur” (Halliday and Matthiessen 2004, 576-577). Morris and Hirst (1991, 22) refer to this word relationship as nonsystematic semantic. They claim that the words can be “related in a particular situation, but taken out of that situation, they are not related in a systematic way”. Halliday and Hasan (1976, 286) further claim that chains of collocational cohesion are “largely independent of the grammatical structure” which means that they can appear either within the same sentence or across the sentence.

Hoey (1991), as it was mentioned in Chapter 4.1.3, divides paraphrasing into simple and complex. Complex paraphrase is included in this Chapter 4.2, because it is said to “occur when two lexical items are definable such that one of the items includes the other, although they share no lexical morpheme” (Hoey 1991, 64), which is similar to other authors’ definitions of collocation mentioned above. Complex paraphrase covers three different links, however, only the last two belong here since the first one covers the use of antonyms and is introduced in Chapter 4.1.4.

The second link of complex paraphrase include the use of a, so-called, link triangle. This is when three items (*writer*, *author*, *writings* - Hoey 1991, 64) share three different links: simple paraphrase, complex repetition and complex paraphrase. When *writer* and *author* are in a relationship of simple paraphrase and *writer* and *writings* are in a relation of complex repetition, the link between *author* and *writings* is complex paraphrase.

The third link describes a situation in which the author accept complex paraphrase is when the third link is connected to the second link. Hoey (1991) says that even though one of the three items (*writer*) is missing, the link between *author* and *writings* is still considered to be complex paraphrase, providing that the missing item (*writer*) is “capable of paraphrasing exactly in that context one of the items and of repeating the other” (Hoey 1991, 66).



Nevertheless, McCarthy (1991, 65) argues whether collocation fall within the category of lexical cohesion or not. According to Sinclair (1991, 119), words can be grouped together to typical phrases based on frequency, and hence, “many words occur in more than one word-class”. Likewise, McCarthy (1991, 65) says that there is no “semantic relation between words (since collocation refers to the probability that lexical items will co-occur)” and for that reason “collocational associations across sentence boundaries” should be ignored. Also Halliday and Hasan (1976, 284) claim that collocation is the most problematic part of lexical cohesion, this is due to the fact that identifying collocations is based, from the authors’ viewpoint, and as the above definition implies, on associations.

Associations can be defined as “something linked in memory or imagination with a thing or person” or as “the process of forming mental connections or bonds between sensations, ideas, or memories” (Merriam-Webster Dictionary 2020). Moreover, Lyons (1977, 220) says that “the connotations which one person associates with a name may be different from the connotations which another person associates with the same name, (...)”. Hence, the interpretation of connotations can be said to be subjective and subject to change “as they arise from associations that not everyone will experience or notice” (Murphy 2003, 154). For this reason they cannot be labelled in a dictionary. Similarly to Lyons (1977) and Murphy (2003), Cruse says that collocations “have to be individually learned” (2004, 74). Despite introducing Hoey’s complex paraphrase for completion to collocation, the author himself agrees with Cruse (2004) that “we acquire collocations, as we require other aspects of language, through encountering texts in the course of our lives” (Hoey 1991, 219). Accordingly, there will be “individual variations in the types and strengths of collocation we each recognize” (Hoey 1991, 219).

Similarly to Halliday and Hasan (1976), Witte and Faigley (1981, 193) claim that “lexical cohesion through collocation is perceived to be the most difficult type of cohesion to analyse”. This is because collocation covers lexical relations that “do not dependent on referential identity and are not of the form of reiteration accompanied by the (or a demonstrative)” (Halliday and Hasan 1976, 287). For this reason, and with respect to the features of internet forums, where the posts are dependent on reference and form coherent discussion threads, the analysis of chains of collocational cohesion will not be carried out.

In conclusion, with regards to McCarthy (1991, 65), the analytical part of this thesis will focus on lexical cohesion, which is understood to be established by “certain basic semantic

relations between words in creating textuality, that property of text which distinguishes it from a random sequence of unconnected sentences”. Those relations which are, according to Morris and Hirst (1991), systematically classifiable.

## 5 Characteristics of the Genre

### 5.1 Genre of Internet Forums

Biber and Conrad (2009, 177) and Herring (2010) agree that in the early 1980s words like e-mail, instant message, blog, cell phone and text message were unknown to most people. During the next two decades, our available technology has expanded and as we arrived in 2007 over billion people were already using the internet. In terms of electronic communication, Biber and Conrad (2009) focus collectively on three forms which emerged not long ago, such as: e-mail, e-forum postings and text messages. Then they make comparisons among them. They choose these three forms, because “they rely on electronic means for conveying a message” (Biber and Conrad 2009, 177). Similarly, Crystal (2006) uses the generic term chatgroups (including chatgroups, newsgroups, usergroups, chatrooms, mailing lists, discussion lists, e-conferences, and bulletin boards) and defines them as “continuous discussions on a particular topic” (Crystal 2006, 11, 134). Herring (2010), however, uses the umbrella term computed-mediated communication (CMC) which includes, for example, emails, instant messaging, real-time chat protocols, asynchronous discussion forums, web pages, etc. The author also claims that “text-based computed-mediated communication (CMC) is conversation-like.” This is argued to be the case because users perceive CMC very similar to spoken conversation. This chapter, nonetheless, will primarily focus on how language is used in e-forum posts.

Crystal (2006) and Herring (2010) differentiate between asynchronous and synchronous groups of chats. Synchronous groups “takes places in real time” and asynchronous “in postponed time” (Crystal 2006, 11). In synchronous chats, then, members have a possibility of joining “an ongoing conversation in real time” (Crystal 2006, 12). These chats, however, are only temporary which means that the contributions from the individuals involved in the conversation are not meant to be saved and viewed or responded to at a later date (although, in fact, the chat may remain on the account of the individuals and be re-started is desired). On the other hand, the contributions in asynchronous chats are written, saved and accessible to anybody at any time (Crystal 2006, 12). Travel forum namely Trip Advisor, which is used as the source of the corpus, belong to this latter group of asynchronous chats.

Biber and Conrad (2009, 177) refer to e-forum postings as recently developed electronic registers. Internet forums are “websites where users post messages about a certain topic” and,

considering the e-forum used as the source of this corpus, that certain topic is travelling. The contributors to this forum have the possibility to exchange opinions, advice or stories of their travel experiences. According to Biber and Conrad (2009, 190), forums do not have a leader, but instead have administrators who moderate a particular forum with a view to controlling that everyone follows the principles of acceptable behavior, i.e. not posting offensive remarks or off-topic messages. In addition, most forums have a status system, indicating “the ratings of participants in the forum” (Biber and Conrad 2009, 190).

To characterize forums as a communicative medium, Biber and Conrad (2009) state that forum posts are similar to e-mail for their written form. They are also similar in the way that contributors are not limited by the time that they have, in which to respond. They suggest that the difference may be in the type of information which is shared by each person. This is, in turn, dependent on that particular forum. In the e-forum posts, we are further able to see a type of information which is commonly referred to as metadata. Such metadata is “about the number of postings the user has made to the forum, the country the user is in, when the user first registered, information about the equipment they are using, and the user’s level rating” (Biber and Conrad 2009, 191). However, this kind of metadata does not necessarily get recorded in all forums, it is just that the authors have used a specifically chosen forum for their analysis.

Forums are opened to group interactions which mean that a message (often called a “post”) can be seen and answered by one or more other individuals. As it was mentioned before, people usually search for a particular type of information, therefore, once the topic of the conversation has been established, many people with an interest in the same topic find that particular post and add their own. The more popular the topic, then the more frequent the contributions will be.

## **5.2 Features of Internet Forums**

In this chapter, the features of internet forums, as a type of asynchronous group, will be discussed. Crystal (2006, 137) has noticed that there is a rich diversity of forums available: academic, professional, governmental, commercial, social. Many of these are created “because of an interest in a particular subject-matter” and others are created “just to talk” (Crystal 2006, 137). For this reason, each group is unequal, but it is possible to recognize a

variety of styles among them. From observation of these styles, Crystal (2006, 139) insists that chatgroups, in general, are “designed to provoke and accept short messages and multiple reactions”, which he perceives to be a distinctive linguistic feature. In the same way, Biber and Conrad (2009, 193-195) say that e-forum posts are directed to specific problems or answers and are meant to be sent “back and forth quickly”, and, because users/readers are interested in, and have knowledge about, a particular subject, the context of each contribution is commonly understood. It follows that, the average number of words per message (within e-forum posts) is lower because there is not a need (for any single contributor) to describe the different subjects within the topic (the context) again, which each new post. Often, however, references (such as lexical repetition) to previous posts are used.

The posts in asynchronous chats, as it was mentioned in the previous sub-chapter, remain online and visible to all visitors to the forum, even though the members who have contributed to them have left them. Crystal (2006, 140-141) compares this situation to the written media of articles, books and other ‘permanent’ literature. What the author points out is “the non-linear nature of the interaction” or “no given chronological beginning point” (Crystal 2006, 141), which means that members cannot: only freely choose whether they will join recent or old group discussing particular topic; but also if they will respond to all or just some messages within the chosen group. The fact is that: there is no obligation to respond nor expectation that someone will respond to chatgroup messages (Crystal 2006, 142).

One of the factors that may influence which message will be selected (and responded to) is its title. The more attractive the title is, then the more likely the message will be replied to. Nevertheless, the titles usually convey the content of the discussion and they should be, as with titles of any scientific or academic text, “clear and unambiguous” (Crystal 2006, 144-145).

According to Biber and Conrad (2009, 193-195), e-forum posts “follow the traditional rules for grammar and punctuation of written texts.” However, interesting modifications may appear, including such aspects of written text as: the lack of any punctuation or infrequent capitalization; and the ellipsis of subject pronouns. Also, sometimes, punctuation is used in atypical ways to express emotions and attitudes. As for specific linguistic features, the most frequent word classes that are used in e-forum posts are nouns, verbs, pronouns, adverbs and adjectives. Similarly to e-mails and spoken conversation, they have short clauses. These contribute to quick interaction (the “back and forth quickly” mentioned previously in this

chapter) among the participants. The differences found across the distinct pronoun types (Biber and Conrad 2009, 196) supports the fact that e-forum posts are forwarded (or the writer intends to communicate them) to the wider society, rather than to an individual who they identify with, as it has been said in the preceding sub-chapter 5.1.

Furthermore, Crystal (2006, 146-147) and Biber and Conrad (2009, 197) claim that genre markers such as the openings and closings in asynchronous groups are barely used. Crystal adds that “an explicit reference to previous post in the form of quotation from it or a paraphrase of it” (2006, 146-147) prevails in order to make links among messages instead. Quotations are usually short, because the content of former messages is fully accessible in threads and provide the context. Yet, quotations are improper because quotation marks are omitted. Crystal states that, although this way of introducing messages may not always be approached, “the body of the message contains a significant re-use of salient individual items” (2006, 147). Ultimately, “extensive lexical repetition is a major feature suggesting that a useful way of identifying thematic threads (or topic shifts) will be to trace the use of individual lexical items and their sense relations (synonyms, antonyms, hyponyms, etc.)” (Crystal 2006, 147).

Another way of linking chatgroup messages is accomplished through anaphoric cross-reference (e.g. *The last time I tried it*), general feedback or back-channeling reactions in opening sentences (*Yeah, Thanks, Wow!, Great idea*) (Crystal 2006, 148). As suggested in Herring (1996b; quoted in Crystal 2006, 149), the regular chatgroup message may consist of “an introduction, a body (a link to an earlier message, an expression of view, an appeal) and a close”. This schema, according to Halliday (quoted in Crystal 2006, 150), forms “a balanced communicative unit”. Crystal (2006, 152) adds that even though the members are of different nationality and use specific types of “grammatical constructions, slang, jargon, or abbreviations”, they adjust to each other and their posts “progressively develop a shared linguistic character”. Particular linguistic features, such as the extensive use of the personal pronoun (e.g. *I, it*), privative verbs (e.g. *think, feel, know*), and rhetorical or tag questions, are said to take place in all chatgroups (Crystal, 2006, 153). With regard to the language used in asynchronous chatgroups, Crystal suggests that it is “a mixture of informal letter and essay, of spoken monologue and dialogue” (2006, 154).

## **6 Analysis**

In this chapter of the thesis, the analysis of the lexical cohesive ties in online discussions is introduced. The aim of the analysis is to identify lexical cohesive ties in online discussions, classify them, analyse which types of lexical cohesive ties are generally found in the contributions of online discussions and to comment on their frequency. The analysis is based on the model introduced by Halliday and Hasan (1976). In consequence, the analysis focuses on the following types of reiteration: same word (repetition), synonymy, antonymy, superordinate relations, general word. An analysis of collocation is not carried out due to the reasons explained in Chapter 4.2. The analysis here records cohesive links between the four main classes of lexical words – nouns, lexical verbs, adjectives, and adverbs – as of “the main carriers of meaning in a text” (Biber et al. 1999, 55).

### **6.1 The Source of the Corpus**

The whole corpus contains 200 occurrences of lexical cohesive devices. The selected contributions, published between November 2019 and February 2020, were assembled from a well-known travel forum, specifically Trip Advisor (TA). For the purpose of this thesis, only the contributions related to English speaking countries, i.e. Australia, Canada, the UK, and the USA, were examined. Accordingly, the corpus covers a wide range of topics associated with travelling. To determine lexical cohesive ties, whole discussion threads were selected and pasted in the corpus without any changes. The corpus can be found in the chapter of this thesis called Appendixes.

### **6.2 Same word (repetition)**

The first analysed category of reiteration concerns repetition. Repetition of a lexical item was found in 123 instances out of 200, which makes it the most numerous group of reiteration. Repetition means, as explained in Chapter 4.1.1, that the same item is repeated and can be related to by having a common referent. Also different forms of a word substitute a single lexical item. Both these cases were observed in the corpus. Among the repeated words there were found instances of nouns, adjectives, lexical verbs, and adverbs in that particular order (ranked by the highest to the lowest occurrence in the corpus). Although adjectives and

lexical verbs were about equally frequent. Nouns were the predominant class of lexical words. Let us illustrate repetition of the same word (a noun) first:

Ex1 (a) *So I guess it doesn't matter which airport<sup>1</sup> we fly into.* (App1B/2)

(b) *However, we will be leaving the ship and going directly to the airport<sup>2</sup> so which is easier to get to from the port?* (App1B/2)

(c) *The important thing is to allow enough time to get to your chosen departure airport<sup>3</sup>.* (App1B/2.1)

In the example above, the referent is underlined, typed in bold, and marked by upper index with number one. The repeated words in sequence are also typed in bold and marked by upper index, each with the next ordinal number, forming part of a chain. These are lexical chains which will be discussed later on (Ex6).

In Ex1, the item in bold (*airport*) represents repetition of a common noun. Nouns, as Biber et al. say, “normally require determiners and are also often accompanied by pre and postmodifiers” in order to establish reference (1999, 232). In Ex1(b), *airport* is accompanied by the definite article *the*. In Ex1(c), *airport* is premodified by *your chosen departure* and thus, it is the head of this noun phrase. Both of them have a definite anaphoric reference (Chapter 3), which contributes to cohesion.

Ex2 (a) *We (myself, husband, 8 and 11 year old boys) are travelling to Australia<sup>1</sup> next year.* (App1A/1)

(b) *August is definitely better than November for northern part of Australia<sup>2</sup>.*  
(App1A/1.1)

In Ex2 above, *Australia* is a proper noun. According to Leech and Svartvik, proper nouns are “understood to have unique reference” (1993, 55). *Australia* refers to one particular continent, therefore, no definite article is used before this singular proper noun. During the analysis, it was discovered that the most frequently repeated words were common (Ex1) and proper (Ex2) nouns. Nouns form about 90% of the occurrences of this analysed category of repetition within the whole corpus. The reason may be that, according to Biber et al., nominal elements “play key roles as clause elements”, because they “specify who and what the text is about” (1999, 232).

After nouns, adjectives were also observed to be repeated, and form about 5% of the findings:



Ex3 (a) *The swimming pool is really nice and the Tiki bar serves **good**<sup>1</sup> food.*

(App1E/5.5)

(b) *Blue tree resort have full cooking facilities multi bed apartments and is in a **good**<sup>2</sup> location in Lake Buena Vista.* (App1E/5.8)

Adjectives preceding the head noun serve as premodifiers of nouns, therefore, the adjective *good* in Ex3 is attributive. In terms of reiteration, adjectives were mostly observed in this particular syntactic role.

After adjectives, the repetition of verbs can be seen:

Ex4 (a) *I need to figure out when to **go**<sup>1</sup>.* (App1A/1)

(b) *We can **go**<sup>2</sup> the last 3 weeks in August or 3 weeks in November?* (App1A/1)

(c) *Will the weather in the places we are **going**<sup>3</sup> be much better in August or Nov?*

(App1A/1)

(...)

(d) *The kids will be bummed they don't get to miss school if we **go**<sup>7</sup> in August.*

(App1A/1.3)

In the example Ex4, verbs are repeated and, at the same time, different forms of the verbs substitute that single lexical item. In Ex4, all the sentences contain the same lexeme, *go*. The verb form in (a) is non-finite – the full infinitive.

In (b), the item is a non-finite verb phrase because the verb *go* is a bare infinitive preceded by a modal auxiliary *can*. In (c), the auxiliary *be* (*are*) is followed by an *-ing* participle, therefore *going* expresses a progressive, nonperfect aspect. In (d) *go* is a finite verb in the present tense. Yet, the differences do not affect the categorization of repetition, as the different word forms represent the same lexeme and one word class (as mentioned in Chapter 4.1.1). The class of lexical verbs forms about 4% of the occurrences (of this analysed category of repetition) within the whole corpus.

Lastly, adverbs were the least repeated words and fulfil the remaining 1% of all observed repetitions (*very* – App1E).

Overall, repetition of the same word prevailed over the use of different forms of a single lexical item. Generally, unnecessary repetition should be avoided unless there is a legitimate reason. With respect to the features of internet forums, (where people exchange opinions and ideas on a particular issue and expect a quick response in return), the particularly high

frequency of repeated nouns cannot be perceived to be unnatural nor ungrammatical, even though the reference is very close to the original referent. When a contributor announces a topic and then creates sentences about it, key expressions are often repeated. The first reason for repetition may be that it is the simplest way of reiteration. The fact is, as Biber et al. say, that “certain meanings are best conveyed by nouns” (1999, 66) and the use of pronouns (f.e. *it/they*) could be ambiguous.

Further, when using nouns for repetitive reference, there are no synonyms in numerous cases. This is especially true with the use of proper nouns (f.e. *Brisbane* (App1A), *Heathrow* (App1B), *Coatbridge* (App1C), *New York* (App1D)). In the case of common nouns, it can be difficult to substitute them even though, in some cases, their synonyms can be found in thesauri. For example, the synonym for *adult* (App1E/5), as Merriam-Webster Dictionary (2020) provides, is “*grown-up*” or “*mature*”. Nevertheless, those synonymous expressions are not so common, indeed *mature* is an adjective and not a noun. Using these words as references would probably lead to the need to explain the reference further, since they are generally less known phrases. As a consequence, they would cause ambiguity and cohesive chains would be disturbed. Repetition is also necessary and common when alternatives are discussed, for example (App1A):

Ex5 (a) *We can go the last 3 weeks in **August**<sup>1</sup> or 3 weeks in **November**<sup>1</sup>?*

(b) ***August**<sup>3</sup> is definitely better than **November**<sup>3</sup> for northern part of Australia.*

The second and third reasons are connected, because repetition may be used for deliberate emphasis. Which, in turn, contributes to a coherent structure of the discussion threads. By using the same word, contributors can show that their thoughts are related to the topic previously mentioned. Also, it is clear which subjects the contributors attach most importance to.

Further, as mentioned in Chapter 4, Biber et al. (1999, 42) claim that repetition of identical nouns or noun phrases is a major tool in order to make sequential reference. This is because “use of a repeated noun allows a more exact form of reference” (Biber et al. 1999, 238).

Table 1 (below) shows results of the analysis of repetition across five conversations from TA, from the viewpoint of cohesive chains. Lexical chains, as Morris and Hirst put it, “can connect a pair of adjacent words or range over an entire text” (1991, 23). This is because lexical cohesion not only occurs “between pairs of words but over a succession of a number

of nearby related words spanning a topical unit of the text“ (Morris and Hirst 1991, 22). For this reason, in the table, the length of cohesive chain across any one-topic-related thread was limited to a minimum length of two referring expressions and a maximum length of ten referring expressions. This is indicated in the first column of the table.

The second column indicates the instances of each cohesive chain. For example, a cohesive chain of 2 instances equals the number of all referring expressions within the chain: *Glasgow<sup>1</sup>, Glasgow<sup>2</sup>* (App1C). This means that there were observed 73 chains containing 2 referring expressions.

The last column represents the data from the second column converted into a percentage.

**Table 1.** Cohesive chains

<b>Cohesive chain</b>	<b>The number of instances</b>	<b>Ratio (%)</b>
<b>2</b>	73	59.4%
<b>3</b>	17	13.8%
<b>4</b>	14	11.4%
<b>5</b>	6	4.9%
<b>6</b>	4	3.3%
<b>7</b>	3	2.4%
<b>8</b>	5	4.1%
<b>9</b>	1	0.8%
<b>10</b>	0	0%
<b>Total</b>	123	100%

The results in Table 1 show that the vast majority (73 instances (59.4%) of cohesive chains were comprised of two referring expressions (Ex6).

Ex6 (a) *Air Canada<sup>1</sup> has about 10-12 flights a day between Montreal and Quebec City.* (App1D/4.4)

(b) *Check Air Canada<sup>2</sup> – they fly from LGA and EWR to Montreal and then on to QC.* (App1D/4.4)

Only a few instances of longer cohesive chains were found. There are only four cohesive chains consisting of six referring expressions in sequence (*train, car, bedroom, resort*), three

cohesive chains consisting of seven referring expressions in sequence (*go, Heathrow, Quebec City*), five cohesive chains consisting of eight referring expressions in sequence (*night, August, November, Gatwick, Disney*). And only one, the longest, cohesive chain consists of nine referring expressions (*day*).

The selected discussion threads used in this analysis had about the same number of contributions. The first discussion thread consisted of 6 contributions by 4 contributors, the second of 5 contributions by 5 contributors, the third of 8 contributions by 6 contributors, and the fourth of 6 contributions by 4 contributors. Only the last one had 12 contributions by 12 contributors. Thus, considering the volume of each discussion-thread, it seems that there was not a large enough volume of text for longer cohesive chains. This is because, even though there is the potential, no one else decided to join and develop the particular topic of a conversation thread.

However, the last discussion-thread (App1E), consisting of 12 contributions, did not have longer cohesive chains either. Nevertheless, for the relatively limited content of the corpus, the final findings cannot be generalized as that would not be objective.

To conclude, even though shorter cohesive chains (2 to 5 referring expressions) were more numerous (see Tables 5-9), it does not mean that these cohesive chains have got the largest representation in all existing online discussions. The number of expressions can differ according to the discussion thread and so further research would have to be carried out.

### **6.3 Synonymy**

Synonymy, together with near-synonyms, were the second analysed type of reiteration. Synonyms are defined as lexical items which have different forms but they are similar in meaning. As mentioned in Chapter 4.1.2, according to Biber et al. (1999, 238-239), synonymy can be used in order to make texts more creative. However, as it was assumed with respect to the discourse, the contributors give advantage to repetition as the main type of reiteration over the use of synonyms. The fact that synonyms were less frequent has been proven by a count of only 25 occurrences (see Tables 10-14) across the selected discussion threads, in comparison to 123 repetitions. In the corpus, the synonymous expression to the previous mention is always marked by an abbreviation (S), for example: *outings-day trips (S<sub>p</sub>)* (App2C).

When the found instances of synonyms are analysed, about 60% were realized by nouns, 39% by adjectives and the remaining 1% by adverbs. 23 were represented by propositional and 2 by near synonyms. It also seems that the contributors only chose not to repeat the same word in situations where it would not cause confusion. Firstly, examples of propositional synonymy by nouns follow:

Ex7 *We don't like to change **hotels/ lodging (S<sub>p</sub>)** every two nights.* (App2A/1.1)

Ex8 *Heathrow is best served by National Express **coach (bus) (S<sub>p</sub>)**.* (App2A/2.3)

In Ex7, the contributor uses the lexemes *hotels* and *lodging*. In its context, it can be understood that they do not know whether they are going to stay in a hotel or other type of lodging yet. It suggests that it is still an open option for them to decide, and the more important information to be conveyed is the fact that they would not like to change either of these two options regularly. Here, the two used expressions are similar in meaning, they both refer to a type of accommodation. Further it can be observed that *hotel* and *lodging* are examples of so called “dialect difference” introduced by Crystal (2003) (Chapter 4.1.2), where *lodging* in Ex6 can be said to be more typical for British English.

In Ex8, the contributor uses the words *coach* and *bus*. Here, both words represent a mode of public transport, they only differ in the way that *coach* usually carries passengers to long distance destinations while *bus* carries them along a fixed route and stops regularly to let people get on and off. Perhaps the contributor was unsure that everyone would be familiar with the word *coach*, therefore, they used the word *bus* in parentheses to clarify that they refer to this mode of transportation. Quirk et al. (1985, 1311) refer to this process as reformulation based on linguistic knowledge, where “the defining appositive is a synonymous expression”. The authors claim that synonymy is used “in order to avoid misinterpretation or provide a more familiar or a more technical term”.

Examples of propositional synonymy by adjectives and adverbs follows:

Ex9 *Our go-to place to stay **near** Disney is Staybridge Suites, Lake Buena Vista.*  
(App2E/5.2)

Ex10 (...) *Grand Villas (**close(S<sub>p</sub>)** to Disney Springs).* (App2E/5.3)

Ex11 *There is **also** a sofa bed in the lounge.* (App2E/5.5)

Ex12 *Many nearby, but off-site choices are available, **too(S<sub>p</sub>)**, as listed in previous replies.* (App2E/5.9)

Secondly, near synonyms were used by only one contributor within a single post:

Ex13 (...) *a very large lounge/dining room (S<sub>n</sub>) and either a lanai or balcony (S<sub>n</sub>).*  
(App2E/5.5)

In Ex13, according to the Merriam-Webster Dictionary (2020), *lounge* is defined as “a room in a private home for leisure activities” and *dining room* as “a room used for eating meals”. Likewise, *lanai* is a name for “a covered porch” in Hawaii. *Balcony* is “a platform that projects from the wall of a building and is enclosed by a parapet or railing”. In both cases, the examples differ in descriptive meaning but their similarities are more important.

To comment further on misinterpretation, Crystal and Davy (1969, 103) speak about inexplicitness of the language and say that when it is used in conversation it “derives from the extent to which the participants have a common personal background”. In other words, the more the participants know each other the more they are able to choose different features of language. Further, the authors claim that inexplicitness may lead to ambiguities which is not such a problem in spoken conversation where the participants are still present face to face and are able to easily recapitulate anything that was misunderstood.

Conversely, in online discussions, especially in travel forums, people of all nationalities gather in order to share their travel experiences. Also, as mentioned in Chapter 5, it is a medium where instant exchange of information takes place and so the writing is done quickly with the expect of quick responses there is not much time given to clarification by long descriptions. Moreover, when there is uncertainty contributors can come back to check the particular discussion again and explain anything that was unclear to the others.

Furthermore, Murphy (2003, 162) insists that “people use language in rational ways that aid others’ understanding of their intentions”, which goes hand in hand with the purpose of travel forums, where the aim is to help each other. In addition, the author says that “people try to give a sufficient amount of information that does not misrepresent what the speaker knows in a concise form that eschews obscure turn of phrase and that stays relevant to issues at hand” (2003, 162). Most synonyms in the corpus were introduced by the contributor themselves, where the two words were placed next to each other (separated either by slash or parentheses) so the others could presume the meaning if they were not familiar with one of those words.

To summarize, the results of the analysis imply that the best way to convey who and what the text is about, with the respect to the function of travel forums, is to intentionally repeat key

vocabulary along with the topic, and to use synonyms only when it does not raise doubts about meaning. Further, synonyms can be used when they do not interrupt fluency and the smooth flow of a discussion.

## 6.4 Antonymy

In the analysis, there were only four occurrences of the use of antonymy found. At the same time antonymy is the second least numerous type of reiteration found within the corpus. Similarly to synonymy, the second item of an antonymous pair is marked by an abbreviation (A). It can be seen that there were examples of antonyms and complementary antonyms. Let us illustrate with examples of antonyms first:

Ex14 *Take note the New York to Montreal train is **slllloowwww**. **Much faster** (A<sub>pol</sub>) by either road or air.* (App2D/4.1)

Ex15 *You will find on **the low end** extended stay type hotels like Sonesta Suites all the way to **ultra expensive** (A<sub>pol</sub>) Disney villas and everything in between.* (App2E/5.7)

Ex16 *Heathrow has a **direct** coach service but an **indirect** (A<sub>pol</sub>) rail service.* (App2B/2.2)

In Ex14, it is understandable that the contributor wanted to express that different type of transportation is much faster than to go by train, even though the sentence structure of the second sentence grammatically incorrect. Considering the usage of a comparative expression (*than*), *much faster* can be classified as an example of polar (gradable) antonym. The base form of the adjective *fast* is morphologically inflected (-*er*) to show degree of comparison. Moreover, it is marked as part of a phrase by using *much*. In addition, modifications that were introduced by Biber and Conrad (Chapter 5.2) can be observed with the word *slllloowwww*, which is the word *slow* which has been consciously extended to express the extended amount of time that the train takes to reach its destination of Montreal, this has been done to emphasise the meaning.

In Ex15, *low-end* means cheap and the adjective *expensive* takes a degree modifier (*ultra*). This antonym is polar (gradable) because it can occur in comparative and superlative constructions (*more expensive, most expensive*).

In Ex16, *indirect* is formed by attachment of a negative prefix to the derived attribute adjective (*direct*). It is a negative word and could be classified as an example of a polar (gradable) antonym, because similarly to the previous examples, it can be gradated and intensified (f.e. *much more direct*). *Indirect* is an adjective and it serves an attributive syntactic role. Semantically, it falls within the sub-class of relational/classificational/restrictive adjectives of the category of classifiers (Biber et al. 1999, 508-509).

Ex17 *We are 4 adults and 1 child age 12 (A)*. (App2E/5)

In Ex17, *adults* and *child* are complementary antonyms, because they complement each other in their meaning. To be an *adult* does not mean to be a *child* and vice versa.

With regards to the topics and content of the individual discussion threads, the contributors did not use much contrast nor comparison in their posts. They focused more on descriptions and on being precise as much as possible in order to convey explicit information. Also, to propose some reasoning on behalf of the contributors to the posts, it is possible that introducing any oppositeness in terms of evaluation could lead to arguments about those statements in those forums and were deliberately avoided. So the contributor maybe avoiding controversy, as perhaps the other contributors would perceive the facts differently and the initial discussion would go off-topic which is not desirable.

Furthermore, Biber et al. (1999, 52-54) introduce the so-called the type-token ratio (TTR), which is “the relationship between the number of different forms (types) and of running words (tokens)”. According to this relationship, the more repeated words in texts there are, the much lower the TTR is. Considering the fact that repetition (comprised of 90% nouns) was the most numerous group of reiteration found within the corpus, there is a lower lexical density (“the proportion of the conversations made up of lexical tokens – nouns, lexical verbs, adjectives, and adverbs” Biber et al. 1999, 62). Even though the analysis of adjectives (5%) was carried out in terms of repetition only, it can be assumed that there was even low occurrence of unrepeated adjectives which, in turn, could not contribute to antonymy as most of the antonymous pairs are conveyed by adjectives (Chapter 4.1.3).



## 6.5 Superordinate relations

Superordinate relations (with 47 occurrences in the analysed discussion threads) were the second-most frequent type of reiteration, after repetition. The superordinates observed were examined according to Halliday and Hasan's approach which was introduced in Chapter 4.1.4. Therefore, further distinction between hyponymy and meronymy has not been drawn as it does not influence the overall results of disposition of lexical cohesive ties across the analysis. In Appendixes (3A-3E), the occurrences of superordinate relations are marked with the abbreviation SR, and the first item of each pair is a superordinate of the second. In most cases, the superordinate relations were used by the contributors in order to give suggestions on particular places to visit, or to simply give examples or tips according to the topic discussed:

Ex18 SR: *Australia: Sydney, Blue mtn, Port Douglas, Whitsunday, Daintree area, Uluru, Brisbane, Melbourne* (App3A/1.1)

Ex19 SR: *Glasgow: Soar at Braehead, Kelvingrove museum, Cinema, Science Centre* (App3C/3.1)

In Ex18, the terms behind the colon (cities, islands, and regions) are included in the meaning of a more general term, *Australia* (country), therefore, they subordinate to that superordinate term. In Ex19, a list of suggestions from one contributor is presented. It is addressed to a previous contributor who was asking about things to do in *Glasgow*. In all the above examples, the superordinate terms could be classified as holonyms to their meronyms. However, examples were found in discussion threads where the subordinates were introduced first and superordinate terms followed:

Ex20 *Blue tree resort have full cooking facilities multi bed apartments and is in a good location in Lake Buena Vista (SR)* (App3E/5.8)

Ex21 *Sheraton vistana village - excellent self catering accommodation (SR)* (...). (App3E/5.11)

In the above examples, even though the order is reversed, it is possible to recognize between superordinate and subordinate terms. The relationship of word meanings does not require any extra linguistic knowledge and can be established by only examining their linguistic matter. In Ex20, *Blue tree resort* is a proper name of a hotel which is located in *Lake Buena Vista*, city in Florida. We can say that *Blue tree resort* is in *Lake Buena Vista* but not vice versa (*Lake*

*Buena Vista* is in *Blue tree resort*). Here *Lake Buena Vista* function as a meronym to its holonym. Similarly in Ex21, *Sheraton vistana village* is a specific name of a type of *accommodation* (not that accommodation is a type of *Sheraton vistana village*). Therefore, it is a relation of hyponym to its hypernym.

There were also found instances where the relation between superordinates and their subordinates was supported by the use of other grammatical connective features:

Ex22 We can go ***the last 3 weeks in August or 3 weeks in November?*** Will the crowds or the cost vary greatly between **the 2 date options (SR)**? (App3A/1)

Ex23 (...) Late August is better for **those destinations (SR)**. (App3A/1.2)

Ex24 You will need a car to stay here but have a look at ***Parkway International Resort*** in Kissimmee. (...) . **The resort (SR)** is (...). (App3E/5.5)

In the above examples, there are relevant grammatical connective features, the demonstratives (*the, this, those*) which signal the presence of the anaphoric reference (Chapter 3.1). They link general terms with words or expressions with exact meanings (which are located earlier within the same text) and contribute to cohesion without any unnecessary repetition of the preceding items.

To comment on the findings of superordinates as such, it should be pointed out that not all of the terms (that were classified as superordinates) are superordinate terms of specific classes of objects. To illustrate, the word *animal* (as introduced in Chapter 4.1.4) is a general term which includes its subspecies and functions as a mother-node to, for example, *dog, cat* and *elephant*, or any other non-human creature. This is a type of hyponym relation called “perceptual subordination” (Murphy, 221). Similarly *Australia* (Ex17) and *Glasgow* (Ex18) will always function as superordinate terms to specific cities (e.g. *Sydney*), islands (e.g. *Whitsunday*), museums (e.g. *Kelvingroove museum*), etc. as they are factual and constitute permanent features of the country/city. These relations could be classified as “geographical” types of subordination (Murphy, 221).

However, the noun phrases in examples (Ex22-24), are understood to function as superordinates in this context because of the use of anaphoric reference. In Ex22, *the 2 date options* refer to those individual options that were previously mentioned. Similarly, in Ex24, *the resort* is the same referent as the subject previously mentioned, the *Parkway International Resort*. In Ex23, the relation of *those destinations* and the list of mentioned destinations

(App3A) is inclusive because *those destinations* includes the individual destinations that were introduced. These general terms are not restricted to refer only to these examples. For example, *the 2 date options* here are related to the particular dates that precede. However, the reference can also be used as a superordinate for any other date entry in any other discourse, as the anaphoric reference depends on the item located earlier within the same text. This is unlike the general term *animal*, which is restricted to only include non-human creatures and that scope of inclusion will not differ within different contexts.

To conclude, superordinate relations were primarily used to designate particular members of a broader classes (Ex18-19), or to avoid repetition with the use of anaphoric reference (Ex22-24).

## 6.6 General word

General nouns are general in meaning to a high degree. In order to fulfil their cohesive function they require the accompaniment of the reference item *the* (or a demonstrative). The use of general nouns was encountered only once across all five discussion threads. The abbreviation GW was used to mark this single general noun in the corpus.

Ex25 GW: *the places: Sydney, Blue mtn, Port Douglas, Whitsunday, Daintree area, Uluru, Brisbane, Melbourne* (App3A/1)

In Ex25, it is clear that *the places* refer back to *Sydney, Blue mtn, Port Douglas, Whitsunday, Daintree area, Uluru, Brisbane, Melbourne* because *the* is anaphoric and *place* fall within one of the major noun classes, it is a “place noun” (Chapter 4.1.5). Further, the individual aforementioned places are located earlier within the same text.

According to Halliday and Hasan (1976, 275-276), general nouns occupy “a significant part in verbal interaction, and are also an important source of cohesion in the spoken language”. Moreover, using general nouns (together with the reference item *the*) also allow the expression of an interpersonal element into the meaning of a sentence. This is an essential function of general nouns. In other words, the speaker is able to convey his attitude which is one of familiarity, but can be perceived to be either contemptuous or sympathetic. The authors also introduced examples of general nouns which convey their attitude inherently as their meaning (f.e. *idiot, dear*).

Even though online discussions are perceived to be similar to spoken conversation (Chapter 5), the very low frequency of occurrence of general nouns points to a distinct difference in the nature of the conversation being had. It corresponds to the fact that online discussions, specifically travel forums, are open platforms. On these platforms complete strangers, having mixed cultural backgrounds, and coming from different ages or social groups, can discuss particular topics. For this reason, it is less probable to meet people sharing the same features. To conclude with, general nouns are more frequent in spoken conversations and especially in more familiar groups of people where the nouns will be understood by all the participants of the specific conversation.

## 6.7 Summary of the Analysis

In this chapter, the summary of the analysis is presented and the results are depicted in tables.

**Table 2.** Lexical cohesive ties

<b>Lexical cohesive ties</b>	<b>Frequency</b>	<b>Ratio (%)</b>
<b>Same word (repetition)</b>	123	61.5%
<b>Synonymy</b>	25	12.5%
<b>Antonymy</b>	4	2%
<b>Superordinate relations</b>	47	23.5%
<b>General word</b>	1	0.5%
<b>Total</b>	200	100%

As mentioned in the introduction of the analysis, five different discussion threads were assembled from the TA travel forum. Out of the 200 occurrences, 123 represent repetition of the same word. In detail, the majority of repetition was represented by proper and common nouns (90%). The second substituted group of lexical words were adjectives (5%) and lexical verbs (4%). The least occurring form of repeated words were adverbs (1%). Moreover, repetition was observed from the viewpoint of lexical chains. The limit of the length of lexical cohesive chains which were examined was set as a range from two to ten referring expressions. The most frequently used lexical cohesive chains were those comprising of two referring expression, which were observed in 73 cases. The second-most frequent lexical cohesive chain is represented by three referring expressions found (with 17 occurrences), this

is only slightly more than the lexical cohesive chain of four referring expressions (with 14 representatives). Those chains which comprised of five referring expressions could be seen to be used much less, with only 6 occurrences. It follows that lexical cohesive chains of a length from six to nine referring expressions were relatively rare and that no representatives of chains of ten were found.

**Table 3.** Synonymy

<b>Synonyms</b>	<b>Frequency</b>	<b>Ratio (%)</b>
<b>Absolute</b>	0	0%
<b>Propositional</b>	23	92%
<b>Near</b>	2	8%
<b>Total</b>	25	100%

Synonymy was the second examined group of lexical cohesive ties, but (considering its 25 occurrences within the corpus) it was the third-most frequent type of reiteration. As is apparent from Table 3, the most instances of synonymy were represented by propositional synonyms, specifically there were 23 of them. The reason for this may be that propositional synonyms are stylistic and differ in expressivity, dialect or emotion, which is subjective. This goes hand in hand with the nature of the contributors as they are of differing national origin. In contrast, only 2 instances of near synonyms were observed and not any instance of an absolute synonym was found.

**Table 4.** Antonymy

<b>Antonyms</b>	<b>Frequency</b>	<b>Ratio (%)</b>
<b>Complementary</b>	1	25%
<b>Contrary/polar</b>	3	75%
<b>Converses</b>	0	0%
<b>Reversives</b>	0	0%
<b>Total</b>	4	100%

Antonymy was the second-rarest type of lexical cohesive tie observed in the discussion threads. There were only 3 instances of contrary and 1 instance of complementary antonyms.

All in all, a poor showing of antonyms. One of the reasons for this may be that the contributors want to give suggestions or advice on a particular topic; they prefer to comment on identity, or similarity rather than on exclusion and contrast.

Superordinate relations, with their 47 occurrences, create the second-most frequent type of reiteration. The reason for this is that the contributors use these to specify their suggestions by introducing specific the names, parts, etc. of travel destinations. Or, they use them the other way around, in order to avoid repetition by using the more generic term.

The use of the general class of nouns was very rare. There was found only 1 instance in the whole corpus. As mentioned in Chapter 6.6, general nouns are a feature of language that is more likely to appear in a different type of discourse.

## 7 Conclusion

The aim of the thesis was to study the types and frequency of lexical cohesive ties in online discussions. The theoretical part focused on the definition of related terms. Then, the grammatical cohesion was presented. The next chapter introduced lexical cohesion and was divided into two subchapters. In the first subchapter, the related types of reiteration, namely same word (repetition), synonymy, antonymy, superordinate relations and general word were defined. The second one presented collocation. Lastly, the genre of internet forums together with its common features were presented.

The analytical part applied the previously introduced theoretical principles when identifying lexical cohesive ties in discussion threads of the Trip Advisor travel forum. The corpus consisted of 5 different discussion threads where 200 occurrences of lexical cohesive ties were observed within the four main classes of lexical words – nouns, lexical verbs, adjectives, and adverbs. The analysis was divided into six main parts: same word (repetition), synonymy, antonymy, superordinate relations, general word, and a summary of the analysis.

In the whole corpus, the most numerous group of lexical cohesive ties was the one of same word (repetition) – 123 occurrences. In relation to repetition, lexical chains, of a minimum length of two referring expressions and a maximum length of ten referring expressions, were recorded. The most lexical cohesive chains were formed by 2 to 5 referring expressions.

The second-most frequent type of reiteration were superordinate relations, which occurred 47 times. Then, synonymy with its 25 occurrences was the third most used type of reiteration. The last two groups of lexical cohesive ties, antonymy – 4 occurrences and the class of general nouns – 1 occurrence had a very rare representation in the analysed discussion threads.

To conclude, repetition is the predominant lexical cohesive tie in online discussions. This thesis proposes that the main reason for this is that these discussions (particularly travel forums) are attended by people from a diverse range of backgrounds and, therefore, having different levels of understanding the English language or different points of cultural reference. In fact, they have little in common so they keep their references only to what can already be found defined inside that discussion. However, this thesis also concedes that there is a potential for further investigation as the analysis was carried out on a limited number of discussion threads which cover a similar. The distribution of individual lexical cohesive ties may differ according to a discussion's forum or theme.

## Resumé

Tato bakalářská práce se zabývá užitím lexikální koheze ve vybraném diskuzním fóru. Cílem práce je analyzovat použití zkoumaných lexikálních kohezních prostředků v příspěvcích na Trip Advisor. Práce je rozdělena do dvou hlavních částí, a to na teoretickou a analytickou. Teoretická část, která je zpracována na základě odborných lingvistických publikací, nejprve definuje potřebnou terminologii k pozdější analýze.

V první kapitole se práce zabývá vysvětlením pojmu text a také jeho vztahem ke kohezi. Text může mít podobu jak psaného tak i mluveného projevu. Jako text se označuje seskupení slov, která jsou určitým způsobem propojena. Znamená to, že pokud je text propojený jako celek, tak je koherentní. Jinými slovy je logicky soudržný a srozumitelný. Koherence textu závisí na kohezních vztazích mezi výrazy daného textu. Koheze se dělí do dvou základních skupin podle toho, jakými prostředky je realizována, na gramatickou a lexikální kohezi.

Druhá kapitola se věnuje vymezení pojmu koheze, kohezních vazeb a prostředků. Koheze je lexiko-gramatický systém, a je definována jako označení formální spojitosti v textu prostřednictvím vztahu jazykových prostředků. V návaznosti na kohezní vazby (*co-reference*, *co-classification*, *co-extension*) jsou představeny i kohezní řetězce. Kohezní řetězce se dělí s ohledem na vztahy kohezních vazeb mezi výrazy v daných řetězcích (*identity*, *similarity*).

Třetí kapitola se ve stručnosti věnuje představení gramatické koheze. Gramatická koheze je představena z toho důvodu, že jak již bylo v předchozí kapitole zmíněno, vzájemně se s lexikální kohezí doplňují a mohou se v textu vyskytovat zároveň. Mezi prostředky gramatické koheze se řadí reference, substituce, elipsa, a konjunkce.

Čtvrtá kapitola se zabývá lexikální kohezí, a jakožto primární jev této zkoumaný v této práci je rozebrána do hloubky. Dělení lexikální koheze se opírá o model M. A. K. Halliday a R. Hasan, kteří rozlišují její dva základní typy – reiteraci a kolokaci.

Reiterace je definována jako opakování lexikálních jednotek a pod tento pojem se řadí: opakování identických lexikálních prostředků (dále jen *repetice*), synonymie, antonymie, hyponymie, meronymie, a užití obecných pojmů.

*Repetice* znamená, že stejná forma jednoho slova se opakuje a tudíž odkazuje na jeden stejný člen. Za odkaz na totožný člen se považují také různé tvary jednoho lexému, které vznikly připojením slovtvorných morfémů, ale stále reprezentují stejný slovní druh. *Repetice* dále pak přispívá k tvorbě referenčních řetězců, které jsou tvořeny referenčními výrazy, které



všechny odkazují na jeden společný člen. Referenční řetězce jsou považovány za známý aspekt psaného diskurzu s cílem propojení textu.

Synonymie je druhem opakování, při kterém se neopakuje stejné slovo, nýbrž se uvádí výraz jemu významově blízký, tedy s podobným významem. Synonymie se v zásadě dělí na základně míry podobnosti na absolutní neboli úplná (absolute), částečná neboli neúplná (partial) a slova významově blízká (near synonyms). Dle uvedené definice, absolutní synonyma jsou taková, která mají zcela totožný význam a lze je zaměnit ve všech kontextech, což by znamenalo, že jejich denotativní i konotativní význam je rovnocenný. Nicméně, dle některých lingvistů takových synonym je velice málo, pokud vůbec nějaká jsou. Z dělení vyplývá, že částečná (partial) synonyma jsou daleko běžnější. Jejich významy jsou navzájem blízké, ale nikoli totožné. Liší se totiž kontextovým a stylovým užitím, obsahem i rozsahem významu, kolokačním užitím, intenzitou, ale i emocionálním zbarvením a přispívají tak k bohatství jazyka. Slova významově blízká (near synonyms) mají odlišný denotativní význam, ale jejich podobnosti, které je spojují, jsou důležitější než jejich rozdíly.

Antonymie označuje slova opačného, protikladného významu a dělí se do následujících skupin: antonyma polární (polar/contrary), komplementární (complementary) a protiklady závisející na úhlu pohledu, konverzní (converses) a reverzní (reversives). Polární antonyma jsou antonyma, která vyjadřují protilehlé body na polární škále a mezi nimi je ještě alespoň jeden další stupeň. Tyto antonyma je možné stupňovat pomocí přípon nebo pomocí modifikátorů. Komplementární antonyma se navzájem vylučují, například *first* (první) a *last* (poslední), a na rozdíl od polárních je nelze stupňovat. Konverzní a reverzní antonyma jsou takové dvojice, v nichž jedno slovo vyjadřuje vztah z hlediska jednoho subjektu a druhé slovo tentýž vztah z hlediska druhého subjektu a závisí tedy na pohledu mluvčího, jako v příkladech *buy* (koupit) a *sell* (prodat) nebo *up* (nahoru) a *down* (dolů).

Hyponymie je vztah, který vyjadřuje pojmový vztah podřazenosti (hyponymie) a nadřazenosti (hyperonymie). Mezi hyponymem (*hyponym*) a hyperonymem (*hypernym*) jde o souvislost členu a třídy. Tento vztah lze tedy definovat jako inkluzi, který může být realizován ve dvou směrech, a to tak, že lexém podřazený (*dog*) je zahrnutý v lexému nadřazeném (*animal*), nebo lexém nadřazený (*animal*) obsahuje celý význam lexému podřazeného (*dog*). Meronymie označuje vztah mezi částí, meronymem (*fingers*), a celkem, holonymem (*hand*).

Obecná jména plní kohezní funkci na základě užití zobecnělého pojmu. Typické je, že mají schopnost označovat obecné třídy objektů, ale také referovat k objektům v kombinaci

s anaforickou referencí nebo determinací, tedy prostředkem gramatické koheze. Tímto prostřednictvím je tak tedy možno v kontextu označovat referenční shodu výrazů v textu (koreference).

Kolokace, jako druhý představený typ lexikální koheze, je dle autorů definována jako společný výskyt na sobě nezávislých slov, jako samostatných lexikálních jednotek obvykle spojovaných. Na základě definice, taková slova mezi sebou nemají sémantický vztah a proto analyzovat kolokační řetězce je velmi obtížné a závislé na subjektivním úhlu pohledu. Z tohoto důvodu, a také s ohledem na funkci konverzačních vláken, analýza kolokace nebyla provedena.

Pátá, poslední kapitola teoretické části se zabývá popsáním jazyka, který je používán v diskuzních fórech.

V praktické části je nejprve vymezen cíl kvantitativní analýzy a zdroje dat. Korpusová studie byla vytvořena shromážděním 5 různých konverzačních vláken na cestovním fóru Trip Advisor. Tyto vlákna byla vybrána náhodně, ale záměrně tak, aby se týkala anglicky mluvících zemí, jmenovitě Austrálie, Kanada, Velká Británie a USA. Jazykový materiál obsahuje celkem 200 výskytů prostředků lexikální koheze. Žádné jazykové úpravy nebyly provedeny a korpus ve formě konverzačních vláken je k dispozici v přílohách. Analytická část se skládá ze šesti hlavních částí, a to analýzy výskytu repetice, synonymie, antonymie, nadřazených vztahů, obecných jmen a finální části, ve které jsou shrnuty výsledky analýzy, a je porovnáno rozložení užití jednotlivých prostředků lexikální koheze pomocí tabulek.

V první části, byla zkoumána repetice, která byla nejčastěji užitým typem reiterace. V celém korpusu bylo identifikováno 122 výskytů (61,5%). Převládala repetice identických slov vůči repetici různých forem jednoho lexému. Z hlediska zkoumaných otevřených tříd slovních druhů (podstatná jména, lexikální slovesa, přídavná jména a příslovce), byla nejvíce zastoupena podstatná jména (90%), konkrétně vlastní a obecná. Dále bylo zjištěno, že distribuce přídavných jmen (5%) a sloves (4%) byla téměř identická. Nejméně však byla identifikována repetice příslovcí (1%). Faktem je, že repetice se jeví jako nejjednodušší formou reiterace. Ze zjištění také vyplývá to, že byla užitá záměrně a plnila funkci zdůrazňovací a textotvornou neboli navazovací. Textotvorná funkce byla motivována koreferencí, která byla v tomto případě zaznamenána v podobě kohezních řetězců, tedy řetězců identických slov odkazující na totožnou entitu. Z hlediska kohezních řetězců byly

nejčastější řetězce o rozsahu dvou až pěti slov, které odkazovaly k objektu již v textu zmíněnému.

Synonymie byla třetím nejčastěji užitým typem reiterace. Nejvíce byla identifikována synonyma částečná (23 příkladů), dále pak slova významově blízká (2 příklady). Žádný příklad úplných synonym nebyl identifikován. Většina synonym se nacházela v pozici apozice, kde přispěvatelé pomocí nich chtěli identifikovat nebo klasifikovat daný člen. V ostatních případech byla použita, aby se předešlo repetici.

Antonymie se na základě analýzy řadí na předposlední místo užitých prostředků reiterace. V korpusu byly identifikovány pouze 4 příklady antonym, z toho 3 polární a 1 komplementární. Důvodem k tak nízkému výskytu může být to, že antonyma se používají hlavně z důvodu vyjádření významového protikladu k některému výrazu. S ohledem na daný diskurz, a jak také vyplývá z výsledku analýzy, přispěvatelé se soustředili nejvíce na repetici tak, aby mohli odkazovat k témuž předmětu řeči a podpořili tak významovou soudržnost textu neboli koherenci. Vyšší četnost antonym by mohla způsobit odklonění se od klíčového tématu, což v diskuzních fórech není žádoucí.

Hyponymně-hyperonymní a meronymně-holonymní vztahy byly po repetici druhým nejčastěji identifikovaným prostředkem lexikální koheze. Bylo identifikováno 47 výskytů, pomocí kterých byli přispěvatelé schopni odkázat na konkrétní destinace, města, hotely, atd. V opačném případě využili nadřazených pojmů tak, aby se vyhnuli nepotřebné repetici.

Obecné jméno bylo nejméně využitým prostředkem lexikální koheze (1 příklad). Z analýzy vyplynulo, že obecná jména jsou typická spíše pro odlišný diskurz, a to konkrétně pro projevy mluvené vzhledem k jejich neformálnosti.

V naprosté většině zkoumaných konverzačních vláken byla užitá repetice (61,5%). Výsledky četnosti mezi synonymií (12,5%) a nadřazenými vztahy (23,5%) se tolik nelišily. Naopak nejméně využitými prostředky byla antonymie (2%) a obecné pojmy (0,5%).

Závěrem je nutné podotknout, že výsledky analýzy jsou limitovány výběrem daných konverzačních vláken a také počtem příspěvků v každém z nich. Analýza tedy nevyvozuje obecně platné závěry, ale poukazuje především na tendence týkající se užití a výskytu zkoumaných prostředků lexikální koheze. Lze tedy předpokládat, že pokud by byla zkoumána jiná diskuzní fóra s odlišnou tematikou, nebo pokud by byl počet příspěvků v každém konverzačním vlákně výrazně vyšší, tak by se výsledky analytické části mohly lišit.

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## Appendixes

### Appendix 1A: Same word (repetition)

#### TRIP ADVISOR (TA) AUSTRALIA

Trip Advisor. December, 2019. *Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?*.  
[https://www.tripadvisor.com/ShowTopic-g255055-i120-k13067218-Australia\\_GBR\\_Uluru\\_Sydney\\_20\\_days\\_Aug\\_or\\_Nov\\_Better-Australia.html](https://www.tripadvisor.com/ShowTopic-g255055-i120-k13067218-Australia_GBR_Uluru_Sydney_20_days_Aug_or_Nov_Better-Australia.html)

1. J. Senn: **Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**  
Nov 30, 2019, 3:22 PM

Hi. We (myself, husband, 8 and 11 year old boys) are travelling to **Australia**<sup>1</sup> next year. We have 20 **days**<sup>1</sup>. We know we want to **spend1 time**<sup>1</sup> in **Sydney**<sup>1</sup> (4 **nts**<sup>1</sup>, include **Blue mtn**<sup>1</sup>), **Port Douglas**<sup>1</sup>, **Whitsunday**<sup>1</sup>, **Daintree area**<sup>1</sup> (8 **nts**<sup>2</sup>. since we want some **relaxation**<sup>1</sup> and this seems like the best **area**<sup>2</sup> to do that), Uluru (3 **nts**<sup>3</sup>) and maybe one more **area**<sup>3</sup> (probably **Brisbane**<sup>1</sup> or **Melbourne**<sup>1</sup>; open to suggestions). We don't like to change hotels/ lodging every two **nights**<sup>4</sup>. Before tackling the itinerary, I need to figure out when **to go**<sup>1</sup>. We can **go**<sup>2</sup> the last 3 **weeks**<sup>1</sup> in **August**<sup>1</sup> or 3 **weeks**<sup>2</sup> in **November**<sup>1</sup>? Will the weather in the places we are **going**<sup>3</sup> be much **better**<sup>1</sup> in **August**<sup>2</sup> or **Nov**<sup>2</sup>? Will the crowds or the cost vary greatly between the 2 date options? Thanks in advance for any advice

---

1.1 cromansydney: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**  
Nov 30, 2019, 3:37 PM

**August**<sup>3</sup> is definitely **better**<sup>2</sup> than **November**<sup>3</sup> for northern part of **Australia**<sup>2</sup>. **November**<sup>4</sup> is stinger season.

With 8 **nights**<sup>5</sup> in **Whitsundays**<sup>1</sup> and **Port Douglas**<sup>2</sup>, there isn't that much **time**<sup>2</sup> for **relaxation**<sup>2</sup> if you want to explore the **area**<sup>4</sup> around **Port Douglas**<sup>3</sup>.

---

1.2 longhorn74: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**  
Nov 30, 2019, 3:44 PM

Late **August**<sup>4</sup> is **better**<sup>3</sup> for those destinations. In late **November**<sup>5</sup>, you've got heat and humidity and **stingers**<sup>1</sup> (deadly jellyfish) in the **GBR region**<sup>1</sup>. Likewise, **Uluru**<sup>1</sup> could be rather toasty during the **day**<sup>2</sup> in late **November**<sup>6</sup>.

I'm not sure why you want to **go**<sup>4</sup> to the **Whitsundays**<sup>2</sup> as it adds another change of destination (which is always a time-eater) and another set of accommodations (which it sounds like you are trying to avoid). You can find plenty to see and do for 8 **days**<sup>3</sup> just in the Cairns/**Port Douglas**<sup>4</sup> region.

We lived in **Canberra**<sup>1</sup> when my son was the ages of yours and there was so much for us to do there as **a family**<sup>1</sup>—**hiking**<sup>1</sup> near kangaroos on the Yankee Hat trail in Namadgi NP, seeing more wildlife and **hiking**<sup>2</sup> in Tidbinbilla Nature Reserve, great hands-on science **exhibits**<sup>1</sup> at Questacon (where you could easily **spend**<sup>2</sup> a full **day**<sup>4</sup>) military machinery and **exhibits**<sup>2</sup> at the Australian War Memorial, the the National Dinosaur Museum, space **exhibits**<sup>3</sup> at the **Canberra**<sup>2</sup> Deep Space Communications

Complex and sports events like rugby. I think **Canberra**<sup>3</sup> might be more fun and interesting for **the family**<sup>2</sup> than **Melbourne**<sup>2</sup> or **Brisbane**<sup>2</sup>.

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1.3 J.Senn: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**

Nov 30, 2019, 4:59 PM

Thank you for **the info**<sup>1</sup>. I have barely begun planning the **day**<sup>5</sup> to **day**<sup>6</sup> itinerary so thanks for **the info**<sup>2</sup> on **Canberra**<sup>4</sup>, **the stingers**<sup>2</sup> and not needing to **go**<sup>5</sup> to **Whitsunday**<sup>3</sup>. We know we want to **spend**<sup>3</sup> 6 **days**<sup>7</sup> in one **location**<sup>1</sup> where we can relax, snorkel, **kids**<sup>1</sup> and husband can surf, we can enjoy the **beach**<sup>1</sup>, etc. I will definitely need help figuring out **the best location**<sup>2</sup> for this. And we definitely want to **go**<sup>6</sup> to **Uluru**<sup>2</sup> and **Sydney**<sup>2</sup>. The rest is still up in the air. But it sounds like **August**<sup>5</sup> is a much **better**<sup>4</sup> time frame considering what we want to do. **The kids**<sup>2</sup> will be bummed they don't get to miss school if we **go**<sup>7</sup> in **August**<sup>6</sup> :)

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1.4 cromansydney: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**

Nov 30, 2019, 6:39 PM

I think **Port Douglas**<sup>5</sup> is an excellent base for that area<sup>5</sup> and **GBR**<sup>2</sup>. You will have no problems filling in 6 or more **days**<sup>8</sup>, especially if you want some beach **time**<sup>3</sup> as well.

I suggest Wavelength for snorkelling if all of you are reasonable swimmers.

Other attractions include Atherton Tablelands, **Daintree**<sup>2</sup> and Cape Tribulation, Wildlife Habitat, Hartley's Crocodile Adventures, Mossman Gorge, Kuranda and more.

You can also easily **spend**<sup>4</sup> 6-7 **days**<sup>9</sup> in The Red Centre. You could then do **Uluru**<sup>3</sup>/**Kata Tjuta**<sup>1</sup>, **Kings Canyon**<sup>1</sup>, West McDonnell Ranges and Alice Springs. If you only want to do **Uluru**<sup>4</sup>/**Kata Tjuta**<sup>2</sup>, it can be done with 3 **nights**<sup>6</sup>. Add a **night**<sup>7</sup> for **Kings Canyon**<sup>2</sup>.

The rest of the **time**<sup>4</sup> can be **spent**<sup>5</sup> in **Sydney**<sup>3</sup> with a **night**<sup>8</sup> or two in **Blue Mountains**<sup>2</sup>, or some other day tour, depending on your interests.

And for all of this destinations, **August**<sup>7</sup> is much **better**<sup>5</sup> than **November**<sup>7</sup>. **November**<sup>8</sup> **Sydney**<sup>4</sup> would be fine, but **August**<sup>8</sup> is good for sightseeing.

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1.5 Margoo: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**

Nov 30, 2019, 8:12 PM

there's no surf in North Queensland. There are **beaches**<sup>3</sup>, but they are not considered surf **beaches**<sup>4</sup> as the reef blocks the waves

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- 6 contributions, 4 contributors



**Table 5.** Cohesive chains App1A

<b>Appendix 1A</b>		
<b>Cohesive chain</b>	<b>The number of instances</b>	<b>Ratio (%)</b>
<b>2</b>	17	50%
<b>3</b>	2	6.25%
<b>4</b>	6	18.75%
<b>5</b>	3	9.4%
<b>6</b>	-	0%
<b>7</b>	1	3.1%
<b>8</b>	3	9.4%
<b>9</b>	1	3.1%
<b>10</b>	-	0%
<b>Total</b>	33	100 %

## Appendix 1B: Same word (repetition)

### TRIP ADVISOR (TA) ENGLAND

Trip Advisor. February, 2020. *Which airport for Southhampton.*

[https://www.tripadvisor.com/ShowTopic-g186338-i17-k13233651-Which\\_airport\\_for\\_Southhampton-London\\_England.html](https://www.tripadvisor.com/ShowTopic-g186338-i17-k13233651-Which_airport_for_Southhampton-London_England.html)

#### 2. PhylCo: **Which airport for Southhampton**

Feb 20, 2020, 12:52 PM

Hi,

We are going on **a cruise**<sup>1</sup> out of **Southhampton**<sup>1</sup> but want to stay a few days in **London**<sup>1</sup> first. So I guess it doesn't matter which **airport**<sup>1</sup> we **fly**<sup>1</sup> into.

However, we will be leaving the ship and going directly to the **airport**<sup>2</sup> so which is easier to get to from **the port**<sup>1</sup>? And how do we get there and how long does it take?

Also what is the best way to get to **the port**<sup>2</sup> from **London**<sup>2</sup>?

---

#### 2.1 adamhornets: **Re: Which airport for Southhampton**

Feb 20, 2020, 12:59 PM

**Heathrow**<sup>1</sup> or **Gatwick**<sup>1</sup> will I suspect be your only options assuming you are **flying**<sup>2</sup> back across the Atlantic. Both are easy enough journeys by **public transport**<sup>1</sup> but both will involve changing, something I guess that may be an issue with a lot of luggage. **A car service**<sup>1</sup> is an alternative and one that many people choose.

The important thing is to allow enough time to get to your chosen departure **airport**<sup>3</sup>. Once that is decided upon we can help you further.

Getting from **London**<sup>3</sup> to **Southampton**<sup>2</sup> is simple enough. **Train**<sup>1</sup> from **Waterloo**<sup>1</sup> to **Southampton Central**<sup>1</sup> followed by a **short taxi ride**<sup>1</sup>

---

#### 2.3 PPMQuestions: **Re: Which airport for Southhampton**

Feb 20, 2020, 1:04 PM

The easiest outwards to reach is probably **Gatwick**<sup>2</sup> with a **direct train service**<sup>1</sup>. **Heathrow**<sup>2</sup> has a direct coach service but an indirect rail service.

FROM **London**<sup>4</sup> there are direct **trains**<sup>2</sup> (ex **London Waterloo**) with a **short taxi ride**<sup>2</sup> at the end. **Car service**<sup>2</sup> can cover all these at a more expensive rate.

---

#### 2.4 1948Mike: **Re: Which airport for Southhampton**

Feb 20, 2020, 1:06 PM

Both **Gatwick**<sup>3</sup> and **Heathrow**<sup>3</sup> can be reached by **public transport**<sup>2</sup> from **Southampton**<sup>3</sup>. **Heathrow**<sup>4</sup> is best served by **National Express coach**<sup>1</sup> (bus). **Gatwick**<sup>4</sup> has a **direct train service**<sup>2</sup> from **Southampton**<sup>4</sup>, although **National Express**<sup>2</sup> also serves **Gatwick**<sup>5</sup>. **Coach**<sup>3</sup> from **Heathrow**<sup>5</sup> takes about 2 **hours**<sup>1</sup> 30 minutes, **train**<sup>3</sup> from **Gatwick**<sup>6</sup> about 2 **hours**<sup>2</sup>.

You can use **the train**<sup>4</sup> from London's Waterloo station to get to **Southampton Central**<sup>2</sup> (takes about 90 minutes) or **National Express**<sup>4</sup> (about two **hours**<sup>3</sup>).

The Underground is usually the best method of reaching Central London from **Heathrow**<sup>6</sup>, while **train**<sup>5</sup> is best from **Gatwick**<sup>7</sup>.

Do not book a return **flight**<sup>1</sup> that leaves too early. Look at 3pm at the very earliest.

---

2.5 MChidy: **Re: Which airport for Southampton**

Feb 20, 2020, 1:11 PM

One thing to take in to consideration is that there are probably more direct **flights**<sup>2</sup> to and from **Heathrow**<sup>7</sup> than **Gatwick**<sup>8</sup>, if that's of any consequence to you. If not, I'd go with best price and flight times that work around your **cruise**<sup>2</sup>.

---

- 5 contributions, 5 contributors

**Table 6.** Cohesive chains App1B

<b>Appendix 1B</b>		
<b>Cohesive chain</b>	<b>The number of instances</b>	<b>Ratio (%)</b>
<b>2</b>	11	58%
<b>3</b>	2	10.5%
<b>4</b>	3	15.8%
<b>5</b>	1	5.3%
<b>6</b>	-	0%
<b>7</b>	1	5.3%
<b>8</b>	1	5.3%
<b>9</b>	-	0%
<b>10</b>	-	0%
<b>Total</b>	19	100%

## Appendix 1C: Same word (repetition)

### TRIP ADVISOR (TA)

#### SCOTLAND – Glasgow

Trip Advisor. February, 2020. *Best wet weather activities for day trip in/from Glasgow.*  
[https://www.tripadvisor.com/ShowTopic-g186534-i211-k13130858-Best\\_wet\\_weather\\_activities\\_for\\_day\\_trip\\_in\\_from\\_Glasgow-Glasgow\\_Scotland.html](https://www.tripadvisor.com/ShowTopic-g186534-i211-k13130858-Best_wet_weather_activities_for_day_trip_in_from_Glasgow-Glasgow_Scotland.html)

3. Liz\_Mo1982: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 12:21 PM

The weather<sup>1</sup> this week<sup>1</sup> has turned to custard! What are your best ideas for outings or day trips<sup>1</sup> in and around Glasgow<sup>1</sup> on a wet day for family<sup>1</sup> with 7 year old child<sup>1</sup>? We are currently staying in airdrie<sup>1</sup> but have use of vehicle this week<sup>2</sup>.

---

3.1 Woollysox: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 12:26 PM

Soar at Braehead. Time Capsule<sup>1</sup> Coatbridge<sup>1</sup> Kelvingrove museum<sup>1</sup>. Cinema. Science Centre.

---

3.2 AmandaJA: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 2:22 PM

There are loads of things<sup>1</sup> to do indoors. What about Summerlee<sup>1</sup>, not far from where you are, in Coatbridge<sup>2</sup>? There are museums in Glasgow<sup>2</sup> – Kelvingrove<sup>2</sup>, the Riverside Museum and Scotland St school are all great for kids<sup>1</sup> and free. There are more active things<sup>2</sup>, like trampolining at Flip Out, roller skating at Rollerstop and climbing at various venues.

---

3.3 Woollysox: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 2:40 PM

You could also get the train<sup>1</sup> to Edinburgh for a change of scenery (unless you have done that already) Lots to do there and slightly better forecast for tomorrow.

---

3.4 Kaimill: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 5:15 PM

Since you have use of a car, your options are more about what you want to see. New Lanark is worth a visit<sup>1</sup> combined with a trip<sup>2</sup> along the Clyde valley. Some of the border towns are worth a visit<sup>2</sup> and not too far away. Loch Lomond and surrounds are also in easy reach of Airdrie<sup>2</sup>. It all depends on what you want to see, rather than what's available.

---

3.5 David\_Sco: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 7, 2020, 7:44 AM

Beaten to suggesting Summerlee<sup>2</sup>! If there is a break in the weather<sup>2</sup>, Drumpellier Country Park is lovely, nice walk round the loch, or in the woods for shelter, plus a great playpark (The Crannog). In fact, add in the Time Capsule<sup>2</sup>, and Coatbridge<sup>2</sup> really is the all-round tourist destination! And there's Go Outdoors (big outdoor shop) as well.  
If, as a family<sup>2</sup>, trains<sup>2</sup> entertain you, £7.40 per adult, £3.70 child<sup>2</sup>, gets you a Glasgow Roundabout ticket<sup>1</sup> (validity out to Drungelloch in Airdrie<sup>3</sup>, which has a big car park<sup>1</sup>). Includes the quaint Subway, which will whisk you to Kelvingrove and nearly to the Riverside. £23.20 gets you all on the more extensive Days Out ticket<sup>2</sup>, which even will take you partway up the West Highland Line as far as Ardlui (check times! Not many trains<sup>3</sup>).  
<http://www.spt.co.uk/travelcards/day-tickets/>

---

3.6 scottishlobos: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 7, 2020, 8:33 AM

If your only in **Airdrie**<sup>4</sup> you could jump down to Strathclyde **park**<sup>2</sup> and check out Amazonia then have a couple of games of bowling and check out the amusement arcade. Be warned though, its all right at the entrance to the theme **park**<sup>3</sup> which is closed this time of year so don't want the **kid**<sup>2</sup> to be disappointed that they can't get on any of the rides.

---

3.7 smithstone: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 7, 2020, 10:21 AM

As you are in **Airdrie**<sup>5</sup>, here's a few activities up the A73 in Cumbernauld.  
Laser Tag: <https://www.apocalypselaserarena.co.uk/>  
Bounce: <https://www.innoflate.co.uk/>  
Soft Play: <http://www.theadventureplanet.com/>  
Also, the 10-pin bowling place next to Airdrie station is quite reasonably priced.

---

- 8 contributions, 6 contributors

**Table 7.** Cohesive chains App1C

<b>Appendix 1C</b>		
<b>Cohesive chain</b>	<b>The number of instances</b>	<b>Ratio (%)</b>
<b>2</b>	13	81.25%
<b>3</b>	2	12.5%
<b>4</b>	-	0%
<b>5</b>	1	6.25%
<b>6</b>	-	0%
<b>7</b>	-	0%
<b>8</b>	-	0%
<b>9</b>	-	0%
<b>10</b>	-	0%
<b>Total</b>	16	100%

## Appendix 1D: Same word (repetition)

### TRIP ADVISOR (TA)

#### CANADA

Trip Advisor. February, 2020. *Traveling to Quebec City in March*.  
[https://www.tripadvisor.com/ShowTopic-g155033-i134-k13166004-Traveling\\_to\\_Quebec\\_City\\_in\\_March-Quebec\\_City\\_Quebec.html](https://www.tripadvisor.com/ShowTopic-g155033-i134-k13166004-Traveling_to_Quebec_City_in_March-Quebec_City_Quebec.html).

#### 4. Fused Monsta: **Traveling to Quebec City in March**

Jan 20, 2020, 5:17 PM

If anyone can help me out want to travel by train<sup>1</sup> from NYC<sup>1</sup> to Quebec City<sup>1</sup> on Amtrak<sup>1</sup> I think you have to go<sup>1</sup> to Montreal<sup>1</sup> then get on another train<sup>2</sup> to Quebec City<sup>2</sup> I would appreciate any help merci beaucoup

---

#### 4.1 transitquebec: **Re: Traveling to Quebec City in March**

Jan 20, 2020, 5:36 PM

Indeed, you must first use Amtrak<sup>2</sup> from New York<sup>2</sup> to Montreal OR Saint-Lambert station then transfer to a VIA Rail Canada train<sup>3</sup> to Quebec City<sup>3</sup>.

Take note the New York to Montreal train<sup>4</sup> is slllloowwww. Much faster by either road or air.

---

#### 4.2 Fused Monsta: **Re: Traveling to Quebec City in March**

Jan 20, 2020, 6:02 PM

Appreciate your response I was looking at flights<sup>1</sup> from NYC<sup>3</sup> to Montreal<sup>2</sup> really quick flight<sup>2</sup> then I guess we get on a bus or train<sup>5</sup> to Quebec City<sup>4</sup> Merci

---

#### 4.3 Hank W: **Re: Traveling to Quebec City in March**

Jan 20, 2020, 6:09 PM

If you're looking into flying<sup>1</sup> you may as well look into flying<sup>2</sup> all the way if you haven't already.

---

#### 4.4 phpr: **Re: Traveling to Quebec City in March**

Jan 20, 2020, 6:17 PM

Air Canada<sup>1</sup> has about 10-12 flights<sup>3</sup> a day between Montreal<sup>3</sup> and Quebec City<sup>5</sup>. As noted above, if you're going<sup>2</sup> to fly<sup>1</sup>, then do it all in that mode. Check Air Canada<sup>2</sup> – they fly<sup>2</sup> from LGA and EWR to Montreal<sup>4</sup> and then on to QC<sup>5</sup>.

Air Canada<sup>1</sup> has about 10-12 flights<sup>3</sup> a day between Montreal<sup>3</sup> and Quebec City<sup>5</sup>. Check Air Canada<sup>2</sup> – they fly<sup>2</sup> from LGA and EWR to Montreal<sup>4</sup> and then on to QC<sup>5</sup>.

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#### 4.5 Fused Monsta: **Re: Traveling to Quebec City in March**

Jan 22, 2020, 1:20 PM

Thanks yea I'm thinking about going<sup>3</sup> from Newark to Quebec City<sup>6</sup> nonstop with United costs about a 1000 for two

I was looking into that also flying<sup>3</sup> to Montreal<sup>5</sup> then the train<sup>6</sup> but I'm going<sup>4</sup> to check that out flying<sup>4</sup> to Quebec City<sup>7</sup> Thank you.

---

- 6 contributions, 4 contributors

**Table 8.** Cohesive chains App1D

<b>Appendix 1D</b>		
<b>Cohesive chain</b>	<b>The number of instances</b>	<b>Ratio (%)</b>
<b>2</b>	3	30%
<b>3</b>	2	20%
<b>4</b>	2	20%
<b>5</b>	1	10%
<b>6</b>	1	10%
<b>7</b>	1	10%
<b>8</b>	-	0%
<b>9</b>	-	0%
<b>10</b>	-	0%
<b>Total</b>	10	100%

## Appendix 1E: Same word (repetition)

### TRIP ADVISOR (TA)

#### USA – Florida

Trip Advisor. February, 2020. *Need full cooking facilities*. [https://www.tripadvisor.com/ShowTopic-g34515-i19-k13242775-Need\\_full\\_cooking\\_facilities-Orlando\\_Florida.html](https://www.tripadvisor.com/ShowTopic-g34515-i19-k13242775-Need_full_cooking_facilities-Orlando_Florida.html)

#### 5. Judy B: **Need full cooking facilities**

Feb 24, 2020, 10:18 PM

We are 4 **adults**<sup>1</sup> and 1 child age 12. We need **full cooking facilities**<sup>1</sup> because of health reasons. 1 **Bedroom**<sup>1</sup> would be great plus sleeping **area**<sup>1</sup> in **living room**<sup>1</sup> for two **adults**<sup>2</sup> and the 12 year old. **Suggestions**<sup>1</sup> would be greatly appreciated. Thank you! This is a once in a lifetime trip so cost not so important

---

#### 5.1 Destination718812: **Re: Need full cooking facilities**

Feb 24, 2020, 10:26 PM

Can we assume you will be visiting the Theme **Parks**<sup>1</sup>. If so, **Disney**<sup>1</sup>, **Universal**<sup>1</sup>, other ? Will you be renting a **car**<sup>1</sup>?

---

#### 5.2. Chris R: **Re: Need full cooking facilities**

Feb 24, 2020, 10:34 PM

Our go-to place to stay near **Disney**<sup>2</sup> is **Staybridge Suites**<sup>1</sup>, **Lake Buena Vista**<sup>1</sup>, **Nice**<sup>1</sup> 1 & 2-**bedroom**<sup>2</sup> suites w/ **full**<sup>1</sup> **kitchens**<sup>1</sup> and various other amenities.

---

#### 5.3 princess41: **Re: Need full cooking facilities**

Feb 24, 2020, 10:56 PM

There's lots of **choices**<sup>1</sup>. If driving (?) you can look at houses/**villas**<sup>1</sup>. There's lots of **condo**<sup>1</sup> **resorts**<sup>1</sup>, examples: **Floridays**<sup>1</sup> (they have shuttles to **Disney**<sup>3</sup> and **Universal**<sup>2</sup> if not driving), Grand Villas (close to **Disney**<sup>4</sup> Springs). :)

---

#### 5.4 NO\_Memeber\_Name: **Re: Need full cooking facilities**

Feb 24, 2020, 10:58 PM

We've stayed **Staybridges**<sup>2</sup> before and liked them. Residence Inns are another brand to look at.

---

#### 5.5 Traveller from UK: **Re: Need full cooking facilities**

Feb 25, 2020, 6:48 AM

You will need a **car**<sup>2</sup> to stay here but have a look at Parkway International Resort in **Kissimmee**<sup>1</sup>. It's about a five minute **car**<sup>3</sup> ride from there to the entrance to **Disney**<sup>5</sup>. The **resort**<sup>2</sup> is just off the 192 and there is a small row of shops/restaurants a couple of minutes walk away if you fancy eating out at all.

We have stayed there 6 times and highly recommend it.

Although it's a Timeshare **resort**<sup>3</sup>, we make it known when we check in that we are not interested and we have never been pestered.



The condos<sup>2</sup> are huge and comprise a master bedroom<sup>3</sup> with full<sup>2</sup> bathroom<sup>1</sup>, a second bedroom<sup>4</sup> with two single<sup>1</sup> beds<sup>1</sup> and a bathroom<sup>2</sup>, a full<sup>2</sup> kitchen<sup>2</sup> and utility area<sup>2</sup> (with washing machine and drier<sup>1</sup>), a very<sup>1</sup> large<sup>1</sup> lounge<sup>1</sup>/dining room<sup>1</sup> and either a lanai or balcony. There is also a sofa bed<sup>2</sup> in the lounge<sup>2</sup>.

The swimming pool is really<sup>1</sup> nice<sup>2</sup> and the Tiki bar serves good<sup>1</sup> food. Prices are really<sup>2</sup> reasonable too.

Parkway is listed in the top 10 hotels<sup>1</sup> on the Kissimmee<sup>2</sup> forum page if you are interested.

---

5.6 jsmla: **Re: Need full cooking facilities**

Feb 25, 2020, 7:17 AM

Which parks<sup>2</sup> do you plan to visit?

For Disney<sup>6</sup> we like Wyndham Bonnet Creek. The units<sup>1</sup> are very<sup>2</sup> large<sup>2</sup> and have both a full<sup>3</sup> kitchen<sup>3</sup> and washer<sup>1</sup>/dryer<sup>2</sup> in the unit<sup>2</sup>. The complex is surrounded by WDW<sup>1</sup>.

You will need to drive or Uber<sup>1</sup> from here.

---

5.7 sunngod: **Re: Need full cooking facilities**

Feb 25, 2020, 8:09 AM

The options<sup>1</sup> are so plentiful that it is really<sup>3</sup> difficult to make any suggestions<sup>2</sup> without you putting some research into this on your own and narrowing the search. You will find on the low end extended stay type hotels<sup>2</sup> like Sonesta Suites all the way to ultra expensive<sup>1</sup> Disney<sup>7</sup> villas<sup>2</sup> and everything in between.

Orlando is a family<sup>1</sup> destination with a high concentration of timeshare resorts<sup>4</sup> that offer condo style accommodations<sup>1</sup>. Also all the major chains are in on the action with vacation<sup>1</sup> resort<sup>5</sup> that offer 1, 2, and 3 bedroom<sup>5</sup> rooms<sup>2</sup> with full<sup>4</sup> kitchen<sup>4</sup>, washer<sup>2</sup>/dryer<sup>3</sup>, separate living room<sup>2</sup>, etc. Then you have villa<sup>3</sup> rentals<sup>1</sup> that you can actually rent a single<sup>2</sup> family<sup>2</sup> home.

As you can see, you have some homework to do!

---

5.8 lynjowton: **Re: Need full cooking facilities**

Feb 25, 2020, 11:48 AM

Blue tree resort have full cooking facilities<sup>2</sup> multi bed<sup>3</sup> apartments and is in a good<sup>2</sup> location<sup>1</sup> in Lake Buena Vista<sup>2</sup>

---

5.9 Ned E: **Re: Need full cooking facilities**

Feb 25, 2020, 12:18 PM

On WDW<sup>2</sup> property, Ft Wilderness<sup>1</sup> cabins are an option<sup>2</sup>, as are Bay Lake Towers and villas<sup>4</sup> at Ft Wilderness<sup>2</sup> Lodge and at The Polynesian. Be advised, these on sight options<sup>3</sup> can be very<sup>3</sup> expensive<sup>2</sup>.

Many nearby, but off-site<sup>1</sup> choices<sup>2</sup> are available<sup>1</sup>, too, as listed in previous replies. Vacation<sup>2</sup> home rentals<sup>2</sup> are also available<sup>2</sup>. We prefer staying off site<sup>2</sup>. Please note, a rental car<sup>4</sup> is a near must when staying off property. Off site<sup>3</sup> hotels<sup>3</sup> and resort<sup>6</sup> transportation can take a while. Especially if the transport stops at multiple locations<sup>2</sup>.

Good luck, and most of all,

Have Fun.

---

5.10 nycvegas: **Re: Need full cooking facilities**

Feb 26, 2020, 1:36 PM

**Floridays<sup>2</sup> 2 and 3 bedroom<sup>6</sup> unite**

---

5.11 Karen G: **Re: Need full cooking facilities**

Feb 29, 2020, 4:38 PM

Sheraton vistana village - excellent self catering **accommodation<sup>2</sup>** on international drive right in the middle of **Disney<sup>8</sup>** and **universal<sup>3</sup>**. We had a **car<sup>5</sup>** but also used **Uber's<sup>2</sup>** which was cheaper than the **car<sup>6</sup> park<sup>3</sup>** charges

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- 12 contributions, 12 contributors

**Table 9.** Cohesive chains App1E

<b>Appendix 1E</b>		
<b>Cohesive chain</b>	<b>The number of instances</b>	<b>Ratio (%)</b>
<b>2</b>	29	64%
<b>3</b>	9	20%
<b>4</b>	3	6.8%
<b>5</b>	-	0%
<b>6</b>	3	6.8%
<b>7</b>	-	0%
<b>8</b>	1	2%
<b>9</b>	-	0%
<b>10</b>	-	0%
<b>Total</b>	45	100%

## Appendix 2A: Synonymy, Antonymy

### TRIP ADVISOR (TA)

#### AUSTRALIA

Trip Advisor. December, 2019. *Australia (GBR, Uluru, Sydney)-20 days –Aug. or Nov. Better?*.  
[https://www.tripadvisor.com/ShowTopic-g255055-i120-k13067218-Australia\\_GBR\\_Uluru\\_Sydney\\_20\\_days\\_Aug\\_or\\_Nov\\_Better-Australia.html](https://www.tripadvisor.com/ShowTopic-g255055-i120-k13067218-Australia_GBR_Uluru_Sydney_20_days_Aug_or_Nov_Better-Australia.html)

1. J. Senn: **Australia (GBR, Uluru, Sydney)-20 days –Aug. or Nov. Better?**  
Nov 30, 2019, 3:22 PM

Hi. We (myself, husband, 8 and 11 year old boys) are travelling to Australia next year. We have 20 days. We know we want to spend time in Sydney (4 nts, include Blue mtn), Port Douglas, Whitsunday, Daintree area (8 nts. Since we want some relaxation and this seems like the best area to do that), Uluru (3 nts) and maybe one more area (probably Brisbane or Melbourne; open to suggestions). We don't like to change **hotels/ lodging (S<sub>p</sub>)** every two nights. Before tackling the itinerary, I need to figure out when to go. We can go the last 3 weeks in August or 3 weeks in November? Will the weather in the places we are going be much better in August or Nov? Will the crowds or the cost vary greatly between the 2 date options? Thanks in advance for any advice

---

S<sub>p</sub>: *hotels-lodging*

---

1.1 cromansydney: **Re: Australia (GBR, Uluru, Sydney)-20 days –Aug. or Nov. Better?**  
Nov 30, 2019, 3:37 PM

August is definitely better than November for northern part of Australia. November is stinger season. With 8 nights in Whitsundays and Port Douglas, there isn't that much time for relaxation if you want to explore the area around Port Douglas.

---

1.2 longhorn74: **Re: Australia (GBR, Uluru, Sydney)-20 days –Aug. or Nov. Better?**  
Nov 30, 2019, 3:44 PM

Late August is better for those destinations. In late November, you've got **heat** and humidity and **stingers** (deadly **jellyfish (S<sub>p</sub>)**) in the GBR region. Likewise, Uluru could be rather **toasty (S<sub>p</sub>)** during the day in late November.

I'm not sure why you want to go to the Whitsundays as it adds another change of destination (which is always a time-eater) and another set of accommodations (which it sounds like you are trying to avoid). You can find plenty to see and do for 8 days just in the Cairns/Port Douglas region.

We lived in Canberra when my son was the ages of yours and there was so much for us to do there as a family—hiking near kangaroos on the Yankee Hat trail in Namadgi NP, seeing more wildlife and hiking in Tidbinbilla Nature Reserve, great hands-on science exhibits at Questacon (where you could easily spend a full day) military machinery and exhibits at the Australian War Memorial, the the National Dinosaur Museum, space exhibits at the Canberra Deep Space Communications Complex and sports events like rugby. I think Canberra might be more fun and interesting for the family than Melbourne or Brisbane.

---

S<sub>p</sub>: *heat-toasty*

S<sub>p</sub>: *stingers- (deadly) jellyfish*

---

1.3 J.Senn: **Re: Australia (GBR, Uluru, Sydney)-20 days –Aug. or Nov. Better?**  
Nov 30, 2019, 4:59 PM

Thank you for the info. I have barely begun planning the day to day itinerary so thanks for the info on Canberra, the stingers and not needing to go to Whitsunday. We know we want to spend 6 days in one location where we can relax, snorkel, kids and husband can surf, we can enjoy the beach, etc. I will definitely need help figuring out the best location for this. And we definitely want to go to Uluru and Sydney. The rest is still up in the air. But it sounds like August is a much better time frame considering what we want to do. The kids will be bummed they don't get to miss school if we go in August :)

---

1.4 cromansydney: **Re: Australia (GBR, Uluru, Sydney)-20 days –Aug. or Nov. Better?**  
Nov 30, 2019, 6:39 PM

I think Port Douglas is an excellent base for that area and GBR. You will have no problems filling in 6 or more days, especially if you want some beach time as well.

I suggest Wavelength for snorkelling if all of you are reasonable swimmers.

Other attractions include Atherton Tablelands, Daintree and Cape Tribulation, Wildlife Habitat, Hartley's Crocodile Adventures, Mossman Gorge, Kuranda and more.

You can also easily spend 6-7 days in The Red Centre. You could then do Uluru/Kata Tjuta, Kings Canyon, West McDonnell Ranges and Alice Springs. If you only want to do Uluru/Kata Tjuta, it can be done with 3 nights. Add a night for Kings Canyon.

The rest of the time can be spent in Sydney with a night or two in Blue Mountains, or some other day tour, depending on your interests.

And for all of this destinations, August is much better than November. November Sydney would be **fine**, but August is **good (S<sub>p</sub>)** for sightseeing.

---

S<sub>p</sub>: *fine-good*

---

1.5 Margoo: **Re: Australia (GBR, Uluru, Sydney)-20 days –Aug. or Nov. Better?**  
Nov 30, 2019, 8:12 PM

there's no surf in North Queensland. There are beaches, but they are not considered surf beaches as the reef blocks the waves

---

**Table 10.** Synonymy. Antonymy. App2A

<b>Appendix 2A</b>	<b>The number of occurrences</b>
<b>Synonymy</b>	4
<b>absolute</b>	-
<b>propositional</b>	4
<b>near</b>	-
<b>Antonymy</b>	0
<b>complementary</b>	-
<b>contrary/polar</b>	-
<b>converses</b>	-
<b>reversives</b>	-

## Appendix 2B: Synonymy, Antonymy

### TRIP ADVISOR (TA) ENGLAND

Trip Advisor. February, 2020. *Which airport for Southampton.*

[https://www.tripadvisor.com/ShowTopic-g186338-i17-k13233651-Which\\_airport\\_for\\_Southampton-London\\_England.html](https://www.tripadvisor.com/ShowTopic-g186338-i17-k13233651-Which_airport_for_Southampton-London_England.html)

#### 2. PhylCo: **Which airport for Southampton**

Feb 20, 2020, 12:52 PM

Hi,

We are going on a cruise out of Southampton but want to stay a few days in London first. So I guess it doesn't matter which airport we fly into.

However, we will be leaving the ship and going directly to the airport so which is easier to get to from the port? And how do we get there and how long does it take?

Also what is the best way to get to the port from London?

---

#### 2.1 adamhornets: **Re: Which airport for Southampton**

Feb 20, 2020, 12:59 PM

Heathrow or Gatwick will I suspect be your only options assuming you are flying back across the Atlantic. Both are **easy enough journeys** by public transport but both will involve changing, something I guess that may be an issue with a lot of luggage. A car service is an alternative and one that many people choose.

The important thing is to allow enough time to get to your chosen departure airport. Once that is decided upon we can help you further.

Getting from London to Southampton is **simple enough (S<sub>p</sub>)**. Train from Waterloo to Southampton Central followed by a short taxi ride

---

S<sub>p</sub>: *easy (enough)-simple (enough)*

---

#### 2.2 PPMQuestions: **Re: Which airport for Southampton**

Feb 20, 2020, 1:04 PM

The easiest outwards to reach is probably Gatwick with a direct train service. Heathrow has a **direct** coach service but an **indirect (A<sub>pol</sub>)** rail service.

FROM London there are direct trains (ex London Waterloo) with a short taxi ride at the end.

Car service can cover all these at a more expensive rate.

---

A<sub>pol</sub>: *direct-indirect*

---

#### 2.3 1948Mike: **Re: Which airport for Southampton**

Feb 20, 2020, 1:06 PM

Both Gatwick and Heathrow can be reached by public transport from Southampton. Heathrow is best served by National Express **coach (bus) (S<sub>p</sub>)**. Gatwick has a direct train service from Southampton, although National Express also serves Gatwick. Coach from Heathrow takes about 2 hours 30 minutes, train from Gatwick about 2 hours.

You can use the train from London's Waterloo station to get to Southampton Central (takes about 90 minutes) or National Express (about two hours).

The Underground is usually the best method of reaching Central London from Heathrow, while train is best from Gatwick.

Do not book a return flight that leaves too early. Look at 3pm at the very earliest.

---

*S<sub>p</sub>: coach-bus*

---

#### 2.4 MChidy **Re: Which airport for Southampton**

Feb 20, 2020, 1:11 PM

One thing to take in to consideration is that there are probably more direct flights to and from Heathrow than Gatwick, if that's of any consequence to you. If not, I'd go with best price and flight times that work around your cruise.

---

**Table 11.** Synonymy. Antonymy. App2B

<b>Appendix 2B</b>	<b>The number of occurrences</b>
<b>Synonymy</b>	2
<b>absolute</b>	-
<b>propositional</b>	2
<b>near</b>	-
<b>Antonymy</b>	1
<b>complementary</b>	-
<b>contrary/polar</b>	1
<b>converses</b>	-
<b>reversives</b>	-

## Appendix 2C: Synonymy, Antonymy

### TRIP ADVISOR (TA) SCOTLAND - Glasgow

Trip Advisor. February, 2020. *Best wet weather activities for day trip in/from Glasgow.*  
[https://www.tripadvisor.com/ShowTopic-g186534-i2111-k13130858-Best\\_wet\\_weather\\_activities\\_for\\_day\\_trip\\_in\\_from\\_Glasgow-Glasgow\\_Scotland.html](https://www.tripadvisor.com/ShowTopic-g186534-i2111-k13130858-Best_wet_weather_activities_for_day_trip_in_from_Glasgow-Glasgow_Scotland.html)

3. Liz\_Mo1982: **Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 12:21 PM

The weather this week has turned to custard! What are your best ideas for **outings** or **day trips (S<sub>p</sub>)** in and around Glasgow on a wet day for family with 7 year old child? We are currently staying in Airdrie but have use of **vehicle** this week.

---

S<sub>p</sub>: *outings-trips*

---

3.1 Woollysox: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 12:26 PM

Soar at Braehead. Time Capsule Coatbridge. Kelvingrove museum. Cinema. Science Centre.

---

3.2 AmandaJA: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 2:22 PM

There are loads of things to do indoors. What about Summerlee, not far from where you are, in Coatbridge? There are museums in Glasgow - Kelvingrove, the Riverside Museum and Scotland St school are all great for kids and free. There are more active things, like trampolining at Flip Out, roller skating at Rollerstop and climbing at various venues.

---

3.3 Woollysox: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 2:40 PM

You could also get the train to Edinburgh for a change of scenery (unless you have done that already) Lots to do there and slightly better forecast for tomorrow.

---

3.4 Kaimill: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 6, 2020, 5:15 PM

Since you have use of **a car (S<sub>p</sub>)**, your options are more about what you want to see. New Lanark is worth a visit combined with a trip along the Clyde valley. Some of the border towns are worth a visit and not too far away. Loch Lomond and surrounds are also in easy reach of Airdrie. It all depends on what you want to see, rather than what's available.

---

S<sub>p</sub>: *vehicle-car (App2C/3)*

---



3.5 David\_Sco: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 7, 2020, 7:44 AM

Beaten to suggesting Summerlee! If there is a break in the weather, Drumpellier Country Park is lovely, nice walk round the loch, or in the woods for shelter, plus a **great** playpark (The Crannog). In fact, add in the Time Capsule, and Coatbridge really is the all-round tourist destination! And there's Go Outdoors (big outdoor shop) as well.

If, as a family, trains entertain you, £7.40 per adult, £3.70 child, gets you a Glasgow Roundabout ticket (validity out to Drumgelloch in Airdrie, which has a **big (S<sub>p</sub>)** car park). Includes the quaint Subway, which will whisk you to Kelvingrove and nearly to the Riverside. £23.20 gets you all on the more extensive Days Out ticket, which even will take you partway up the West Highland Line as far as Ardlui (check times! Not many trains).

<http://www.spt.co.uk/travelcards/day-tickets/>

---

S<sub>p</sub>: *great-big*

---

3.6 scottishlobos: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 7, 2020, 8:33 AM

If your only in Airdrie you could jump down to Strathclyde park and check out Amazonia then have a couple of games of bowling and check out the amusement arcade. Be warned though, its all right at the entrance to the theme park which is closed this time of year so don't want the kid to be disappointed that they can't get on any of the rides.

---

3.7 smithstone: **Re: Best wet weather activities for day trip in/from Glasgow**  
Jan 7, 2020, 10:21 AM

As you are in Airdrie, here's a few activities up the A73 in Cumbernauld.

Laser Tag: <https://www.apocalypselaserarena.co.uk/>

Bounce: <https://www.innoflate.co.uk/>

Soft Play: <http://www.theadventureplanet.com/>

Also, the 10-pin bowling place next to Airdrie station is quite reasonably priced.

---

**Table 12.** Synonymy. Antonymy. App2C

Appendix 2C	The number of occurrences
Synonymy	3
absolute	-
propositional	3
near	-
Antonymy	0
complementary	-
contrary/polar	-
converses	-
reversives	-

## Appendix 2D: Synonymy, Antonymy

### TRIP ADVISOR (TA)

#### CANADA

Trip Advisor. February, 2020. *Traveling to Quebec City in March*.  
[https://www.tripadvisor.com/ShowTopic-g155033-i134-k13166004-Traveling\\_to\\_Quebec\\_City\\_in\\_March-Quebec\\_City\\_Quebec.html](https://www.tripadvisor.com/ShowTopic-g155033-i134-k13166004-Traveling_to_Quebec_City_in_March-Quebec_City_Quebec.html).

4. Fused Monsta: **Traveling to Quebec City in March**  
Jan 20, 2020, 5:17 PM

If anyone can help me out want to travel by train from NYC to Quebec City on Amtrak I think you have to go to Montreal then get on another train to Quebec City I would appreciate any help merci beaucoup

---

4.1 transitquebec: **Re: Traveling to Quebec City in March**  
Jan 20, 2020, 5:36 PM

Indeed, you must first use Amtrak from New York to Montreal OR Saint-Lambert station then transfer to a VIA Rail Canada train to Quebec City.

Take note the New York to Montreal train is **slllloowwww**. **Much faster (A<sub>pol</sub>)** by either road or air.

---

A<sub>pol</sub>: slow-much faster

---

4.2 Fused Monsta: **Re: Traveling to Quebec City in March**  
Jan 20, 2020, 6:02 PM

Appreciate your response I was looking at flights from NYC to Montreal really quick flight then I guess we get on a bus or train to Quebec City Merci

---

4.3 Hank W: **Re: Traveling to Quebec City in March**  
Jan 20, 2020, 6:09 PM

If you're looking into flying you may as well look into flying all the way if you haven't already.

---

4.4 phpr: **Re: Traveling to Quebec City in March**  
Jan 20, 2020, 6:17 PM

Air Canada has about 10-12 flights a day between Montreal and Quebec City. As noted above, if you're going to fly, then do it all in that mode. Check Air Canada - they fly from LGA and EWR to Montreal and then on to QC.

---

4.5 Fused Monsta: **Re: Traveling to Quebec City in March**

Jan 22, 2020, 1:20 PM

Thanks yea I'm thinking about going from Newark to Quebec City nonstop with United costs about a 1000 for two

I was looking into that also flying to Montreal then the train but I'm going to check that out flying to Quebec City Thank you.

---

**Table 13.** Synonymy. Antonymy. App2D

<b>Appendix 2D</b>	<b>The number of occurrences</b>
<b>Synonymy</b>	0
<b>absolute</b>	-
<b>propositional</b>	-
<b>near</b>	-
<b>Antonymy</b>	1
<b>complementary</b>	-
<b>contrary/polar</b>	1
<b>converses</b>	-
<b>reversives</b>	-

## Appendix 2E: Synonymy, Antonymy

### TRIP ADVISOR (TA)

#### USA – Florida

Trip Advisor. February, 2020. *Need full cooking facilities*. [https://www.tripadvisor.com/ShowTopic-g34515-i19-k13242775-Need\\_full\\_cooking\\_facilities-Orlando\\_Florida.html](https://www.tripadvisor.com/ShowTopic-g34515-i19-k13242775-Need_full_cooking_facilities-Orlando_Florida.html)

#### 5. Judy B: **Need full cooking facilities**

Feb 24, 2020, 10:18 PM

We are 4 **adults** and **1 child age 12 (A<sub>com</sub>)**. We need full cooking **facilities** because of health reasons. 1 Bedroom would be great plus sleeping area in living room for two adults and **the 12 year old (S<sub>p</sub>)**. Suggestions would be greatly appreciated. Thank you! This is a once in a lifetime trip so **cost** not so important

---

S<sub>p</sub>: *1 child age 12-the 12 year old*

A<sub>com</sub>: *adults-child*

---

#### 5.1 Destination718812: **Re: Need full cooking facilities**

Feb 24, 2020, 10:26 PM

Can we assume you will be visiting the Theme Parks. If so, Disney, Universal, other ? Will you be renting a car ?

---

#### 5.2. Chris R: **Re: Need full cooking facilities**

Feb 24, 2020, 10:34 PM

Our go-to place to stay **near** Disney is Staybridge Suites, Lake Buena Vista. Nice 1 & 2-**bedroom suites** w/ full kitchens and various **other amenities (S<sub>p</sub>)**.

---

S<sub>p</sub>: *amenities-facilities (APP2E/5)*

---

#### 5.3 princess41: **Re: Need full cooking facilities**

Feb 24, 2020, 10:56 PM

There's lots of choices. If driving (?) you can look at **houses/villas (S<sub>p</sub>)**. There's lots of **condo (S)** **resorts**, examples: Floridays (they have shuttles to Disney and Universal if not driving), Grand Villas (**close (S<sub>p</sub>)** to Disney Springs). :)

---

S<sub>p</sub>: *houses-villas-condo*

S<sub>p</sub>: *close-near (APP2E/5.2)*

---

#### 5.4 NO\_Memeber\_Name: **Re: Need full cooking facilities**

We've stayed Staybridges before and liked them. Residence Inns are **another (S<sub>p</sub>)** brand to look at.

---

S<sub>p</sub>: *another-other (APP2E/5.2)*

---

5.5 Traveller from UK: 5. **Re: Need full cooking facilities**

Feb 25, 2020, 6:48 AM

You will need a car to stay here but have a look at Parkway International Resort in Kissimmee. It's about a five minute car ride from there to the entrance to Disney. The resort is just off the 192 and there is a small row of shops/restaurants a couple of minutes walk away if you fancy eating out at all.

We have stayed there 6 times and highly recommend it.

Although it's a Timeshare resort, we make it known when we check in that we are not interested and we have never been pestered.

The condos are **huge** and comprise a master bedroom with full bathroom, a second bedroom with two single beds and a bathroom, a full kitchen and utility area (with **washing machine** and drier), a **very large (S<sub>p</sub>) lounge/dining room (S<sub>n</sub>)** and either a **lanai** or **balcony (S<sub>n</sub>)**. There is **also** a sofa bed in the lounge.

The swimming pool is really **nice** and the Tiki bar serves **good (S<sub>p</sub>)** food. **Prices (S<sub>p</sub>)** are really reasonable too.

Parkway is listed in the top 10 **hotels (S<sub>p</sub>)** on the Kissimmee forum page if you are interested.

---

*S<sub>p</sub>: huge-very large*

*S<sub>n</sub>: lounge-dining room*

*S<sub>n</sub>: lanai-balcony*

*S<sub>p</sub>: nice-good*

*S<sub>p</sub>: prices-cost (App2E/5)*

*S<sub>p</sub>: hotels-resort (App2E/5.3)*

---

5.6 jsmla: 6. **Re: Need full cooking facilities**

Feb 25, 2020, 7:17 AM

Which parks do you plan to visit?

For Disney we like Wyndham Bonnet Creek. The units are very large and have both a full kitchen and **washer (S<sub>p</sub>)**/dryer in the unit. The complex is surrounded by WDW.

You will need to drive or Uber from here.

---

*S<sub>p</sub>: washer-washing machine (App2E/5.5)*

---

5.7 sunngod: **Re: Need full cooking facilities**

Feb 25, 2020, 8:09 AM

The options are so plentiful that it is really difficult to make any suggestions without you putting some research into this on your own and narrowing the search. You will find on **the low end** extended stay type hotels like Sonesta Suites all the way to **ultra expensive (A<sub>pol</sub>)** Disney villas and everything in between.

Orlando is a family destination with a high concentration of timeshare resorts that offer condo style accommodations. Also all the major chains are in on the action with vacation resorts that offer 1, 2, and 3 **bedroom rooms (S<sub>p</sub>)** with full kitchen, washer/dryer, separate living room, etc. Then you have villa rentals that you can actually rent a single family home.

As you can see, you have some homework to do!

---

*A<sub>poi</sub>: the low end-ultra expensive*

*S<sub>p</sub>: bedroom rooms-bedroom suites (App2E/5.2)*

---

5.8 lynjowton: **Re: Need full cooking facilities**

Feb 25, 2020, 11:48 AM

Blue tree resort have full cooking facilities multi bed apartments and is in a good location in Lake Buena Vista

---

5.9 Ned E: **Re: Need full cooking facilities**

Feb 25, 2020, 12:18 PM

On WDW property, Ft Wilderness cabins are an option, as are Bay Lake Towers and villas at Ft Wilderness Lodge and at The Polynesian. Be advised, these on sight options can be very expensive.

Many nearby, but off-site choices are available, **too (S<sub>p</sub>)**, as listed in previous replies. Vacation home rentals are also available. We prefer staying off site.. Please note, a rental car is a near must when staying off property. Off site hotels and resort **transportation** can take a while. Especially if **the transport (S<sub>p</sub>)** stops at multiple locations.

Good luck, and most of all,  
Have Fun.

---

*S<sub>p</sub>: too-also (App2E/5.5)*

*S<sub>p</sub>: transportation-the transport*

---

5.10 nycvegas: **Re: Need full cooking facilities**

Feb 26, 2020, 1:36 PM

Floridays 2 and 3 bedroom unite

---

5.11 Karen G: **Re: Need full cooking facilities**

Feb 29, 2020, 4:38 PM

Sheraton vistana village - excellent self catering accommodation on international drive right in the middle of Disney and universal. We had a car but also used Uber's which was cheaper than the car park charges

---

**Table 14.** Synonymy. Antonymy. App2E

<b>Appendix 2E</b>	<b>The number of occurrences</b>
<b>Synonymy</b>	15
<b>absolute</b>	-
<b>propositional</b>	13
<b>near</b>	2
<b>Antonymy</b>	2
<b>complementary</b>	1
<b>contrary/polar</b>	1
<b>converses</b>	-
<b>reversives</b>	-

## Appendix 3A: Superordinate relations, General word

### TRIP ADVISOR (TA) AUSTRALIA

Trip Advisor. December, 2019. *Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?*.  
[https://www.tripadvisor.com/ShowTopic-g255055-i120-k13067218-Australia\\_GBR\\_Uluru\\_Sydney\\_20\\_days\\_Aug\\_or\\_Nov\\_Better-Australia.html](https://www.tripadvisor.com/ShowTopic-g255055-i120-k13067218-Australia_GBR_Uluru_Sydney_20_days_Aug_or_Nov_Better-Australia.html)

1. J. Senn: **Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**  
Nov 30, 2019, 3:22 PM

Hi. We (myself, husband, 8 and 11 year old boys) are travelling to **Australia (SR)** next year. We have 20 days. We know we want to spend time in **Sydney** (4 nts, include **Blue mtn**), **Port Douglas**, **Whitsunday**, **Daintree area** (8 nts. since we want some relaxation and this seems like the best area to do that), **Uluru** (3 nts) and maybe one more area (probably **Brisbane** or **Melbourne**; open to suggestions). We don't like to change **hotels/ lodging** every two nights. Before tackling the itinerary, I need to figure out when to go. We can go **the last 3 weeks in August or 3 weeks in November?** Will the weather in **the places (GW)** we are going be much better in August or Nov? Will the crowds or the cost vary greatly between **the 2 date options (SR)**? Thanks in advance for any advice

---

GW: *the places: Sydney, Blue mtn, Port Douglas, Whitsunday, Daintree area, Uluru, Brisbane, Melbourne*

SR: *Australia: Sydney, Blue mtn, Port Douglas, Whitsunday, Daintree area, Uluru, Brisbane, Melbourne*

SR: *The 2 date option: the last 3 weeks in August or 3 weeks in November*

---

1.1 cromansydney: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**  
Nov 30, 2019, 3:37 PM

August is definitely better than November for northern part of **Australia (SR)**. November is stinger season.

With 8 nights in **Whitsundays** and **Port Douglas**, there isn't that much time for relaxation if you want to explore the area around **Port Douglas**.

---

SR: *Australia: Whitsundays, Port Douglas*

---

1.2 longhorn74: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**  
Nov 30, 2019, 3:44 PM

Late August is better for **those destinations (SR)**. In late November, you've got heat and humidity and stingers (deadly jellyfish) in the **GBR region**. Likewise, **Uluru** could be rather toasty during the day in late November.

I'm not sure why you want to go to the **Whitsundays** as it adds another change of destination (which is always a time-eater) and another set of **accommodations (SR)** (which it sounds like you are trying to avoid). You can find plenty to see and do for 8 days just in the **Cairns/Port Douglas region**.



We lived in **Canberra (SR)** when my son was the ages of yours and there was so much for us to do there as a family—hiking near kangaroos on the **Yankee Hat trail in Namadgi NP**, seeing more wildlife and hiking in **Tidbinbilla Nature Reserve**, great hands-on science exhibits at **Questacon** (where you could easily spend a full day) military machinery and exhibits at **the Australian War Memorial, the the National Dinosaur Museum**, space exhibits at **the Canberra Deep Space Communications Complex** and **sports events (SR)** like **rugby**. I think **Canberra** might be more fun and interesting for the family than **Melbourne** or **Brisbane**.

---

SR: *those destinations: Sydney, Blue mtn, Port Douglas, Whitsunday, Daintree area, Uluru, Brisbane, Melbourne (App3A/1)*

SR: *Australia: GBR region, Uluru, Cairns/Port Douglas, Canberra, Melbourne, Brisbane*

SR: *accommodations: hotels/lodging (App3A/1)*

SR: *Canberra: Yankee Hat trail in Namadgi NP, Tidbinbilla Nature Reserve, Questacon, the Australian War Memorial, the National Dinosaur Museum, the Canberra Deep Space Communications Complex*

SR: *sports events: rugby*

---

1.3 J.Senn: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**

Nov 30, 2019, 4:59 PM

Thank you for the info. I have barely begun planning the day to day itinerary so thanks for the info on **Canberra**, the stingers and not needing to go to **Whitsunday**. We know we want to spend 6 days in one location where we can relax, snorkel, kids and husband can surf, we can enjoy the beach, etc. I will definitely need help figuring out the best location for this. And we definitely want to go to **Uluru** and **Sydney**. The rest is still up in the air. But it sounds like August is a much better time frame considering what we want to do. The kids will be bummed they don't get to miss school if we go in August :)

---

SR: *Australia: Canberra, Whitsunday, Uluru, Sydney*

---

1.4 cromansydney: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**

Nov 30, 2019, 6:39 PM

I think **Port Douglas** is an excellent base for that area and **GBR**. You will have no problems filling in 6 or more days, especially if you want some beach time as well.

I suggest Wavelength for snorkelling if all of you are reasonable swimmers.

Other **attractions (SR)** include **Atherton Tablelands, Daintree and Cape Tribulation, Wildlife Habitat, Hartley's Crocodile Adventures, Mossman Gorge, Kuranda** and more.

You can also easily spend 6-7 days in **The Red Centre**. You could then do **Uluru/Kata Tjuta, Kings Canyon, West McDonnell Ranges** and **Alice Springs**. If you only want to do **Uluru/Kata Tjuta**, it can be done with 3 nights. Add a night for **Kings Canyon**.

The rest of the time can be spent in **Sydney** with a night or two in **Blue Mountains**, or some other day tour, depending on your interests.

And for all of **this destinations (SR)**, August is much better than November. November **Sydney** would be fine, but August is good for sightseeing.

---

SR: *Australia: Port Douglas, GBR, Uluru, Kata Tjuta, Kings Canyon, West McDonnell Ranges, Alice Springs, Sydney, Blue Mountains*

SR: *attractions: Atherton Tablelands, Daintree and Cape Tribulation, Wildlife Habitat, Hartley's Crocodile Adventures, Mossman Gorge, Kuranda, The Red Centre*

SR: *this destinations: Port Douglas, GBR, Uluru, Kata Tjuta, Kings Canyon, West McDonnell Ranges, Alice Springs, Sydney, Blue Mountains*

---

1.5 Margoo: **Re: Australia (GBR, Uluru, Sydney)-20 days -Aug. or Nov. Better?**

Nov 30, 2019, 8:12 PM

there's no surf in **North Queensland**. There are beaches, but they are not considered surf beaches as the reef blocks the waves

---

SR: *Australia: North Queensland*

---

**Table 15.** Superordinate relations. General word. App3A

<b>Appendix 3A</b>	<b>The number of occurrences</b>
<b>Superordinate relations</b>	13
<b>General word</b>	1

## Appendix 3B: Superordinate relations, General word

### TRIP ADVISOR (TA) ENGLAND

Trip Advisor. February, 2020. *Which airport for Southampton.*

[https://www.tripadvisor.com/ShowTopic-g186338-i17-k13233651-Which\\_airport\\_for\\_Southampton-London\\_England.html](https://www.tripadvisor.com/ShowTopic-g186338-i17-k13233651-Which_airport_for_Southampton-London_England.html)

#### 2. PhylCo: Which airport for Southampton

Feb 20, 2020, 12:52 PM

Hi,

We are going on **a cruise (SR)** out of Southampton but want to stay a few days in London first. So I guess it doesn't matter which **airport (SR)** we fly into.

However, we will be leaving **the ship** and going directly to the airport so which is easier to get to from the port? And how do we get there and how long does it take?

Also what is the best way to get to the port from London?

---

*SR: a cruise: the ship*

---

#### 2.1 adamhornets: Re: Which airport for Southampton

Feb 20, 2020, 12:59 PM

**Heathrow** or **Gatwick** will I suspect be your only **options (SR)** assuming you are flying back across the Atlantic. Both are easy enough journeys by **public transport (SR)** but both will involve changing, something I guess that may be an issue with a lot of luggage. A car service is an alternative and one that many people choose.

The important **thing** is to allow enough time to get to your chosen departure **airport (SR)**. Once that is decided upon we can help you further.

Getting from **London (SR)** to **Southampton (SR)** is simple enough. **Train** from **Waterloo** to **Southampton Central** followed by a short **taxi ride**

---

*SR: airport: Heathrow, Gatwick*

*SR: (only) options: Heathrow, Gatwick*

*SR: public transport: train, (short) taxi ride*

*SR: London: Waterloo*

*SR: Southampton: Southampton Central*

*SR: (departure) airport: Heathrow or Gatwick*

---

#### 2.2 PPMQuestions: Re: Which airport for Southampton

Feb 20, 2020, 1:04 PM

The easiest outwards to reach is probably Gatwick with a direct train service. Heathrow has a direct coach service but an indirect rail service.

FROM **London (SR)** there are direct trains (ex **London Waterloo**) with a short taxi ride at the end.

Car service can cover all these at a more expensive rate.

---

*SR: London: London Waterloo*

---

2.3 1948Mike: **Re: Which airport for Southampton**

Feb 20, 2020, 1:06 PM

Both Gatwick and Heathrow can be reached by **public transport (SR)** from Southampton. Heathrow is best served by **National Express coach (bus)**. Gatwick has a **direct train service** from Southampton, although **National Express** also serves Gatwick. **Coach** from Heathrow takes about 2 hours 30 minutes, train from Gatwick about 2 hours.

You can use the train from London's Waterloo station to get to Southampton Central (takes about 90 minutes) or National Express (about two hours).

**The Underground** is usually the best method of reaching Central London from Heathrow, while **train** is best from Gatwick.

Do not book a return flight that leaves too early. Look at 3pm at the very earliest.

---

*SR: public transport: National Express coach (bus), direct train service, National Express, coach, the underground, train*

---

2.4 MChidy: **Re: Which airport for Southampton**

Feb 20, 2020, 1:11 PM

One thing to take in to consideration is that there are probably more direct flights to and from Heathrow than Gatwick, if that's of any consequence to you. If not, I'd go with best price and flight times that work around your cruise.

---

**Table 16.** Superordinate relations. General word. App3B

<b>Appendix 3B</b>	<b>The number of occurrences</b>
<b>Superordinate relations</b>	9
<b>General word</b>	-

## Appendix 3C: Superordinate relations, General word

### TRIP ADVISOR (TA)

#### SCOTLAND - Glasgow

Trip Advisor. February, 2020. *Best wet weather activities for day trip in/from Glasgow*.  
[https://www.tripadvisor.com/ShowTopic-g186534-i2111-k13130858-Best\\_wet\\_weather\\_activities\\_for\\_day\\_trip\\_in\\_from\\_Glasgow-Glasgow\\_Scotland.html](https://www.tripadvisor.com/ShowTopic-g186534-i2111-k13130858-Best_wet_weather_activities_for_day_trip_in_from_Glasgow-Glasgow_Scotland.html)

3. Liz\_Mo1982: **Best wet weather activities for day trip in/from Glasgow**

Jan 6, 2020, 12:21 PM

**The weather** this week has turned to custard! What are your best ideas for outings or day trips in and around **Glasgow (SR)** on a wet day for family with 7 year old child? We are currently staying in Airdrie but have use of vehicle this week.

---

3.1 Woollysox: **Re: Best wet weather activities for day trip in/from Glasgow**

Jan 6, 2020, 12:26 PM

**Soar at Braehead**. Time Capsule Coatbridge. **Kelvingrove museum**. **Cinema**. **Science Centre**.

---

SR: *Glasgow: Soar at Braehead, Kelvingrove museum, Cinema, Science Centre*

---

3.2 AmandaJA: **Re: Best wet weather activities for day trip in/from Glasgow**

Jan 6, 2020, 2:22 PM

There are loads of things to do indoors. What about **Summerlee**, not far from where you are, in **Coatbridge (SR)**? There are **museums (SR)** in Glasgow - **Kelvingrove**, **the Riverside Museum** and **Scotland St school** are all great for kids and free. There are more active **things (SR)**, like **trampolining at Flip Out**, **roller skating at Rollerstop** and **climbing at various venues**.

---

SR: *Coatbridge: Summerlee*

SR: *museums: Kelvingrove, the Riverside Museum, Scotland St school*

SR: *(active) things: trampolining at Flip Out, roller skating at Rollerstop, climbing at various venues*

---

3.3 Woollysox: **Re: Best wet weather activities for day trip in/from Glasgow**

Jan 6, 2020, 2:40 PM

You could also get the train to Edinburgh for a change of scenery (unless you have done that already) Lots to do there and slightly better **forecast (SR)** for tomorrow.

---

SR: *forecast: the weather (App 3C/3)*

---

3.4 Kaimill: **Re: Best wet weather activities for day trip in/from Glasgow**

Jan 6, 2020, 5:15 PM

Since you have use of a car, your options are more about what you want to see. New Lanark is worth a visit combined with a trip along the Clyde valley. Some of the border towns are worth a visit and not

too far away. Loch Lomond and surrounds are also in easy reach of Airdrie. It all depends on what you want to see, rather than what's available.

---

3.5 David\_Sco: **Re: Best wet weather activities for day trip in/from Glasgow**

Jan 7, 2020, 7:44 AM

Beaten to suggesting Summerlee! If there is a break in the weather, Drumpellier Country Park is lovely, nice walk round the loch, or in the woods for shelter, plus a great **playpark (SR)** (**The Crannog**). In fact, add in the Time Capsule, and Coatbridge really is the all-round tourist destination! And there's Go Outdoors (big outdoor shop) as well.

If, as a family, trains entertain you, £7.40 per adult, £3.70 child, gets you a Glasgow Roundabout ticket (validity out to Drumgelloch in Airdrie, which has a big car park). Includes the quaint Subway, which will whisk you to Kelvingrove and nearly to the Riverside. £23.20 gets you all on the more extensive Days Out ticket, which even will take you partway up the West Highland Line as far as Ardlui (check times! Not many trains).

<http://www.spt.co.uk/travelcards/day-tickets/>

---

SR: *playpark: The Crannog*

---

3.6 scottishlobos: **Re: Best wet weather activities for day trip in/from Glasgow**

Jan 7, 2020, 8:33 AM

If your only in Airdrie you could jump down to **Strathclyde park (SR)** and check out **Amazonia** then have **a couple of games of bowling** and check out **the amusement arcade**. Be warned though, its all right at the entrance to **the theme park (SR)** which is closed this time of year so don't want the kid to be disappointed that they can't get on any of the rides.

---

SR: *Strathclyde park: Amazonia, a couple of games of bowling, the amusement arcade*

SR: *the theme park: Strathclyde park*

---

3.7 smithstone: **Re: Best wet weather activities for day trip in/from Glasgow**

Jan 7, 2020, 10:21 AM

As you are in Airdrie, here's a few **activities (SR)** up the A73 in Cumbernauld.

**Laser Tag:** <https://www.apocalypselaserarena.co.uk/>

**Bounce:** <https://www.innoflate.co.uk/>

**Soft Play:** <http://www.theadventureplanet.com/>

Also, the 10-pin bowling place next to Airdrie station is quite reasonably priced.

---

SR: *activities: Laster Tag, Bounce, Soft Play*

---

**Table 17.** Superordinate reations. General word. App3C

Appendix 3C	The number of occurrences
Superordinate relations	9
General word	-

## Appendix 3D: Superordinate relations, General word

### TRIP ADVISOR (TA)

#### CANADA

Trip Advisor. February, 2020. *Traveling to Quebec City in March*.  
[https://www.tripadvisor.com/ShowTopic-g155033-i134-k13166004-Traveling\\_to\\_Quebec\\_City\\_in\\_March-Quebec\\_City\\_Quebec.html](https://www.tripadvisor.com/ShowTopic-g155033-i134-k13166004-Traveling_to_Quebec_City_in_March-Quebec_City_Quebec.html).

4. Fused Monsta: **Traveling to Quebec City in March**  
Jan 20, 2020, 5:17 PM

If anyone can help me out want to travel by **train** from NYC to Quebec City on **Amtrak (SR)** I think you have to go to Montreal then get on another **train** to Quebec City I would appreciate any help merci beaucoup

---

SR: *Amtrak: train*

---

4.1 transitquebec: **Re: Traveling to Quebec City in March**  
Jan 20, 2020, 5:36 PM

Indeed, you must first use **Amtrak (SR)** from New York to Montreal OR Saint-Lambert station then transfer to a VIA Rail Canada train to Quebec City.

Take note **the New York to Montreal train** is slllloowwww. Much faster by either road or air.

---

SR: *Amtrak: (the New York to Montreal) train*

---

4.2 Fused Monsta: **Re: Traveling to Quebec City in March**  
Jan 20, 2020, 6:02 PM

Appreciate your response I was looking at flights from NYC to Montreal really quick flight then I guess we get on a bus or train to Quebec City Merci

4.3 Hank W: **Re: Traveling to Quebec City in March**  
Jan 20, 2020, 6:09 PM

If you're looking into flying you may as well look into flying all the way if you haven't already.

4.4 phpr: 4. **Re: Traveling to Quebec City in March**  
Jan 20, 2020, 6:17 PM

Air Canada has about 10-12 flights a day between Montreal and Quebec City. As noted above, if you're going to fly, then do it all in that mode. Check Air Canada - they fly from LGA and EWR to

Montreal and then on to QC.

---

4.5 Fused Monsta: 5. **Re: Traveling to Quebec City in March**

Jan 22, 2020, 1:20 PM

Thanks yea I'm thinking about going from Newark to Quebec City nonstop with United costs about a 1000 for two

I was looking into that also flying to Montreal then the train but I'm going to check that out flying to Quebec City Thank you.

---

**Table 18.** Superordinate relations. General word. App3D

<b>Appendix 3D</b>	<b>The number of occurrences</b>
<b>Superordinate relations</b>	2
<b>General word</b>	-



## Appendix 3E: Superordinate relations, General word

### TRIP ADVISOR (TA)

#### USA – Florida

Trip Advisor. February, 2020. *Need full cooking facilities*. [https://www.tripadvisor.com/ShowTopic-g34515-i19-k13242775-Need\\_full\\_cooking\\_facilities-Orlando\\_Florida.html](https://www.tripadvisor.com/ShowTopic-g34515-i19-k13242775-Need_full_cooking_facilities-Orlando_Florida.html)

#### 5. Judy B: **Need full cooking facilities**

Feb 24, 2020, 10:18 PM

We are 4 adults and 1 child age 12. We need full cooking facilities because of health reasons. 1 Bedroom would be great plus sleeping area in living room for two adults and the 12 year old. Suggestions would be greatly appreciated. Thank you! This is a once in a lifetime trip so cost not so important

---

#### 5.1 Destination718812: **Re: Need full cooking facilities**

Feb 24, 2020, 10:26 PM

Can we assume you will be visiting the **Theme Parks (SR)** . If so, **Disney, Universal**, other ? Will you be renting a car ?

---

SR: *Theme Parks: Disney, Universal*

---

#### 5.2. Chris R: **Re: Need full cooking facilities**

Feb 24, 2020, 10:34 PM

Our go-to place to stay near Disney is **Staybridge Suites, Lake Buena Vista (SR)**. Nice 1 & 2-bedroom suites w/ full kitchens and various other amenities.

---

SR: *Lake Buena Vista: Staybridge Suites*

---

#### 5.3 princess41: **Re: Need full cooking facilities**

Feb 24, 2020, 10:56 PM

There's lots of choices. If driving (?) you can look at houses/villas. There's lots of **condo resorts (SR)**, examples: **Floridays** (they have shuttles to Disney and Universal if not driving), **Grand Villas** (close to Disney Springs). :)

---

SR: *condo resorts: Floridays, Grand Villas*

---

#### 5.4 NO\_Memeber\_Name: **Re: Need full cooking facilities**

We've stayed **Staybridges** before and liked them. **Residence Inns** are another **brand (SR)** to look at.

---

SR: *brand: Residence Inns*

---

5.5 Traveller from UK: **Re: Need full cooking facilities**

Feb 25, 2020, 6:48 AM

You will need a car to stay here but have a look at **Parkway International Resort** in Kissimmee. It's about a five minute car ride from there to the entrance to Disney. **The resort (SR)** is just off the 192 and there is a small row of shops/restaurants a couple of minutes walk away if you fancy eating out at all.

We have stayed there 6 times and highly recommend it.

Although it's a **Timeshare resort (SR)**, we make it known when we check in that we are not interested and we have never been pestered.

The condos are huge and comprise a master bedroom with full bathroom, a second bedroom with two single beds and a bathroom, a full kitchen and utility area (with washing machine and drier), a very large lounge/dining room and either a lanai or balcony. There is also a sofa bed in the lounge.

The swimming pool is really nice and the Tiki bar serves good food. Prices are really reasonable too.

**Parkway is listed in the top 10 hotels on the Kissimmee forum page if you are interested.**

---

SR: *The resort: Parkway International Resort*

SR: *Timeshare resort: Parkway International Resort*

---

5.6 jsmla: **Re: Need full cooking facilities**

Feb 25, 2020, 7:17 AM

Which **parks (SR)** do you plan to visit?

For **Disney** we like **Wyndham Bonnet Creek**. The units are very large and have both a full kitchen and washer/dryer in the unit. **The complex (SR)** is surrounded by WDW.

You will need to drive or Uber from here.

---

SR: *parks: Disney*

SR: *the complex: Wyndham Bonnet Creek*

---

5.7 sunngod: **Re: Need full cooking facilities**

Feb 25, 2020, 8:09 AM

The options are so plentiful that it is really difficult to make any suggestions without you putting some research into this on your own and narrowing the search. You will find on the low end extended stay type **hotels (SR)** like **Sonesta Suites** all the way to ultra expensive Disney villas and everything in between.

Orlando is a family destination with a high concentration of timeshare resorts that offer condo style accommodations. Also all the major chains are in on the action with vacation resorts that offer 1, 2, and 3 bedroom rooms with full kitchen, washer/dryer, separate living room, etc. Then you have villa rentals that you can actually rent a single family home.

As you can see, you have some homework to do!

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SR: *hotels: Sonesta Suites*

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5.8 lynjowton: **Re: Need full cooking facilities**

Feb 25, 2020, 11:48 AM

**Blue tree resort** have full cooking facilities multi bed apartments and is in a good location in **Lake Buena Vista (SR)**

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SR: *Lake Buena Vista: Blue tree resort*

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5.9 Ned E: **Re: Need full cooking facilities**

Feb 25, 2020, 12:18 PM

On WDW property, **Ft Wilderness cabins** are an **option (SR)**, as are **Bay Lake Towers** and **villas at Ft Wilderness Lodge** and at **The Polynesian**. Be advised, these on sight **options (SR)** can be very expensive.

Many nearby, but **off-site choices (SR)** are available, too, as listed in previous replies. Vacation home rentals are also available. We prefer staying off site.. Please note, a rental car is a near must when staying off property. Off site hotels and resort transportation can take a while. Especially if the transport stops at multiple locations.

Good luck, and most of all,  
Have Fun.

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SR: *option: Ft Wilderness cabins*

SR: *options: Ft Wilderness cabins, Bay Lake Towers, villas at Ft Wilderness Lodge, The Polynesian*

SR: *off-site choices*

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5.10 nycvegas: **Re: Need full cooking facilities**

Feb 26, 2020, 1:36 PM

Floridays 2 and 3 bedroom unite

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5.11 Karen G: **Re: Need full cooking facilities**

Feb 29, 2020, 4:38 PM

**Sheraton vistana village** - excellent self catering **accommodation (SR)** on international drive right in the middle of Disney and universal. We had a car but also used Uber's which was cheaper than the car park charges

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SR: *accommodation: Sheraton vistana village*

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**Table 19.** Superordinate relations. General word. App3E

<b>Appendix 3E</b>	<b>The number of occurrences</b>
Superordinate relations	13
General word	-