بحوث قسم اللغة الإنجليزية وآدابها

Co–selection and Lexical Cohesion: A Review Article with Reference to Covid–19 Pandemic

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Abstract

This paper contains two major sections as follows: Section one is acritical review of the literature related to co-selection and lexical cohesion in political discourse in general, and political speeches related to COVID-19 in particular. Section 2 is dedicated to the linguistic theories that put the theoretical foundations of political discourse from the perspectives of lexicality and co-selection. The theoretical framework reviewed include critical discourse analysis according to van Dijk (1997) and (Fairclough (1993), lexical cohesion according to Allan & Burridge (2006), Halliday et al. (2014), Schiffrin (1987) and Widdowson (1973). Both sections explore how the two fields intersect to produce valuable insights into the study of language and literature as well.

الملخص باللغة العربية:

تحتوي هذه الدراسة على قسمين رئيسيين على النحو التالي: القسم الأول هو مراجعة نقدية للدراسات السابقة المتعلقة بالاختيار المشترك والتماسك المعجمي في الخطاب السياسي بشكل عام، والخطب السياسية المتعلقة بكوفيد-19 على وجه الخصوص. يحتوي القسم الثاني على عرض للنظريات اللغوية التي تضع الأسس النظرية للخطاب السياسي من منظور معجمي في ضوء الاختيار المشترك. ويتضمن الإطار النظري الذي تمت مراجعته

في هذه الدراسة تحليل الخطاب النقدي وفقًا لفان ديك (1997) و فيركلاف (1993)، وكذلك التماسك المعجمي وفقًا لألان وبوريدج (2006)، وهاليداي (2014)، وشيفرين (1987)، وويدوسون (1973).

1.   Previous Studies

The effect of COVID-19 pandemic on Presidential Speeches was studied by Anber (2020) who relied on Searle's speech acts theory. The study undertakes a qualitative and quantitative analyses of presidential speeches concerning COVID-19. The research methodically compares speeches by President Trump (USA), President Macron (France), and President Ramaphosa (South Africa) revealing the nuanced evolution of presidential language in the face of a global pandemic. Through this comparative lens, readers are left to discern the profound impact of COVID-19 on the language and rhetoric employed by world leaders during this unprecedented crisis (Anber, 2020).

Another study was conducted by Awawdeh and Al-Abbas (2023) who employ Fairclough's three-dimensional model of Critical Discourse Analysis to dissect Trump's speeches. Their analysis focuses on Trump's lexical choices, grammatical patterns, and the ideological stands embedded within his discourse. By emphasizing themes such as American superiority, national unity, and self-glorification, the researchers unravel the layers of Trump's linguistic strategies. This study not only scrutinizes linguistic elements but also delves into the psychological impact, illuminating how Trump's language choices influenced public sentiment, subsequently affecting political outcomes, notably the election (Awawdeh & Al-Abbas, 2023).

Wang's (2022) exploration of legitimation strategies delves deep into the linguistic techniques employed by global leaders, particularly Trump and Xi Jinping, to justify their policy decisions related to COVID-19 pandemic. By utilizing Van Leeuwen's legitimation strategies, Wang meticulously analyzes presidential speeches. The study sheds light on the rhetorical devices used to gain public trust and support, offering insights into the intricacies of political communication during a pandemic.

Wang and Catalano (2023) focus on the alarming rise of anti-Asian racism and the connection to Trump's 'Chinese virus' discourse. The study delves into social media comments, uncovering the influence of Trump's language on online communities. By employing critical discourse studies, the researchers expose the divisive impact of Trump's discourse and how social media platforms serve as battlegrounds for both hate groups and resistance movements. This study urges further examination of such discourse to combat racism effectively.

Fanani (2022) employs a discourse analysis approach, focusing on Trump's grammatical constructions related to COVID-19 pandemics. The study investigates the declarative, interrogative, and imperative moods used by Trump, unveiling techniques such as sneaking through, trivializing the target, and discounting the target. This study emphasizes the significance of grammatical choices in shaping public perception and understanding of the pandemic.

Maru et al., (2023) delve into Trump's speeches during the pandemic, specifically exploring the rhetorical impact of repetition. Through Goffman's frame analysis, they categorize seven types of repetition, elucidating their rhetorical significance. Anaphora

emerges as a dominant rhetorical instrument, symbolizing American greatness and power. This study enriches the discourse by revealing the intricacies of Trump's rhetorical strategies, emphasizing repetition's profound influence on public sentiment.

Harb and Serhan (2020) dissect Trump's strategic use of COVID-19 pandemic as a pretext in his political rhetoric. Their multidisciplinary qualitative analysis employs Fairclough and Van Dijk's Critical Discourse Analysis models, along with Halliday's Systemic Functional Linguistics. By revealing how Trump manipulates language to blame China, raise geopolitical tension, and promote xenophobia, this study underlines the power of political discourse in shaping international relations and public opinion.

Ahmed (2021) critically analyzes Trump's tweets about China during the COVID-19 pandemic. Utilizing Van Dijk's Ideological Square, the research dissects Trump's polarization strategies. The study uncovers linguistic techniques such as lexicalization, metaphors, presupposition, and repetition, elucidating how Trump reinforces negative perceptions of China and portrays himself as a powerful leader. This research highlights the role of social media in political communication and its impact on international relations.

Ma'yuf and Abbas (2021) take a pragmatic approach to dissect Trump's tweets during the pandemic, focusing on explicit and implicit bullying. Through the lenses of politeness, implicature, and pragmatic metaphor, the study uncovers Trump's cyberbullying strategies. It examines Trump's use of direct and indirect bullying, the politeness strategies he employs, and the implied meanings within his tweets. This nuanced analysis provides an in-depth understanding

of Trump's online communication, revealing his strategies to sway public opinion through social media.

Luo et al., (2022) delves into Trump's representation of "us" and "others" in his tweets related to COVID-19, employing Van Dijk's ideological framework. Through this analysis, the study uncovers the underlying motivations and viewpoints of us-representation and others-representation. The study reveals Trump's consistent portrayal of a positive "us-group" and a negative "others-group," employing rhetorical tactics like argumentation, juxtaposition, and recurrence. This research offers deep insights into the ideological discourse shaping public sentiment during a crisis.

Jamil (2018) research focuses on lexical cohesion in political speeches, specifically analyzing Trump's discourse. Utilizing Schifrin's ideational structure and Halliday and Hasan's classifications of lexical cohesion, the study identifies reiteration and collocation as key cohesive devices. These devices serve critical discourse functions, influencing social interaction and shaping political narratives. Through this analysis, readers gain a profound understanding of the linguistic techniques employed in political rhetoric.

Nuzulia and Wulandari (2020) studies linguistic framework based on Trump's 2017 UN General Assembly speech. Employing Halliday-Hasan's and Renkema's theories, the study analyzes various types of lexical cohesion, including repetitions, synonyms, collocations, and anaphoras. The dominant type found, repetition, underscores Trump's emphasis on specific ideas and concepts, demonstrating his rhetorical prowess in emphasizing key points and reinforcing his messaging.

The previous studies have covered many aspects of Trump and other world leaders' language concerning COVID-19. However, the researcher observes that there are few studies that have investigated the phenomenon of co-selection in Trump's language concerning the pandemic. The current study is intended to cover this gap in the literature by exploring how the phenomenon of co-selection reflects Trump's ideology towards the crisis. Additionally, the study adopts a corpus-linguistic methodology, a thing that provides clear and precise results, thereby rendering the study valid and reliable.

2. Theoretical Framework

2.1. Systemic Functional Grammar

Systemic functional Grammar is mainly concerned with analyzing texts. According to Halliday and Hassan (1976, p.1) a text is "any passage, spoken or written, of whatever length, that does form a unified whole." Bloor and Bloor (2004, p.5) enhance this view of a text as they state that a text is "any stretch of language, regardless of length, that is spoken or written for the purpose of communication by real people in actual circumstances." These definitions of text are strictly applied to the data of the present study as the texts collected from Trump's speeches and tweets are real spoken written texts delivered in real situations and motivated by real circumstances.

The model adopted for this study is based on general definition of a text as "a semantic unit: a unit not of form but of meaning" (Halliday and Hassan, 1976, p.2). This means that discourse is meaningful and has cohesion, coherence and meaning.

Discourse uses vocabulary and sequences of vocabulary which reflect the speaker's intentions and meanings. Halliday and Hassan (1976, p.274) refer to lexical cohesion as cohesive devices that are analyzed through the selection of words and successions of words (co-selection).

As this study is concerned with co-selection in political speech, the following sections cover the relation between critical discourse analysis and political discourse, lexical cohesion and co-selection.

2.2.   Critical Discourse Analysis (CDA)

Critical Discourse Analysis (CDA) is a method of analysis in intended to uncover ideology and power (Fairclough, 2013). It is an approach that examines all aspects of language use in political or social domains. Jørgensen & Phillips, (2002) state that CDA has supplied methods for the study of the relations between discourse and social and cultural developments in various social domains.

Van Dijk (1997) argued that CDA is a kind of discourse analytical research that studies how dominance, inequality and social power abuse are resisted, reproduced and enacted by the talk and text in the political and social context. From the abovementioned, we can say that CDA focuses on revealing the hidden meaning of the text. It also highlights how the speaker or the writer applies the power in his discourse to control the dominant groups' minds and actions, and persuade them with his beliefs and thoughts.

Fairclough (1989) focuses on the study of ideology in political discourses. He proposes a three-dimensional framework of analysis, description, interpretation and explanation. His approach is based on Halliday's Systematic Functional Linguistics (SFL) proposed to

explain theories of discourse, language and society associated with the linguistic theory analytical method (M. Halliday, 2020).

Fairclough's (2013) model of CDA consisted of three inter-related phases of analysis, namely description and explanation. Figure 2 presents Fairclough's model where CDA, according to Fairclough (1989 p. 109) is a three- step analysis. In the first phase, called micro-analysis or description, the focus is on the stylistic formal features of a text. In the interpretation phase (meso-analysis level) clues on intertextual relations and situational contextualization are used to discover explicit and implicit references in the text. The exploration stage (macro-level analysis) reveals the relationship between the discourse and the social context and what this discourse wants to do with language.
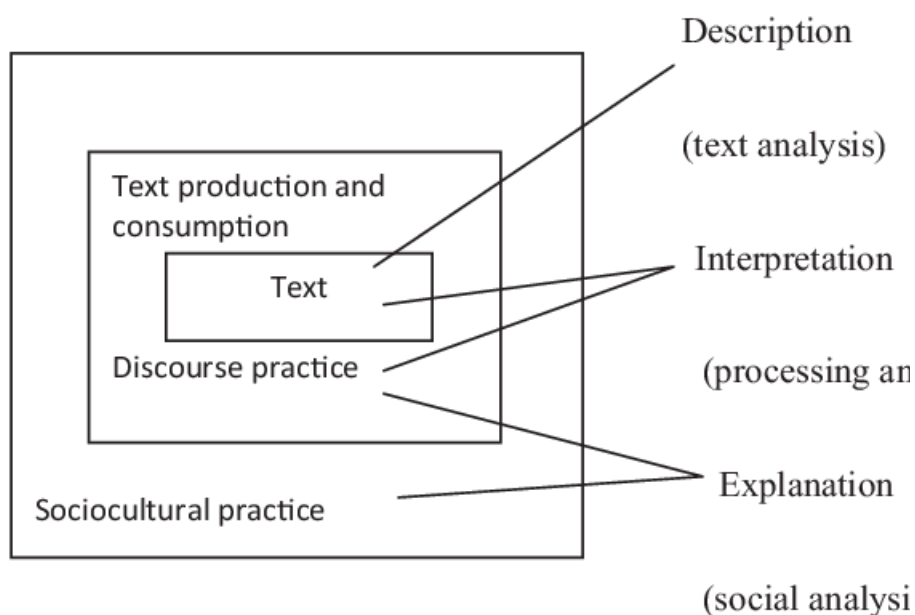

Figure 1: Fairclough's 3-Dimensional model of critical discourse analysis

2.3.   **Political Discourse**

Political discourse is an interdisciplinary subject in which different fields of study interact, such as politics, sociology, psychology, sociolinguistics, etc. Its importance stems from this discourse's influence on the nation's future. People know very well that politicians have a direct impact on the economic, social, cultural, and political aspects of life. However, it is politics which closely affects the decisions of war, peace, stability, or conflict. For this reason, political speeches have attracted the attention of scholars, trying to interpret all message types, whether implicit or explicit, and uncover what they mean in reality (Sheveleva, 2012).

Political discourse is usually spoken. It is delivered by an effective speaker; president, king, deputy parliament, minister, etc. Effective speakers should have the advantage of voice quality which helps them influence listeners. They have to pay attention to what they say and plan the outcomes of the speech. Hence, politicians seek effective speech to control and manipulate people's minds. They use language to send their messages and achieve their goals (Fairclough, 2013).

Political language is usually simple because the speaker tries to communicate with people who cannot understand the complex language. Moreover, political speeches have a number of functions. First, it is used to transform and deepen a particular phenomenon. Second, it is used to convince listeners of the speaker's ideas using techniques such as analysis and explanation. (Fairclough, 2013) argued that political speech might constitute a domain, field or genre. Similarly, (van Dijk, 1997) states that political discourse analysis deals

with political authority abuse, supremacy or dominance. Thus, it is viewed as a class of genres defined by the domain of politics but not a genre by itself. Therefore, political speeches, electoral debates, parliamentary deliberations, political programs and government discussions are some of the politics-related genres.

2.4.   Co-selection

Co-selection, according to the current study, is a term based on Halliday's concept of language as a "choice". The notion of choice is the key concept in the development of systemic function Grammar. Therefore, language is a system of choices/selections, and co-selection. The concept has its roots in Saussure, Malinowski, and Firth. The concept of selection and co-selection is highlighted by Halliday (1976) in the following quotation:

The speaker of a language, like a person engaging in any kind of culturally determined behavior, can be regarded as carrying out, simultaneously and successfully a number of distinct choices. At any given moment, in the environment of the selections made up to that time, a certain range of further choices is available. It is the system that formalizes the notion of choice in language (Halliday, 1976, p.3).

Sinclair (1991, 1996, 2004) introduced the concept of co-selection as a central descriptive mechanism of language in use. He further described the interaction in between word-forms, form and meaning in human communication. According to Stubbs (2009), there are four aspects of collocation namely, collocation, colligation, semantic preferences, and semantic prosody. Collocation is simply the co-selection between one lexical item and another, whereas

colligation reflects the co-selection between lexical items and the grammatical structure.

As for semantic preference, it presents the co-selection among lexical items, grammar and meaning. Finally, semantic prosody reveals the co-selection among lexical items, grammar and function. The following subsections provide a detailed description of the four aspects of co-selection according to Stubbs (2009).

2.4.1. Collocation

Collocation deals with the relationship between words, on the basis of the fact that these words often occur in the same surroundings or are associated with each other in the same domain (Renkema, 1993).According to Jackson (2014) collocation refers to the combination of words that have a certain mutual expectancy; the words regularly keep company with certain other words. Examples are such as: fish…. water, orchid…. fragrant…. flower, hospital…. doctor…. blood, etc.

Collocation is an old idea that has been defined in various ways. It was first brought into prominence in lexical research by J. R. Firth (Firth, 1958), who believed that important aspects of the meaning of a word or another linguistic unit are not contained within the word itself or considered in isolation but rather subsist in the characteristic associations that the word participates in alongside other words or structures with which it frequently co-occurs.

Meaning could be represented by types of co-selection, such as lexis and lexis, lexis and grammar, lexicogrammar, and register or topics. Collocation illustrates the syntagmatic relation of lexical items. Sinclair et al. define node and collocate as follows: a node is an

item whose total pattern co-occurs with other word-forms under examination, and a collocate is any one of the items which occurs with the node within a specified span. Research on collocation mainly stresses the collocates of a node within a span via concordance, which is an index of each lexical item in a text. Stubbs deems collocation to describe a lexical relationship between two or more words which tend to co-occur with each other in a running discourse. According to the findings of Wei (2002), collocation is conventionally regarded as a syntagmatic realization of non-idiomatic meanings in certain texts associated with a string of word-forms co-occurring in a grammatical structure with mutual expectancy greater than chance (Stubbs, 2001). The preference of Sinclair and his colleagues for collocation-via-concordance is crucially linked to their theoretical stances on the nature of language and corpus linguistics. In particular, a number of extensions to the idea of collocation, typically identified by using the collocation-via-concordance approach—namely colligation, semantic preference, and semantic prosody—have become central concepts in neo-Firthian corpus linguistics (Sinclair, 1991).

2.4.2. Colligation

Colligation is a crucial concept in corpus linguistics, referring to the syntactic relations in text (Firth, 1958). It is often seen as the way a word normally co-occurs with a particular grammatical pattern (Lewis et al., 2000). Colligation and collocation are abstractions of different levels, with collocation referring to specific lexical items as members of colligation (Mitchell, 1975). Colligation is characterized as meaning-oriented recurrent word combinations with mutual

expectancy, which are not only grammatically but also semantically consistent. It reveals that when a word enters a new context, it can be regarded as a new one. The complete meaning of a word is always contextual, and these descriptions offer a theoretical foundation for empirical research (**Firth**, **1958**).

2.4.3. Semantic preference

It is closely related to semantic prosody but not the same (Hunston & Francis, 2000).elaborate on semantic preference as an abstract semantic set, while Partington (1998),Sinclair (2004), Stubbs(2002) and others show that lexical items co-occur distinctively with other word-forms belonging to a certain semantic set. Semantic preference is integrated with colligation and meaning, and related collocates may have distinct semantic preferences because they belong to different word classes (O'Halloran, 2007).

2.4.4. Semantic prosody

A significant aspect of word features, but it was not until 1993 that Louw first proposed the term (Louw, 1993). Louw takes a contagious view, referring to the concordant aura of meaning where a word-form is permeated by its collocates. Sinclair takes a functional view, deeming semantic prosody attitudinal and could be seen as a continuum from semantic to pragmatic sides (Sinclair, 1996). Semantic prosody plays an indispensable role in the combination of words, transferring not only the semantic function but the pragmatic one of a certain word. It has three specific features: linguistic features, functionality, and communicative purposes. Studies of semantic prosody have been conducted in various fields, such as language

teaching and second language acquisition. In some contexts, a speaker or writer may not employ a consistent collocation to create a special effect on the listener, such as irony, insincerity, or humor (Louw, 1993). However, studies of semantic prosody in humor are still far from enough. Overall, understanding the relationship between colligation, semantic preference, and semantic prosody is essential for understanding the complex interplay between word features and communication (Louw, 1993).

2.4.5. Lexical cohesion

Morris & Hirst(1991)define lexical cohesion as "the cohesion that arises from semantic relationships between words". According to Halliday et al. (2014), there are five types of lexical cohesive ties that commonly occur in text. In Halliday's theory, lexical cohesion is understood as one of the mechanisms contributing to the coherence of texts. He identifies several types of lexical cohesion, which include but are not limited to:

1)   Repetition: The recurrence of words or phrases within a text.

2)   Synonymy: The use of synonyms to refer to the same concept.

3)   Antonymy: The use of antonyms to contrast ideas.

4)   Hyponymy: The use of specific terms to represent a broader category.

5)   Collocation: The tendency of words to co-occur with one another due to habitual   association.

Lexicon and Knowledge about all aspects of vocabularies are essential devices to understand the message in the communication

process. Aspects such as word–formation, diachronic development of words, the current meaning of a word and , mostly important, the relation between words in meaning and the entrance of words and how they are tackled in dictionaries, are all important issues in the process of creating meaning which is necessary to be understood by speakers and readers, (Crystal, 2018).

The undertaking of vocabularies to decide meaning in different discourse types and registers lead scholars to think about lexical cohesion. M. Halliday et al.(2014) note on one hand, that, on one hand, cohesion occurs when the interpretation of some elements is dependent on that of another, and on the other hand, they present that lexical cohesion in texts occurs through the repetition of some items and through complex relation of collocation. Therefore, and to account for connectedness between words Halliday and Hassan (1976) advice "to use common sense, combined with the knowledge that we have, as speakers of a language, of the nature and structure of its vocabulary".

2.4.6. Cohesion and Coherence

Cohesion is characterized by Halliday and Hassan (1976) in their original work 'Cohesion in English' as the semantic connection that is acknowledged through the lexico–grammatical system. It "occurs where the interpretation of some element in the discourse is dependent on that of another". Each match of presupposing/ presupposed components makes a "cohesive tie". They also argue that "cohesion refers to the relation of meaning that exists within the text, and defines it as a text". According to them, there are five kinds that help create cohesion: Reference, Substitution, Ellipsis, conjunction and lexical cohesion. Halliday and Hassan (1976) view

text as a "unified whole" rather than a "collection of unrelated sentences". They consider cohesion as non- structural relations over the sentence, as part of the textual components in the semantic component in the semantic framework.

Inside the Functional Grammar Theory, the semantic framework is one of three levels that constitute the linguistic framework: semantic, lexico–grammatical, and phonological (Halliday, 1977). There are three noteworthy practical parts of meaning that are associated inside the semantic framework and are figured out: the ideational meaning, the interpersonal meaning and the textual meaning (Halliday, 2004). While the ideational part is "concerned with the expression of content", the interpersonal is concerned with the social and expressive capacity of language, i.e. the speaker/author's states of mind and judgments. The textual meaning is the 'text forming' of language that represents the surface structure of the text (Halliday and Hassan, 1976). Inside the textual component, cohesion assumes a unique part in the making of content by communicating coherence between one part in the text and another (Halliday, 1977).

Another idea connected with 'cohesion' is 'coherence'. While cohesion is spoken to by formal connecting signals in text, coherence is the hidden relations that hold between the propositions of a text from one viewpoint, and relations amongst text and context on another. Coherence is then "a matter of semantic and pragmatic relations in the text" (Reinhart, 1980).

Coherence, Halliday and Hassan (1976) brings up issues about the connection between cohesive devices and textual coherence. These issues, unlike cohesion, are outside the text such as scripts (pre–

existing knowledge on how to structure the sequencing of events), speech events and rhetorical organization and maintaining the topic (Paltridge, 2012).

Although cohesion and coherence seem to be different from each other, but they have some common features; both are evolving around meaning. Moreover, they have the functional property of merging the text segments together to create unified whole. In spite of the fact that it is typically conceivable to recognize cohesive and coherent devices, this can now and again be troublesome. In any case, since they have the same work (that of making texts); it is not generally important to recognize them.

They are formally instead of functionally opposite, and thus it will think of them as together here (Wright & Hope, 1996). Widdowson(1973) distinguishes between cohesion and coherence saying: It is possible to produce language, which is cohesive as text without being coherent as discourse and vice– versa. That is not to say that there is no correspondence between cohesion and coherence, very often and particularly in written language, there might be a very close correspondence between cohesion and coherence. But they remain two different aspects of linguistic organization: cohesion is the link between sentences and coherence is the link between communicative acts which the sentences perform.

2.4.6.1.   Cohesive Relations

Schiffrin (1987), in her model of coherence and discourse structure, uses the view of Halliday and Hassan (1976) Halliday and Hassan (1976) about cohesive relations or ties. Cohesive ties are the exhibit of semantic relations that frame the reason for attachment

between the messages of a text. Halliday and Hassan (1976) take note of the idea of cohesion makes it conceivable to break down a text as far as its cohesion properties, and it gives a methodical record of its examples and surface. Moreover, the numbers and kinds of explicit devices used will point out the quality of text, since such numbers and kinds underlie functional relations which are also incorporated in Schiffrin (1987) model of discourse structure.

Cohesive ties can be shown in the types of reference, substitution, ellipsis, conjunction and lexical cohesion. Halliday and Hassan (1976) note further that the idea of tie is the most essential thing when discussing the surface of a text. Therefore, the researcher will provide much detail about these ties by integrating Halliday and Hassan (1976) model of cohesion selecting only the lexical cohesion.

2.4.6.2.   Topic Relations

In the cohesive relations, the semantic relations are what underlie a text and idea structure (Halliday and Hassan, 1976; Schiffrin, 1987). In addition, Schiffrin (1987) states that "Another part of an idea structure is its organization of topics and sub-topics". For her, finding topics and sub-topics is not easy and there is no solution to be proposed. Never the less, when topics shift, the topics come to be clear.

According to Schiffrin (1987), the most promising view is when the "topic is the summary of the important parts of discourse content-like a title. Brown & Yule (1983) state that "the notion of topic is an important part in the organization of discourse content". The data analyzed in the present study are much concerned with the notion of topic. They follow the considered characterization of topic

as being "the top-most elements in the hierarchical representation" Halliday (1977).

When the title of the topic is stated, text comprehension and recall will be facilitated by topic title (Halliday, 1977). The researcher tries to find how the notion of topic relations which are represented by topics and sub-topics (title) in a given genre approaches the function of the cohesive devices as being topic markers. The nature of discourse is fragmentary, as it is the case with the independent contractor of legal text. Therefore, topic notion is important as to identify each fragment of discourse.

2.4.6.3.   Functional Relations

McCarthy (1991) states that the notion of discourse segments must be considered as "functional units, rather than concentrating on sentences and to see the writer/speaker as faced with a number of strategic choices as to how to relate segments to one another and how to present them to the receiver". For the idea structure to be completed, one important type of relations between ideas is the 'functional relations' (Schiffrin, 1987). They provide the reader with the typical background which forms a characterization of a text type, for example, "in a narrative, some ideas may serve as a descriptive background for others; in explanatory discourse, some may provide specific instances to illustrate a generalization, or reason to support the position" (Halliday, 1977). It comprises the implicit conceptual meaning signaled by the explicit markers of cohesive ties. When the reader interprets a text in a communication process, discourse markers do as a guidance to facilitate the process of communication. This is because "markers select a meaning relation from whatever

potential meanings are provided through the content of talk, and display that relation" (Halliday, 1977; Schiffrin, 1987). For Halliday (1977), and Schiffrin (1987), coherence is the contribution of discourse. This contribution is so because "discourse markers provide contextual coordinates for utterances: they index an utterance to the local contexts in which utterances are produced and in which they are to be interpreted" (Halliday (1977). As a result and according to (Halliday (1977), and Schiffrin (1987) coherence is the main function of DMs (Twitters' direct messaging), and, thus, a text will be coherent in this way.

2.4.6.4. Classifications of Lexical Cohesion

There have been many attempts to find the appropriate classes to describe lexical cohesion. Previous studies show how difficult it is to identify the lexical cohesive relations and to provide an appropriate categorization for the analysis of lexical cohesion. Lexical cohesion looks at the semantic network of the lexical elements in the text. In short, by definition, there are two types of cohesion which reveal the semantic relations of the surface items in the text. They are Reiteration and Collocation.

2.4.6.4.1. Reiteration

Reiteration is a form of lexical cohesion which involves the repetition of a lexical item, the use of a general word to refer back to a lexical item, and a number of things in between, the use of synonym, near–synonym, or superordinate. There are four kinds of reiteration; they are repetition, synonym, hyponym and general noun.

2.4.6.4.2. **Repetition**

Repetition is the act of repeating exactly the same word. For example: "There's a boy climbing that tree. The boy's going to fall if he's not careful (repetition of "boy") (Halliday and Hassan, 1976).

2.4.6.4.3. **Synonym**

Synonym is lexeme which has the same meaning– a definition which sounds straightforward enough (Crystal, 2018). Synonymy deals with sameness of meaning, more than one word having the same meaning, or alternatively the same meaning being expressed by more than one word (Jackson, 2014). Synonym is an expression with the same meaning of the words. For example:

"There's a boy climbing that tree. The lad's going to fall if he's not careful (synonym).

2.4.6.4.4. **General Noun**

The class of general noun is "a small set of nouns having generalized reference within the major noun classes" (Halliday and Hassan, 1976). They distinguish some classifications of general noun those such as 'human nouns', 'place nouns', 'fact nouns' and so on. They form important source of cohesion especially in spoken language (Halliday, 1977).

2.4.6.4.5. **Hyponym (Subordinate) or Superordinate**

Hyponym refers to the hierarchical relationship between the meanings of lexemes, in which the meaning of one lexeme is included in (under) the meaning of another lexeme (Jackson, 2014). Hyponym is a subordinate, and/or a specific term whose referent is included in the referent of a superordinate term (Finegan, 2004).

For example: "My mother was in supermarket for fruit. She bought a fresh apple". Apple is hyponym (subordinate) of the fruit (fruit is superordinate).

2.4.6.4.6. **Metonymy**

According to Brown and Yule, (1983), metonymy is using other words to refer to the one. Besides, metonymy uses in the daily conversation everyday known uses the name 'figurative language.'

2.4.6.4.7. **Antonymy**

Kreidler (2002) states "Antonym is two words that make an opposite statement about the same subject." It means that antonymy is one word that refers to another but it has the opposite meaning. (Renkema, 2009) says the example of antonyms such as the word of black and white since both words have an opposite meaning to darkles color and other to visible light.

3. **Conclusion**

This paper focused on co-selection and lexical cohesion as major tools for textual analysis. It focused on the tools that has been used by linguistic researchers in discourse analysis so as to understand how speakers and writers deliver overt or covert messages in their language. It is worth mentioning that co-selection and lexical cohesion are used to analyze different types of discourse including political, media, journalistic, literary, among other types.

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