



Content Analysis of Lexical Cohesive Devices in the Lectures of the Minister of Health, Treatment and Medical Education of the Raisi Government in The Field of Health Care, Treatment and Health

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Abstract

In the current research, the content of the lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health care, treatment and health were analyzed from the perspective of the use of lexical cohesive devices and in the framework of role oriented of Halliday and Hassan (1976). The research was conducted in a descriptive and analytical way, and the content was three lectures in the field of health care, treatment and health, which were randomly selected. Lexical cohesive devices were extracted in three lectures and their frequency was measured. The percent of occurrence of each device was also obtained. After examining the data, it was found that the first lecture with 261 cases, the third lecture with 254 cases and the second lecture with 246 cases are in the first to third ranks, respectively, in the use of cohesion devices. In the first speech, collocation was the most used cohesive device and hyponymy was the least used device. In the second speech, repetition and hyponymy were respectively the most and the least cohesive devices used in this lecture and in the third lecture, collocation was the most and hyponymy was the least device used. In order to perform a more detailed statistical analysis and find significance in the distribution of cohesive devices in each of the lectures, the chi-square test was used. Based on the results obtained at level ($p < 0, 0/05$) there is a significant difference between the distribution of cohesive devices used in each of the lectures.

Keywords: *Lexical Cohesive Devices; Lectures of the Minister of Health; Treatment and Medical Education; Health*

Introduction

The theory of cohesion was first proposed by Halliday and Hassan (1976) in a book titled cohesion in the English language and in the framework of functional linguistics. As we know, in the functional approach, language is a communication tool, and the main role of language is to create communication in society. In this view, the unit of analysis is beyond the level of the sentence, i.e. the text, and the concept of text is of fundamental importance in this approach (Aghagolzadeh, 2010, pp. 6-5). Therefore, the theory of cohesion describes and analyzes the factors that create textuality and text, which

are called cohesive devices or cohesion factors. These factors are divided into three general categories: grammatical, lexical and conjunctive. Grammatical cohesive devices are: 1- reference, 2- substitution and 3- ellipsis. From the lexical cohesive devices, we can mention 1-repetition, 2-synonymy, 3-opposition, 4- collocation and 5-hyponymy, and from the connective cohesive devices we can mention 1- additional conjunction, 2 - temporal conjunction, 3- causal conjunction and 4- contrastive conjunction. It is noteworthy that in the present study, for the purpose of a detailed investigation, we only focused on the lexical cohesive devices and we will analyze only this device.

The frequency of cohesive devices affects the readability of a text. Gizatolina et al. (2020) found that the frequency of using cohesive devices affects the length of clauses. They used different devices to measure readability and showed that the high frequency of cohesive devices used can reduce the length of clauses. The concept of cohesion in our old literary criticism has also been used a lot and it often means the continuity and sequence of words at the level of sentence and verse. The interpretations of style have the same meaning. The existence of rhyme and line is one of the obvious and fundamental factors of creating cohesion in the poem, which connects the verses like a string and gives unity to the poem. In the field of functional linguistics, many linguists have investigated the factors and devices for creating cohesion in the text, and each of them in some way uses the cohesive devices in written and spoken texts as well as the texts of science disciplines and achieved very interesting results, but very few studies and researches have been done in speech, especially lectures. Therefore, it is possible to analyze the lectures of the Minister of Health, Treatment and Medical Education in the field of health, treatment and health from the point of view of cohesive devices and gain knowledge and solutions. Therefore, the purpose of this research is to analyze the content of the grammatical cohesive devices in the lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health care, treatment and health and to answer the following questions:

- 1- Lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health care, treatment and health include which of the cohesion factors?
- 2- What message does the cohesion of the lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health care, treatment and health convey?
- 3- Which of the types of elements or cohesive devices play an important role in the coherence and cohesion of lectures?

Research Literature

Researches have been conducted about the investigation and analysis of devices and factors of lexical cohesion in different texts, as well as the role of cohesion in reading and comprehension skills. In the following, the important achievements of some of these researches will be discussed. Kamaifared and Jaber (2013) have analyzed the cohesion of 22 examples of definitions included in university textbooks in line with the functional theory of Halliday. The investigation of these two researchers showed that the definitions have the characteristics of the text.

Sattari and Haghghi (2015) believe that one of the linguistic theories that is used in the analysis of literary texts in the present era is the Halliday theory of linguistics. Halliday calls the semantic, verbal, syntactical and logical connection of a text cohesion and divides its creating factors into grammatical and lexical parts. Grammatical cohesion includes factors such as reference, substitution, ellipsis and conjunction, and lexical cohesion includes repetition and collocation in literary language.

Rahimian and Alavi Moghadam (2017) assessed the use of lexical cohesive devices in Persian first-secondary books. In this research, the content of Persian high school textbooks of the first period (7th, 8th and 9th) of the academic year 96-97 were analyzed from the perspective of the use of lexical cohesive devices and in the framework of functionalism of Halliday and Hassan (1976). Its content included the three books mentioned above, from each of which three chapters were randomly selected.

Items that are considered lexical cohesive devices according to Haliday and Hasan were extracted and frequency measured in three textbooks. The percent of occurrence of each device was also obtained. After examining the data, it was found that the 7th Farsi book with 158 items, the 8th Farsi book with 125 items and the 9th Farsi book with 120 items are in the first to third ranks respectively in using the lexical cohesive device. In the 7th grade Farsi book, collocation was the most used cohesive device and opposition was the least used device. In the 8th Farsi, collocation and synonymy are respectively the most and the least lexical cohesive device used in this book, and in the 9th Farsi, hyponymy is the most and collocation is the least that were used.

Tehrani Sabet (2017) believes that in structural linguistics, only the sentence and the relationships between its components are examined. In this approach, language is a mental and intrapersonal phenomenon. On the other hand, another group considers language as a social phenomenon and a tool to create communication based on that, the necessity of examining the text and the relationship between language and social situation is raised, which itself has been the foundation for the emergence of text linguistics approach. The basic feature of the text is the sequence and continuity of its components, which is called cohesion. Haliday considered text cohesion factors to include lexical and syntactic factors. Lexical cohesion is done by two methods of repetition and collocation, which itself has different types.

Rostam Beyk Tafarshi and others (2019) investigated and analyzed the development of lexical cohesive devices in the written discourse of Persian speaking students. In this research, it was investigated and analyzed the development of lexical cohesive devices in the students' written discourse within the framework of the systematic functional grammar of Halliday and Matheson (2004). The findings of the research showed that the frequency of lexical cohesive devices, repetition and collocation are the most frequent and hyponymy and sub-vocabulary are the least frequent devices.

Sadeghi (2019) believes that nowadays advertising plays a very important role in human life and many aspects of the activities of human societies, and for this reason, advertising texts are important. From the point of view of functional linguistics and especially the theory of cohesion of Haliday and Hassan (1976), one of the most important criteria for the meaning and effectiveness of texts is the existence of cohesion in them, which can be divided into three categories: Grammatical, lexical, conjunctive. Due to the importance of coherent and effective advertising texts and also the key role of cohesive devices in these texts, the researcher has examined grammatical cohesive devices in a selection of Persian and English advertising texts (50 text samples each). The findings of the research show that in both Persian and English advertising texts, almost all grammatical cohesion is the result of the two factors of reference and ellipsis and while in Persian texts, the roles of these two are almost the same. In English texts, the role of reference is much more prominent than ellipsis.

Sedqiqifar and others (1400) believe that scientific language, in addition to having a specific vocabulary, has syntactic and structural features that separate it from general language. Meanwhile, academic texts play a significant role in identifying these features and extracting frequency patterns from linguistic structures. Therefore, their research is to identify patterns of cohesion in scientific discourse of Persian language: a practical approach in teaching Persian language for academic purposes. In this regard, cohesion patterns were extracted in a corpus of university texts in social sciences and biology, which contained 21,133 and 19,131 words, respectively. The results showed that at the lexical level, the elements of repetition, collocation, hyponymy, contrast and synonymy, and at the grammatical level, the elements of reference, substitution and ellipsis are the factors of cohesion in scientific Persian that Chi-square statistical test confirms the significance of the distribution and frequency of these elements.

Tawusi and Zare Zardini (1400) believe that one of the topics of functional linguistics is the theory of textual cohesion. This theory examines the factors that connect the constituent parts of the text and cause its cohesion and harmony. They showed that the devices that create textual cohesion in Surah

Al-Hujrat are divided into three categories: lexical, grammatical and conjunctive factor. The most important factor in the cohesion in this surah is the lexical factor.

Halliday and Hassan (1976) identified the main group of cohesive devices including reference, conjunctions, ellipsis, substitution and lexical cohesion. These devices are used as sensitive scales to language damage in discourse production (Liles, 1985, p. 127). Purcell and Liles (1992), Strong and Shaver (1991) and Liles et al. (2015) believe that these devices have a higher efficiency in differentiating normal children from children with language damage compared to large structure scales such as grammar and story.

In another study, Leach (1982) analyzed the language devices favored by producers of television commercials. By studying the language of TV commercials in the United States, he finds their most important features to be the use of comparative similes, compound nouns, and countable versus uncountable nouns. In one of the most recent studies, Carlson (2015) investigated and found out the discourse of commercial advertisements from two linguistic and social perspectives that advertisers encourage their audience by using strategies such as direct address, extratextual references or entering secondary participants in delivering the message.

Kai (2007) has examined the English abstract of theses in the field of applied linguistics from the point of view of lexical cohesion. In his study, Kai has paid attention to the type of abstract of theses written by English speakers as well as those written by non-English speakers. He concluded that English speakers tend to use more complex repetitions; but non-English speakers mostly use simple repetitions. This researcher states that the pattern of lexical repetition plays a very important role in structuring and understanding the text.

Theoretical Foundations of Research

Cohesion is a set of relationships in a chain of sentences that turns it into a text. Halliday (1977) introduces cohesion as the main element in the creation of text and states that the relationships between language sentences are textual cohesion. He defines it as the internal relationship between different parts of the sentence structure, as well as the external relationships between one sentence and another sentence of the same text. Halliday and Hassan (1976) divide cohesive devices into three categories. 1- Lexical cohesive devices, 2- Grammatical cohesive devices and 3- conjunctive cohesive devices. The lexical cohesive devices are: a- repetition, b- synonymy, c- polysemy, d- opposition and f- collocation. Among the grammatical cohesive devices, we can mention A-reference, B-substitution and C-ellipsis and among the conjunctive cohesive devices, we can mention a- additional conjunction, b- temporal conjunction, c- causal conjunction and d- contrastive conjunction. In the current research, among the types of cohesive devices, only lexical cohesive devices will be examined.

Repetition

Repetition means repetition of words, phrases and sentences in the text. It is true that Repetition of a word, phrase or sentence is very unpleasant and boring. But repetition is a device that is used in the language of writers, speakers, poets, speakers, etc. and this makes the text coherent. Example:

Today, there is no doubt that diabetics will succeed in controlling diabetes only if they have received the necessary education about the principles of diabetes. In fact, education can definitely be considered as the most important foundation of diabetes treatment. Participating in diabetes education classes is very helpful, and teaches you the philosophy of diabetes and the principles of proper nutrition.

In the above example, the word diabetes is correctly repeated six times in the text, which shows the importance of this word in the text and makes the text coherent.

Synonym

When the goal of the writer or speaker is not to express a definite and fixed concept, he prefers to use its synonyms instead of repetition. The use of synonyms is very common, and there are few texts in which several synonyms are not used. Therefore, to avoid unnecessary repetition of words, it is better to use their synonyms. In short, it can be said that two lexical units are synonym when they are used interchangeably in all contexts (Latfipour Saedi, 30, p. 1392). Example:

Earth is home to many creatures and it is valuable for us, and World Clean Earth Day is a symbol of promoting the culture of protection and maintenance the environment and green life.

In the above example, the words "protection" and "maintenance" are synonyms, which have been used to avoid tedious repetition.

Opposition

If two words contradict each other, the relationship between them is called opposition. Opposite relation is said to be a concept that two linguistic forms have opposite meanings to each other. Palmer (2002) believes that language does not necessarily require synonyms. Safavi (1383) also considers opposition as the opposite of the meaning of one word against another word. Example:

When grilling outdoors, use clean containers for cooked kebabs and never use containers for cooked kebabs that have contained raw meat that has not yet been washed.

In the above example, the words cooked and raw are opposite each other. The use of opposite words in the above sentence has made the words not to be repeated and as a result they have a high cohesion.

Hyponymy

The relationship of cohesion is also formed through hyponymy, which is based on the classification of part to whole. That is, one word belongs to a general class of an object and another word shows a more detailed class at the same level of classification. Hyponymy is a type of conceptual relationship in which a concept can include one or more other concepts. Example:

High blood pressure, if not controlled, damages the vessels of human organs, including the brain, heart, kidney, and eyes. زیر کلمه ها خط دارد

In the above example, the words brain, heart, kidney and eye are co-hyponym, and human organs is superordinate.

Collocation

The Collocation can be examined from two aspects. A- Semantic and B- Grammatical in terms of meaning, Collocation is the use of words that belong to a common semantic domain. But from the point of view of grammar, Collocation is considered a kind of grammatical combination. Example:

With the collective wisdom and efforts of health advocates, the daily death rate reached 13 people.

In the above example, the words collective wisdom, health advocates and daily death are collocation.

Research Methodology

This research was carried out by means of content analysis. In this way, the content of the lectures was analyzed in terms of the use of lexical cohesive devices. Three lectures were randomly selected from all the lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health, treatment and health. It was tried that the amount and size of the lectures were equal in terms of the number of words. The method was also such that according to the theoretical framework of the study, first the sentences of each text were carefully and completely examined, then the lexical cohesive devices were extracted, and finally the type of lexical cohesive devices was identified and listed. To determine the frequency of various lexical cohesive devices, statistical analysis was used. In this way, first the frequency of each of the lexical cohesive factors in each of the desired lectures was obtained on a case-by-case basis, and then for each lecture, according to the scale of 100, the average occurrence of cohesive factors was obtained. Also, in order to check the significance or not of the relationship between the types of cohesive devices in the lectures, the chi-square inferential statistical test was used. At the end, the results were shown using tables and figures.

Data Analysis

According to the main question of the present research, that is, what is the appearance of lexical cohesive devices in the lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health, treatment and health? Reviewing and describing the information obtained from the frequency of various types of cohesion elements is discussed. The information obtained from the frequency and distribution of various cohesive devices in lectures can be seen and analyzed in Table (1).

Table (1) frequency and percentage of occurrence of various lexical cohesive devices in lectures

row	cohesive devices	Total frequency	third lecture	second lecture	First lecture
			frequency	frequency	frequency
1	repetition	232	79	78	75
2	synonym	145	48	51	46
3	opposition	103	34	32	37
4	hyponymy	44	12	14	18
5	collocation	237	81	71	89
6	Total	761	254	246	261

As seen in the above table, in total, 761 cases of cohesive devices were identified, classified and analyzed in the three lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health, treatment and health. In the previous sections of this article, examples of each type of cohesion were discussed. Therefore, in this section, the type and distribution of each element is discussed.

Cohesive Devices in First Lecture

In figure (1) the frequency of cohesive devices and in figure (2) the frequency of their use according to the scale of 100 are presented in the first lecture. As it is clear in figure (1), the highest frequency value for collocation is 85, repetition 75, synonymy 46, and opposition 37 cases. Also, the lowest frequency related to the hyponymy is 18 cases. The total frequency of cohesive devices in the first lecture is 258. It is clear that according to the above pattern, collocation and repetition have more distribution than synonymy, opposition and hyponymy.

According to figure (2), the cohesive element of collocation 36%, repetition 32%, synonymy 16%, opposition 9%, and hyponymy 8% of the total elements identified in the first lecture allocated to themselves.

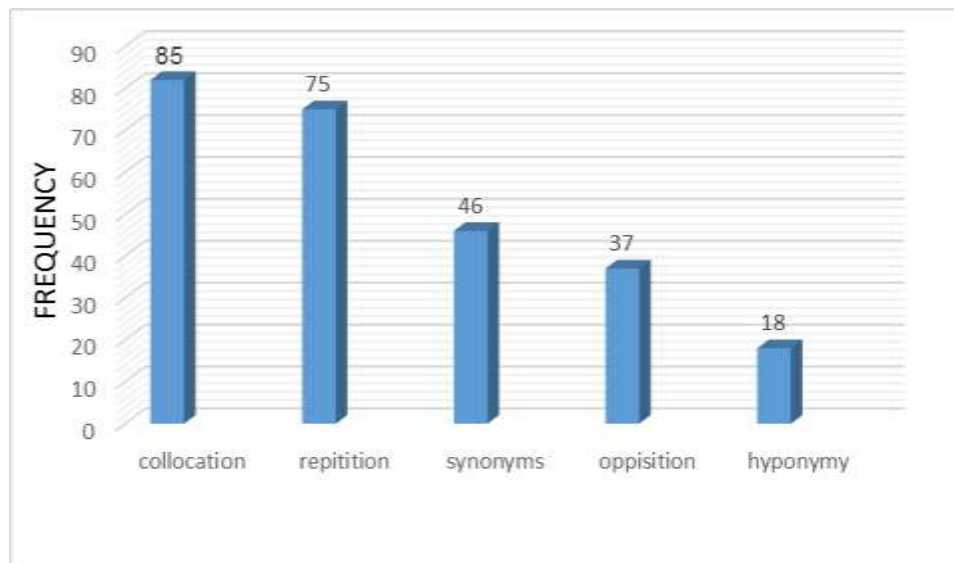


figure1. Frequency of lexical cohesive devices in first lecture

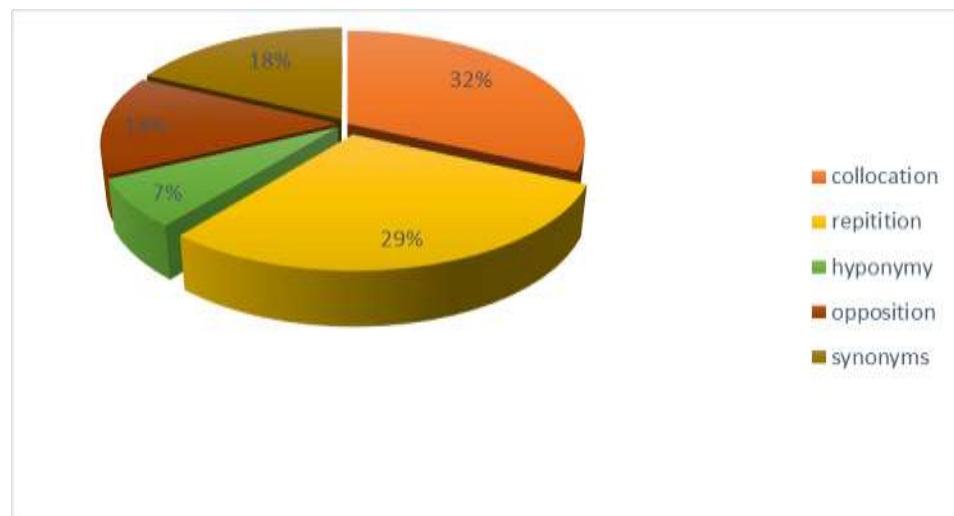


Figure 2. The frequency of lexical cohesive devices according to the scale of 100 in the first lecture

Cohesive Devices in Second Lecture

In figure (3) the frequency of cohesive devices and in figure (4) the frequency of their use according to the scale of 100 are presented in the second lecture. As it can be seen from the figures, especially figure (3), from the 246 cases of cohesive devices that were identified in the second lecture. The highest frequency is 78 repetitions, 71 collocation, 51 synonyms, and 32 opposition cases. Also, the lowest frequency related to hyponymy is 14 cases.

It is clear that, according to the above pattern, repetition and collocation have more distribution than synonymy, opposition, and hyponymy.

According to figure (4), the cohesive element of collocation 32%, repetition 28%, synonymy 21%, opposition 13%, and hyponymy 5% of the total elements identified in the first lecture allocated to themselves.

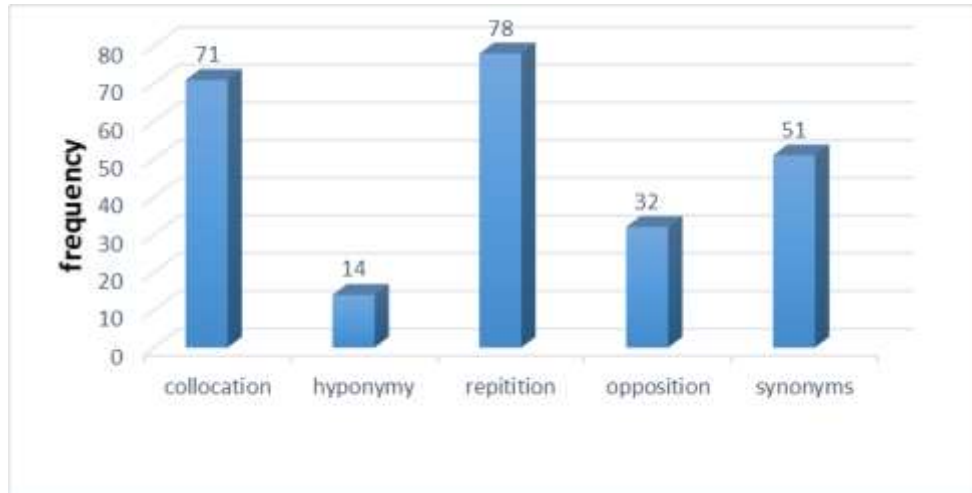


Figure3. The frequency of lexical cohesive devices in second lecture

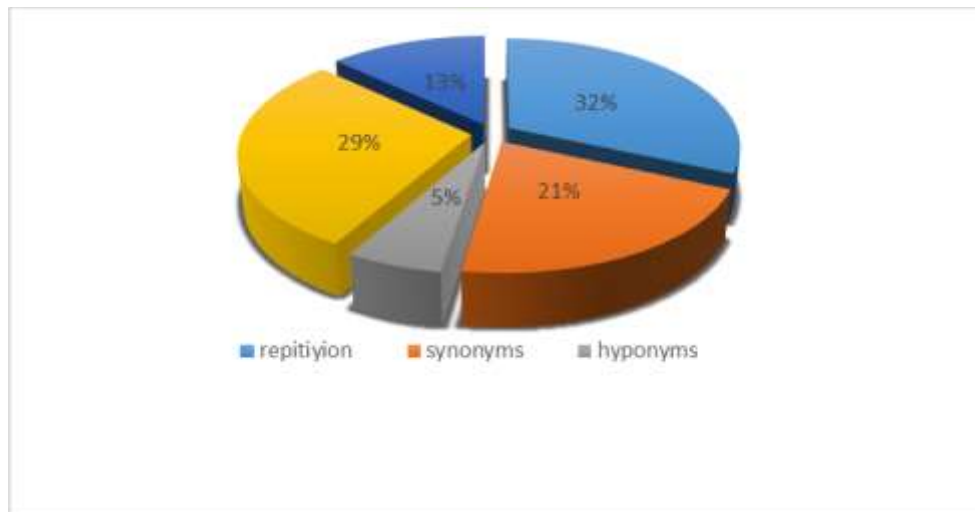


Figure 4. The frequency of lexical cohesive devices according to the scale of 100 in the second lecture

Cohesive Devices in Third Lecture

In the next figures, that is, figures (5) and (6), the frequency and percentage of cohesive devices are displayed in the third lecture. As figures (5) and (6) show, in this lecture, the highest frequency is related to collocation 81, repetition 79, synonymy, 48 and opposition 34 cases. And the least cohesive devices is the hyponymy of 12 cases.

According to figures (5) and (6), it can be said, in the third lecture, coincidences 81, repetitions 79, synonyms 48, opposition 34, and hyponymy 12 are in the first to fifth positions of the distribution respectively.

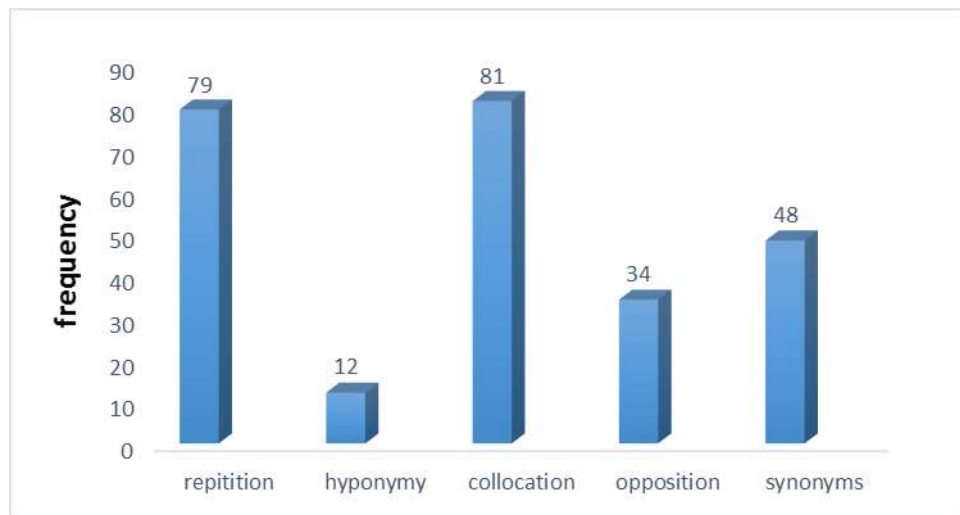


Figure 5. The frequency of lexical cohesive devices in third lecture

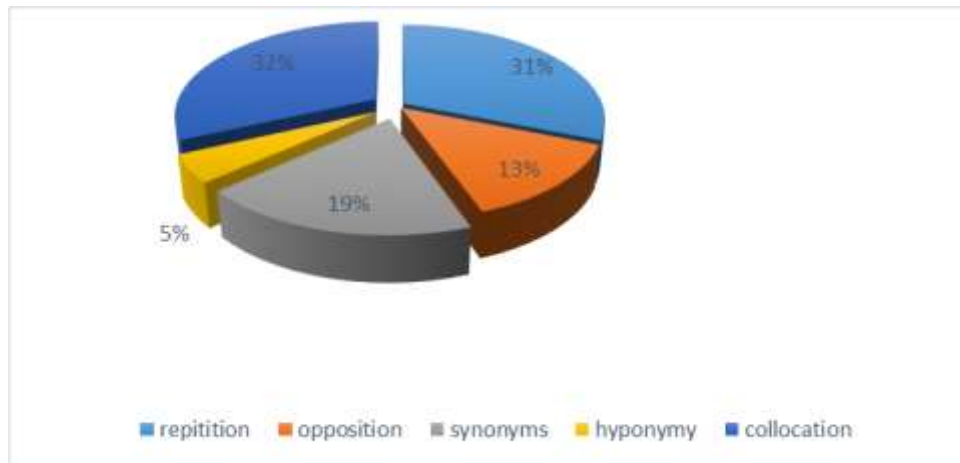


Figure 6. The frequency of lexical cohesive devices according to the scale of 100 in the third lecture

In order to compare the distribution of lexical cohesive devices in each of the lectures, we checked the distribution and percent of occurrence of the elements in different lecture, which is given in the form of figures (7), (8) and (9). The data in Figures (7), (8) and (9) show that the first lecture is higher than the second and third lectures in terms of the total frequency of cohesive devices and after that, the third and second lectures are in the second and third positions with a difference of 4 and 14 cases, respectively.

Also, the data in the following figures show that in all the lectures, the most frequent cohesive devices is collocation of 237 cases which is in the first position and after that, there are 232 cases of repetition, 145 cases of synonymy, 103 cases of opposition, and 44 cases of hyponymy.

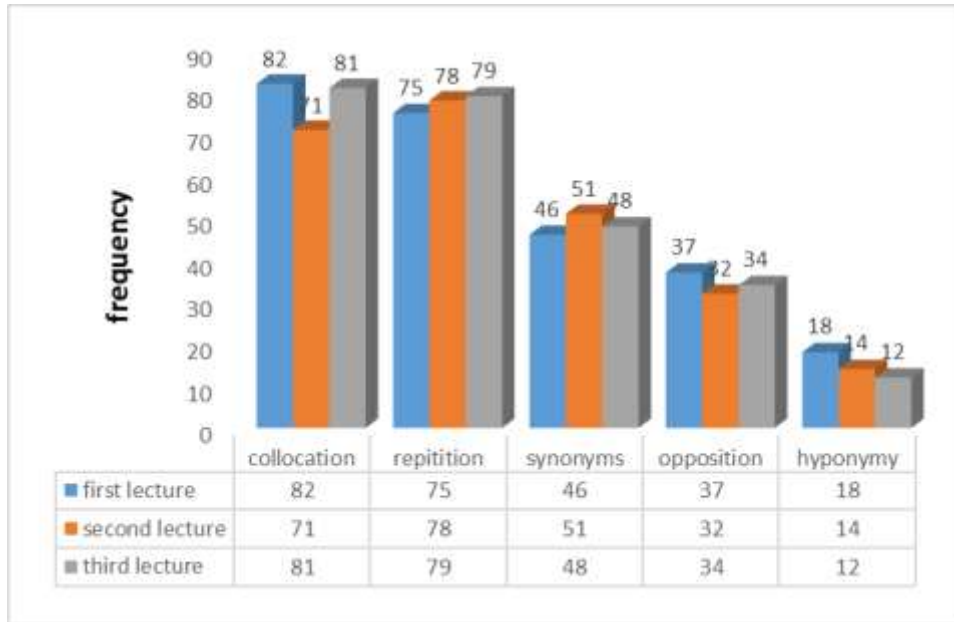


Figure7. The frequency of lexical cohesive devices in three lectures

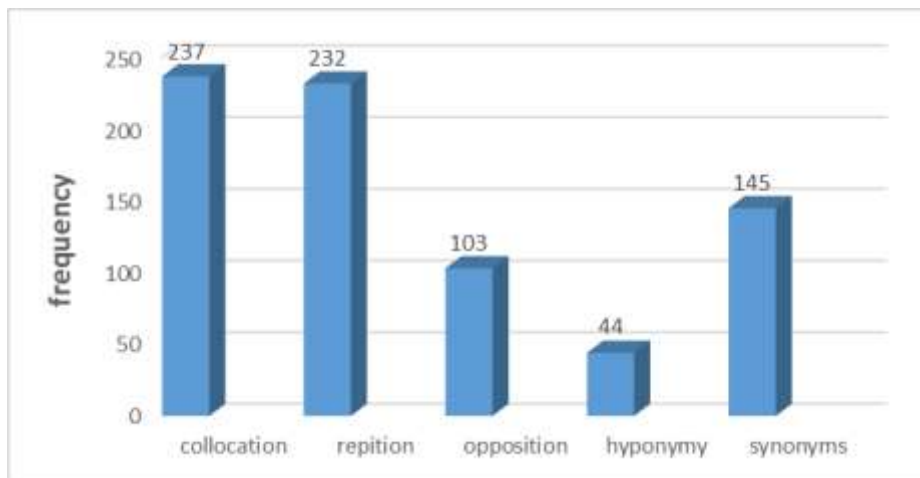


Figure8. The frequency of lexical cohesive devices in whole three lectures

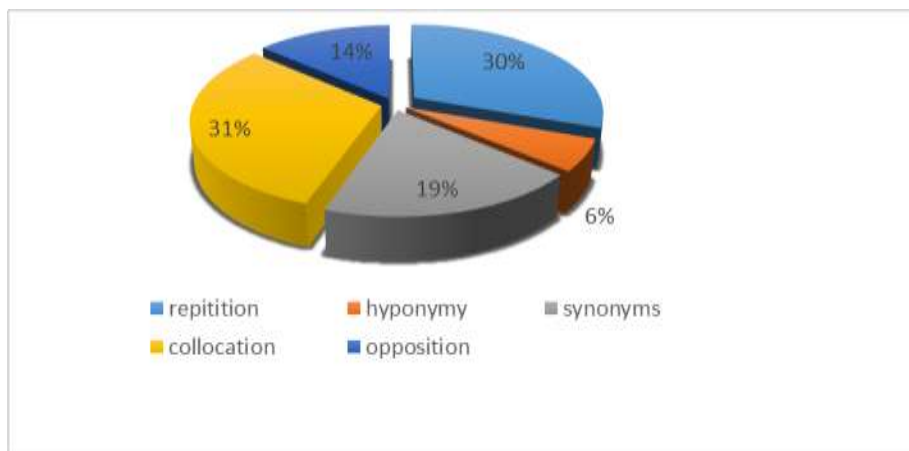


Figure 9. The frequency of lexical cohesive devices according to the scale of 100 in the whole third lectures

In order to find the significance of the distribution of lexical cohesive devices in each of the lectures, separately, Using SPSS software and chi-square test, it was investigated how to use the devices. In the table below, the statistical results are shown.

Table (2) significance of distribution of various cohesive devices in lectures

lectures	The significance level	Degree of freedom	Test statistics
First lecture	000	4	3/000
Second lecture	000	4	2/808
Third lecture	000	4	3/026

Based on the results obtained, there is a significant difference in the frequency of lexical cohesive devices used in the first, second and third lectures at the 0.05 level ($p < 0.05$). So that in the first lecture, the frequency of collocation and then repetition is more than other devices. In the second lecture, the frequency of repetition and the collocation are more than other devices. Also, in the third lecture, the frequency of collocation and then repetition is more than other devices. Therefore, as it appears from the statistical evidence, the distribution of these devices in each lecture is logical and the devices are balanced distribution. So that we don't see the excessive use of one cohesive device and the lack of attention to other devices.

Discussion and Conclusion

The findings of the data analysis showed that the difference in the lexical cohesive devices used in the lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health care, treatment and health was significant. And this means that the lecturer has given a logical distribution of lexical cohesive devices and it is not the case that one factor has a high percent of frequency and other cohesive devices are neglected. In other words, it can be said that the difference between the uses of lexical cohesive devices is not unbalanced and all types of lexical cohesive devices are given the same importance. The Minister of Health, Treatment and Medical Education has tried to use all kinds of devices with the knowledge of the lexical cohesive devices examined in the present research and their importance in understanding the content, and in this way has helped to increase the understanding of the subject of the listeners and the audience. Therefore, it can be said that these lectures are attractive and effective from this point of view. The first lecture is in the first rank with the use of 261 lexical cohesion factors, followed by the third speech in the second rank with 254 cases and the second speech in the last row with the use of 246 cases and after that, the third lecture with 254 cases is in the second rank and the second lecture is in the last row with the use of 246 cases.

Study of the research data shows that in the lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health care, treatment and health, there are lexical cohesive devices and he has used them with different frequencies. As a result of this, the semantic communication between the speaker and the audience has been made so that they can relate to the lectures more easily and comfortably and understand their meaning better and take advantage of them in hospitals, medical, health and health centers.

Examining the figures shows that the lexical cohesive devices is used in all lectures with 31% more than other elements of cohesion. That is, the lecturer has used the lexical cohesive device of collocation 237 times in all of his lectures. He has used collocation words such as: Iranian Health Association, Supreme Council of Health, Food security, Health advocates, Blood pressure, Genetic and

environmental factors, etc. In his lectures and the main reason for this is to emphasize their importance is in the health of society.

After the lexical cohesive devices, repetition and synonyms are used in the second and third rows with 232 and 145 cases, respectively. By using repetition and synonyms in his lectures, he wanted to get the audience out of the passive and stagnant state and lead them to understand the relationship between sentences and words, also the use of these devices has caused correct and harmonious combinations to occur in clauses and sentences, which makes the lectures attractive to the audience. He has repeated the word health more than other words so that the readers, audience and managers can understand their role in the management of hospitals and health centers and in this way, do the necessary studies and actions.

In short, it can be said that all the lexical cohesive devices are present in the lectures of the Minister of Health, Treatment and Medical Education of the Raisi government in the field of health care, treatment and health, treatment and health with different frequencies. And they cause the semantic connection and continuity of the lectures and establish connection and harmony between their clauses and sentences. As a result of this cohesion and continuity, the lectures are attractive and significant for the audience. The high frequency of cohesion factors indicates that the lectures have very good cohesion. This shows a more logical and balanced distribution of cohesion factors in the total of lectures. This causes the lectures to be smooth, fluent and far from being boring and artificial and as a result, the speaker should be very successful in transferring concepts to Persian language and be able to create an inseparable link between words and meanings and in this way, he reflects his inner thoughts and desires in his lectures so that the listeners and audiences pay attention to the lectures and have a high understanding of them.

In order to compare the results of this research with other researches, it should be said, as Sarli and Ishani (2010) mention the cohesive coordination as a factor to determine the degree and continuity of the texts quantitatively, this research also confirmed this importance. In general, it can be said that the results of this research are in line with the results of researches in the field of lexical cohesive devices and confirm many of them.

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