Topic Continuity in the British Council Kids' Short Story *Little Red Riding Hood*

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ABSTRACT

This study explores topic continuity in the British Council Kids' adaptation of *Little Red Riding Hood*, focusing on how cohesive devices contribute to coherence in children's narrative texts. The main objective is to identify and analyze the use of zero pronouns, definite pronouns, indefinite pronouns, third-person pronouns, and possessive pronouns in maintaining topic continuity throughout the story. Employing a qualitative content analysis, the text was segmented into clauses and each relevant linguistic device was coded and examined. Givón's (1983) framework was applied to measure referential distance, potential interference, and persistence for each device, providing a comprehensive assessment of topic continuity. The findings reveal that definite and third-person pronouns are the most frequently used cohesive devices, with referents usually introduced within one or two clauses, ensuring strong topic tracking and narrative coherence. Zero anaphora is also present, supporting efficient reference maintenance with minimal distance and manageable interference. Notably, the analysis found no instances of indefinite pronouns, indicating a clear focus on specific references throughout the text. Possessive pronouns further clarify relationships and ownership, enhancing textual cohesion. The results show that referential distance and potential interference are generally low, while persistence varies according to narrative focus, reflecting shifts in character relevance. Overall, the study demonstrates that the narrative employs a range of cohesive strategies to maintain topic continuity, which is essential for supporting comprehension and engagement among young readers. These insights offer valuable implications for educators and material developers in designing accessible and coherent reading resources for early language learners.

INTRODUCTION

In social contexts, discourse is the use of language in communication across spoken, written, and signed forms. Discourse refers to the use of language in communication via spoken, written, and signed forms within social contexts. It includes the arrangement of words and phrases as well as the organization of various elements to produce coherent and significant messages. Coherence is an essential characteristic of discourse that enables a text or conversation to be seen as a cohesive entity rather than a disjointed assortment of unrelated statements. Halliday and Hasan

(1976) assert that coherence is attained by cohesive devices that interconnect segments of a text, rendering it comprehensible as a unified entity.

Topic continuity, the process of maintaining and expanding on a central topic or problem over a conversation is a fundamental mechanism promoting coherence. Givón (1983) clarifies that, by counting the frequency of subject references across sentences, one can evaluate topic continuity quantitatively; proximal references indicate more continuity. He delineates various elements of continuity, including temporal, spatial, and referential continuity, which enhance the overall coherence of discourse. Ensuring topic continuity necessitates more than mere subject repetition; it demands the employment of language cues such as pronouns, lexical reiteration, and ellipsis to facilitate audience understanding and involvement (Givón, 1983).

In discourse analysis, topic continuity is a basic idea that clarifies how texts preserve coherence and coherence by keeping a primary topic alive all through the discourse. Givón (1983) argues that subject continuity is a scalar quality, hence the degree of topic continuity can change between clauses and sentences. It distinguishes among three essential forms of continuity within discourse such as thematic continuity, action continuity, and topic or participant continuity. The first is thematic continuity, which refers to the ongoing presence of the same theme or subject matter throughout the text. Action continuity is the second types, which involves the sequential and causal progression of events as they unfold in time. Lastly, there is topic or participant continuity, which pertains to the sustained mention or involvement of the same characters or referents across different parts of the discourse. Together, these categories help explain how coherence is maintained by linking ideas, events, and participants consistently within a narrative or conversation. Together, these kinds of continuity help to produce a clear and unified story. Commonly used linguistic strategies to indicate and promote topic continuity are pronouns, lexical repetition, and ellipsisis; these help readers or listeners to follow the major subject more easily. Studies on Malay language by Wong Khek Seng show even more how topic continuity is implemented by language-specific procedures that maintain themes across sentences and support textual coherence (Wong, 1995). Recent studies have enlarged Givón's framework by pointing out other elements of continuity including time, geography, reference, viewpoint, modality, and speech act, which affect how theme coherence is kept at both local and worldwide levels of discourse Das and Egg (2023). These results emphasize how widespread subject continuity is in speech but also sensitive to language and cultural settings.

Givón (1983) also proposes three key measurements to quantify topic continuity in discourse. The first is referential distance, which measures the gap between the previous occurrence of a topic or referent and its current mention in terms of the number of intervening clauses. A smaller gap indicates stronger continuity. To handle practical limitations, Givón sets an upper limit of twenty clauses; if a topic does not reappear within this range, it is considered discontinuous for analysis purposes. The second measurement is potential interference, which assesses how other referents in the immediately preceding clauses might disrupt the identification of the current topic. This measurement takes into account semantic compatibility with the predicate, counting interference only when competing referents share similar semantic roles or plausibility. The third measurement is persistence, which reflects the importance of a topic by examining how long it remains active in subsequent discourse. Persistence indicates the speaker's or writer's topical intent and emphasis. Together, these measurements provide a comprehensive framework for analyzing topic continuity by combining quantitative and qualitative factors that explain how coherence is constructed across different languages and genres (Givón, 1983).

Children's stories mostly depend on consistent and well-chosen topic upkeep to help young readers understand and participate. Strong subject continuity novels enable youngsters to more readily track characters, events, and narrative developments while they are still developing their linguistic and cognitive skills. Studies by Ismiyati (2010) and Zein and Prayogo (2022) show that by means of consistent and coherent discourse structures, preserving topic continuity in children's narratives promotes language learning and narrative understanding.

The British Council Kids' version of Little Red Riding Hood is a simplified retelling of the classic fairy tale, designed specifically for young English learners. The British Council Kids website provides this adaption together with a range of instructional materials meant to raise children's English competency by using interesting stories (British Council, 2025). Analyzing how topic continuity is created and maintained in children's instructional texts would find great fit for the simple language and repeated patterns of the story. Understanding these procedures allows one to value effective language instruction and language instruction.

The analysis of topic continuity in the British Council Kids' Little Red Riding Hood takes front stage in this work. It seeks to pinpoint the linguistic and narrative techniques including pronouns, lexical repetition, ellipsisis, and other cohesive mechanisms adding to the coherence of the story used to keep the main topic throughout. This study specifically counts the usage of five forms of linguistic devices connected to topic continuity: zero pronouns, definite pronouns, indefinite pronouns, third-person pronouns, and possessive pronouns. Recent research in discourse analysis and second language acquisition underline the need of these approaches in helping children to understand and participate in their stories (Losi et al., 2022).

This research is significant due to its potential contributions to both theoretical and practical domains. Theoretically, it enhances our comprehension of topic continuity in children's storytelling, particularly in an educational context. The findings can assist educators, curriculum planners, and material designers in producing reading resources that are clear, cohesive, and accessible for early learners. By maintaining robust topic continuity, these materials can enhance language processing and retention, hence rendering the learning experience more successful and pleasurable for children (Sumadi, 2016).

In summary, topic continuity is a key element in discourse that ensures the smooth progression of ideas and enhances comprehension. In summary, topic continuity is an essential component of conversation that facilitates the seamless flow of ideas and improves understanding. This study, based on the theoretical frameworks of Givón and Wong Khek Seng, examines the realization of topic continuity in a children's educational story. This research analyzes the British Council Kids' Little Red Riding Hood to offer insights on narrative coherence and language acquisition, so enhancing educational methodologies and discourse analysis.

REVIEW OF LITERATURE

Various genres and settings of research on topic continuity have given insightful information for the study of children's stories. Ismiyati (2010) examine topic consistency in Kompas newspaper opinion articles. In her paper, Ismayati noted that effective communication depends on topic continuity and is attained by pronominalization, repetition, lexical equivalency, and ellipsis. Her research also presented various methods for assessing topic continuity, including referential distance, persistence, interference, and sequential arrangement. These findings are especially pertinent to this article, as they provide both the formats and measuring techniques for assessing subject continuity in narrative texts.

Zein and Prayogo (2022) focused on topic continuity in Batu Batangkup Malay folklore. Their research described the degree of topic continuity in various grammatical devices, such as zero anaphora, third-person pronouns, possessive pronouns, defined noun phrases, and undefined noun phrases. It was determined that zero anaphora yielded the greatest degree of topic continuity. This study is pertinent to the current research as it illustrates how various grammatical strategies facilitate topic continuity in narrative genres, like to the short tale examined herein.

In her research, Hardyanto and Kurnia (2011) investigated the phenomena of subject continuity in relation to Javanese ceremonial speech. According to her studies, various language techniques including pronominalization, repetition, lexical equivalency, and ellipsis are rather important for preserving topic continuity. Moreover, she suggested that certain criteria such as referential distance, persistence, interference, ellipsis, and sequential organization of speech elements allow one to reasonably evaluate the degree of this continuity. These results highlight

the need of grammatical and lexical instruments in maintaining the consistency and flow of subjects over a speech. Crucially, the knowledge acquired from her research has pragmatic consequences outside of ceremonial speech since it can be immediately transferred to the study of narrative structures in children's stories, where consistency of theme is essential for understanding and involvement.

Sumadi (2016) investigated how topic continuity is kept in Javanese scientific paragraphs. His results showed that various language techniques help to retain topic continuity: substitution, repetition, the use of demonstratives, hyponymy, synonymy, and ellipsis. This research underscores the diverse range of linguistic tools that play a role in ensuring coherence, which serves as a useful foundation for selecting features to analyze in the present study.

Another relevant study from Sahdi (2016) is the analysis of topic continuity in the folklore Bisuk Ni Si Anggian. This research measured the use of grammatical devices, the degree of continuity, and the role of human factors in maintaining topic continuity in the story. The study used Givón's quantitative approach and showed how topic continuity can be systematically measured. This methodology is beneficial for the present article, which also aims to quantify topic continuity in a narrative text.

Rohmah's (2016) study analyzed topic continuity in news discourse from the Megapolitan section of Kompas.com. She noted grammatical coherence (reference, substitution, ellipsisis, and conjunction), lexical coherence (repetition, hyponymy, antonymy, and collocation), and causal, contrastive, additive, detailed, and temporal coherence. The study also included the creation and measurement of topic continuity, therefore offering a whole method fit for narrative analysis.

Siregar et al. (2019) investigated topic continuity in scientific news articles. They assessed referential distance, possible interference, and persistence, discovering that topic continuity was moderate for referential distance and persistence, but low for interference. Their research illustrates the significance of assessing many dimensions of topic continuity, pertinent to the quantitative methodology of the current study.

Losi et al. (2022) examined the continuity of topics in news articles concerning environmental issues. He examined thematic progression and determined that the existence of predominant topics and a high thematic development index facilitated robust topic continuation. This study highlights the importance of prevailing themes and thematic development, which are also evident in narrative texts.

Finally, the study on topic continuity in the folklore Bisuk Ni Si Anggian measured each form of grammatical device, the degree of continuity, and the influence of human factors. The use of a quantitative approach based on Givón's theory provides a model for the current research, which seeks to measure the use of grammatical devices and the level of topic continuity in Little Red Riding Hood.

In conclusion, prior research indicates that topic continuity is preserved by diverse grammatical and lexical mechanisms, and its extent may be assessed using multiple criteria. The results and methods from these studies establish a robust basis for examining topic continuity in children's narratives, namely by emphasizing the utilization of pronouns, repetition, ellipsis, and other cohesive mechanisms.

METHOD

Following Creswell's (2013) suggested framework, this study uses a qualitative content analysis approach. The qualitative method is selected since it lets one investigate closely how topic continuity is created in the British Council Kids' short narrative Little Red Riding Hood. Creswell claims that studies trying to evaluate and grasp the meaning of texts within their particular contexts are ideal for qualitative research. The narrative itself is the main data source for this work. The emphasis is on spotting and classifying the language devices: zero pronouns, definite pronouns, indefinite pronouns, third-person pronouns, and possessive pronouns that help to preserve subject continuity. Particularly for younger readers, this approach lets one investigate

closely how these methods improve coherence preservation and comprehension.

The approach follows Creswell's advised steps for qualitative research and consists in various phases. First, the research clearly focuses on the phenomena of topic continuity. To help methodical study, the book is then broken up into clauses and sentences. Every one of the five grammatical devices is found and categorized. Using criteria like referential distance, potential interference, and persistence as advised by Givón (1983), the study also gauges the degree of topic continuity. The results are taken in line with other studies to guarantee that the debate is based on empirical data as well as theory. In accordance with Creswell's focus on thorough qualitative inquiry, measures including peer review and member verification are employed throughout the process to increase the credibility and reliability of the research. This approach offers a clear and open foundation for comprehending how topic continuity is achieved in children's narrative books.

FINDINGS AND DISCUSSION
Findings

Original Text
Little Red Riding Hood
Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a nice cake in her basket. Short story On her way Little Red Riding Hood met a wolf. 'Hello!' said the wolf. 'Where are you going?' 'I'm going to see my grandmother. She lives in a house behind those trees.' The wolf ran to Granny's house and ate Granny up. He got into Granny's bed. A little later, Little Red Riding Hood reached the house. She looked at the wolf. 'Granny, what big eyes you have!' 'All the better to see you with!' said the wolf. 'Granny, what big ears you have!' 'All the better to hear you with!' said the wolf. 'Granny, what a big nose you have!' 'All the better to smell you with!' said the wolf. 'Granny, what big teeth you have!' 'All the better to eat you with!' shouted the wolf. A woodcutter was in the wood. He heard a loud scream and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted and Granny jumped out. The wolf ran away and Little Red Riding Hood never saw the wolf again.

Text Analysis
1. Little Red Riding Hood **(JR: 20, KG: 2, KT: 3)** lived in a wood with her mother **(JR: 20, KG: 2, KT: 2)**.
2. One day Little Red Riding Hood **(JR: 1, KG: 2, KT: 2)** went to visit her granny **(JR: 1, KG: 2, KT: 1)**.
3. She **(JR: 1, KG: 2, KT: 1)** had a nice cake in her basket **(JR: 1, KG: 2, KT: 0)**.
4. On her way **(JR: 1, KG: 1, KT:0)** Little Red Riding Hood **(JR: 1, KG: 1, KT: 0)** met a wolf **(JR: 20, KG: 2, KT: 1)**.
5. 'Hello!' said the wolf **(JR: 1, KG: 2, KT: 0)**.
6. 'Where are you **(JR: 20, KG: 2, KT: 2)** going?'
7. 'I **(JR: 1, KG: 2, KT: 0)** am going to see my **(JR: 1, KG: 2, KT: 0)** grandmother **(JR: 20, KG: 2, KT: 1)**.
8. She **(JR: 1, KG: 2, KT: 1)** lives in a house behind those trees.'
9. The wolf **(JR: 4, KG: 2, KT: 1)** ran to Granny's house **(JR: 1, KG: 2, KT: 1)**
10. And Ø **(JR: 1, KG: 2, KT: 1)** ate Granny **(JR: 1, KG: 1, KT: 1)** up.
11. He **(JR: 1, KG: 2, KT: 0)** got into Granny's bed **(JR: 1, KG: 1, KT: 0)**.
12. A little later, Little Red Riding Hood **(JR: 5, KG: 2, KT: 1)** reached the house.
13. She **(JR: 1, KG: 2, KT: 2)** looked at the wolf **(JR: 2, KG: 2, KT: 1)**.
14. 'Granny **(JR: 3, KG: 2, KT: 0)**, what big eyes you **(JR: 1, KG: 2, KT: 0)** have!'
15. 'All the better to see you **(JR: 2, KG: 2, KT: 0)** with!'

16. said the wolf **(JR: 2, KG: 2, KT: 1)**.
17. 'Granny **(JR: 3, KG: 2, KT: 0)**, what big ears you **(JR: 1, KG: 2, KT: 0)** have!'
18. 'All the better to hear you **(JR: 3, KG: 2, KT: 0)** with!'
19. said the wolf **(JR: 2, KG: 2, KT: 1)**.
20. 'Granny **(JR: 3, KG: 2, KT: 0)**, what a big nose you **(JR: 1, KG: 2, KT: 0)** have!'
21. 'All the better to smell you **(JR: 3, KG: 2, KT: 0)** with!'
22. said the wolf **(JR: 2, KG: 2, KT: 1)**.
23. 'Granny **(JR: 3, KG: 2, KT: 0)**, what big teeth you **(JR: 1, KG: 2, KT: 0)** have!'
24. 'All the better to eat you **(JR: 3, KG: 2, KT: 0)** with!'
25. shouted the wolf **(JR: 2, KG: 2, KT: 0)**.
26. A woodcutter **(JR: 20, KG: 2, KT: 3)** was in the wood.
27. He **(JR: 1, KG: 2, KT: 2)** heard a loud scream
28. and Ø **(JR: 1, KG: 2, KT: 1)** ran to the house.
29. The woodcutter **(JR: 1, KG: 1, KT: 0)** hit the wolf **(JR: 4, KG: 2, KT: 2)** over the head.
30. The wolf **(JR: 1, KG: 2, KT: 1)** opened his mouth **(JR: 1, KG: 2, KT: 1)** wide
31. And Ø **(JR: 1, KG: 2, KT: 0)** shouted
32. and Granny **(JR: 9, KG: 2, KT: 0)** jumped out.
33. The wolf **(JR: 2, KG: 2, KT: 1)** ran away
34. and Little Red Riding Hood **(JR: 10, KG: 2, KT: 0)** never saw the wolf **(JR: 1, KG: 2, KT: 0)** again.

Zero Anaphora

Zero anaphora refers to the omission of noun phrases or pronouns in a sentence, where the missing element is understood from the context. In linguistic notation, the omitted noun or pronoun is often marked with the symbol Ø. In the analysis of the *Little Red Riding Hood* text, zero anaphora instances were identified and examined to understand their referential properties and the distance between the anaphoric element and its antecedent.

Table 1. Zero Anaphora and Their Referential Reconstructions

No	Clause Number	Zero Anaphora	Referential Reconstructions	RD	PI	P
1	10	Ø	(Wolf)	1	2	1
2	28	Ø	(Woodcutter)	1	2	1
3	31	Ø	(Wolf)	1	2	0

Total:
- RD = 3
- PI = 6
- P = 2

Mean (Average)

RD : $\frac{3}{3} \times 100\% = 1.00$

PI : $\frac{6}{3} \times 100\% = 2.00$

P : $\frac{2}{3} \times 100\% = 0.67$

Based on Table 1, the analysis shows that zero anaphora appears in clauses 10, 28, and 31, referring to "Wolf" and "Woodcutter." The Referential Distance (RD) for each case is 1, meaning the omitted referent is mentioned in the previous clause, which helps maintain clear topic

continuity. The Potential Interference (PI) value is 2 for all instances, indicating there is some possibility of other referents, but the context remains clear enough for accurate interpretation. The Persistence (P) values are 1 for clauses 10 and 28, showing the referent continues to be relevant, while in clause 31, the value is 0, meaning the referent does not persist. On average, RD is 1.00, PI is 2.00, and P is 0.67. These results suggest that the use of zero anaphora in the text supports good topic continuity, with minimal distance between references and manageable interference, ensuring the narrative remains cohesive and easy to follow.

Definite Pronoun

A definite pronoun is a pronoun that refers to a person or thing that is already known or has been talked about in the same situation. It mostly works by taking the place of a noun, which makes sentences shorter and easier to read without having to repeat themselves. Using the right pronouns makes it easier to talk to someone because they can easily tell who or what the pronoun is talking about. This kind of pronoun makes it clear and simple what the sentence is about, which helps the whole text stay together.

Table 2. Definite Pronoun

No	Clause Number	Topic	RD	PI	P
1	3	She (Little Red Riding Hood)	1	2	1
2	6	You (Little Red Riding Hood)	20	2	2
3	7	I (Little Red Riding Hood)	1	2	0
4	8	She (Grandmother)	1	2	1
5	11	He (Wolf)	1	2	0
6	13	She (Little Red Riding Hood)	1	2	2
7	14	You (Grandmother)	1	2	0
8	15	You (Little Red Riding Hood)	2	2	0
9	17	You (Grandmother)	1	2	0
10	18	You (Little Red Riding Hood)	3	2	0
11	20	You (Grandmother)	1	2	0
12	21	You (Little Red Riding Hood)	3	2	0
13	23	You (Grandmother)	1	2	0
14	24	You (Little Red Riding Hood)	3	2	0
15	27	He (Woodcutter)	1	2	2

Total:
- RD= 41
- PI = 30
- P = 8

Mean (Average)

RD : $\frac{41}{15} \times 100\% = 2.73$

PI : $\frac{30}{15} \times 100\% = 2.00$

$$P \quad : \frac{8}{15} \times 100\% = 0.53$$

The analysis shows how pronoun references are spread out across 15 chosen clauses in the text, as shown in Table 2. The pronouns looked at were "she," "he," "you," and "I," which all refer to important characters like *Little Red Riding Hood*, Grandmother, the Wolf, and the Woodcutter. The total Referential Distance (RD) is 41, which means the average RD is 2.73. This means that, on average, the referent is mentioned about two to three clauses before the current pronoun. This suggests that the topic stays the same throughout the story.

The Potential Interference (PI) value is 30, with an average of 2.00. This shows that, in most cases, there are two possible competing referents in the context. This can cause some confusion, but the narrative structure is usually clear enough to keep things under control. The Persistence (P) value is 8, which means that after a pronoun is used, the referent stays in the conversation for about half a clause on average. This shows that topic shifts happen pretty often.

Overall, these results suggest that the text does a good job of keeping the topic going. Referents are usually brought back up within a few clauses, and there isn't much confusion caused by competing entities. But the relatively low persistence value suggests a narrative style that often changes focus between characters, which is common in stories with multiple characters who interact with each other. The moderate referential distance and possible interference values show that the text is mostly clear, but the use of pronouns needs to be carefully watched to make sure the reader understands.

Indefinite Pronoun

An indefinite pronoun is a word used to refer to people or things in a general or non-specific way, rather than identifying exactly who or what is meant. These pronouns do not point to any particular person, place, or thing, but instead express an indefinite amount or identity. Common indefinite pronouns include words like someone, anyone, everyone, nobody, something, anything, all, few, many, and several. Indefinite pronouns are helpful when the exact details are unknown or unimportant, making sentences more flexible and inclusive.

Table 3. Indefinite Pronoun

No	Clause Number	Topic	RD	PI	P
None					

Based on the analysis above, it can be concluded that the text does not contain any examples of indefinite pronouns.

Third Person Pronoun

A third-person pronoun is a word that refers to people, animals, or things that are not the speaker or the listener. "He," "she," "it," and "they" are all common third-person pronouns in English. These pronouns help keep sentences from repeating names or nouns, which makes the writing clearer and more natural. When talking about someone or something that has already been mentioned, writers and speakers can keep their language smooth and connected by using third person pronouns.

Table 4. Third Person Pronoun

No	Clause Number	Third Person Pronoun	Referential Reconstruction	RD	PI	P
1	3	She	Little Red Riding Hood	1	2	3
2	8	She	Grandmother	1	2	1
3	11	He	Wolf	4	2	1
4	13	She	Little Red Riding Hood	1	2	2

| 5 | 27 | He | Wood cutter | 1 | 1 | 0 |

Total:
- RD= 8
- PI = 9
- P = 7

Mean (Average)

RD $: \frac{8}{5} \times 100\% = 1.60$

PI $: \frac{9}{5} \times 100\% = 1.80$

P $: \frac{7}{5} \times 100\% = 1.40$

Table 4 shows that third-person pronouns like "she" and "he" are used in clauses 3, 8, 11, 13, and 27 to refer to important people in the story, such as *Little Red Riding Hood*, her grandmother, the wolf, and the woodcutter. The Referential Distance (RD) values go from 1 to 4, with an average of 1.60. This shows that referents are always mentioned extremely close to their pronouns, which shows that the topic stays the same. The average Potential Interference (PI) value is 1.80, which means there is very little chance of becoming confused with other referents because the context is clear. The Persistence (P) values, which average 1.40, show that referents are usually still important in later conversations, but there are occasional exceptions. For example, the woodcutter (clause 27) has no persistence (P=0), which means that his role stops suddenly after he is introduced.

In general, these results show that third-person pronouns do a good job of keeping the theme going in the story. The low RD values make it easy to find referents right away, and the moderate PI and P values show that interference is controlled and character relevance stays strong. This pattern makes it easier to understand, especially in children's stories where it is important to keep track of the characters. The small changes in persistence (like the woodcutter vs. the repeated references to *Little Red Riding Hood*) fit with the adjustments in narrative focus yet do not hurt the overall cohesion.

Possessive Pronoun

A possessive pronoun is a kind of pronoun that shows who owns or belongs to something. It takes the place of a noun to show that something belongs to someone or something, which makes sentences shorter and easier to understand. Possessive pronouns help keep things from being said again by letting the speaker or writer talk about something that has already been said without using the noun again.

These pronouns are important for showing how people, things, or ideas are related to each other in a sentence. By linking information smoothly, they help a text flow and stay together. Using possessive pronouns makes communication clearer and more efficient.

Table 5. Possessive Pronoun

No	Clause Number	Possessive Pronoun	Referential Reconstruction	RD	PI	P
1	1	her	Little Red Riding Hood's mother	20	2	2
2	2	her	Little Red Riding Hood's Grandmother	1	2	1
3	3	her	Little Red Riding Hood's basket	1	2	0
4	4	her	Little Red Riding Hood's way	1	1	0

5	7	my	Little Red Riding Hood's Grandmother	1	2	0

Total:
- RD= 24
- PI = 9
- P = 3

Mean (Average)

RD : $\frac{24}{5} \times 100\% = 4.80$

PI : $\frac{9}{5} \times 100\% = 1.80$

P : $\frac{3}{5} \times 100\% = 0.60$

Based on Table 5, the analysis reveals that possessive pronouns such as "her" and "my" are used in clauses 1, 2, 3, 4, and 7, each referring to specific entities related to *Little Red Riding Hood*, including her mother, grandmother, basket, and way. The Referential Distance (RD) values range from 1 to 20, with an average of 4.80, indicating that the referents are generally mentioned within a few clauses of their possessive pronouns, though there is one instance (clause 1) where the distance is notably greater. The Potential Interference (PI) values, which measure the likelihood of confusion with other possible referents, average at 1.80. This suggests that while there is occasional potential for interference, the context usually provides sufficient clarity for accurate interpretation. The Persistence (P) values, with an average of 0.60, show that the referents do not always remain relevant in subsequent clauses, reflecting a moderate level of topic continuity. Overall, these results indicate that the use of possessive pronouns in the text generally supports clear reference tracking, with referents typically introduced close to their pronouns and manageable levels of interference, although the persistence of these references varies throughout the narrative.

Discussion

The present study investigated topic continuity in the British Council Kids' version of Little Red Riding Hood by analyzing the use of cohesive devices—zero anaphora, definite pronouns, indefinite pronouns, third-person pronouns, and possessive pronouns—through the lens of Givón's (1983) framework. The results show that the story contains a lot of definite and third-person pronouns, and referents are usually introduced within one or two phrases. This makes the referential distance low and the topic tracking strong. This pattern fits with what other studies have shown about children's stories, which stress the need for clear reference and little ambiguity to help young readers understand and stay interested (Ismiyati, 2010; Zein & Prayogo, 2022).

The text notably lacks indefinite pronouns, indicating a purposeful narrative strategy aimed at preserving specificity and preventing referential ambiguity. This discovery corresponds with Wong Khek Seng's (1995) discoveries in Malay children's literature, wherein explicit references are emphasized to enhance comprehension. The research indicates that zero anaphora and possessive pronouns serve auxiliary functions in preserving cohesiveness, especially in connecting actions and ownership without superfluous repetition.

Compared to previous studies, this research confirms that the use of cohesive devices in children's stories is not only frequent but also systematically organized to enhance topic continuity. Siregar et al. (2019) and Sahdi (2016) found that there were moderate levels of referential distance and interference in news and folklore genres. However, the current results show that children's stories, especially those meant for educational use, usually lower these levels to make things clearer.

Furthermore, the moderate persistence values show that the story often changes focus between characters, which is common in stories with more than one character. But these changes don't mess with the overall coherence because pronouns and other referential cues are used consistently. This shows that coherent methods can be used in different ways to help both the flow of the story and the reader's understanding.

CONCLUSIONS

This study investigated at how the British Council Kids' delivery of Little Red Riding Hood keeps the same topic going by using cohesive elements like pronouns, lexical repetition, and ellipsis. The results show that the story stays coherent by using third-person and possessive pronouns often and in a planned way. The referents are usually introduced near to their pronouns, which means there is little chance of confusion. The lack of indefinite pronouns makes the story's focus on explicit and particular reference even clearer, which helps young readers understand. The study also shows that referential distance and potential interference are usually minimal, but persistence changes depending on the story's focus, which shows how characters' relevance changes over time. These findings show how important it is for children's stories to have cohesive elements that help them grasp and stay interested. In the end, this study adds to the larger field of language education and discourse analysis by showing how to keep a topic going in instructional narratives. It also gives teachers and material developers useful ideas for making reading materials that are easy to understand and consistent for young learners.

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