Written Discourse Cohesion in Children with Language Learning Disabilities

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Introduction
- Cohesion is defined as the linguistic elements of a text that contribute to its continuity and is achieved through the use of cohesive devices (Halliday & Hasan, 1976).
- Halliday and Hasan (1976) identified 5 categories of cohesive devices: reference, conjunction, lexical, substitution and ellipsis; of which, elementary school children predominately use reference (e.g., Bae, 2001; Fitzgerald & Spiegel, 1986).
- Referential ties, which are generally pronouns.
- Conjunctive ties, which specify relations between different units such as phrases, clauses, utterances, or sentences.
- Studies examining cohesion in elementary school children's discourse mostly focus on spoken language sample. An empirical question is how do elementary school children use cohesion in writing and does this differ by genre?
- Children with Language Learning Disabilities (LLD) are children whose language difficulties negatively impact academic function, specifically with reading and writing. Studies comparing cohesion between children with LLD and children with typical development (TD) are limited to the spoken modality and have suggested between-group differences (Finestack et al., 2006; Liles, 1987; Liles 1985; Merritt & Liles, 1987; Ripich & Griffith, 1988).
- The purpose of the present investigation is to better understand how children with and without LLD use cohesion in their writing and how cohesion is affected by genre and related to writing quality; in doing so we pose the following research questions:

1) Do children with LLD produce fewer referential and conjunctive cohesive ties as compared to peers with TD? If so, does this differ by genre?
2) Do children with LLD demonstrate lower proportions of completed referential and conjunctive ties compared to peers with TD? If so, does this differ by genre?
3) Are there significant relationships between measures of cohesion (frequency, completeness) and writing quality? Does this differ by genre?

Sample

<table>
<thead>
<tr>
<th>N = 50</th>
<th>TD (n = 25)</th>
<th>LLD (n = 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in Years*</td>
<td>10.32 (5.77)</td>
<td>10.79 (6.80)</td>
</tr>
<tr>
<td>Mother’s Ed.</td>
<td>14.12 (1.39)</td>
<td>14.08 (1.84)</td>
</tr>
<tr>
<td>Girls : Boys</td>
<td>16 : 9</td>
<td>10 : 15</td>
</tr>
<tr>
<td>4th : 5th</td>
<td>16 : 9</td>
<td>7 : 18</td>
</tr>
<tr>
<td>CELF-4, Core Language Score*</td>
<td>106.60 (10.59)</td>
<td>80.52 (16.32)</td>
</tr>
</tbody>
</table>

Procedures

- Writing samples were obtained as part of a four day research protocol. Children responded to writing prompts counterbalanced across days (Koutsoftas & Gray, 2012).
- Writing samples were:
  1) segmented into minimal terminable units (T-Units; Hunt, 1970);
  2) scored using the six-trait writing rubric; and,
  3) coded using a combined computer/person system that identified and categorized referential and conjunctive cohesive ties.

Discussion

- This study examined cohesion in the writing samples of 4th and 5th grade elementary school children with and without language learning disabilities.
- In general there were no between group differences in the frequency or completeness of cohesive tie usage. Notably, the dependent measures were adjusted for length of story which was significantly different between groups.
- Type of cohesive device accounted for the largest amount of variance in both frequency (95%) and completeness (78%). Children in this study clearly used more referential than conjunctive cohesive ties in both narrative and expository samples.
- Genre differences were observed for both frequency and completeness; specifically, children used more referential ties in narrative and expository samples but had higher completion rates for conjunctive ties (likely because so few were used).
- There was a significant and moderate positive relationship between referential completeness and narrative quality suggesting a relationship between completed ties and writing quality. Good writers complete ties something that children with LLD have difficulty with.
- These findings veer from the literature on cohesion in the spoken modality specifically in that there were no between group differences. It may be the case that writing lends itself to more efficient and accurate use of cohesive devices. For example, it is easier for a child to include an appropriate amount of cohesive devices and insure they are all complete when writing as opposed to speaking.
- These findings support the importance of integrated spoken and written language when providing language services to school-age children.

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References


