



# Advanced linking methods

---

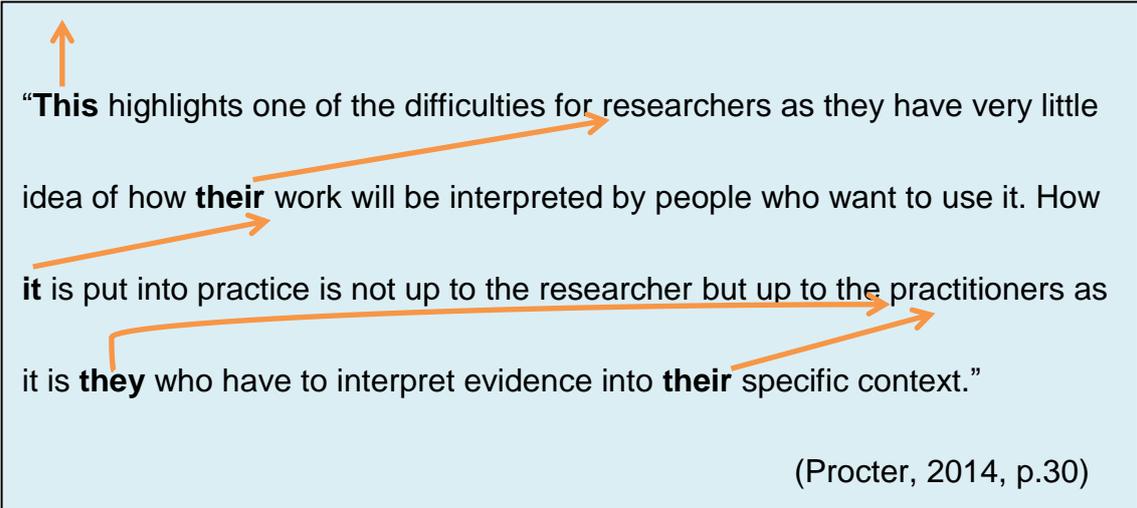
## Introduction

We all know about linking words being able to connect ideas and sentences, or to “add a flow” to academic writing, but there are alternative methods that can show linking on a deeper level. This StudyHub Guide should help you develop your understanding of these methods.

---

## Linking with pronouns

One of the easiest ways to carry ideas from one sentence to another is to use **pronouns** (he, she, it, this, these). Using these can tie one idea to another without needing to be openly explained to the reader. You can see an example of this below, with the linking pronouns in bold, and arrows showing where the pronouns refer to in the text



“**This** highlights one of the difficulties for researchers as they have very little idea of how **their** work will be interpreted by people who want to use it. How **it** is put into practice is not up to the researcher but up to the practitioners as it is **they** who have to interpret evidence into **their** specific context.”

(Procter, 2014, p.30)

## Linking using repetition

As with using pronouns, repetition can be another easy way to form clear “strands” of thought or reasoning in your writing. This can be done in two ways, direct repetition, as in:

Web analytics is likely to change online data into **insights**; these **insights** can be transferred into **recommendations**, and finally the **recommendations** trigger optimising different parts of the business and its online strategy

(extract from student assignment, 2014)

Or alternatively, through the use of **synonyms**, which are words that have the same (or very similar) meanings, as in the two pairs below:

Although a number of techniques for **collecting** information are available to sociologists who conduct surveys, information is usually **gathered** from questionnaires and/or structured interviews.

Punch *et al.* (2013, p.126)

## Linking using related words

The final way of linking your writing explored in this guide is to use words from the same “family”, such as the relationship between “vehicle” and “car”, or “face” and “nose”. An example of how this can be used in academic writing is shown on the next page:

Baechle & Earle (2008) explained the influence of different **hormones** on males and females body size and muscle mass. During puberty, the production of **testosterone** in boys increases which leads to greater bone formation ...

(extract from student assignment, 2014)

In this example, even though 'testosterone' does not have the same meaning as 'hormones', because testosterone is a specific hormone there is a direct link between the first and second sentences, even though there is no form of repetition.

## References

Baechle, T.R. & Earle, R.W. (2009). *Essentials of Strength Training and Conditioning* (3<sup>rd</sup> ed.). Champaign, IL: Human Kinetics.

Procter, R. (2014). *Teaching as an evidence informed profession: knowledge mobilisation with a focus on digital technology*. Unpublished PhD thesis. University of Bedfordshire.

Punch S., Marsh, I., Keating, M. and Harden, J. (2013) *Sociology: Making Sense of Society*, 5<sup>th</sup> edition, Harlow: Pearson Education

---

## Further information

The Learning Resources Study Hub provides a range of opportunities (such as workshops and drop-ins) for you to enhance your academic skills. For more information visit:

**[lrweb.beds.ac.uk/studyhub](http://lrweb.beds.ac.uk/studyhub)**

