Linking devices

**Table 4.17 Linking devices**

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| **Type of linking device** | **Descriptive code: Linking devices** | **Interpretive codes** |
| Expressing addition of information | also, and, as well as, at the same time, besides, equally important, further, too, furthermore,  in addition, likewise, moreover | academically literate voice,  formal voice, reader-considerate voice |
| Expressing expansion of ideas | for example, for instance, in fact, such as, specifically |
| Expressing cause and effect | accordingly, as, as a result, as a result of, because, so, consequently, for this reason, since, then, therefore, thus |
| Expressing sequencing of ideas | afterwards, at the same time, before, firstly,  formerly, historically, lastly, meanwhile, next, now, secondly, subsequently, then, today, ultimately, until, while |
| Expressing comparison and contrast | although, but, conversely, despite, even though, however, in contrast, nevertheless, notwithstanding, on the contrary, on the one hand / on the other hand, still, though |
| Expressing emphasis | above all, most/more importantly, most/  more significantly, specifically, equally important, in fact |
| Expressing summation of ideas | briefly, in brief, in short, in summary, to sum up, to summarise, ultimately, in conclusion |
| Relative pronouns | who, whom, which, that |

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| *Additionally*, the textbook becomes an invaluable resource for EAL learners at home, *when* the English speaking teacher is not available to explain difficult words *or* concepts (Ghamri, 2012l Al Falasi, 2004: Khalaf, 2009). Wen-Cheng (2010) adds that the literacy level of a learner in a developing classroom might not be such a great barrier *if* there is an effective textbook to guide that learners in accessing definitions *and* examples in a language they can understand. |