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## USE, MISUSE AND OVERUSE OF ‘ON THE OTHER HAND’: A CORPUS STUDY COMPARING ENGLISH OF NATIVE SPEAKERS AND LEARNERS

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*The spoken word belongs half to the one who speaks it and half to the one who hears.*

*French proverb*

## Abstract

This study investigates the use of ‘on the other hand’ as a logical connector in the academic writing of Turkish doctoral students. The learner corpus used is composed of academically-advanced non-native students’ doctoral dissertations (applied and theoretical linguistics fields) and the study also compiled the control corpora, the first one is a corpus of academic essays written by professional native speakers and the second control corpus is The Corpus of Contemporary American English (COCA). Students’ own writings are made comparisons between established writers’ papers in their field and COCA. Despite different genres, established writers’ edited papers are preferred instead of native students’ doctoral dissertations, it gives corpus analysis comparing with genres. The results revealed that the overall frequency of ‘on the other hand’ used by the Turkish doctoral students were greater than that used by the professional writers. However, the Turkish doctoral students did use ‘on the other hand’ in proper manner as natives did, that is, there was not a misused situation from the point of academically-advanced non-native users. The findings also showed that, according to the COCA results, ‘on the other hand’ is more frequent in academic genre, less frequent in spoken, magazine, fiction and newspaper genres, respectively.

## 1. Introduction

The use of connectives has always been a trouble spot for second or foreign language learners (SLL/FLL) of English. For example, the use of ‘on the other hand’, ‘besides’, ‘therefore’ ‘so’, ‘that is’, ‘furthermore’, ‘still’ as connectives appears to be problematic. (Chen, 2014; Bolton, Nelson, & Hung 2002; Leedham & Cai, 2013; Heino, 2010). There may be various reasons for this, in terms of qualitative perspective; misuse, including a lack of awareness of semantic properties and syntactic positioning of it, additionally overuse and underuse could also led to important problem with regard to quantitative perspective (Tseng & Liou, 2006). According to literature, the causes of overuse and misuse are lined up as learners’ first language interference, because as Mauranen (1993) states connector usage can vary from one language to another, also misleading lists of connectives in textbooks demonstrated, improper mechanical exercises on some connectives are other reasons (Crewe, 1990; Kuo, 2002).

This paper makes an attempt to study the use of ‘on the other hand’ in the academic writing of Turkish EFL doctoral students, instead of high-school, college, undergraduate students’ writings, because a great deal of research on connectives has been conducted on



those EFL students' writings, (c.f. Bolton, Nelson, & Hung, 2002; Milton & Tsang, 1993; Tseng & Liou, 2006; Yeung, 2009). Additionally, some of the learner corpus studies revealed that higher usage or misuse of particular linking adverbials (e.g., besides, on the other hand). (Field & Yip, 1992; Lei, 2012; Milton, 1999; Tanko, 2004). The focus in this paper has been solely on one problematic linking adverbial "on the other hand" and its usage, apparently the aforementioned studies investigate several linking adverbials and found the most problematic ones. Some of the previous studies (e.g. Leedham & Chai, 2013, Yeung, 2009) focused on "besides, therefore etc." however there is a gap the existing literature about the use of 'on the other hand' in more standard varieties of English and non-native advanced English users.

To be able to use certain individual adverbials appropriately and effectively, the researcher has investigated the question exactly why and how Turkish advanced EFL learners has misused/overused 'on the other hand' in their academic writings.

The purpose of this paper is to describe the occurrence of 'on the other hand' in terms of particular academic usage though corpus-based research comparing native speakers' and learners' English and also by using corpus examples as well as constructed examples, the researcher investigates what kind of problems that may arise when learners do not have the necessary knowledge and mastery over the use of 'on the other hand'. The research questions addressed in the study are as follows:

1. How frequently do the Corpus of Contemporary American English (COCA) as a control corpus and published academic writers (native & non-native) in the disciplines of Applied and Theoretical Linguistics use 'on the other hand' as logical connector?
2. Do non-native users (compare with control corpora) gain the knowledge and acquire the ability to use 'on the other hand' correctly? What kind of problems may arise if users do not have necessary knowledge?

## 2. Literature Review

Adverbial connectives such as 'furthermore', 'thus', 'therefore', 'on the other hand' are used for connecting sentences, create textual cohesion between them and also they state the writer's perception of the relationship between two units of discourse. They have been called 'linking adverbials' (Biber, Johansson, Leech, Conrad, & Finegan, 1999), 'signal expressions' (Jenkins, 1986), 'cohesive conjunctions' (Halliday & Hasan, 1976), 'linking expressions' (Raimes, 1987), 'logical connectors' (Quirk & Greenbaum, 1973). The native speakers (NS) and SLL/FLL use these adverbials appropriately to make clear the connections between their ideas in their writings. However, what is 'appropriate' in using connectives is a complicated question, because, as Conrad (1999) states that they have a number of characteristics (i.e. they are optional, cover variety of meaning, appear in a variety of grammatical forms and they can occur at different positions in the clause) that make them distinctive as grammatical structures.

'On the other hand' is one of these logical connectors (adversative, contrastive), most dictionaries (e.g. Oxford Advanced Learner's English, 2013; Cambridge Advanced Learner's Dictionary, 2005) gloss as meaning, "introduce different points of view, ideas, especially two opposite ways of thinking about a situation". Similar to the dictionaries, ELT textbooks also classify 'on the other hand' in the category as the contrastive conjunction. Biber *et al.* (1999) state that 'on the other hand' is in the category of contrast/concession, it contains items that in some way mark incompatibility between information in different discourse units, or that signal concessive relationships. It clearly marks contrasts, alternatives, or differences; they have used following sentence to show it.

### *Contrastive/Concessive*

Administration officials, notably the White House Chief of Staff and Deputy Treasury Secretary, were irked by his independence. **On the other hand**, Taylor reportedly is well-regarded by Treasury officials for his low-key, out-of-the-lime-light style. (NEWS)

(Biber *et al.*, 1999, p.878)

‘On the other hand’, the conjoining function of discourse connectives, is minimally to join two sentences. It is categorized as a contrastive adverbial connector within *concessive* sub-category; however ‘on the other hand’ can take part in different sub-types as well such as *replacive*, *antithetic* (Babanoğlu, 2012). These sub-categories have important nuance among each other, that is, whereas *concessive* is used where one unit is seen as unexpected in the light of the other, *replacive* helps to replace an item with a more important one, and *antithetic* introduces direct antithesis when an item contrasts the preceding one (Babanoğlu, 2012).

In the literature, for learners of English, the use of connectives has repeatedly been mentioned as a problem area. Use, overuse, misuse have been searched, with overuse being the most predominant, leading to problems of coherence of the discourse (Biber *et al.* 1999; Milton & Tsang, 1993; Silva, 1993; Yeung, 2009). The logical connector ‘on the other hand’ is typically overused and misused by SLL/FLL (Field & Yip, 1992; Milton, 1999).

According to previous corpus research (Leedham & Cai, 2013), the researchers analyzed the data of two-thousand-word corpus of Chinese learners compared with various expert corpora. A simple frequency counting reveals that ‘on the other hand’ has been overused and misused by the Chinese students. Additionally, Bolton, Nelson and Hung (2002) compared the use of connectives in Hong Kong EFL students and native British students’ of the International Corpus of English (ICE) to a sample of published academic writing and the results showed that a tendency for both groups of students to overuse connectors, when compared to published academic writing; while native speakers did not use, Hong Kong students commonly overused some connectives, ‘on the other hand’ was one of these connectives (the others were ‘and’, ‘but’, ‘therefore’, ‘moreover’). Babanoğlu (2012) investigated the use of adverbial connector in L2 writings of Turkish adult learners. To understand whether any similarities existed or not (any L1 interference), the researcher searched Turkish learner corpus and compared it with native speakers corpus. Additionally, it is also compared with other two different language corpus (Japanese and Spanish). The results showed that some connectors were overused and ‘on the other hand’ has been overused in Turkish International Corpus of Learner English (TICLE) and Spanish International Corpus of Learner English (SPICLE).

Although the problem of ‘on the other hand’ has often been observed by some researchers, hereinbefore, there has not been a thorough investigation of the question of exactly how and why ‘on the other hand’ has been misused and overused. This paper makes an attempt to study one of the logical connectors, ‘on the other hand’, which seems to be particularly problem-prone. It aims at unraveling the native patterns of use, as compared with those of learners, taking Turkish learners’ English as an example. To achieve the aim, the researcher concentrates on corpus linguistics with relatively large amounts of textual data grounded in a variety of theoretical perspectives.

Corpus studies within second/foreign language writing research have increased and some studies have featured the use of connectives. As the other researchers have done, the present study will use corpora to explain various occurrence of ‘on the other hand’ and this kind of corpus studies serve a representative for the grammar of a whole language variety and empirical data for testing hypotheses of grammar theories (McEnery & Wilson, 2001).

Conrad (1999) also states that corpus linguistics is a growing field, it not only provides some facilities for language teachers, users, learners who want to understand and design effective materials for their studies, but also beyond classroom, it analyzes the actual patterns of use in natural texts, indicates the interactions of many aspects of a concordancing and lexical/lexico-grammatical analyses, and differences in use across language varieties can all be analyzed together and can all be tied to the communicative functions fulfilled by the feature.

### **3. Methodology**

#### **3.1 Corpora**

##### **3.1.1. Learners' corpus**

The Turkish learner corpus used in the present study is composed of 20 applied and theoretical linguistics doctoral dissertations (1,477,660 running words and 45,840 sentences). The reason for the selection of dissertations only in the discipline of applied and theoretical linguistics was that, the doctoral candidates at departments of foreign languages have satisfied English language requirement at sufficient level and most of such candidates have chance to take academic writing lectures as practical support to write their dissertations and additionally they are allowed to write their dissertation in English language. The doctoral dissertations were downloaded at random from the Internet (Council of Higher Education-Thesis Center).

##### **3.1.2. Control corpora**

English native speakers' corpora, consisting of two different corpora, the first one is the Corpus of Contemporary American English (COCA - 450 million words, all genres; 91 million words are only used in academic genre (Davies, 2013)), there are 19.769 occurrences of the connector 'on the other hand' in the COCA, 7.638 words occur in academic texts, and the second control corpus is 100 published journal articles in seven international English-language journals (987.193 words). The researcher randomly choose the articles from seven recognized journals, such as System, Lingua, Journal of Pragmatics, Journal of English for Academic Purposes.

### **4. Findings**

#### **4.1 Frequencies compared**

##### **4.1.1 The Corpus of Contemporary American English - COCA**

It is very useful to see the contrasting list of genres from the corpus, to help determine and find of 'on the other hand' in various genres. As can be seen in Figure 1 and Figure 2 (frequency & percentage chart), 'on the other hand' is more frequent in academic genre (83%) and it has a similar frequency of occurrence in fiction (21%) and newspaper (24%), spoken (40%) and magazine (42%) genres. That is, there are marked differences non-academic and academic genres. In other words, there is a significant difference between them.

Figure 1. Frequency use of 'on the other hand' in the COCA

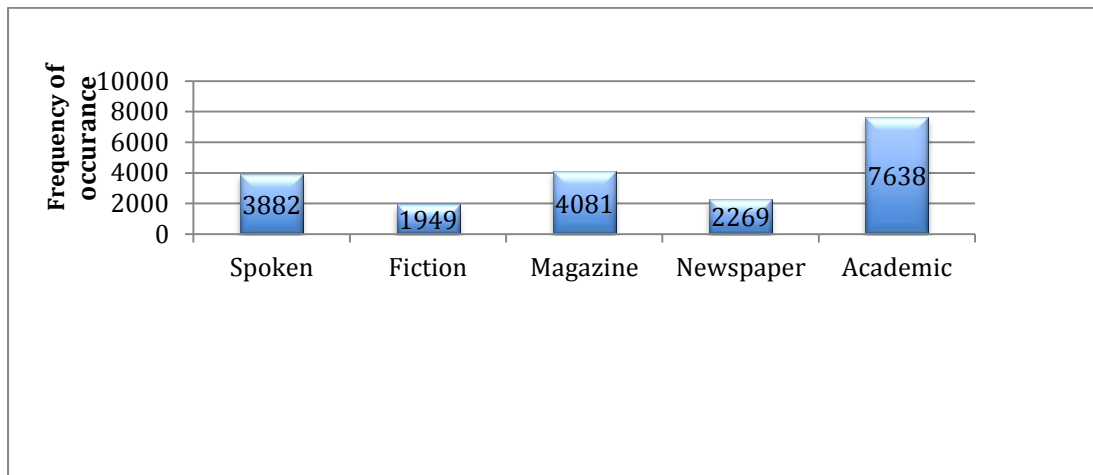
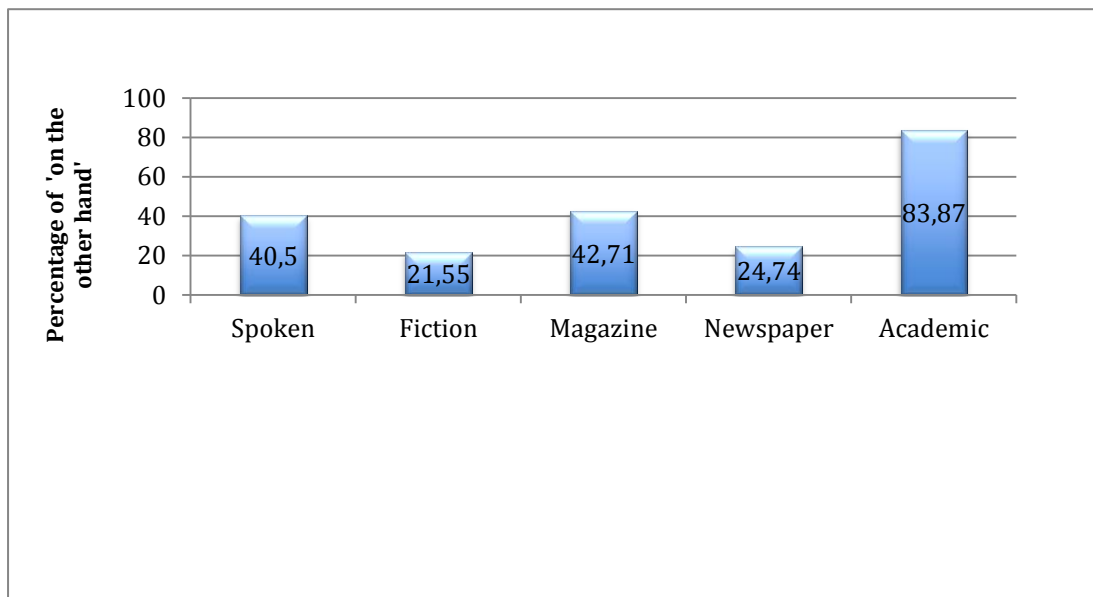


Figure 2. Percentage (per million) of 'on the other hand' in the COCA



#### 4.1.2 Native speakers' corpus (Published academic writings) & Non-native speakers' corpus (Published doctoral thesis)

A frequency count was also made of the instances of use of 'on the other hand' in the native speakers' corpus. The frequencies of occurrence of 'on the other hand' in the experts' and learners' corpora were compared. There is a register difference in the native speakers' corpus compare with learners'. The researcher found that, compared to the native speakers' usage of 'on the other hand', the Turkish students used it more in their thesis than their native counterparts. As can be seen from Table 1 the Turkish doctoral student writers used 'on the other hand' most often. In other words, the professional writers used this connector less often than the Turkish doctoral writers (2% versus 9%). Though the findings did show overall overuse of 'on the other hand' by the Turkish learners, a closer look indicated that the Turkish writers did use 'on the other hand' in proper manner as natives did, that is, they did not misuse the under-researched connector 'on the other hand. It has been explained in detail the following section.

Table 1. Frequency and percentage use of the linking adverbials in the native speaker corpus

	Control Corpus		Learner corpus			
	Raw frequency	Frequency per million words	%	Raw frequency	Frequency per million words	%
'on the other hand'	176	138	2%	388	573	9%

## 4.2 Discourse pattern of use

### 4.2.1 (Some) Concordance lines from the COCA.

Table 2 shows that some sample lines of 'on the other hand' chosen from the COCA academic genre. In the present experts' corpus, 'on the other hand' is often used as a contrastive connector as concessive and antithetic roles. Below is a typical example: "... Islam, **on the other hand**, rejects ontological proximity between god, nature and man and establishes an ontological hierarchy". (*antithetic*) or "... before the enigmas of sexuality, woman, and male identity, **on the other hand**. In this respect, he has something in common with the emasculated Philip Salomons". (*concessive*). Mostly, it gives a new thought after a conclusion is drawn on a previous argument.

Table 2. Concordance lines of 'on the other hand' in academic genre.

LanguageSpeech	A	B	C	age 7, even the children with LI were near ceiling. <b>On the other hand</b> , the more difficult evaluation measures -- ToM and false belief understanding -- appeared to
LanguageSpeech	A	B	C	connections immediately on encountering a new word. The present study, <b>on the other hand</b> , investigated word naming and generation accuracy at easy, medium, and
Bioscience	A	B	C	services; e.g., Mace et al. 2011) and, <b>on the other hand</b> , their responses to a particular management action (e.g., Bennett et al.
JournalAmerican	A	B	C	part of one's (public) self. Tattooed people, <b>on the other hand</b> , get tattoos that are always visible to others. Bold tattoos on the hand
JournalAmerican	A	B	C	" (103). Pitts' review of news articles, <b>on the other hand</b> , led her to conclude that the media, largely influenced by mental health professionals
JournalAmerican	A	B	C	were tattooed during their visit to the shop. Potential tattooees, <b>on the other hand</b> , include those considering a tattoo, such as those entering the shop for a
JournalAmerican	A	B	C	63-4); for Tompkins in Sensational Designs (1985), <b>on the other hand</b> , sentimentality functions as " a complex and effective affirmation of women's power "
JournalAmerican	A	B	C	it helps to enforce. What is remarkable about Leung's explanation <b>on the other hand</b> is that it portrays homosexuality as the problem and all but ignores the issue of
JournalAmerican	A	B	C	before the enigmas of sexuality, women, and male identity, <b>on the other hand</b> . In this respect, he has something in common with the emasculated Philip Salomons
JournalAmerican	A	B	C	; those that scorn her secretly envy her Isaac's appearance, <b>on the other hand</b> , is only regarded as the ugly exterior of a despicable man. Somehow,
ExceptionalChildren	A	B	C	latent means were constrained to be equal. The control group, <b>on the other hand</b> , showed only slight increases in self-determination. The control group improved from
MiddleEastQ	A	B	C	level. I named this " ontological proximity. " Islam, <b>on the other hand</b> , rejects ontological proximity between god, nature and man and establishes an ontological hierar
MiddleEastQ	A	B	C	more difficult to finance the repair of damaged nuclear facilities.3 # <b>On the other hand</b> , Tehran may double down by sending its own ground troops to Lebanon or Syr
MiddleEastQ	A	B	C	their control would be met with severe counterterrorism retaliatory strikes. # <b>On the other hand</b> , a broader approach to regional negotiations is required, which can ad
Futurist	A	B	C	ruin sports, and in some cases they may be right. <b>On the other hand</b> , was it ever really " fair " that a few people are lucky enough
Futurist	A	B	C	to a future that most appeals to us. The innovator, <b>on the other hand</b> , aims to realize a possible future by getting ideas (i.e., possibilities for
MechanicalEng	A	B	C	organ, or tissue, exists as a CAD model. # <b>On the other hand</b> , physicians could use the CAD system to directly create a design to be used
EnvironmentalHealth	A	B	C	in commercial fish consumers (Hanrahan et al. 1999b). <b>On the other hand</b> , based on contamination levels, risks from mercury exposure may be less in Great
EnvironmentalHealth	A	B	C	that are specific to that particular area. Global climate models, <b>on the other hand</b> , are able to simulate extreme weather events, but because their simulations are glob
GeneralMusicToday	A	B	C	2006, chap. 1). # Experienced music readers, <b>on the other hand</b> , can adeptly store and also retain the information they see displayed (Sloboda,

### 4.2.2 (Some) Concordance lines from Learners' corpus and the learners' use of 'on the other hand' as a connector.

In the learners' corpus, 'on the other hand' is frequently found at the beginning of the sentences mostly as a *concessive*, *antithetic*, *replacive* as has been seen in-group (a) on the

other hand, it also reflects and compares different viewpoints, opposing argument in-group (b) sentences.

(a)

-**On the other hand**, unlike general proficiency test, **on the other hand**, testing pragmatics is very complicated because there are no true or false answers. (*antithetic*)

-**On the other hand**, the message is ambiguous in the second example. (*concessive*)

-**On the other hand**, such permutations cannot be applied in English; the basic word order of English is SVO, and English has an inflexible word order. (*concessive*)

-**On the other hand**, this activity cannot be named as a personal writing because the previously given leading questions restrict the... (*antithetic*)

-Perceptions of teachers and parents, **on the other hand**, do not differ. (*concessive*)

-Part II, **on the other hand**, includes some interview questions prior. (*concessive*)  
Although, **on the other hand**, conveys concession relation and adversative relation (the incompatibility is between an implication of the first clause and an implication of the second clause). (*replacive*)

-A comparable corpus **on the other hand** does not contain translations but consists of texts from different languages which are similar or comparable with regard to a number of parameters such as text type, formality, subject-matter, time span, etc. (*antithetic*)

-*Communicative stress*, **on the other hand**, focuses on the degree of communicative competence. (*replacive*)

-Debilitating anxiety, **on the other hand**, is not favored because it may inhibit the FL learning process. (*concessive*)

-Qualitative data, **on the other hand**, consist of more holistic information based on observations that may not generally be converted into quantities or numbers such as, classroom observations or interviews. (*replacive*)

-Words with procedural meaning, **on the other hand**, encode information about how these representations are to be used in inference, they tell you how to 'take' these representations. (*replacive*)

(b)

-**On the other hand**, as Lynch (1996) further discusses, using multiple sources of data and analysis techniques does not necessarily provide consistency of data in this study which seeks to understand the perceptions of different groups.

-**On the other hand**, the study of Nunan (1992) on the interactive decisions of ESL teachers indicated that teachers' instructional decisions were related little to language concerns.

-**On the other hand**, Situation 16, in which the speaker is a customer representative at a bank who keeps a customer waiting, gave results close to the intended design.

-Fraser (1999), **on the other hand**, defines DMs as a type of pragmatic markers which occur as part of a discourse segment but are not part of the propositional content of the message conveyed, which do not contribute to the meaning of the proposition.

-**On the other hand**, *emotional expression* was used by American participants significantly more.

4.2.3 (Some) Concordance lines from Experts' corpus and the experts' use of 'on the other hand' as a connector.

The data of the native speakers' writings reflects that they used a small number of logical connector 'on the other hand' in their writings; moreover, they mostly preferred to use 'on the other hand' in company with 'on the one hand', while it was never encountered in Turkish doctoral students' writings.



As is seen from following samples, the professional writers apparently had great awareness of the rhetorical force of the present connector being used. The common semantic meaning was obviously contrastive (*concessive, replacive, antithetic*, respectively). Syntactically, the use of ‘on the other hand’ was mostly the first word of sentences or if it was in mid-sentence, aforementioned, it was used in company with ‘on the one hand’,

-They can also signal that an item has a similar force to a preceding one (e.g. *equally, similarly*) or, **on the other hand**, assess an item as adding greater weight to a preceding one. (*replacive*)

-**On the other hand**, some dimensions of Altenberg and Tapper’s study are not included here considering the scope of the study. (*concessive*)

-**On the other hand**, Hoyer (1997) explains that formal downtoners (e.g. *fairly, merely, nearly, partly, partially, sufficiently*) are pre- dominant in formal and written discourse. (*different viewpoint, opposing argument*)

-**On the other hand**, one can point to syntagmatic units, some collocations, that do not correspond to syntactic constituents and one might also claim that the language associated with spoken usage is quite different from the example sentences underspinning syntactic rules. (*antithetic*)

-**On the other hand**, German man does not have the flexibility with respect to gender and number that Egerland observes for Scandinavian man, French on, and Italian si. (*concessive*)

-The international teaching assistants, **on the other hand**, did not exploit choices of pitch and pause consistently to create recognisable intonational paragraphs, leading Pickering (2004) to conclude that “ITAs may be unable to make the finer distinctions between key choices needed for the pitch sequence structure”(concessive)

-Firth, that relate language in use to, **on the one hand**, the study of texts, and, **on the other hand**, the study of society or culture. This aspect of corpus linguistics, which goes beyond lexicogrammar and takes on a broader framework, is well represented by Stubbs (1996).(*replacive*)

-**On the one hand**, a dismissal of facts about usage as being of no theoretical interest to, **on the other hand**, the view that the wide- spread use of collocations and the heavy functional load that they bear means that any framework adopting a strict grammar/lexicon division is untenable. (*replacive*)

-**On the one hand**, they suggest that, despite the time-consuming nature of the analysis of corpus data, intermediate students still saw benefits in their corpus activity. **On the other hand**, they raise a concern about students at this level—those who might, in fact, need or benefit most from corpora because of their intermediate level of ability—ultimately turning away from corpus use and its possible benefits out of frustration over what is involved in such use. (*replacive*)

-Section 3 provides further corroborating evidence for the two types of arbs based on their effect on subsequent discourse, while also demonstrating surprising differences between, **on the one hand**, the definite and variable arbs, and **on the other hand**, the non-arbitrary definites and indefinites. (*replacive*)

#### 4. Discussions and Conclusion

This present paper makes an attempt to study one of the logical connectives, the meaning and use of ‘on the other hand’ by studying on a control corpus of 100 published articles in seven international journals of linguistics to use as the norm of the analysis and expert corpora, dictionary definitions, as well as comparing and contrasting the experts’ use with that of the learners, using Turkish learners’ English as an example. It is important to note that all non-native speakers whose thesis were analyzed in this study were academically advanced and proficient L2 learners, who had received years of exposure to and instruction in L2 use in English language environments. Additionally, the expert corpora (the COCA and professional native writes paper) were searched hypercorrectly. Firstly, in the line with the

aim of this study, the obtained results have revealed that the total results of frequency analysis of ‘on the other hand’ in Turkish doctoral students’ corpus indicated similar conditions to previous researches. Overall overuse of ‘on the other hand’, in learner corpus obtained from the frequency analysis indicate identical conditions with many of the previous research studies (Babanoğlu, 2012; Biber *et al.*1999; Milton & Tsang, 1993; Silva, 1993; Yeung, 2009). That is, non-native users overused the present under-investigated connector. On the other hand, even though the COCA results show that ‘on the other hand’ is more frequent in academic genre (in all field), the data of the native speakers’ writings (in applied and theoretical linguistics field) reflect that they used a small number of logical connector ‘on the other hand’ in their papers and natives mostly prefer to use ‘on the other hand’ in company with ‘on the one hand’.

Secondly, in terms of semantics, the findings allow concluding that the Turkish doctoral students did use ‘on the other hand’ in proper manner as natives did, they had gained the knowledge and acquire the ability to use ‘on the other hand’ correctly. It is also important to note that, previous studies have always compared high-school, college, undergraduate students’ writings with native speakers’ writings and mostly the revealed a significant differences between them. There are also studies comparing academic articles in terms of cohesive devices, for example, Milton and Hyland (1999) investigated NS and NNS students’, who were similar ages and educational level, essay scripts to identify the lexical devices and formulaic expressions that learners employ to express academic claims. The researchers contrasted corpora of comparable genres and size. Results showed, in parallel with similar studies(e.g. Hu, Brown & Brown,1982; Milton & Tsang, 1993; ) NNSs have tended to use the wrong types of words and expressions and have used too limited a variety of words and word chunks. On the other hand, Hinkel (2003) compared academic essays written by first-year NS and academically-advanced NNS students in terms of median frequency rates and focused on deictic, modifying, intensifying adverbials and adverb clauses. The results reveal that academically advanced and proficient NNS students have learned how to use adverbs and adverbial clauses grammatically and syntactically, however the greatest differences between the essays of NS and NNS are the frequency rates of amplifiers and emphatic adverbs, both types are very common in spoken informal language. It shows NNSs use adverbials correctly but have some restriction of lexical features common in the written discourse. The present study also allows us to deduce if non-native learners are academically advanced and proficient, they can use adverbial connectors correctly, even the problematic ones, such as ‘on the other hand’. The only difference between native and non-native writers, natives mostly preferred to use ‘on the other hand’ in company with ‘on the one hand’, while it was never encountered in non-natives’ paper.

In summary, all of this data on academic English is investigated various aspects, (i.e. control corpora and learner corpus). In comparison to natives and non-natives (academically advanced), the connector ‘on the other hand’ is overused by non-natives and underused by natives. This result has reported similar overuse by non-natives in a great deal of study in literature. However, as aforementioned, while some non-native users (college, high-school, undergraduate students) both overuse and misuse this connector, it has not occurred in academically advanced users’ writings. They use this kind of problematic connectors as natives do.

## 5. Limitation and future research

The current study is limited in terms of focusing on only one linking adverbial ‘on the other hand’ and representing a wide range of frequency distribution in texts, it presents ‘frequencies’. Even though it has been done discourse analysis, keyword analysis and

relationship analysis could be done for statistical significance. These limitations of this study give ground for future research. For future research, more focus may be placed on more than one linking adverbial, it can be investigated the most misused/overused adverbials using by non-native advanced English learners and focusing on the use of several linking adverbials in their writings and the control corpus could be selected in the same genre.

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