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| Thesis Title | The use of Lexical Phrases by Native and Iraqi-speaking Users of English in Medical Research Article Introductions |
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| Abstract | Recently, there has been a spate of interest in examining the important role of formulaic language in the context of language proficiency. Researchers have been struck by three observations. The first is that native speakers seem to find formulaic language an easy option in their processing and communication. The second is that in the early stages of first and second language acquisition, learners rely heavily on formulaic language to get themselves started. The third is that for second language learners formulaic language is the biggest block in their attempts to sound native-like. One kind of formulaic language is lexical phrases. These play an important role in organizing and producing higher order textual patterns in discourse (especially research article introductions.)<br><br>Nevertheless, surprisingly very few attempts have been made to investigate the role of lexical phrases in reflecting native-like competence in the performance of second language users. This gap cannot be completely filled unless an empirical research is conducted to compare native and non-native learners' use of lexical phrases, a task which the present study aims at performing.<br><br>In order to develop the research base, the present study is conducted with the following hypothesis in mind: the native speakers exceed the non- |

natives in the form, frequency, and variety of macro-organizing function of the used lexical phrases (polywords, and sentence builders.)

Nineteen research article introductions of native speakers, and another nineteen of non-native speakers' are chosen as data for the present research.

For the purpose of analysis, the models by Winter (1977), Mann and Thompson (1989), Nattinger and DeCarrico (1992),and Swales (1992) are utilized.

This study comes up with the following findings:

1- The conventional rhetorical research article pattern (introduction, methods, and results) is found in all the thirty eight research articles chosen.

2- As for the introduction part, however, not all of Swales' moves are found in each of the selected articles.

3- Most of the natives' research article introductions, unlike those non-natives', do not to adhere to the order of Swales' moves.

4- In the native research articles, the research article distribution over corpus is 65.26%, but for the non-native speakers' research articles it is 34.74% only.

5- The distribution of the native speakers' research article sub-corpus (introduction) over the whole corpus is nearly 10.95%, but that of the native speakers is 15.93%.

6- Native speakers surpass non-native speakers in the form, frequency, and variety of the used lexical phrases:

A. From the formal viewpoint, native speakers use forty-two matching polywords compared to only thirty-one for non-native speakers. Non-matching polywords are found thirty times in the native speakers' research article, but only fourteen times in the non-native speakers' ones.

B. Both native and non-native speakers rely heavily on the use of fixed, continuous, and canonical polywords. These are thirty-seven ones in

native speakers' research article introductions, and thirty-three ones in non-native speakers' ones.

C. Examples of polywords that show syntagmatic variation at the beginning or end of the phrases are also found. Examples of these are found more in native speakers' research article introductions than in non-native speakers' ones. Thus, native speakers exceed non-native speakers in the use of fixed and partially fixed polywords.

D. From a frequency viewpoint, native speakers use more lexical phrases than non-native speakers. The former uses one hundred and one polywords, and hundred and thirty-one sentence buildres. By contrast, non-native speakers use seventy-seven polywords and nineteen sentence builders. The total average of the found lexical phrases in the native speakers' research article introductions is nearly 4.38 %, but in non-native speakers' is nearly 4.07 %.

E. Discussing the function of the used LPs, it is found that both native and non-native speakers use the same syntagmatic forms of the used sentence builders:

1.    X +  pred. + VP
2.    X+  pred. + NP
3.    X+  pred. + Adj.
4.    X+ VP + NP
5.    (the purpose of) X + pred.+ VP
6.    X+ VP + Adj.

However, the NSs surpass the NNSs in the use of elaborated paradigmatic form variation of the used SBs.

7- Since Swales' model is applicable to most of the examined research article introductions, students of different genres need to have access to it. It is a necessary step in teaching writing discourse, since it is a guide for both the writer and reader at the production and comprehension sides of discourse.

8- Special attention is needed to be focused on the use of steps 1A of Move 2,

and steps 1B and 3 of Move 3: few cases of these are found in RAIs. The same is true with step 1D of move 2, and step 2 of move 3: neither native speakers nor non-native speakers use these steps in their writings.

In the light of the results above, the hypothesis of the research as stated above is proved to be right.

The study ends with some suggestions for further research.