Research in the supporting sciences

Sociolinguistics

94–216 Brosh, Hezi (Tel Aviv U., Israel). The influence of language status on language acquisition: Arabic in the Israeli setting. *Foreign Language Annals* (New York), **26**, 3 (1993), 347–58.

This paper brings together in a single frame of discussion different aspects of language status which in turn influence its acquisition. Our case – Arabic in the Israeli setting – confirms the assumption that the status of a specific language is primarily influenced by social and political circumstances. These circumstances may strengthen or weaken the language's legal status and expand or restrict its applicability. It may be assumed that the measure and nature of linguistic policies and the cultural capital value of the language, the attitudes towards the language and its official status are the main factors which constitute the interacting dimensions of the language's legal and actual status. Positive influence of one factor or more may be counter-balanced and neutralised by the opposed influence of the other factors. This status influences the learner's motivation to acquire the language both formally and informally and should account for why in some social settings second languages are acquired effectively and successfully, while in other settings the results are different.

94–217 Deprez, Kas. Smaller languages and complex identities. *Dutch Crossing* (London), **49** (1993), 68–82.

Measured by number of speakers, Dutch ranks 35th–40th on a world scale, but for production (newspapers, books, scientific publications, broadcasting, etc.), Dutch occupies 12th place. Nevertheless, it is not an international language, and Flanders, in a phase of increasing political autonomy, has become conscious of the limitations of Dutch. Linguistic conflict has dominated political life in Belgium for thirty years, and seems set to continue doing so at a time when the regions and communities are gaining more power with every reform. The Netherlands has traditionally avoided official contact with Flanders, but in the Language Union Treaty of 1980 both countries committed themselves to a common policy for language and literature. The Netherlands finds linguistic conflict problematic, the Dutch identity being based, historically speaking, not on language but on Calvinist religion, bourgeois democracy and international commerce. Flanders by contrast defines itself almost exclusively in terms of language, and finds it hard to accept English as an international language. The Dutch and the Flemings will, however, have to cooperate intensively if they want to maintain the position of Dutch in Europe. Flanders itself has the most extensive body of language laws in the world, but it should abandon its defensive stance and view language as communication and culture, as The Netherlands does. The problems of European unification affect not only Dutch but also Danish, Greek, Portuguese and the many minority languages in the EC.

94–218 Eastman, Carol M. and Stein, Roberta F. (U. of Washington). Language display: authenticating claims to social identity. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14**, 3 (1993), 187–202.

'Language display' is a language-use strategy whereby members of one group lay claims to attributes associated with another, conveying messages of social, professional, and ethnic identity. Examples from academia, politics, business and advertising reveal that language display functions as an artifact of crossing linguistic boundaries without threatening social boundaries or as a reaction to social boundaries which cannot be crossed. Via language display, people may either expand their social identity within a linguistic territory or make a sign of resistance where such expansion is unlikely. Whether invoking another language is interpreted favourably or not depends on the power relations between speaker(s) and hearer(s).

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94–219 Guimond, Serge and Palmer, Douglas L. (Royal Military Coll. of Canada). Developmental changes in ingroup favouritism among bilingual and unilingual Francophone and Anglophone students. *Journal of Language and Social Psychology* (Clevedon, Avon), **12,** 4 (1993), 318–51.

Relations between bilingualism and intergroup attitudes are examined among 663 Francophone students in Quebec, 521 Anglophone cadets at an Ontario military college, and in a longitudinal Anglophone 271-student sample from an Ontario university. In each of the three samples, among older students, unilinguals display ingroup favouritism; bilinguals do not. Educational level is positively related to ingroup favouritism among unilinguals. Among bilinguals, educational level and favouritism are negatively related in all samples but, while Anglophone bilinguals move from ingroup favouritism to equal evaluations at later levels, Francophone bilinguals move from outgroup favouritism at earlier levels to equal evaluations later. Among Anglophone respondents, contact with the second-language group is associated with greater levels of ingroup favouritism among respondents with low levels of second-language proficiency. Longitudinal analyses, in the Anglophone university sample, suggest that unilinguals undergo negative contact effects, whereas at the military college, longitudinal analyses ($n = 336$) reveal increased ingroup favouritism by cadets experiencing failure in second-language training. Among Francophones, relations of bilingualism with attitudes toward other groups are mixed in direction, whereas among Anglophones, relations are uniformly positive. Results are discussed with respect to social identity theory and the social psychology of language.

94–220 Larkey, Linda Kathryn and others (Arizona State U.). What's in a name? African American ethnic identity terms and self-determination. *Journal of Language and Social Psychology* (Clevedon, Avon), **12,** 4 (1993), 302–17.

African Americans have experienced several shifts in the predominant terms used to describe their ethnic identity in the past several decades. A current taxonomy of African American labels and associated meanings for those labels was developed as a result of this study. The dominant terms, Black and African American, expressed different views of ethnic identity, with Black generally providing a sense of unity and acceptability and African American expressing the experience of a blended heritage. A trend was detected in the transition from the usage of the term Black toward the term African American, which indicates a positive move toward self-determination and progress in meeting the challenge of communicating within two cultures.

94–221 Lee, W. O. (U. of Hong Kong). Social reactions towards education proposals: opting against the mother tongue as the medium of instruction in Hong Kong. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14,** 3 (1993), 203–16.

A historical study of the language policy of Hong Kong suggests that while there have been efforts made by the government to convince people to adopt the Chinese language as the medium of instruction, these efforts have been made in vain, as the public always choose to attend schools which adopt English as the medium of instruction. Hence, despite the fact that there have been calls for adopting the mother tongue (i.e. the Chinese language) as the medium of instruction, and that some educational reports did encourage schools to do so, there are more Chinese-medium schools converting to be English-medium than vice versa. This paper begins with the latest debate on the medium of instruction in Hong Kong, and reviews the issue from historical and social perspectives. It argues that due attention should be paid to the social implications of the language policy in making a policy for the medium of instruction.

94–222 McKay, Sandra Lee and Weinstein-Shr, Gail (San Francisco State U.). English literacy in the U.S.: national policies, personal consequences. *TESOL Quarterly* (Washington, DC), **27,** 3 (1993), 399–419.

This article examines the relationship between U.S. national policies on literacy, available literacy programmes, and individual lives. Beginning with a discussion of the expanding role of English literacy in U.S. immigration policies, this article examines the pressures to become literate in English with consideration given to the resources that are available to do so. In the second section, language use in immigrant families is discussed with a focus on native language loss and the consequences of this loss for intergenerational relationships. The article concludes with suggestions for an approach to literacy in which the links between national policies and personal lives are made explicit. The authors make recommendations for policy and practice that take into account the plurality of literacies and the possibilities for nurturing families and communities through the development of native and second-language literacy resources.

94–223 Marley, Dawn (Staffordshire U., Stoke on Trent). Ethnolinguistic minorities in Perpignan: a questionnaire survey. *Journal of Multilingual and Multicultural Development* (Clevedon, Avon), **14,** 3 (1993), 217–36.

This article outlines a research project conducted in Perpignan in 1988. The object of this project was to discover and describe the varieties of language present in the town, patterns of language use and language attitudes among inhabitants. The research took the form of a questionnaire survey, used with a representative sample of the population. The outline of the methodology and fieldwork of the project is followed by an assessment of the three major minority languages encountered, Catalan, Castilian and Arabic. This looks at the current language contact situations, in terms of individual and societal bilingualism, and the possibilities of maintenance or shift of the three languages in the future, taking into account the attitudes of informants towards their own and other minority languages.

94–224 Ott, Jürgen and Philipp, Marthe. Dialekt und Standardsprache im Elsass und im germanophonen Lothringen. [Dialect and standard speech in Alsace and German-speaking Lorraine.] *Deutsche Sprache* (Mannheim, Germany), **21,** 1 (1993), 1–21.

In Alsace Lorraine there is a 'German-speaking minority' of approximately one and a half million speakers. It is the largest frontier region of the German dialect area which lies outside the borders of the Federal Republic. This article begins with an up-to-date account of the relationship between standard language and dialect in Alsace Lorraine, paying particular attention to the organisation and assessment of German language teaching in Alsace, which has received considerable official support in recent years in comparison with other areas of France.

In a second section, contact phenomena ('accent', code switching) are described as the result of multilingualism in Alsace Lorraine. A distinctive feature of this language area are the linguistic varieties which have evolved in the field of tension between Standard French and the local dialect. Dialect speakers in this area have adapted the ubiquitous Standard French language to their own special situation without, for whatever reason, becoming completely assimilated.

94–225 Roy, Cynthia B. A sociolinguistic analysis of the interpreter's role in simultaneous talk in interpreted interaction. *Multilingua* (Berlin, Germany), **12,** 4 (1993), 341–63.

This study is based on the analysis of a videotaped meeting which occurred between a professor, a doctoral student and an interpreter, the transcript of that meeting, and playback interviews with the participants. It is shown that a unique feature of interpreted conversation occurs around simultaneous talk. When the primary speakers talk simultaneously, the interpreter recognises this over-

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lapping talk and makes linguistic choices to resolve the overlap by deciding who will get the turn. For instance, in this study the interpreter resolved overlapping talk by stopping one primary speaker and not the other. Many of his choices exemplified his understanding and interpretation of the social situation of an interview between student and professor. The interpreter in this meeting is not a neutral conduit, an implicit assumption behind much training and testing. Rather, the interpreter's role is active, governed by social and linguistic knowledge of the entire communicative situation, including not only competence in the languages, but also competence in the appropriate 'ways of speaking' and in managing the intercultural event of interpreting.

94–226 Schmid, Stephan. Lingua madre e commutazione di codice in immigrati italiani di seconda generazione nella Svizzera tedesca. [The mother tongue and code-switching in second-generation Italian immigrants in German-speaking Switzerland.] *Multilingua* (Berlin, Germany), **12,** 3 (1993), 265–89. .

This paper outlines the research done on the linguistic situation of the second generation of Italian immigrants in German-speaking Switzerland. Section 1 deals with the configuration of the repertoire and the linguistic biography, while section 2 provides a description of the Italian variety; in section 3 different types and functions of code-switching between Italian and Swiss German are discussed. There is evidence for a highly intact maintenance of the mother tongue as a result of the particular status of the Italian language in the area. The deviations from standard Italian found in the language spoken by second-generation immigrants are not to be interpreted as symptoms of language attrition, since they truly reflect the linguistic features of the oral non standard input. Also the frequency of intra-sentential code-switching reveals a high degree of linguistic competence in both languages.

94–227 Verhallen, Marianne and Schoonen, Rob (U. of Amsterdam). Lexical knowledge of monolingual and bilingual children. *Applied Linguistics* (Oxford), **14,** 4 (1993), 344–63.

The aim of this study is to gain insight into the lexico-semantic knowledge of bilingual children growing up in a second-language immersion environment. The research focus is on aspects of lexical knowledge that are relevant for school success. Data were obtained by asking 40 monolingual Dutch and 40 bilingual Turkish children (9- and 11-year-olds) to explain the meanings of common Dutch nouns in an extended word definition task. In a highly structured interview session the children were stimulated to express all the meaning aspects they could think of. The authors evaluated both the differences between the two ethnic groups and the effect of age in relation to the types of meaning the children expressed, by means of statistical (loglinear) model fitting. Important differences were found with respect to the number of meaning aspects expressed and with respect to the nature of meaning relations involved. Compared to the monolingual Dutch children, the bilingual Turkish children tended to allot less extensive and less varied meanings to Dutch words.

94–228 Weerman, Fred. The diachronic consequences of first and second-language acquisition: the change from OV to VO. *Linguistics* (Amsterdam), **31,** 5 (1993), 903–31.

A question that concerns many historical linguists is to what extent language change can be explained in terms of first or second-language acquisition. Here it is argued that recent results in first and second-language acquisition research point toward an interplay of these two factors in explaining language change. This is illustrated by a discussion of the change from OV to VO that took place in English, but not in Dutch. It is shown that older stages of English and Dutch looked alike in crucial respects, such that first language acquisition mechanisms alone cannot be held responsible for the change from OV to VO in English, since the same mechanisms would predict that Dutch would also have changed from OV to VO. By way of an alternative it is argued that English, contrary to Dutch, underwent a significant influence from second-language acquisition, in accordance with recent views on second-language acquisition and supported by (socio)linguistic facts.

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Psycholinguistics

94–229 Bloom, Kathleen (U. of Waterloo, Canada). Infant voice and mouth movements affect adult attributions. *Journal of Language and Social Psychology* (Clevedon, Avon), **12**, 4 (1993), 269–87.

How are adults able to engage in prolonged 'conversations' with preverbal infants? Without language, how does the infant hold the adult's conversational attention? Past studies by the author found that features of the preverbal infant's voice affect adult impressions. In the present studies it was hypothesised that specific features of the infant's face during vocalisation account for adult social perceptions. In Experiment 1, a videotape of 24 thirty-second segments of 3-month-old, vocalising infants was presented to three groups of adults. Twelve infants in the tape produced 'speech-like' syllabic sounds, and 12 infants produced nasalised vocalic sounds. The conditions of tape presentation differed for the groups: A/V (audiovisual), Audio only, Video only. Adults rated infants on characteristic of social favourability and communicative intent. All groups gave higher ratings to syllabic infants independently of modality of presentation. Therefore, visual, as well as auditory cues to syllabic vocalisation affected adult reactions. It was hypothesised in Experiment 2 that mouth movement was the visual cue that influenced the adults' more favourable impressions of syllabic vocalisations. A videotape of 16 thirty-second segments was presented to three groups (A/V, Audio, Video) of adults. In this tape, 4 of the infants were shown moving their mouths and 4 were shown with no mouth movements. The 3-month-olds were randomly presented twice, and syllabic and vocalic sounds were dubbed onto the video track so that infants served as their own control for sound category. In the absence of audio cues (Video-only group), adult ratings were influenced by the infants' mouth movements. Taken together these experiments indicate that adults use features of speech (sound quality, mouth movements) in forming impressions of the infant as a social and communicative partner.

94–230 Bonvillian, John D. (U. of Virginia) **and Patterson, Francine G. P.** (The Gorilla Foundation). Early sign language acquisition in children and gorillas: vocabulary content and sign iconicity. *First Language* (Chalfont St. Giles, Bucks), **13**, 3 (1993), 315–38.

The early sign language acquisition of 22 young children of deaf parents and 2 lowland gorillas was examined in several longitudinal studies. Both the children and gorillas acquired numerous signs during these investigations, with the children typically learning new signs more rapidly than the gorillas. Comparisons of the content of the children's and gorillas' early sign lexicons revealed a pattern of considerable resemblance between the species. Signs classified as iconic or pantomimic constituted the majority of the gorillas' initial 10-sign lexicons, whereas most of the children's first-learned signs were non-iconic. Overall, there were many similarities between the species in early sign vocabulary development.

94–231 Ely, Richard (Tufts U.) **and McCabe, Allyssa** (U. of Massachusetts at Lowell, Harvard U.). Remembered voices. *Journal of Child Language* (Cambridge), **20**, 3 (1993), 671–96.

The speech children spontaneously quote was examined in two studies. In Study 1, a corpus of personal narratives from 96 children aged 4;0 to 9;0 was analysed; Study 2 investigated reported speech in 25 younger children aged 1;2 to 5;2 interacting with their parents. In both studies, the frequency of reported speech increased with age. Direct quotation was more common than indirect or summarised quotation at all ages. In Study 1, children quoted themselves more frequently than any other speaker, and their mothers more frequently than their fathers. Directives were the most commonly reported speech act from the distant past in both older (Study 1) and younger (Study 2) children. In Study 1, girls used reported speech more frequently than did boys, and their quotations were more direct in form than were those of boys.

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94–232 Farrar, Michael Jeffrey and others (U. of Florida). Event knowledge and early language acquisition. *Journal of Child Language* (Cambridge), **20,** 3 (1993), 591–606.

The role of event knowledge in early language acquisition was investigated. Thirteen two-year-olds were observed interacting with their mothers over a five-week period. During weekly observational sessions, dyads interacted in both a familiar-event context and an unfamiliar-event context. Events were represented by complex toys (e.g. airport, marina, etc.). In the familiar-event, dyads interacted with the same event-toy during each observation period. In the unfamiliar-event, these same dyads interacted with a different novel toy during each observation period. The results indicated that children's increasing event knowledge facilitated their language development. Specifically, children's lexical type use, action verb use, and MLU increased in the familiar-event, but remained unchanged in the unfamiliar-event. Event knowledge also facilitated children's lexical token use. Results are discussed in terms of the role of event knowledge in language acquisition.

94–233 Hickmann, Maya and others (Laboratoire de Psychologie Expérimentale, Paris). Pragmatics and metapragmatics in the development of epistemic modality: evidence from French children's reports of 'think' statements. *First Language* (Chalfont St. Giles, Bucks), **13,** 3 (1993), 359–89.

This study examines children's knowledge of the rules of use for epistemic modal devices. French children of 5, 7 and 9 years saw filmed dialogues that contained a target accusation, the appropriateness of which depended on whether the speaker witnessed the relevant facts, used a modal verb (*croire* 'think'), and accused the correct agent. Children narrated these films, then answered questions about them. Their reports of the targets show that, although overall recall increased with age, at all ages they omitted modal verbs which were inappropriate. In addition, they quoted modalised targets directly, reserving indirect quotations for inappropriate non-modalised ones. Finally, when asked to justify the targets, they referred to the speaker's background knowledge at all ages. However, from 7 years on, they invoked indices to account for inferences on the part of nonwitnesses and the 9-year-olds further differentiated these responses as a function of utterance properties. In conclusion, children show some early sensitivity to the function of modal verbs as devices marking speakers' personal assessments of truth, as well as an increasing metapragmatic awareness of the various conditions of use necessary for the linguistic expression of certainty and uncertainty.

94–234 Ricard, Richard J. (Texas A & M U.). Conversational coordination: collaboration for effective communication. *Applied Psycholinguistics* (Cambridge), **14,** 3 (1993), 387–412.

This investigation focused on early school-aged children's ability to negotiate shared reference in a task-oriented communication game. Conversational partners worked together on initiating and refining mutually acceptable referential labels for a series of abstract figures. Each child participated as both a sender and a matcher. In Experiment 1, developmental trends in the use of conversational strategies such as utterance-contingent queries, acknowledgments, and negations were observed. However, communicative efficiency was disrupted when the children switched dyadic roles. They reintroduced figures with novel labels when switching to a speaking role from a previous matching role, and vice versa. In Experiment 2, communicative efficiency was again disrupted at the point of role switch, even when the children were given feedback designed to minimise cross-role inconsistency. Interestingly, in both experiments, communicative inefficiency did not reduce a dyad's overall communicative success. These results suggest that, while children are in the process of learning how best to coordinate the use of conversational strategies and procedural rules, they still manage effective communication, albeit with a little extra effort.

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Pragmatics

94–235 Airenti, Gabriella and others (U. of Turin, Italy). Failures, exploitations and deceits in communication. *Journal of Pragmatics* (Amsterdam), **20**, 4 (1993), 303–26.

In this paper the authors sketch the general lines of a model of an elementary interchange in a dialogue, and concentrate on the analysis of the dialogue failures and exploitations the model can account for, as well as on deceitful use of communication and non-expressive uses of language. This model of standard communication can explain non-standard uses of language without special adaptation. In this way a variety of linguistic phenomena can be accounted for which are often neglected in formal treatments of dialogue, and a first validation of the knowledge structures and inference processes assumed in the model can be provided.

94–236 Halmari, Helena (U. of Southern California). Intercultural business telephone conversations: a case of Finns vs. Anglo-Americans. *Applied Linguistics* (Oxford), **14**, 4 (1993), 408–30.

Twelve business telephone conversations were analysed in order to detect intercultural differences between speakers of Finnish and speakers of American English. In all the conversations, the other calling party was the same: a Finnish businessman. Five conversations were carried out in Finnish with Finnish business partners or clients, and seven in English with English-speaking businessmen in the United States. The main episode structure of both Finnish and English conversations was the same, consisting of opening, optional non-topical, business, and close. Intercultural differences were detected: while for Finnish-speakers the non-topical element is important, English-speakers put the main emphasis on the business episode. For English-speakers the 'how are you' sequence is part of formal opening, whereas for Finnish-speakers – if present – it functions as an introduction to a lengthy non-topical sequence. There were also differences in interruption behaviour: the native speakers of English initiated overlapping speech more than three times as often as native speakers of Finnish. Finns tended to initiate overlapping speech over the last phonemes or the last word of the interlocutor's utterance, whereas for English-speakers overlapping tended to occur in the middle of the interlocutor's utterance or turn.

94–237 He, Agnes Weiyun (Southern Illinois U.). Language use in peer review texts. *Language in Society* (Cambridge), **22**, 3 (1993), 403–20.

Applying the functional approach to language developed by Halliday and Hasan, this study delineates the criterial and characteristic features of language used in 13 peer review letters from a graduate seminar by native speakers of English, with an average length of 300–350 words. Examining discourse goals, global text structure, obligatory and optional elements, sequence and co-occurrence of discourse elements, verb types, modalised directives, and lexical choice, this article demonstrates that peer review texts are shaped by the institutional and situational contexts within which they are embedded, and at the same time contribute to these contexts.

94–238 Johnson, Patricia (The American U., Washington, DC). Cohesion and coherence in compositions in Malay and English. *RELC Journal* (Singapore), **23**, 2 (1992), 1–17.

Empirical studies on cohesion in written discourse of native and non-native speakers of English indicate that judgments of writing quality may depend on overall coherence in content, organisation, and style rather than on the quantity of cohesion. However, the studies concerning non-native speakers of English have not included data from the first language nor controlled the language and cultural background of ESL writers.

This study examines cohesion in expository essays written in Malay and in English by native speakers of both languages and in ESL by Malaysian writers. Sample compositions evaluated holistically as 'good' or 'weak' in quality were submitted by

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Malaysian teachers of composition in Malay and by American teachers of native and non-native speakers of English. T-tests performed on the data obtained from a cohesion analysis of text indicate no differences in the amount of cohesion between 'good' and 'weak' compositions written in Malay by native speakers (20) or in English by native (20) and Malay speakers (20).

'Good' compositions written in Malay have more intersentence semantic ties (e.g., reiteration and collocation) than 'weak' compositions. How-ever, 'good' compositions written in English by native speakers have more intersentence syntactic ties (e.g. reference and conjunction) than 'weak' compositions. The development of content in the compositions written in Malay in comparison to those written in English by native speakers indicate a crosscultural variance in conditions for quality. In addition, compositions in ESL demonstrate a developmental stage in the usage of syntactic cohesive links and the organisation of material, reflecting previous writing experience in the Malay language.

94–239 Keenan, Susan K. (Teachers Coll., Columbia U.). Investigating deaf students' apologies: an exploratory study. *Applied Linguistics* (Oxford), **14**, 4 (1993), 364–84.

This paper explores the written apologies of deaf students. The data, obtained from a discourse completion test (DCT), were analysed according to strategies comprising the speech act set as identified by Olshtain, use and types of intensifiers, and subjects' assessment of the situations. Results of the study show that both word choice and word order give a routinised feel to the apologies, in part attributable to American Sign Language (ASL). Results further show that strategy choices reflect the respondents' assessments of the situations, including a culture-specific view of what constitutes social offenses. A discrepancy in the data between written responses and the subjects' view of situation severity is attributable to these students' status as learners of English as a second language. Finally, the paper discusses the flavour of these written apologies and concludes that the observed bluntness of the responses is attributable to respondents' reduced control of English.

94–240 Weigand, Edda. Word meaning and utterance meaning. *Journal of Pragmatics* (Amsterdam), **20**, 3 (1993), 253–68.

The paper focuses on the relationship between word meaning and utterance meaning and refers to a controversy within ordinary language philosophy. On the one hand, the thesis is put forward that speech-act theory cannot be used to explain the meaning of words; on the other hand, there are a number of philosophers who obviously assume that it is possible to grasp the meaning of a word by referring to the speech act in which it occurs. Using an example by Strawson, *The ice over there is very thin*, the author discusses the problem in the light of an action-oriented theory of language, and attempts to generalise the findings gained from the analysis of Strawson's example.

94–241 Wu Hui Hua, Marian (Nanyang Technological U., Singapore). Towards a contextual lexico-grammar: an application of concordance analysis in EST teaching. *RELC Journal* (Singapore), **23**, 2 (1992), 18–34.

The investigation reported in this paper is a small-scale but in-depth study branching from a comparative analysis of the lexico-grammatical behavioural verbs in general English and engineering texts. In order to confirm some of the interesting lexical and syntactic features of engineering discourse observed in the previous investigation, this study further examines the associated features that characterise engineering text to see whether they co-occur frequently enough to distinguish 'engineering English' as a recognisable 'genre'. The discussion also explores the implications these findings have for ESP (English for Specific Purposes) teaching, especially in the area of teaching lexis.