The lexical approach to second language teaching has become popular in recent years as an alternative to grammar-based approach. The lexical approach concentrates on developing learner’s proficiency with lexis, or words and word combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or ‘chunks’, and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar. (Lewis 1993: 95).

Media discourse, journalistic writing is a rapidly growing field stressing the need for using the English language instrumentally as a lingua franca in cross-cultural communication. Effective communication is a must for both the professionals in the field of media and for the growing number of students attending various journalistic programmes in their home country and abroad. Lewis (1993: 88,89) highlights that ‘Language consists of grammaticalised lexis, not lexicalized grammar. Lexis is the core or heart of language but in language teaching has always been the Cinderella’. The following lines aim to emphasize the importance of exploring modern lexical approach as a springboard for communication and classroom interaction and as a source of information about the way English words are combined into multi-word units to generate meanings typical of professional settings.