

Analysis of collocational word combinations in the exercises of the textbooks *Netzwerk Neu A2 & B1*

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This thesis investigates how the textbooks *Netzwerk Neu A2 & B1* support teaching collocations in German as a Foreign Language in Indonesia. It categorizes collocation exercises, qualitatively analyzing them following Gevkaljuk (2009), Stojić (2016), and Targońska and Stork (2017). Exercises are compared across A2 and B1 levels. *Netzwerk Neu A2 & B1* offers numerous collocation exercises, primarily in the workbooks rather than in the coursebooks, with A2 exercises slightly outnumbering B1. Most of these exercises focus on receptive skills, necessitating a balanced approach including both receptive and productive skills. German teachers in Indonesia play a crucial role, designing effective teaching methods and emphasizing collocation benefits and importance. The proposed teaching model for A2 and B1 enables parallel development of receptive and productive collocation skills. This research provides valuable insights for German language educators, offering a practical approach to enhancing collocational competence among learners. Through meticulous analysis and comparison, this thesis contributes to optimizing collocation teaching strategies, benefiting both teachers and learners in the Indonesian context.

Keywords: *Collocation Teaching, German Language Education, Textbook Analysis, Language Learning Strategies*

Introduction

The importance of a rich and precise vocabulary for foreign language acquisition and effective communication is undisputed. The importance of possessing a rich and precise vocabulary for foreign language acquisition and effective communication is undeniable. To explore this aspect further, research can adopt different approaches. Unlike the study conducted by Kharis et al., which focuses on comparing the types and numbers of vocabulary items and tokens in the German textbooks *Themen Neu*, *Studio d*, and *Netzwerk A1* using the *SpaCy Lemmatizer* (Khrais et al., 2022, 2023), this research discusses collocations which play a crucial role, yet they are often neglected in vocabulary teaching and didactics. This situation leads to numerous issues that have been discussed in various studies for a long time (Targońska, 2014, p. 128 & 2015a, p. 3). Collocations pose a challenge in foreign language learning as their existence in the process of language acquisition is not immediately apparent. When learners are unaware of this, they tend to assume that words can be freely combined. Many are unaware of the significance of collocations, despite their crucial role in vocabulary acquisition. Often, foreign language learners focus on individual words,

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especially unfamiliar terms, overlooking fixed word combinations (Targońska, 2015b, p. 127). This finding is supported by Barkowski et al. (2017, p. 35), who confirm that foreign language learners often only pay attention to individual words, thereby overlooking significant fixed word combinations. To counteract this issue, educational research recommends presenting individual words not in isolation but in collocations, embedding them in a broader formal context (Decke-Cornill and Küster, 2010, p. 169). Regarding teachers, it is crucial to raise awareness among their learners about the existence of collocations and to emphasize that words appear not individually but in fixed pairings (Barkowski et al., 2017, p. 35).

Learning new words through word combinations can facilitate learning for learners. In this way, words and their components are acquired as cohesive units. By deliberately integrating word combinations into teaching, where new words are linked together and already familiar words are repeated, the likelihood increases that learners will better understand and be able to apply these words (Lewis & Conzett, 2000, pp. 8 & 12). Targońska (2015b, p. 128) refers to insights from research focusing on collocations. These studies predominantly concentrate on English as a Foreign Language but also consider German as a Foreign Language. These findings indicate that advanced learners struggle to use collocations appropriately. According to Targońska, the main cause of this issue is that teachers often fail to recognize the significance of collocations, especially if German is not their native language. This leads to insufficient treatment of collocations in instruction and complicates learners' development of their collocation competence.

Given the challenges of learning collocations, the author identified similar phenomena in her own teaching. Based on direct observations of learners at the A2 level, most of them believe that words in German can be freely combined. A similar phenomenon was also observed in other classes at the B1 level. Learners at this level need to be continuously reminded that certain words form fixed combinations. Supported by these personal observations, the results of the aforementioned studies, and incorporating the explanations provided by Targońska, the author believes that one of the main reasons may be the lack of awareness of collocations from the outset. Furthermore, the author recognizes a clear connection between this situation and the learners' lack of understanding and competence in the area of collocations. Since then, as a German teacher, the author has increasingly focused on this phenomenon.

Targońska (2015b, p. 128) emphasizes the importance of learners developing an early awareness of collocations and learning techniques for the correct application of these fixed word combinations. Targeted training in handling collocations can improve learners' language skills and broaden their proficiency in foreign languages. The involvement of teachers is crucial in effectively conveying collocation knowledge and promoting learners' collocation competence. In this context, Lütge (2002, as cited in Targońska, 2016, p. 151) emphasizes that this involvement can particularly occur through the use of textbooks that address collocations and provide supportive guidance to teachers in their lesson planning. Targońska (2015a, p. 11) also emphasizes that textbooks should contribute to the development of learners' receptive and productive collocation competencies. This can be achieved through diverse exercises that contextualize collocations. The primary aim of such exercises is to motivate learners and teach them the productive use of collocations, which is particularly crucial for the development of their vocabulary skills (Targońska, 2015b, p. 134).

Given the identified challenges in the aforementioned perspectives and based on personal observations in the author's own teaching context, the author was motivated to

address this topic. The main focus of this investigation is to explore how the selected textbook conveys the understanding of collocations and how it supports teachers in this context, especially in German as a Foreign Language instruction in Indonesia.

Within this research, the textbook series *Netzwerk Neu* from *Ernst Klett Sprachen* is considered. Since the beginning of 2022, it has been used in various educational institutions in Indonesia to promote German learning among adult learners. This study analyzes the provision of various collocation exercises in this textbook series, aiming to raise awareness of the existence of collocations and enhance learners' collocation abilities through these exercises. To achieve this goal, a detailed examination of collocational exercises in the coursebooks and workbooks of the *Netzwerk Neu* for the selected proficiency levels A2 and B1 is conducted.

Method

For the evaluation of collocation exercises in *Netzwerk Neu A2 & B1* for adult learners, content analysis is chosen to address the research questions formulated within this study and to analyze the collocation exercises. The analysis process of this work encompasses several steps, starting with compiling all collocation exercises from the coursebooks and workbooks of the *Netzwerk Neu A2 & B1*. This involves examining whether exercises aimed at promoting learners' awareness of collocations and their collocation competencies are present in these textbooks, ensuring the presence of collocation exercises in every chapter of the textbooks, and determining the proficiency level at which the occurring collocation exercises are most frequently found.

In the subsequent step, all collected collocation exercises are classified according to their type. This categorization aims to identify the most common types of exercises for collocations and to filter out the types of collocation competencies that are most promoted in the presented collocation exercises of the textbooks for both proficiency levels. An important aspect of content analysis is working with categories. The criteria for categorizing the collocation exercises are derived from the combination of approaches by Gevkalyuk (2009, as cited in Novak, 2020, pp. 20-22) and Stojić (2016), encompassing a total of eleven types of exercises: (1) Matching exercises, (2) Completion exercises, (3) Search exercises, (4) Question games, (5) Correction exercises, (6) Listening texts with gapped, (7) Translation exercises, (8) Transformation exercises, (9) Work with authentic texts, (10) Reproductive exercises, and (11) Text production.

To determine whether the textbooks *Netzwerk Neu A2 & B1* also includes exercises on collocations that can be classified under a different exercise type and do not fall into this classification that has been chosen for this analysis, an additional category called "special exercise type" is introduced. Furthermore, the collocation exercises are also analyzed in terms of the collocation competencies promoted, namely, in relation to receptive and productive collocation competencies. The underlying approach used in this context, is derived from Targońska and Stork (2017, pp. 227-228). Subsequently, a comparison of the analysis results between levels A2 and B1 is conducted. This involves examining whether the textbook series *Netzwerk Neu* offers a greater number of collocation exercises as the language proficiency level increases and whether there are significant differences in the types of collocation exercises provided between the two proficiency levels. Based on the comprehensive analysis results, teaching ideas for promoting collocation competencies through interactive exercises for learners at levels A2 and B1 in Indonesia are then proposed.

Result and Discussion

After conducting thorough data analysis, a clear pattern emerges: The textbook series *Netzwerk Neu A2 & B1* includes exercises designed to enhance learners' understanding and knowledge of collocations, as well as to improve their proficiency in using collocations. In *Netzwerk Neu A2*, a total of 34 exercises were identified, with the workbook containing 23 exercises, outnumbering the 11 exercises in the coursebook. Similarly, in *Netzwerk Neu B1*, a total of 31 exercises were identified, with the workbook containing 24 exercises, compared to seven exercises in the coursebook. The variation in exercise numbers suggests that the workbook may deliberately focus on specific strategies for teaching collocations. These findings are further detailed in Figure 1, providing visual representation for a clearer understanding of the identified exercises.

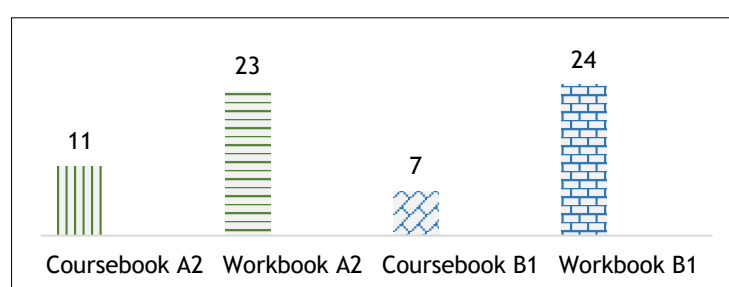


Figure 1. The identified collocation exercises

The findings reveal that collocation exercises are not consistently included in every chapter of the *Netzwerk Neu A2 & B1* textbook series. In *Netzwerk Neu A2*, as depicted in Figure 2 below, collocation exercises are present in six out of twelve chapters and two platforms in the coursebook, while in the workbook, they appear in ten out of twelve chapters. In contrast, the *Netzwerk Neu B1* coursebook includes collocation exercises in only five chapters and one platform, indicating a smaller number compared to *Netzwerk Neu A2*. However, collocation exercises are more frequent in the *Netzwerk Neu B1* workbook, with at least one exercise in almost every chapter. Overall, there are more exercises in both the textbooks *Netzwerk Neu A2 and B1*, particularly in the workbooks compared to the coursebooks. The A2 level features the most extensive number of collocation exercises, although the difference is not significantly pronounced.

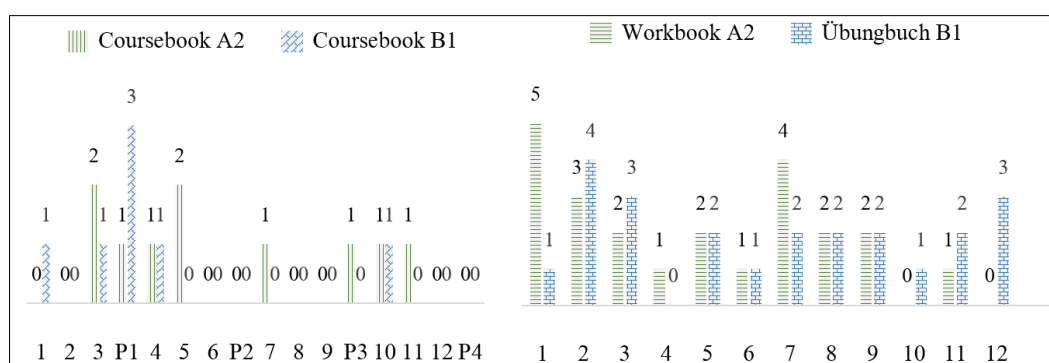


Figure 2. The Frequency of Identified Collocation Exercises per Chapter

Figure 3 below illustrates that in the analyzed collocation exercises of *Netzwerk Neu A2*, five different types were identified from the eleven predetermined categories of collocation exercises for this analysis, namely: matching exercises, completion exercises, search exercises, reproductive exercises, and text production. In the coursebook, the focus of the identified collocation exercises is particularly on the exercise variant of text production, while in the workbook, completion exercises and matching exercises are most common. Conversely, in both the coursebooks and workbooks of *Netzwerk Neu B1*, seven different exercise types were identified in the collocation exercises from the eleven predetermined categories for this analysis: matching exercises, completion exercises, search exercises, question games, listening texts with gapped texts, transformation exercises, and exercises for text production. Specifically, exercises for text production and matching exercises take precedence in the coursebook, while collocation exercises in the workbook are predominantly dominated by matching exercises and completion exercises.

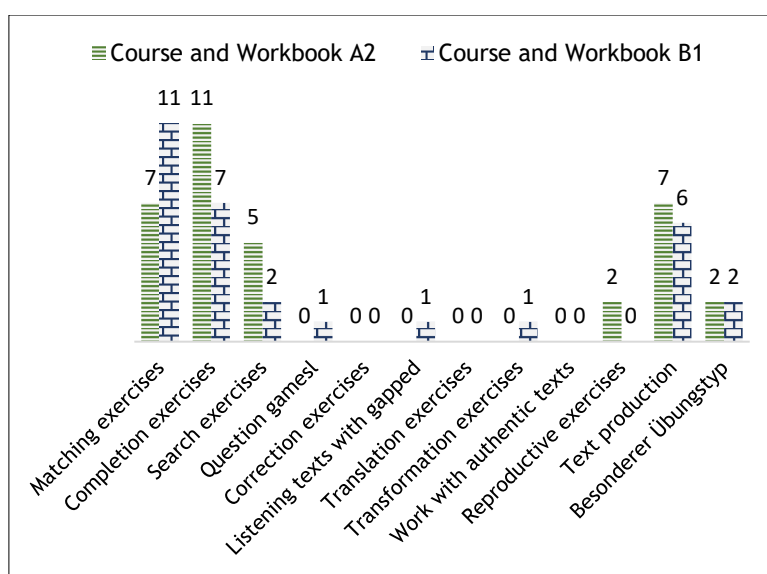


Figure 3. The Number and Typology of Identified Collocation Exercises

Something interesting was found, especially concerning the type of matching exercises. Both textbooks offer various types of matching exercises and immediately integrate them into tasks for text production. In these exercises, learners are first required to match words and then use these word combinations to construct sentences. Through these exercises, learners have the opportunity to expand their collocation competencies in both receptive and productive ways. The same principle was also applied to another type of exercise, namely the question game, which is exclusively found in the *Netzwerk Neu B1* workbook. After the question game, aimed at strengthening learners' receptive collocation competencies, a collocation exercise follows immediately which focuses on text production to promote the active use of collocations. In addition to the question game exercise type, there are two other types of exercises exclusive to the *Netzwerk Neu B1* workbook: transformation exercises and listening texts with gaps.

One type of exercise that was not found in either *Netzwerk Neu A2* or *Netzwerk Neu B1* is working with authentic texts. However, in both *Netzwerk Neu A2* and *Netzwerk Neu B1*,

collocation exercises were identified that are considered a special type of exercise and do not correspond to any of the predetermined categories of collocation exercises for this analysis. The task in this special collocation exercise is to match expressions, including word combinations, with corresponding pictures. Although the focus is on connecting words and pictures, learners are also expected to understand the situations depicted in the pictures using the assigned expressions and word combinations. This way, learners unconsciously learn in which situations the word combinations can be used. There is an additional collocation exercise representing a special type of exercise, found exclusively in the *Netzwerk Neu A2* coursebook. This exercise follows the concept of a learning game. Learners are presented with various combinations of nouns and verbs, but the letters of the verbs are jumbled. The challenge for the learners is to recognize these altered verbs.

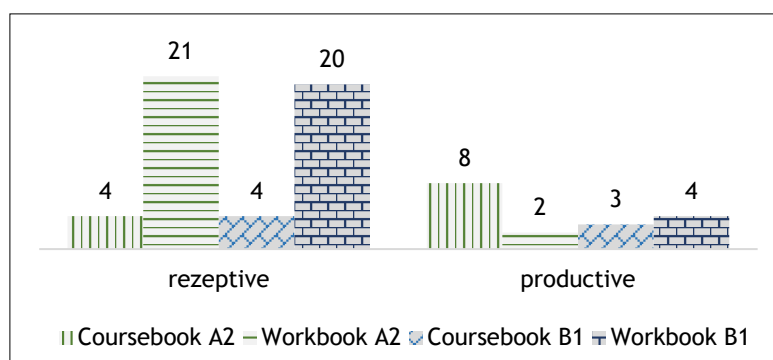


Figure 4. The Supported Types of Collocation Competencies

According to the illustration above in Figure 4, it becomes evident that the collocation exercises in both the coursebook and workbook of *Netzwerk Neu A2* primarily aim to enhance receptive collocation competencies, with less emphasis on developing productive collocation competencies. Among the total identified collocation exercises in *Netzwerk Neu B1* most focus on improving receptive collocation competency, while the development of productive collocation competency is much less emphasized. The results indicate a clear discrepancy in the promotion of receptive and productive collocation competencies in the provided exercises, both in *Netzwerk Neu A2* and *Netzwerk Neu B1*.

Ideally, according to Targońska's recommendations (2015a, p. 12), learners should gradually improve in collocations throughout their language acquisition journey, and their skills in this area should develop before reaching the B1 level. After the analysis, the author concludes that the textbook series *Netzwerk Neu A2 & B1* does not sufficiently contribute to enhancing learners' skills in this area before reaching the B1 level through the available collocation exercises. Although there are slightly more collocation exercises in *Netzwerk Neu A2* compared to *Netzwerk Neu B1*, the main focus of the textbook series is more on training receptive collocation competencies. This indicates that while attempts are made to teach learners the language phenomenon of collocations through the exercises, the balance between receptive and productive collocation competencies is not optimal.

The significant differences in both structure and linguistic origin between Indonesian, an Austronesian language, and German, which belongs to the Indo-European language family, pose a particular challenge in German as a Foreign Language instruction in Indonesia. Given these differences, an intensified curriculum development will be necessary to teach the understanding and application of collocations more effectively. This includes creating topic-

related exercises that progress from receptive to productive exercises, as recommended by Targońska (2015a, p. 21). Based on these insights, the next section presents teaching suggestions for targeted collocation instruction. The goal is to comprehensively promote learners' competencies in collocations, encompassing both understanding and application.

Teaching Suggestions

The examination of the collocation exercises in *Netzwerk Neu A2 & B1* revealed an unequal distribution between receptive and productive exercises. These exercises do not provide clear instructions on the existence and significance of collocations to the learners. The limited use of relevant terms such as word combination or collocation could lead to confusion and decrease motivation to understand collocations. Intensive effort is required to effectively teach this topic, with the support of teachers and teaching materials being crucial, as emphasized by Targońska (2015b, p. 128). This section presents teaching ideas for balanced promotion of collocation competencies at levels A2 and B1 to deepen understanding and enhance the attractiveness of the learning process. The conception of the proposed teaching ideas involved selecting collocation exercises from a chapter of the coursebook and workbook of *Netzwerk Neu A2 & B1*, which were then adapted for teaching according to the respective levels. The teaching steps were designed based on the suggestions of Targońska (2015b, p. 128) and Stojić (2016, p. 43), with a focus on identification, practice, and application.

Teaching Suggestion for Level A2

The exercises in the *Netzwerk Neu* coursebook and workbook are interconnected. Therefore, for targeted use in the A2 level collocation learning curriculum, exercises focusing on collocations are selected from a single chapter of the *Netzwerk Neu A2* coursebook and workbook. Specifically, exercise 3a in the first chapter on page 10 of the coursebook, involving reading a text about two people, will be adapted.

This exercise correlates with the corresponding Exercise 3a in the workbook. Typically, tasks or exercises in the coursebook are addressed first before moving on to related exercises in the workbook. However, this lesson plan follows a different approach.

The selected exercises aimed at strengthening learners' proficiency in handling collocations are integrated into a curriculum. This instructional sequence spans 120 minutes and aims for learners to be able to write and orally present a descriptive text about a person, consciously utilizing collocations. Implementation can be done either through digital media or in a traditional classroom setting. The sequence is tailored for adult learners at the beginner level A2.

Beginning

Before starting the activity, learners should keep their coursebooks and workbooks closed. To introduce the activity, photos of two people from the coursebook and six cards with nouns from the Exercise 3a on page 7 of the workbook are simultaneously presented on the bulletin board. These nouns are: *Prüfung*, *Note*, *Fest*, *Studium*, *Wohnung*, *Leute*. In classes with digital resources, this can be done using an interactive whiteboard. Learners are tasked with identifying the connection between the nouns and the people and describing

them. The teacher provides an example, and the task is discussed in groups of three. Guesses are written on blank cards and pinned to the bulletin board. Groups are given differently colored cards to mark their sentences. The subsequent discussion is led by the teacher.

Phase 1 - Identifying Collocations

Now, the learners work in pairs and open their coursebook to page 10 to read the texts about the depicted individuals in Exercise 3a. They choose suitable headings for the texts and check their previous assumptions about the people in the text. Then, they identify verbs that match the nouns mentioned on the cards. Some learners are then asked to write down the identified verbs on blank cards and attach them to the pinboard next to the noun cards. The results are discussed together with the teacher.

Phase 2 - Practicing Collocations

In Phase 2, collocations are practiced using Exercise 1c on page 6 of the workbook in addition to Task 3b on page 7. The instructions emphasize that learners should match verbs to the corresponding nouns, with various options available. Implementation occurs in two variations: using digital media and traditional teaching methods.

In the digital media-based lesson, learners are divided into groups and provided with iPads (recommended) or smartphones to scan a QR code, leading them to a word combinations game on *Wordwall*. The word combinations are from exercises 1c and 3a of the workbook of *Netzwerk Neu A2*. According to Auinger (2021), *Wordwall* is an online tool for creating and customizing teaching materials. The free version offers 18 templates for interactive games, including the Whack-a-Mole game, which is used in this case. In this game, learners must hit moles displaying correct word combinations. The game can be divided into different levels, increasing the challenge progressively. Additional incentives such as bonus points and power-ups can further enhance the gaming experience. Setting up various levels of the game introduces diverse challenges, offering learners a wider range of opportunities to practice and memorize the correct word combinations. After the game, learners can view their scores. To reinforce their memory of the word combinations just practiced, they can be asked to repeat the word combinations they remember in the plenary.

In a traditional classroom scenario, the exercise may be structured as a quiz. Learners work in groups of three or four and first choose a sound as a signal for their answers. Each group is provided with green and red cards to indicate correct and incorrect answers. The teacher uses cards with word combinations, some of which are correct and others incorrect. Before starting the quiz, the teacher gives clear instructions, and then the cards are revealed one by one, with learners asked about the accuracy of the combinations. Learners show green cards for correct answers and red cards for incorrect answers. The quiz consists of six rounds, each with five cards.

As a final check at the end of the game, the teacher collects all the cards, shuffles them, and then distributes them to the learners. Those with cards of the correct word combinations are asked to come forward and pin them to the bulletin board to see how well they remember. The teacher emphasizes the importance of learning word combinations in context rather than viewing isolated words. Learners are explained how understanding word combinations helps them construct sentences in a way that resembles natural language usage.

Phase 3 - Application

The learners are divided into new groups and tasked with writing an essay about the activities of an Indonesian male or female college student. They can create fictional characters and incorporate at least four previously learned word combinations. The text is written in the perfect tense, similar to the texts covered in the coursebook, and then presented to the class. The learners are provided with craft paper and pens to draw creative pictures, or they can choose from pictures prepared by the teacher and also write keywords for their presentation. The teacher offers individual support during group work and may make notes as needed to avoid corrections in the entire class. During each presentation, the other learners note all the word combinations used, which are then reviewed and discussed. Each group evaluates the posters of others and awards star stickers for the best ones,

Teaching Suggestion for Level B1

The instructional sequence is structured to span around 120 minutes and targets advanced learners nearing the completion of the B1 level. The primary educational aim of this sequence is for learners to proficiently engage in conversations “at the bank” autonomously crafting conversations while effectively integrating pertinent collocations related to the subject matter. Below, there is a comprehensive outline detailing the progression of the instructional sequence.

Beginning

The introduction can be facilitated by using Exercise 3a on page 139 of the workbook. Instead of conducting it according to the book instructions, the word pairs in numbers 1 to 8 from the exercise can be transferred onto cards and presented on the board. These word pairs are: *eröffnen, der Antrag, einzahlen, der Verdienst, die Überziehung, überweisen, der Wechsel, die Sperrung*. The task for the learners is to find the matching word pair for the word they select. For example, if they choose the verb *eröffnen*, they should look it up in the dictionary and find out that *die Eröffnung* is the corresponding noun. *Afterwards, they should construct a sentence using either the noun or the verb and write it on the card they receive from the teacher.*

The learners should bring their cards to the board and attach them with magnets. Finally, the teacher will discuss the results with the entire class. After that, the teacher asks the learners about today's lesson topic, with the expected response being “bank”. Then, the learners are prompted to create a sample sentence using the chosen verb related to the topic “bank” and write it on a blank card. It is particularly important for the teacher to assist the learners in formulating the sentences to ensure they remain within the context of the “bank” theme. The card is then reattached with magnets next to the word cards on the board to help learners better understand the terms related to the “bank” theme.

Phase 1 - Identifying Collocations

To introduce learners to additional word combinations related to the discussed topic and to aid them in better understanding the meanings, the next step could involve conducting

Exercise 3b on page 139 of the workbook. It is a cloze text about vocabulary, including word combinations related to the topic of banking, with 10 gaps to be filled in.

The learners can be divided into two or three groups to work on the tasks posted on the bulletin boards. Each bulletin board displays a poster with tasks from one to ten as well as the corresponding options noted on cards. They can later identify the word combinations. To optimize this, the teacher may adjust the exercise by adding five more gaps, making a total of 15 gaps to be filled. This also facilitates an easier evaluation of each group's points achieved at the end of the competition. Thus, two tasks are to be accomplished by the learners: collectively fill in the gaps and then mark the verbs to the nouns in this exercise.

Each group has ten minutes to work on the tasks, ensuring that Group 1 and Group 2 are sufficiently separated from each other during this phase to prevent any possibility of copying. During this time, the use of a dictionary is not allowed. The teacher acts as an observer and is available to provide assistance if needed. At the end, the answers of both groups are presented and compared. The group with the most correct answers is declared the winner.

Phase 2 - Practicing Collocations

As learners are expected to create and present a dialogue on the discussed topic at the end, the next logical step is to conduct the collocation exercise presented in the form of a listening text with gaps. This exercise is specifically found in Exercise 4 on page 140 of the workbook. Learners can choose whether to first work on the listening texts and then fill in the gaps or vice versa. The decision depends on the preference of the teacher and the proficiency level of the target group. This listening text with gaps can serve also as an example for learners later in the third phase when they create their own dialogue.

After listening, the teacher can encourage learners to identify the word combinations in the texts again. Then, they can discuss the results with the teacher. Since not all word combinations related to this topic were covered in the listening exercise, learners have the opportunity to complete Exercise 3a on page 138 of the coursebook, which can be found in Figure 5.

3 a Was macht man bei der Bank? Ordnen Sie zu. Es gibt mehrere Möglichkeiten.

der Betrag das Konto der Kredit das Geld	beantragen überweisen einzahlen
der Beleg die Rate die Gebühr die Zinsen	drucken eröffnen verlangen sperren
die Bankkarte / die Kreditkarte der Kontoauszug	abheben zahlen sparen überziehen

Figure 5. Exercise 3a from Chapter 12 of the Coursebook

However, the exercise format transforms into a card race game. Learners move around the classroom, showing each other cards and asking questions. The front side of the cards displays a noun and a corresponding question, while the back side serves as the answer key, showing the corresponding verb. Learners must ask their peers for the appropriate verb for each noun. To assist them, not only is the noun displayed on the front of the card, but also a visual representation of that word combination is included on the back of the card, along with the solution and hints.

Clues in both English and Indonesian are provided for the target language and learners' native language. During the classroom activity, learners can choose their preferred language to receive additional hints. At the end of the game, the teacher reminds learners to mention the word combinations on the playing cards again. The teacher encourages the learners to

distinguish between the English and Indonesian word combinations. By explaining the differences in collocations between German, Indonesian, and English for the topic covered, a balanced approach between the use of the native language and learning collocations can be achieved.

Phase 3 - Application

According to Stojić (2016, p. 43), this phase should focus strongly on the practical application of the taught word combinations in real communication situations. For this purpose, exercise 4a on page 138 of the coursebook can be utilized.

Instead of directly presenting the phrases as they appear in the book, the teacher can create small snippets of these phrases in traditional classroom settings. The learners then work in pairs to figure out who said what by matching the snippets to the appropriate categories (customer/bank employee). Afterwards, they have the opportunity to check their answers against the solution provided on the board. In digital media-based lessons, the teacher could conduct this activity on an interactive whiteboard. Learners could take turns approaching the board and dragging the words with their fingers to match them to the corresponding categories. The teacher can then confirm the correct answers. Subsequently, learners are divided into pairs and tasked with selecting a situation related to conversations on topic “at the bank”. Their task is to collaboratively create and present their own dialogue.

The teacher provides the learners with a worksheet where they are to write their dialogue, incorporating the previously discussed word combinations and phrases. This step is limited to 15 minutes, and the teacher may optionally visit each group to offer assistance if required. During this phase, there is an opportunity to observe the learners' sentence formulation and provide comments or hints as necessary to avoid correction in the plenary session. To enhance attention during the presentations, at the end of each dialogue presentation, the teacher can ask the learners about the word combinations used in the presented dialogue and possibly pose some content-related questions.

Discussion

The *Netzwerk Neu A2 & B1* textbook series offers comprehensive exercises aimed at enhancing understanding and integration of collocations into vocabulary learning. These exercises are embedded within both the coursebook tasks alongside individual words and the workbook's vocabulary exercises. Moreover, collocation exercises are featured on pages containing vocabulary lists and on digital platforms within the A2 coursebook, providing interactive review opportunities through games. These practices align with expert recommendations, particularly those of Targońska (2015a, p.12 & 2018, p. 52), who advocates for integrating collocations into specific vocabulary learning activities.

However, it's important to note that the collocation exercises in *Netzwerk Neu A2 & B1* primarily focus on developing receptive skills. Consequently, these exercises may not fully equip learners with the understanding or ability to use collocations appropriately, particularly in communicative contexts. Additionally, essential terms like “word combination” or “collocation” are not explicitly defined in the exercise titles or instructions, potentially hindering learners' comprehension and acquisition of collocations. This lack of terminology alignment suggests a gap between theoretical discourse and practical

application. Interestingly, the term “word pair” is used in other vocabulary exercises within the textbooks, highlighting the relationship between nouns and semantically related verbs.

Conclusion

Theoretical exploration of collocations in foreign language teaching highlights their pivotal role in language acquisition, as neglecting them may pose challenges, particularly in vocabulary use. Targeted integration of collocations by teachers can enhance learners' grasp of language structure and boost communicative skills. While the textbooks *Netzwerk Neu A2 & B1* offers comprehensive collocation exercises fostering understanding, they predominantly emphasize receptive skills over productive ones, indicating a need for further development of the latter. Therefore, consistent provision of collocation exercises focusing on both receptive and productive skills is essential for German learners. Teachers play a vital role in enhancing lessons by illustrating the significance of collocations through engaging materials, interactive methods, and practical exercises.

In the context of German language teaching in Indonesia, integrating collocations into the curriculum is under consideration. This decision depends on teachers' assessment of the combinations' importance for language acquisition and learners' proficiency levels. Potential research could explore German teachers' perceptions of collocations' relevance and investigate the impact of regular collocation exercises on learners' language skills. In the future, there should be other research studies, that could identify effective teaching approaches to integrate collocations into German language teaching in Indonesia, considering learner perspectives and adoption.

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