

**Grammatical collocations in German textbooks *Beste Freunde A1* and *A2*:
Forms, types, and thematic meanings**

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ABSTRACT

The mastery of Collocation would support the achievement of a good language proficiency. However, the existence of collocations in German language Textbook is often not recognized by either learners or teachers. Therefore, a study was needed to map the presence of collocations in German textbooks for beginners. This was a descriptive qualitative study using a textbook analysis approach. The theoretical framework was based on Hausmann's work (1984) on Basic-Collocator Model. The German textbooks *Beste Freunde A1* and *A2*, which contain naturally occurring collocations in their texts, dialogues, and exercises, served as the data source. The research instrument was human instrument. Data validity and reliability were obtained through repeated readings and focus group discussions. The results of the study showed that: (1) the total frequency of collocation occurrences was 1524, distributed evenly from *Beste Freunde A1.1* to *A2.2*; (2) there were eight forms of collocations, with the most frequent form being the combination of a noun and a verb. Based on type, the most common type of collocation is lexical collocation; (3) semantically, the meanings of the collocations could be grouped into school and education, holidays and travel, and leisure and vacation. These books offer authentic input essential for developing native-level language proficiency.

Keywords: *Beste freunde*, grammatical and lexical collocations, German textbook, thematic meaning

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INTRODUCTION

Textbooks have a very important role in the learning process of German as a foreign language. With a structured didactic foundation (Rösler & Schart, 2016), the textbook serves as the main medium for presenting the phenomena of the target language and culture, as well as directing learners towards achieving communicative and intercultural competence (Rösler & Würfel, 2014; Risager, 2020). The structure of a textbook typically includes various components such as main text, supplementary explanatory material, and illustrative content. These elements work together to support the educational objectives of the textbook, ensuring that it is effective in conveying knowledge (Kodliuk et al., 2021). The achievement of optimal competence is highly dependent on the quality and completeness of the linguistic input presented in the textbook.

One of the essential linguistic aspects that often goes unnoticed by teachers and learners is collocation. Collocations are word combinations that tend to be distinctive, where the relationship between words is dominated by semantic variables (Stojić, 2019). As part of formulaic language, the mastery of collocations determines the familiarity and authenticity of an utterance, which distinguishes foreign language learners with native speaker. Formulaic language refers to sequences of words that are stored and retrieved from memory as single, prefabricated units rather than being constructed word-by-word according to grammatical rules at the time of use. Failure to master collocations can result in utterances that are grammatically correct, but feel stilted or awkward. For example, instead of using familiar collocations such as *jemandem einen Gruss ausrichten* (convey greetings), learners with an Indonesian mother tongue background may literally translate to *jemandem einen Gruss schicken*, which is lexically inaccurate.

Hausmann (1985; 2004) defines collocation as the tendency of a word to combine with another word. One word as a base is autonomous and the other word as a collocator is collocative. Hausmann classifies collocations into six types (Stojić, 2019; Novak, 2021).

Table 1. Collocation Structure according to Hausmann (1985; 2004)

Type	Elements of Collocation	Examples	Meaning
1.	<i>Verb+Substantiv (Basis)</i>	<i>Gerechtigkeit suchen</i>	seeking justice
2.	<i>Adjektiv + Substantiv (Basis)</i>	<i>ein schwieriges Problem</i>	Difficult problem
3.	<i>Substantiv (Basis) + Verb</i>	<i>das Herz klopfen</i>	Heartbeat
4.	<i>Substantiv (Basis) + Substantiv</i>	<i>eine Prise Salz</i>	pinch of salt
5.	<i>Adverb + Adjektiv (Basis)</i>	<i>vollkommen ruhig</i>	very quiet
6.	<i>Adverb + Verb (Basis)</i>	<i>scharf kritisieren</i>	criticize harshly

Hess (2005) and Yu et al., (2025) argue that collocation is a combination of two different autosemantic lexical units. Autosemantic itself means a word or lexeme that has its own meaning. The components of collocation consist of "semantic autonomy," which functions as the basis. Autosemantic words are those that carry their own meaning, such as nouns, verbs, adjectives, and adverbs. The other component is the collocator, which derives its meaning from the collocation as a whole.

In phraseology, collocations are traditionally divided into two types: lexical collocations and grammatical collocations. Lexical collocations are recurrent combinations of content words (e.g., verb–noun, adjective–noun) that co-occur more frequently than by chance and are often stored as multiword chunks in the mental lexicon (Anari & Ghaffarof, 2013). According to Espinosa-Anke et al., (2021) lexical collocations are idiosyncratic combinations of two syntactically bound words (e.g., heavy rain, take a step). Grammatical collocations, on the other hand, are combinations of words consisting of at least one content word and at least one preposition or other grammatical element, such as a clause or infinitive (e.g., under attack; agreement that + clause). Grammatical collocations or colligations refer to preferences for particular grammatical patterns or function-word environments around lexical items (e.g., a verb that commonly takes the preposition of) and are part of lexicogrammatical knowledge rather than pure vocabulary (Chung, 2017).

Several studies report that grammatical collocations (colligations) are often acquired earlier or more easily than complex lexical collocations, though this interacts with syntactic complexity and exposure (Anari & Ghaffarof, 2013; Saeedakhtar & Seyedasgari, 2018). This was also confirmed by Toomer et al., (2024) that lexical collocations are difficult for second language learners to master because they are less fixed and therefore less predictable than grammatical collocations.

Targońska (2014) has stated that collocation is one of neglected aspects in didactics of German as foreign language, whereas collocation should have been introduced from the early stages of learning (Targońska, 2015; Siengsanoh, 2021). On the other hand collocation has been a concern in lexicography (Đurčo, 2015; Forkl, 2010; Targońska, 2016), in second language studies (Novak, 2021; Lestari & Chaiwan, 2024), in translations studies (Widodo, 2015; Pintye, 2020; Stojić & Štiglić, 2011) and studies on the existence of collocation in English textbooks (Cao et al., 2022; Tsai, 2015; Mroczyńska, 2023; Mäntylä et al., 2024). These studies confirm that collocation is important for foreign language learners to be taught and learned.

However mapping its presence in German language textbooks utilized in Indonesia is remains under-researched. In light of this, research is required to map the presence of collocations in German textbooks. Finding the distribution of collocations, categorizing the morphological components that make up collocations, and classifying the meaning of collocations discovered in textbooks *Beste Freunde A1* and *A2* are the goals of this study.

METHOD

This research used a qualitative descriptive design with a literature study approach and textbook analysis (Weninger & Kiss, 2015). Although qualitative in nature, quantitative findings (frequency of occurrence) were used to support the interpretation presented in a narrative regarding the collocations found (Corbin & Strauss, 2015). The sources chosen for the study are the reading texts contained in German textbooks used in high schools and colleges, namely *Beste Freunde A1* (Georgiakaki et al., 2013) and *A2* (Georgiakaki et al., 2018). These books presents German language learning materials that

integrate all language skills and have received a positive response from German language teachers in Indonesia (Widodo et al., 2024), and are quite popular in Europe (Igna & Bandici, 2021). Based on the Common European Framework of Reference for Languages, the *Beste Freunde A1* and *A2* are at the A1 and A2 levels, respectively or for beginner.

The main instrument in this research is the researcher himself as human instrument. Here, researchers not only collect data, but also actively interpret and shape understanding based on their direct interactions with the research context (Creswell & Poth, 2018). The role of the researcher includes data collection, classification, and data interpretation. The data collection technique used is the read and write technique. Data validity is obtained by reading the data repeatedly. Focus Group Discussion is conducted between researchers to obtain valid data meaning. The collocation forms found are then referred to the German collocation dictionary <https://kollokationenwoerterbuch.ch/web/> and www.dwds.de, to ensure that the lingual elements found are collocations.

RESULTS AND DISCUSSION

Results

Following the identification and collection of collocation data, Table 2 shows the overall distribution of collocations in *Beste Freunde A1.1*, *A1.2*, *A2.1*, and *A2.1*.

Table 2. Occurrence of Collocations in Course (*Kursbuch*) and Exercise books (*Arbeitsbuch*) of *Beste Freunde*

Book	Series of <i>Beste Freunde</i>				Amount
	A1.1	A1.2	A2.1	A2.2	
<i>Kursbuch</i> (KB)	235	151	203	233	822 (53.9%)
<i>Arbeitsbuch</i> (AB)	173	150	262	117	702 (46.1%)
Amount	408	301	465	350	1524 (100%)

According to Table 2, the total frequency of collocation occurrences in the entire book series (*Beste Freunde A1.1*, *A1.2*, *A2.1*, *A2.2*) is 1,524. In terms of book type, collocations are more frequent in *Kursbuch* (KB) or course books, with 822 (53,9%) occurrences, compared to 702 (46,1%) occurrences in *Arbeitsbuch* (AB) or exercise books.

Collocations can be classified into two major categories, namely based on the forming elements of collocation and its type. In this study, eight groups of collocations were found based on the forming elements and two types of collocations, namely grammatical and lexical collocations.

Table 3. Occurrence of Collocation in *Beste Freunde* based on its Forming Elements

No.	Element of Collocation	Book				Amount
		<i>Beste Freunde A1.1</i>	<i>Beste Freunde A1.2</i>	<i>Beste Freunde A2.1</i>	<i>Beste Freunde A2.2</i>	
1	Adjective+Noun	0	0	11	37	48 (3,1%)
2	Adjective+Verb	14	13	6	3	36 (2,4%)
3	Adverb+Adjective	6	10	32	24	72 (4,7%)
4	Adverb+Verb	28	9	21	28	86 (5,6%)
5	Composite (Affix+Noun)	3	1	2	2	8 (0,5%)
6	Composite (Noun+Noun)	31	2	8	3	44 (2,9%)
7	Noun+Verb	323	242	330	220	1115 (73,2%)
8	Preposition+Noun+Verb	3	24	55	33	115 (7,5%)
	Amount	408	301	465	350	1524 (100%)

Overall, Noun+Verb collocation is the most dominant form of collocation accounted for 1,115 occurrences or 73.16% of all occurrences. In addition, the Noun+Verb form is the most frequently occurring form at all levels (A1.1, A1.2, A2.1, and A2.2). Based on the type, lexical collocation has a much higher occurrence (91.79%) than grammatical collocation (8.21%).

Table 4. Grammatical and Lexical Collocations in *Beste Freunde*

Type of collocation	Book				
	<i>Beste Freunde</i> A1.1	<i>Beste Freunde</i> A1.2	<i>Beste Freunde</i> A2.1	<i>Beste</i> <i>Freunde</i> A2.2	Amount
Grammatical	11	26	56	32	127 (8,3%)
Lexical	397	275	407	318	1397 (91,7%)
amount	408	301	463	350	1524 (100%)

According to Sitaresmi & Fasya, (2011) the field of lexical semantics, which categorizes meaning according to context and word relationships, includes the study of collocation meaning. The collocations found in *Beste Freunde* are grouped by meaning. The purpose of this meaning grouping is to map the textbook's topic focus. Quantitatively, collocations related to daily life and non-academic dominate the presentation of collocations in this textbook. The meaning group *Freizeit und Urlaub* (Leisure and Vacation) is the most dominant, accounting for more than half of the total collocation occurrences, which is 52.27%.

Table 5. Meaning Groups of Collocations in *Beste Freunde*

No.	Group of meaning	Amount
1	<i>Arbeitsleben (Ar)</i>	52 (10,74%)
2	<i>Freizeit und Urlaub (FU)</i>	253 (52,27%)
3	<i>Ferien und Verreisen (FV)</i>	40 (8,26%)
4	<i>Politik (Po)</i>	0 (0%)
5	<i>Schule und Ausbildung (SA)</i>	139 (28,72%)
	Amount	484 (100%)

Discussion

Collocations, as a linguistic element belonging to formulaic language, play a fundamental role in achieving near-identical language competence, especially in producing idiomatic and precise utterances or texts. Language tends to show its realization in phraseological units, not single words. Collocations are considered a core part of formulaic language which plays an important role in vocabulary learning (Schmitt, 2010; Asadova, 2024) Therefore, the presence of collocations in textbooks is very important. Through the texts in the textbook, learners will gain sufficient exposure.

Distribution of Collocations in Beste Freunde

After identification and analysis, the total frequency of collocation occurrences across the *Beste Freunde* A1 and A2 book series is 1,524 times. The presence of this massive amount of collocation input provides clear evidence that, at least in these textbooks, collocation has been integrated as an important lexical component, responding to the concerns once expressed regarding the neglect of collocation in German as a Foreign Language didactics. (Targońska, 2014). According to Targońska (2015), who suggests that collocation should be included from the very beginning, the *Beste Freunde* textbook is seen to have embraced collocation as an essential component of learning a foreign language.

The distribution of collocations across the four sub-levels (A1.1 to A2.2) shows strategic variations. Although the frequency is generally spread out, *Beste Freunde* A2.1 records the highest frequency with a total of 465 collocation occurrences, while *Beste Freunde* A1.2 has the lowest frequency with 301 occurrences. This difference in frequency can be interpreted as the placement of the focus of the sequence of teaching materials provided. Levels A1.1 and A1.2 generally focus on mastering phonology, basic syntax and minimal functional vocabulary.

As learners transition to A2.1, the demand to achieve more substantial and authentic communicative competence becomes more urgent. Therefore, there is an increase in the occurrence of collocations. The increased collocation input at A2.1 serves as an important bridge for the transition from basic competence (A1) to the development of intermediate level fluency and familiarity of speech (A2 to B1). The author of the *Beste Freunde* textbook consciously increases the exposure to complex lexical combinations in the form of collocations at this level to enrich the learners' formulaic language.

Looking at the distribution of collocations by book type, it can be seen that course book (*Kursbuch*) recorded a total of 822 occurrences, slightly higher than Workbook or *Arbeitsbuch* (702 occurrences). The ratio of occurrences close to 1:1 indicates a consistent didactic strategy. *Kursbuch*

functioned as the main source of input (first exposure) to new collocations. Meanwhile, *Arbeitsbuch* systematically provides the means for reinforcement, activation and internalization of collocations in learners through exercises. The similar frequency difference also indicates that almost every collocation input unit in *Kursbuch* is designed to be followed by repetition and reinforcement in AB. This strategy is very important because collocation acquisition requires recurrent exposure to internalize idiosyncratic word combinations, thus reducing learners' difficulty in predicting the right word pairs (Schmitt, 2010; Men, 2018).

Forms of Collocation in the *Beste Freunde* Textbook

The classification of collocations in this study uses the Hausmann binary model, which divides collocations into bases (autonomous elements) and collocators. Of the eight forms of collocation identified, collocations with the form Noun+Verb (N+V) show a very significant dominance. This form accounts for 1,115 occurrences, or 73.16% of the 1,524 collocation occurrences. This combination confirms that the main focus of *Beste Freunde* at the initial level is how to describe everyday actions or events in a natural and commonly taught manner.

Examples of collocations consisting of nouns combined with verbs are *Hunger haben* (to be hungry) and *Durst haben* (to be thirsty). *Haben* in these two collocations is a verb, combined with the nouns *Hunger* (hunger) and *Durst* (thirst). According to Hausmann's theory, the nouns *Hunger* and *Durst* are bases that have autonomous meanings (autosemantic). Meanwhile, *haben* is a collocate whose meaning depends on the base. In the sentence *Ich habe Hunger/Durst* (I am hungry/thirsty), the verb *haben* as a collocate has relative freedom to combine with other words and form other collocative meanings. Conversely, the word *Hunger* is more often combined with *haben* to describe that someone is hungry.

Another significant collocation form, although much lower, is Preposition+Noun+Verb, which appears 7.55% of the time, and Adverb+Verb, which appears 5.64% of the time from the total number of collocations. The low frequency of the compound form (Noun+Noun), which only appeared 44 times (2.89%), is also noteworthy. Several compound forms were found in this textbook, but after checking an online collocation dictionary, many of these compounds were not registered as collocations in the dictionary.

One collocation that is a combination of an adverb and a verb is *höflich sagen* (say politely). *Höflich* (polite) is the adverb (more precisely, an adverb of manner) that describes how the action is performed. *Sagen* (say) is the verb that describes the action. Even though one could theoretically say *freundlich sprechen* (speak kindly), or *nett reden* (talk nicely) the combination *höflich sagen* is a very common and natural way of expressing that the statement is formulated respectfully and decently. Statistical data on the frequency of usage of *höflich sagen* and *nett reden* was discovered after consulting the dictionary www.dwds.de. The results indicate that *höflich sagen* is used more frequently than *nett reden*.

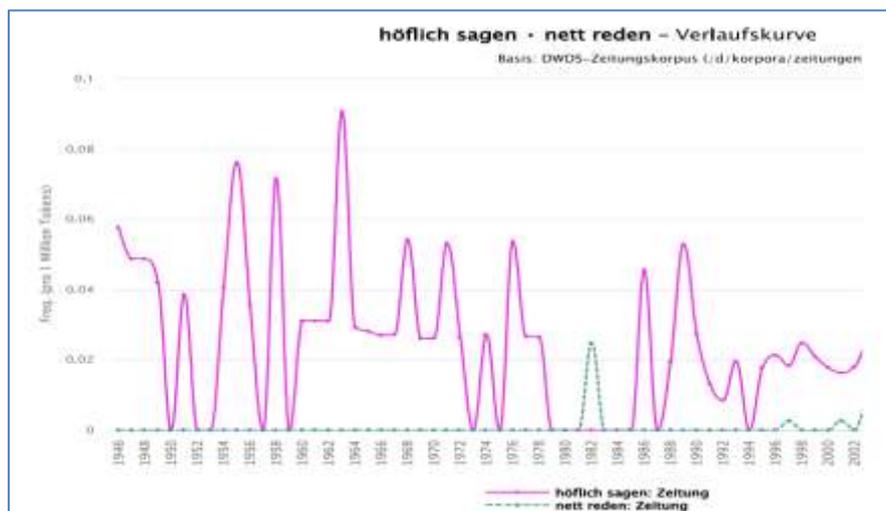


Figure 1. Frequency of collocation usage *höflich sagen* and *nett reden*

The collocation *ziemlich alt* (quiet old) consists of an adverb and an adjective. *ziemlich* is an adverb (more precisely, a degree adverb) that modifies the intensity or degree of a characteristic. On the other side, *alt* is an adjective that describes the characteristic. Adverbs such as *ziemlich* (quite), *sehr* (very), *extrem* (extremely), and *weniger* (less) are often used to intensify or weaken adjectives. Sentences in the book *Beste Freunde* that use this collocation include *Unsere Schule ist ziemlich alt*. The collocation *ziemlich alt* in these sentence serves as a predicate or predicate noun/adjective in this phrase since it uses the verb *ist* to describe the subject. The adverb *ziemlich* here serves to intensify the adjective, but in a moderate, non-extreme way.

The classification of collocations based on type is divided into two, namely lexical and grammatical collocations. The results of the analysis show the dominance of lexical collocations with 1,397 occurrences, or around 91.79%. In contrast, grammatical collocations only appeared 125 times (8.21%). The dominance of lexical collocations over grammatical collocations is in line with several previous studies. Panggabean et al., (2024) In his research found that Indonesian textbooks contained more lexical collocations than grammatical collocations. Likewise Budiawan et al., (2024) who states that lexical collocations are easier to recognize and analyse in a corpus because they carry strong semantic meaning and tend to be fixed.

One form of grammatical collocation found in the book *Beste Freunde* is *im Bett bleiben* (stay in bed) because it is a fixed combination of a base element (verb) and a function word structure (preposition + article + noun) that grammatically complements the verb. The verb *bleiben* (to stay) often requires a local or state specification, and the structure *im Bett* is the standardized, high-frequency way of specifying this location. Due to its structure (verb + fixed prepositional phrase), the phrase *im Bett bleiben* is a typical example that is often classified as a grammatical collocation in language teaching. One says, *im Bett bleiben* not *unter dem Bett bleiben* (stay under the bed) when referring to the typical meaning of "resting/being sick". The restriction lies in the natural, learned grammatical complement to the verb *bleiben* (stay). This meaning is evident in the sentence *Wenn Sofie Fieber hat, muss sie im Bett bleiben* (When Sofie has a fever, she must stay in bed).

This finding warrants attention, as lexical collocation, which is determined by lexical choice rather than grammatical rules, is generally considered more difficult for second language learners to master because it is less fixed and less predictable (Toomer et al., 2024). For example, the difficulty of choosing between verbs such as *schicken* (to send) versus *ausrichten* (to convey) in the collocation *einen Gruss ausrichten* (to convey greetings) is one form of challenge that is influenced by the learner's first language.

The Meaning of Collocations in Beste Freunde

The collocations found in the book *Beste Freunde* are grouped based on meaning. This grouping of meanings determines the thematic focus of the textbook and its relevance to learners. The meaning group *Freizeit und Urlaub* (Leisure and Vacation) dominates significantly with 253 occurrences (52.27%), followed by *Schule und Ausbildung* (School and Education) with 139 occurrences (28.72%). This thematic focus is explicitly aligned with the user profile targeted by this textbook. The priority given to themes such as school, hobbies, and vacations demonstrates a learner-centered didactic strategy and proves that the collocations studied are relevant in the context of everyday social communication for the learners, namely teenagers. This facilitates the achievement of the communicative competencies required at levels A1 and A2.

The dominance of collocations related to *Freizeit und Urlaub* reflects the tendency of beginner to intermediate level (A1-A2) foreign language textbooks to prioritize themes that spark learners' interest, as well as contexts most frequently encountered in social interactions among teenagers. The meaning groups *Arbeitsleben* (Working Life) and *Ferien und Verreisen* (Holidays and Travel) have much lower frequencies, 10.74% and 8.26% respectively.

Rockmusik hören (listen to rock music) belongs mainly to the semantic group *Freizeit und Urlaub* (leisure time and vacation) especially related to leisure time. This activity is popular among young people and is in line with the target audience of the book *Beste Freunde*. Listening to music is a typical, everyday leisure activity that serves as entertainment and relaxation and takes place outside of work or school commitments.

Example of collocations in the field of school and education is *in der Schule lernen* (learn at school). The core verb *lernen* refers to the cognitive process of acquiring knowledge, skills, and abilities.

It is the central verb in the context of education. The prepositional phrase *in der Schule* indicates the typical location (locality) and institutional framework for this learning process. Semantically, this refers to the institution responsible for formal education. Example of sentence containing this collocation like *In der Schule lernen wir nur Englisch und Französisch* can indicate this process. *In der Schule lernen* is a typical grammatical collocation because it follows a fixed syntactic pattern: Verb (*lernen*) + Local prepositional phrase (*in* + Accusative/Dative). The verb *lernen* functions as the base element of the collocation. *In der Schule* is the prepositional phrase that provides the local information as a collocator.

The collocation *eine Reise machen* (to go on a trip) clearly belongs semantically to the semantic group of vacations and travel or *Ferien und Verreisen*. Examples of sentences found in the book *Beste Freunde* are: *Ich möchte eine weite Reise machen* (I want to go on a long journey). The combination of the words *Reise* (noun, meaning a long journey or stay) and *machen* (verb, describing the execution or realization of the journey) is the basic concept for the activity of traveling. This collocation is listed in most subject areas and textbooks as a key example of activities related to vacations and travel.

Based on the data, it is known that there are no collocations that fall into the meaning group of Politics. The absence of the theme of Politics provides an important pedagogical interpretation. The absence of Political collocations (0%) indicates that the authors of this textbook avoid abstract, controversial topics, or those that require a high level of cultural background and knowledge. This is in line with the German language learning standards for levels A1 and A2, where the focus is on understanding oneself, one's immediate environment, and routine interactions, rather than on abstract political themes or macro social issues.

Overall, collocation analysis in *Beste Freunde A1* and *A2* shows that these textbooks are a rich source of linguistic input with collocations and are didactically structured. The book has strategically prioritized the provision of collocations to improve the communication competence and speech fluency of adolescent learners. The dominance of lexical collocations also underscores the main challenge faced by learners, as lexical collocations cannot be deduced solely from grammatical rules but must be learned as single units.

CONCLUSION

The analysis of the *Beste Freunde A1* and *A2* German textbook series demonstrates that formulaic language, specifically in the form of collocations, is integrated extensively and systematically from the earliest stages of instruction. The resulting body of data provides empirical evidence that decisively challenges the long-standing academic concern that collocations are often a neglected domain in German as a Foreign Language (GFL) didactics. The sheer volume of collocational input establishes these textbooks as robust resources that align with contemporary understanding regarding the essential role of phraseological units in achieving authentic, native-like language competence.

This study analyzes the presence, form, and content of collocations in the German language textbooks *Beste Freunde A1* and *A2*, drawing several key conclusions about their pedagogical role and implications for German as a Foreign Language (GFL) teaching. The study found that the *Beste Freunde* textbooks incorporate a substantial number of collocations, contradicting the common belief that they are often neglected in GFL instruction. This high frequency suggests that collocations are intentionally integrated as a significant part of the curriculum. The collocations are strategically distributed across the *Kursbuch* (coursebook) and *Arbeitsbuch* (workbook): the *Kursbuch* provides the initial exposure and input, while the *Arbeitsbuch* reinforces and activates the learned expressions. This balanced distribution points to a deliberate didactic strategy aimed at both presentation and practice.

The most prevalent morphological form of collocation is the Noun + Verb (N+V) combination. This dominance aligns with linguistic theory, which posits that such combinations are crucial for expanding a learner's vocabulary base. In terms of type, lexical collocations significantly outweigh grammatical collocations. The dominance of lexical collocations poses a considerable challenge for both learners and teachers because these combinations are less fixed and, therefore, less predictable than their grammatical counterparts.

Conversely, the study observed a progressive increase in the occurrence of grammatical collocations as learners advance through the levels, peaking at A2.1. This upward trend indicates a planned pedagogical approach to gradually introduce and reinforce more complex grammatical structures through fixed expressions. The content of the collocations is highly dominated by themes directly relevant to teenage life, specifically Leisure and vacation (*Freizeit und Urlaub*) and School and

education (Schule und Ausbildung). This thematic focus is entirely consistent with the target users of the *Beste Freunde* series—teenage learners. This ensures the collocations taught are highly functional and immediately applicable in the learners' daily social interactions, enhancing their communicative competence. The intentional omission of abstract topics such as Politics is a deliberate pedagogical choice, as these themes typically require a more formal and complex language register unsuitable for beginner-level learners. Overall, *Beste Freunde* provides a solid foundation in collocation learning, which is key to achieving authentic and natural language proficiency like a native speaker. The success of further learning depends heavily on the teacher's efforts to teach lexical collocations explicitly and consistently.

Based on these findings, future research could explore. Firstly, an empirical investigation into how teachers in the field actually teach the identified lexical collocations, and the effectiveness of their explicit instruction methods; secondly, a comparative study between the collocations in *Beste Freunde* and a native-speaker corpus of adolescent German to assess the naturalness and frequency of the textbook's selection; thirdly tracking how students who use these textbooks acquire and produce the grammatical and lexical collocations over time, and what specific errors they make, to better inform pedagogical strategies.

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