

Kollokationen im Fremdsprachenunterricht

Abstract

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The dissertation studies collocations as multiword units in the language learning education.

One of the most important tasks in the modern language education is to enable students to become fluent language speakers. To achieve this goal, teachers have the task to develop students' communicative competence including all the four skills (reading, listening, writing, and speaking). Successful communication requires the knowledge and the use of prefabricated structures, phrases, collocations. Therefore, it is highly important to put a special emphasis on developing students' collocational competence.

There are basically three factors that can determine the foreign language development (participants of the teaching process, the relationship of the first and second language, teaching materials). This dissertation aims to examine all the three factors by using different research-methods.

In the theoretical part of the dissertation my objective is to define collocations from different scholars' perspectives (Hausmann: 1984, 1999, 2004, 2007; Konecny: 2010a, 2010b; Reder: 2006; Häcki Buhofer 2011, 2014; Roth: 2014). After the description of the different conceptions the dissertation goes on to highlight the relevance of teaching collocations in the classroom by elaborating on the main principles of the Action-Oriented-Method (AOA). After the theoretical part the dissertation is divided into the following three parts:

1. The relations between the L1 (Hungarian) and L2 (German)

The aim of the contrastive analysis is to investigate the differences and similarities between German and Hungarian. In my analysis I rely on the following three equivalence types:

- absolute equivalence
- partial equivalence
- zero equivalence

2. Coursebook evaluation

This chapter of the dissertation aims to analyse three coursebooks used for teaching German language. Since the results of the questionnaire in chapter 4 show that the most common coursebooks used for teaching German are *Welttour*, *Studio* [21] and *Kon-Takt*, I analyse these coursebooks in my dissertation based on the following aspects:

- sensibilization, awareness
- reading texts and lexical competence
- vocabulary activities

3. Teachers' perspective vs. learners' perspective

The fourth chapter of the dissertation investigates by using a questionnaire to what extent collocations are taught in the foreign language classroom. The questionnaire was filled out by 100 teachers of German language in Hungary. There are 9 open-ended-questions and 3 closed-ended-questions in the questionnaire. The open-ended-questions try to reveal in which institutions the participants teach German language, how many lessons they have for teaching German, which coursebook they use and what they think about the coursebook they use in the classroom. The closed-ended-questions include three topics (*healthy way of life, environment, travelling*). I provided each topic with 28 single word forms and 28 collocations. Teachers were asked to choose those lexical items that they teach in their foreign language classes and indicate the level of the lexical items (B1 or B2). The selection of the lexical items was based on teaching materials and coursebooks.

The goal of the next chapter is to carry out an action research. My objective is to test the effect of raising students' awareness of collocations. The research was carried out in the course *Schriftliche Kommunikation II.* at the University of Debrecen. It involves a pre-test and two post-tests. I taught collocations in the experimental group, my colleague taught in the control group without raising students' awareness of the importance of collocations. The intervention relies on Kühn's (1992) three-step model of teaching vocabulary. Based on the model my aim was to present collocations in context, practise and apply them. The pre-test was written one week before the intervention, the two post-tests were written two and eight weeks after the intervention. The use of the pre-test and post-tests can reveal differences in students' performance.

Based on the results we might conclude that collocations do not receive enough attention in the coursebooks, the wordlists focus mostly on single word units, the number of lexical activities focusing on developing collocational competence is very low. The results of the questionnaire show that teachers teach collocations but there is no agreement which lexical items should be taught at B2 level. The results of the action research prove that raising students' awareness of collocations has a positive effect on learning vocabulary and helps to the develop students' productive collocational competence.

Literature

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