

Phraseology and Phraseodidactics in German as a Second Language (DaZ) Classes in Primary School: Opportunities and Perspectives

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ABSTRACT

This article explores the role of idiomatic expressions (phrasemes) in primary school German as a second language (DaZ) instruction. It posits that engaging with phrasemes contributes not only to literary-aesthetic education and pragmatic skill development but also to linguistic abilities through reflection, hypothesis formation, creativity, and aesthetic perception. The article emphasizes the importance of treating phrasemes as cultural assets and integrating them into DaZ instruction to expand learners' linguistic resources. Through sensitization to idiomatic expressions, learners are encouraged to explore diverse linguistic realization possibilities. The article advocates for a holistic approach to teaching phrasemes, combining language reflection, exploration paths, and creative learning methods. It suggests that integrating phraseme instruction fosters language awareness and contributes to equality in primary school education. Ultimately, the article underscores the importance of phraseme instruction in DaZ classrooms for developing language proficiency and cultural competence.

Keywords: Primary school; phraseology; didactics; L2; German.

1. Introduction

The question of whether, when and how idiomatic expressions should be taught in German as a second language (DaZ)¹ instruction is non-trivial and is linked to vocabulary acquisition in primary education (Juska-Bacher 2023, 94) and equality of educational opportunities for all children.

¹ DaZ is a common abbreviation in Germany for German as a second language.

In Germany, primary school (*Grundschule*) typically encompasses grades 1 to 4, serving children approximately aged 6 to 10. Only in two federal states – Berlin and Brandenburg – does it extend to grade 6. Idiomatic expressions are occasionally addressed in secondary education (*Sekundarstufe I and II*), but the systematic teaching of phrasemes is not common even there. Introducing idiomatic expressions in primary school is not about mastering them for productive use, but rather about early sensitization, especially when such expressions appear in texts used in class. The goal is to foster linguistic awareness and comprehension in an age-appropriate and exploratory manner, not to expect full mastery.

The complexity of this topic is already evident in the Common European Framework of Reference for Languages, which is also used in the field of German as a second language. The Common European Framework of Reference for Languages (CEFR 2001²) emphasises in multiple instances the importance of mastering idiomatic expressions, etc., which are part of linguistic competence and thus communicative language competences, including socio-linguistic and pragmatic competences (CERF 2001, 24).

However, in German didactics and consequently in DaZ classes in primary school, phrasemes are not given any special attention (Ehrhardt 2014).

This paper aims to address the question of how phrasemes can be taught (for example through language comparison) in DaZ classes in primary school and what strategies and methods could be conceivable and feasible in this context. The central research questions guiding this paper are: (1) What role can idiomatic expressions play in DaZ instruction in primary schools? (2) Which idioms are appropriate for this age group and how can they be selected? (3) How can these expressions be taught effectively through age-appropriate, culturally sensitive, and exploratory methods?

Therefore, the goal of this paper is to stimulate discussions about the topic of phraseology in primary school.

2. Language didactics as interlocking Cultural Sciences

Hereafter, I utilize the terminology and phraseme classification according to Burger (2015, 31–35). In my discussion, I confine myself to a specific subclass of referential, propositional phrasemes³ – namely, fixed idiomatic expressions and proverbs as a subclass of topical formulas within the framework of referential, propositional phrasemes.

In this article, I use the terms idiomatic expressions, fixed phrases, and phrasemes interchangeably, with a focus on expressions characterized by both

2 I am referring to the German-language version of the reference framework.

3 Phrasemes and idioms are used synonymously in the following.

semantic opacity and structural fixedness. While all idiomatic expressions are fixed phrases, not all fixed phrases are idiomatic. My focus lies on idiomatic expressions whose figurative meanings diverge significantly from their literal interpretation.

These phrasemes are typically sentence-like in structure and include both idiomatic expressions (e.g., *etwas aus dem Ärmel schütteln*, lit. ‘to shake something out of one’s sleeve’, meaning ‘to pull something out of a hat’) and proverbs (e.g., *Viele Köche verderben den Brei*, lit. ‘too many cooks spoil the porridge’, meaning ‘too many cooks spoil the broth’). Both serve a pragmatic and referential function in communication and appear frequently in oral and written discourse. However, for learners of German as a second language, they often remain opaque – especially when encountered without contextual cues.

Phrasemes of these subclasses are indeed present in elementary school texts and teaching materials; however, unlike, for instance, routine formulas, collocations, phrasal verbs, and structural phrasemes, they are scarcely addressed or only touched upon, which can be partially attributed to their complexity and diffuse terminology.

In the CEFR, it is assumed that “the cognitive organization of vocabulary and the storage of idiomatic expressions, etc., depend, among other things, on the cultural characteristics of the language community or language communities in which a person has grown up and been socialized” (CEFR 2001, 25).

Thus, acquiring idiomatic expressions poses a linguistic, cultural, and cognitive challenge for learners in terms of decoding and storing them. Regarding the German native-speaking domain, the educational standards for the subject German in the primary school level, as of June 23, 2022, mention only “phrasemes and formulation patterns” without further specification (2022, 21). However, this should not give the false impression that phraseology in the primary school level is negligible and only gains significance in the German as a Foreign Language (DaF) domain. For instance, in the curriculum framework for primary education in Mecklenburg-Vorpommern (*Rahmenplan für die Primarstufe* 2020, 18-19), under “Hints and Suggestions” for teaching in grades 1 and 2, “playing with idiomatic expressions” is mentioned in the competence area of Reading – dealing with texts and media. In grades 3/4, students are expected to engage with idiomatic expressions during “Listening and Understanding” activities. Ultimately, idiomatic expressions and proverbs are to be addressed in German classes for grades 3 and 4 in relation to the competence of “Having reading experiences” and in the context of epic, lyric, dramatic, and linked digital texts. The focus is on texts with historical, regional, and international references.

Therefore, phraseodidactics in the domain of German as a Second Language domain must inevitably navigate and align with these requirements. Evidently,

since phraseology is also addressed in German as a First Language (DaM⁴) instruction in elementary school, it logically follows that, to ensure equal opportunities in school education, it should also have a prominent place in DaZ didactics for elementary school. In this regard, it would be beneficial to briefly outline the understanding of German didactics as an intervening cultural science, as proposed by Kepser in 2013, as a theoretical framework and justification for phraseology in DaZ.

To facilitate a transition to this understanding, I employ a syllogism: language is part of a culture, phrasemes are part of a language, therefore phrasemes are part of a culture.

If German instruction (especially German as a second language) is viewed as a (cross-linguistic) framework (Bräuer, 2011), wherein various (origin) languages and consequently cultures not only coexist but are also utilized as resources in the learning process, collaborating and intertwining, this corresponds to the understanding of German didactics as an intervening cultural science according to Kepser (2013). Similar to cultural sciences, German didactics operates across disciplines.

Kepser concludes that “the school in particular must be considered as a cultural field in which teaching and learning take place as cultural practices” (Kepser 2013, 56). This is important for modeling German didactics as an intervening cultural science, as it prepares children in (elementary) school, for instance, to apply language, literature, and media as culture-specific and, since DaZ didactics is part of German didactics, transcultural symbol systems. Inter- and transculturality, as well as methodological diversity, are further aspects that German didactics shares with cultural sciences. Kepser understands this construct as a stage for interdisciplinary exchange, with one of the core tasks being to introduce children and adolescents to the diverse cultural space, significantly shaped by the German language, as their living environment (Kepser 2013, 57).

The relevance of phraseodidactics in the DaZ domain of elementary school can be justified, among other reasons, by this understanding of German didactics as an intervening cultural science.

3. Aesthetics and play in childhood education and their relevance to idioms

In the DaZ domain of elementary school, aesthetic education plays a significant role in supporting aesthetic world exploration as a fundamental learning principle for children. This exploration occurs through aesthetic-sensory,

4 DaM is used as an abbreviation for “Deutsch als Muttersprache,” which translates to “German as a First Language.

physical, and sensorimotor (perceptual) experiences, as well as internal processing (cf. Schier 2014, 15; Schäfer 2014, 37).

Aesthetic perceptions play a crucial role in competency acquisition. The aesthetic experiences gained therein can restructure subsequent perceptions and experiences. Such restructuring is associated with increased attention and emotional involvement, which are reinforced by irritation (Schier, 2014). These attributes are necessary to foster critical questioning and reflection through curiosity and resistance in the reception of (literary) texts and verbal interactions.

The combination of art, linguistic, and literary-aesthetic learning is considered highly motivating and conducive to competency acquisition in research (cf. Moraitis 2018; Okonska *et al.* 2018; Bryant and Zepter 2022). The pedagogical-didactic potential of images is particularly evident in situations where “verbal communication is only possible to a limited extent” (Bryant and Zepter 2022, 138). Engaging with images helps to mitigate linguistic and cognitive differences among students to some extent (Spinner 2020, 46–47; Bryant and Zepter 2022, 139). Therefore, they are a helpful medium for phraseodidactics in elementary school.

The identification and/or perception of phrasemes cannot be readily assumed in DaZ instruction in elementary school. Nevertheless, children with German as a Second Language can be introduced to the exploration of full and partial idiomatic phrasemes through familiar forms of world exploration such as images and play⁵. In light of the above, phrasemes can be linked to play in that they allow for two interpretations. They can be interpreted literally or non-literally (Juska-Bacher 2023, 91). These interpretations are possible, among other reasons, due to the imagery of linguistic devices. With their help, a so-called expectation breach and thus the appropriate incongruity⁶ effect (cf. Oring 2003, 1–5) is caused, which is typically found in humorous speech acts. This effect, with appropriate (attention-directing) didactic preparation, is intended to provoke irritation. Irritation leads to a need for clarification. The teacher guides the children step by step towards the correct resolution in deciphering the meaning of a phraseme, without directly revealing the meaning of the phraseme. Discovery learning resembles the playful learning character, which in turn strengthens motivation in language learning, as play is the mode of world exploration for children.

5 Play itself is not only a familiar way for children to process new information and try out alternative solutions. As an interactive form within the social environment, with the social environment and oneself, and as a tool for combining new and existing experiences (Schäfer 2014, 33), play also carries a significant motivational factor. This is rooted in the understanding that the play has no immediate consequences in reality.

6 Appropriate incongruity can be seen as a form of communicative play that does not require participation. In this sense, it is the result of human interactions, the implications of which can be surprising, intriguing, and profound.

4. Which phrasemes should be chosen?

The question of which phrasemes should be chosen for DaZ instruction in elementary school, if at all, is by no means trivial. Full and partial idiomatic phrasemes⁷ can be overwhelming for non-native children in German classes at the elementary level. The challenge can be compounded by the dual interpretations of such phrasemes, where the idiomatic meaning may remain inaccessible without assistance from the teacher. Additionally, the question arises as to whether phrasemes are even relevant for DaZ in elementary school. It cannot be assumed that children can successfully acquire and use full or partial idiomatic units in everyday language use.

However, these considerations can be countered with the following arguments. Firstly, it is about equality of opportunity in school. All children, regardless of their first language, should be treated equally. This means, among other things, that if idiomatic phrasemes appear in literary texts read in class, their meanings must be made accessible to all children. Especially since such texts explicitly or implicitly point out the ambiguity of such phrasemes, as seen, for example, in the picture book *Der Ernst des Lebens. Den Schulweg geben wir gemeinsam* (2021), where the interpretations of the phraseme *etwas hinter den Ohren schreiben*, lit. ‘to write something behind one’s ears’, meaning ‘to make sure to remember something’ or ‘to take something to heart’, are played with in the text. The idiomatic interpretation is illustrated through the text and, among other things, through the contextually inappropriate literal understanding playfully implemented. This “language game” aims to sensitize children to the imagery of language on one hand and, on the other hand, to stimulate linguistic attention through contextual appropriate incongruity, that is, through the breach of expectations, by questioning what is said and understood. This process of interpretation resembles play and can be further encouraged in the classroom through a playful approach.

Furthermore, when working with phrasemes in elementary school—especially in the DaZ domain—the primary goal is not necessarily for children to actively use the learned phrasemes in everyday life. After all, how often do native-speaking children of that age use full and partial idiomatic phrasemes? Rather, the aim here is to implicitly expand vocabulary and grammatical knowledge. There is also the hope that the phrasemes will become increasingly retrievable from passive vocabulary over time.

Therefore, the question of which phrasemes should be chosen for DaZ instruction in primary school can be answered flexibly. The selection of idioms

7 Full idiomatic phrasemes refer to expressions whose figurative meaning cannot be deduced from their components—e.g., “*ins Gras beißen*”, lit. ‘to bite the grass’, meaning ‘to die’). Partial idiomatic phrasemes, by contrast, retain some literal connection to their figurative meaning—e.g., “*eine lange Leitung haben*”, lit. ‘to have a long cable’, meaning ‘to be slow on the uptake’).

should be responsive to classroom conditions—such as the content being taught, the learners’ linguistic background, the frequency of the idiom in input texts, and the children’s age and proficiency level. By classroom conditions, I refer to contextual variables such as the thematic focus of the lesson, the linguistic background and proficiency of the learners, curricular requirements, available teaching materials, and specific situations arising from classroom discourse or literary texts. Phrasemes should be chosen primarily based on their authentic occurrence in instructional materials and in everyday communication relevant to the learners. This flexible, context-sensitive approach naturally reduces the number of such phrasemes, thus keeping the level of challenge for non-native children at least in terms of phrases relatively low.

At the same time, it enables learners to encounter idioms as meaningful linguistic and cultural elements rather than as isolated items.

5. How can idioms be taught and learned in DaZ remedial instruction?

The phraseodidactic four-step process (Juska-Bacher 2023, 95) of recognizing, deciphering, consolidating and using phrases that cannot be inferred from context is not feasible from the perspective of DaZ didactics for elementary school. It cannot be expected that DaZ children of that age have developed their language reflexive competencies to the extent that they can recognize, decipher, let alone use phrases independently in elementary school. It can be assumed, however, that children of elementary school age, who at least in their L1 are familiar with initial idioms (Juska-Bacher 2023, 93), could under certain circumstances – such as teacher-mediated cross-linguistic comparisons, structurally similar idioms in L1 and L2, or contextually supported usage in texts or classroom discourse – retrieve their knowledge and transfer it to L2, as with the German phrase *auf großem Fuß leben*, lit. ‘to live on a big foot’, meaning ‘to live in grand style’, and its Russian equivalent *жить на широкуju ногу*, lit. ‘to live on a wide foot’, meaning ‘to live in grand style’, which are lexically and syntactically almost identical. However, this potential expectation seems to be too demanding for this age group.

Vocabulary acquisition theories suggest that children first form hypotheses about new word material, whether individual words or idioms, based on which meanings are then developed (Juska-Bacher 2023, 92). However, it seems rather unlikely that such hypotheses would significantly contribute to an adequate or better understanding of phrases in non-native German-speaking children of elementary school age or even be formed at all.

In some children's books, phrases can indeed be inferred from context and visual material. However, this applies by no means to all texts that can be used in the classroom.

Another reason for this is the pragmatic-linguistic thematic complexity, which especially comes into play when proverbs or idiomatic expressions are presented out of context in some textbooks aimed at native speakers. Consequently, the focus in the classroom should only be on the fact that phrases belong to the comprehension and not the usage vocabulary of DaZ children of elementary school age, as age-appropriate phrase competence in the target language is still largely lacking. Primary learning objectives should therefore be linked to the expansion of language skills in a broader sense. A crucial basis for this is vocabulary work, which accompanies the expansion of the mental lexicon (Steinhoff 2009), as well as the implicit acquisition of grammatical forms (e.g., the use of prepositions with certain nouns) that accompanies this work. Furthermore, the phraseological and literal meanings of phrases can be related, facilitating linguistic attention and critical thinking.

A combination of the holistic approach, where phrases are learned as a whole, and the analytical approach, where phrases are first broken down into parts followed by the exploration of their meanings (Burger 2006, 343; Häcki Buhofer 2007, 866; Juska-Bacher 2023, 92-93), appears promising in this work⁸.

To operationalize idiom instruction effectively in primary DaZ classrooms, a blended, methodologically diverse approach is recommended, one that is fully aligned with the developmental stages of young learners. Core principles include:

1. Multimodal scaffolding: Utilizing rich visual (e.g., picture cards, comic strips, animations), auditory (songs, chants), and kinaesthetic (role play, dramatization) cues to support comprehension beyond literal text. These forms of representation help close the gap between figurative language and learners' comprehension by making abstract ideas more concrete and accessible.
2. Playful and exploratory learning: Incorporating discovery-based tasks, such as guessing idiom meanings from images or contexts, dramatizing idiomatic usage, and creative expression (drawing, storytelling), strengthens motivation and supports active engagement.
3. Guided metalinguistic noticing: Teachers model and highlight idiomatic language use explicitly, offering metalinguistic commentary to direct attention to discrepancies between literal and figurative meanings. This process sensitizes learners to language patterns and pragmatics.

⁸ Therefore, this approach would also be a symbiosis of the three theories presented by Dobrovolskij (1997): the theory of lexical representation, the configuration hypothesis, and the decomposition hypothesis.

4. Cross-linguistic comparison: Where appropriate, parallel idioms in learners' L1 can be contrasted with German equivalents to leverage existing linguistic knowledge, promote transfer, and foster intercultural competence. Such comparisons must be carefully scaffolded based on individual student backgrounds.
5. Task-based active processing: Employing interactive tasks such as matching games, sequencing idiomatic narratives, or collaborative dialogues embeds idioms in communicative, meaningful use, encouraging gradual movement from receptive recognition to productive familiarity.
6. Spaced repetition and a spiral curriculum approach ensure that idioms are revisited regularly across different lessons and contexts. This supports gradual language acquisition, strengthens retention in the mental lexicon, minimizes cognitive overload, and improves long-term recall.

This composite approach balances holistic exposure (learning idioms as meaningful wholes) with analytical exploration (breaking down components and meaning), thereby catering to diverse learning needs and maximizing the likelihood of durable idiomatic competence (Bryant and Zepeter 2022; Häcki Buhofer 2007; Juska-Bacher 2023).

As an alternative to the phraseodidactic four-step process mentioned earlier by Juska-Bacher, which seems more suitable for native language instruction, I propose the following steps:

Encounter Phrases: Identification of phrases is guided by the teacher.

1. Sensitize and Motivate: The teacher stimulates linguistic attention, for example, by asking what the phrase might mean or by drawing attention – after clarifying the literal meaning – to the discrepancy between the literal meanings of the individual components and the phrase as a whole.
2. Hypothesis Formation: If a phrase appears in a literary text, the context can be used to understand the phrase. Otherwise, this intermediate step can be skipped. In some cases, the teacher may draw comparisons with the L1⁹.
3. Isolation and Analysis or Didacticization: In this intermediate step, the meaning of the phrase is introduced in a playful manner. A possible approach is exemplified below. This step activates the actual vocabulary work. The format of discovery learning and performative task methods (Bryant and Zepeter 2022) is suitable for playful implementation.
4. Memorization is implemented holistically-analytically, meaning that depending on the circumstances, the phrase is learned or practiced holistically,

9 This must be done with care, as the teacher needs specific biographical learning information, for example, to shed light on how well linguistic competencies in L1 are developed. The teacher can actively utilize AI for this purpose (see example below). Contrasting L1-L2 can also be carried out in other steps.

analytically, or as a mix of both. Playful interactions are best suited for this purpose (Schäfer 2001). Memorization should occur in loops, meaning that already familiar phrases are revisited after a certain period. This not only activates and optimises the mental lexicon but also relieves the working memory (Schachl 2018, 131-132).

5. Transfer: Over time, familiar phrases should become easier to identify and transfer to daily life. Transfer also involves the identification and use of phrases in everyday situations.

This approach possesses a certain flexibility, which lies in the overlaps between individual steps and in the possibility of skipping certain steps.

6. Didacticization: An approach to understanding the meaning of the phrase through vocabulary work

In the context of this article, however, the analytical approach is not understood as a process of deciphering the meanings of the individual parts of an idiom and thereby the meaning of the entire idiom. It is rather about a kind of didacticization of idiomatic expressions, which will be briefly outlined below. This possible approach is not the only solution and can be combined with others or replaced by them.

In the didacticization of idiomatic expressions and proverbs, the path to understanding their meanings can be approached as exploratory, performative, i.e., linguistic and aesthetic learning. It aims to strike a middle ground between deciphering idiomatic expressions from context and searching for similarities or overlaps in the idiom system of the first language. Consolidation in the comprehension vocabulary occurs alongside an explicit engagement within a didacticization framework through repeated encounters with an idiom or proverb in creative and aesthetically appealing learning contexts (projects, creative teaching-learning methods).

The idiom *auf großem Fuß leben*, lit. ‘to live on a large foot’, meaning ‘to live extravagantly/to live beyond one’s means’, which I took from a textbook for German language instruction (Delamain and Spring 2006), is presented without context and visual support for deciphering, by choosing the correct meaning from a selection of three variants. Based on observations in university seminars with prospective primary school teachers, it appears that such tasks can be challenging even for native German-speaking students training to become teachers. In one of my seminars, third-semester students in a primary school teacher education program performed the task from the book for training purposes. It was noted, among other things, that by no means all students, whose first language is German, correctly understood the idiom. For example, one student indicated that he was not familiar with the idiom and initially understood it to

mean ‘someone travels a lot, so they have big feet and consequently live on a large scale’.

What happens now when this idiom is didacticized?

In the first phase of *activation and deconstruction*, learners are activated through the illustrated basic vocabulary. Thematically and semantically, the vocabulary is related to the idiom, but it includes elements such as antonyms that do not appear in the idiom itself but can be helpful for understanding its meaning. The increasing complexity is intended to guide the children toward understanding the meaning.

The following figures exemplify two antonyms for “poor” and “rich” (Fig. 1 and 2):



Fig. 1. *Poor*. Illustration by the author



Fig. 2. *Rich*. Illustration by the author

In the following step of *semanticization*, phrasemes like *to save money* and *to spend/waste money* (Fig. 3 and 4) are explored. The increasing complexity of the lexical-semantic component is intended to increase the variation in interpretations.



Fig. 3. *To save money.* Illustration by the author



Fig. 4. *To spend/waste money.* Illustration by the author

The examples should be “tested” in communicative situations or tasks. For DaZ learners in primary school, communicative tasks involving these idioms must be carefully scaffolded to match their linguistic and cognitive development. Such tasks can involve presenting a simple illustrated story with two characters—one frugal, the other extravagant. Using cut-out images showing different lifestyles (e.g., saving, spending, luxury items), students discuss in small groups which phrases from a list (such as *Geld sparen*, lit. ‘to save money’, *Geld ausgeben/Geld verschwenden*, lit. ‘to spend money/to waste money’, and idiomatic expressions) fit each character. Alternatively, role-play scenarios can be used where students engage in dialogues embedding idioms, prompting their peers to infer meaning from context and visual cues. The emphasis is on exploration, fostering discussion, and encouraging critical thinking rather than immediate mastery. In this process, the focus should not be on correct or incorrect usage, but rather on encouraging students to approach appropriate usage and fostering critical thinking. Therefore, an approach to understanding the meaning of an idiom occurs through familiar and new vocabulary and their meanings, as well as through visual prompts and exploratory learning within a task. The visual-aesthetic component aims to facilitate a *transfer* of negotiated meaning and contribute to the consolidation of both the idiom as a whole and its components (Fig. 5). In the illustration, this transfer is represented through the visual linking of previously introduced lexical items and semantic oppositions, such as poor/rich and saving/spending, to the target idiom *auf großem Fuß leben*, lit. ‘to live on a big foot’. The individual visual elements are not intended as isolated decorative components. Rather, they function as didactic cues that guide learners from concrete, familiar vocabulary toward the more abstract figurative meaning of the idiom. In this sense, the image visualizes a transition: from literal and contextually accessible meanings to an emerging understanding of figurative phraseological meaning.



Fig. 5. *Transfer*. Illustration by the author

The final visual prompt can be effective insofar as the literal meaning of the individual elements has been realized beforehand (cf. Juska-Bacher 2023, 97). More specifically, the image presupposes that learners have already worked through the semantic building blocks shown in the previous figures. Only on this basis can the final illustration serve as a meaningful prompt for transfer, that is, for connecting the learners' understanding of wealth, spending practices, and social lifestyle to the idiomatic meaning 'to live extravagantly / beyond one's means'. The image therefore does not explain the idiom automatically but supports an inferential process that has been prepared step by step. Group work or individual work with guidance from the teacher is an appropriate social form, followed by a discussion in the plenum. Regarding the didactic preparation, phraseodidactics can be beneficially connected to vocabulary, reading, speaking, listening, and interdisciplinary art didactics for learners with German as a second language.

7. Conclusion

The article proceeds from the assumption that engaging with idiomatic expressions in the primary school DaZ context contributes not only to literary-aesthetic education and the development of pragmatic skills but also to the expansion of linguistic abilities through language reflection, playful hypothesis formation, exploration paths not predetermined, creativity, and aesthetic perception (cf. Hille and Schiedermaier 2021).

In summary, the following can be noted: Idioms should be considered cultural assets in DaZ instruction and should become a permanent task of expanding

registers, occurring to the extent they are selected and taught in respective native German instruction. This is important for children with *DaZ* for several reasons. They are sensitized to idiomatic expressions in primary school, which also encourages language reflection. Through this sensitization, the diversity of linguistic realization possibilities is highlighted and expanded. Imagery and metaphor are intended to contribute to creative language use and literary learning, as well as to expand learners' linguistic resources. This is intended to contribute to equality and fairness in primary school education and to foster language awareness for the children's future learning pathways.

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New Trends in Applied Phraseology

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This book explores the evolving role of phraseology across three interconnected domains—phraseography, translation, and language teaching—from a contrastive and multilingual perspective. Addressing the need for case-study-driven research that bridges theoretical and applied dimensions, the book explores the relationship between semantic and syntactic levels of meaning, cognitive processes, and cultural dimensions. The contributions highlight key challenges such as the representation of phraseological units in dictionaries, translation-related equivalence, and the role of context, pragmatics, and diachronic perspectives. The section on language teaching zooms on phraseology in acquisition and empirically grounded strategies that enhance learners' phraseological competence. This book contributes to the broader field of linguistics, offering valuable insights for researchers and educators.

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