Abstract — Phraseology in foreign language learning and teaching has been an object of linguistic and didactic research for almost 40 years. This paper discusses aspects of phraseology in teaching German as a foreign language, i.e. the influence of Kuhn's three step model on phraseology in foreign language teaching and methods to define the phraseological units that are to be learned. Semantically complex units cover a high percentage of the lexicon of a language, ranging from collocations or routine formula to proverbs. Although active and passive knowledge about such lexical elements can be considered essential for successful communication in a foreign language, there still exists a lack concerning teaching material. The objective is the more intensive inclusion of phraseological learning content in the teaching of foreign languages and to develop not only the students' linguistic competence, but also their metalinguistic awareness of phrasemes as a specific linguistic phenomenon.

Keywords: phraseodidactics; phraseology; phraseological units; phraseological minimum; phraseological competence