

DGFF-Kolleg: Abstracts schreiben

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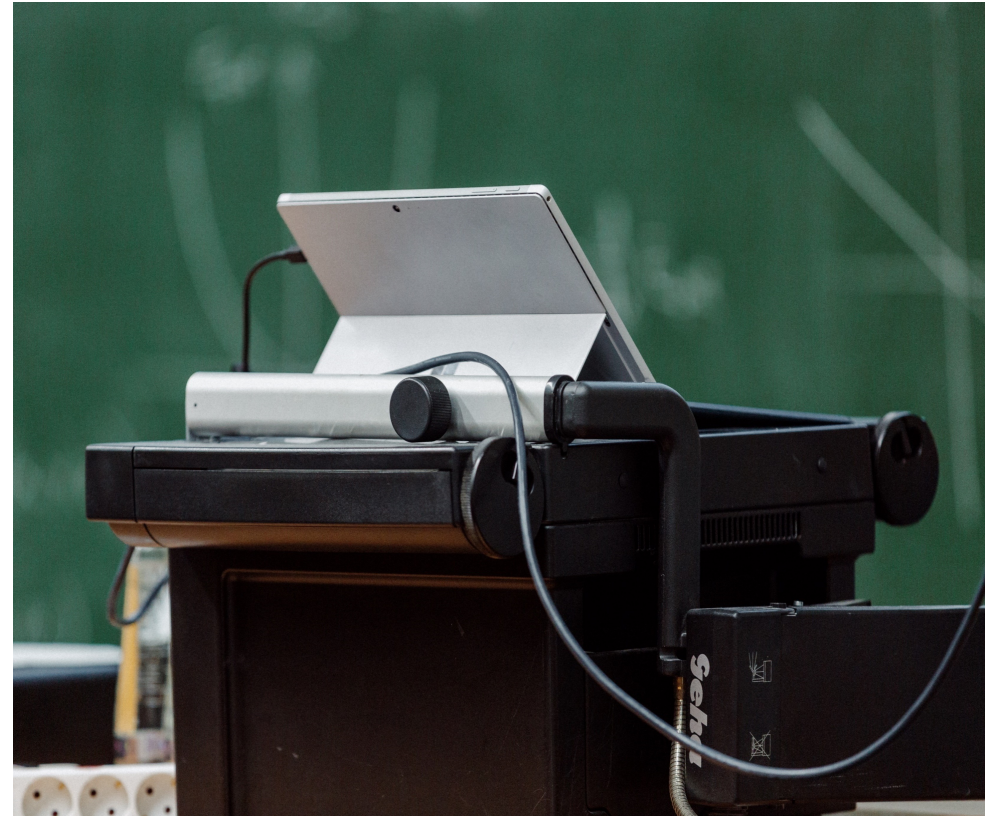


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Outline

- In welchen Zusammenhängen braucht man ein wissenschaftliches Abstract?
- Was ist die Funktion eines wissenschaftlichen Abstracts?
- Aus welchen Bestandteilen besteht ein Abstract?
- In welchen Ausformungen kommen Abstracts vor?
- Welche sprachlichen Wendungen kommen typischerweise in einem Abstract vor?

Abstracts braucht man ...

- als Teil einer wissenschaftlichen Abhandlung
- zur Eröffnung eines Promotions-/Habitationsverfahrens
- zur Anmeldung einer mündlichen Prüfung (Disputation o.ä.)
- in Bewerbungen (Forschungsexposé für laufende/geplante Projekte)
- als Teil eines Antrags zur Forschungsförderung
- für die Veröffentlichung eines Zeitschriften-/Sammelbandbeitrages
- bei der Bewerbung mit einem Vortrags-/Posterbeitrag auf einer wissenschaftlichen Tagung
- zur Werbung für Vorträge/wiss. Workshops etc.
- ...

Funktion

Das Projekt/die Studie
in Kurzform darstellen.

Das *Native-Speaker*-Konstrukt im Fokus

Das *Native-Speaker*-Konstrukt im Fokus. Kritik und Kontroversen

Barbara Schmenk¹

This article examines the notion of the native speaker. Despite a substantial body of critical literature on the native speaker construct that has emerged in the past few decades, the term continues to be widely used in the world of language education and beyond, as is evident in, e.g., job advertisements or promotional materials for language courses and teacher training offerings. This observation highlights the ambiguous status of the native speaker construct: on the one hand it has been criticized based on its theoretical shortcomings that render the construct at best inadequate; on the other, the ongoing popularity of the native speaker within and beyond the domain of language education continues to proliferate and reinforce an ideology of native speakerism (Holliday 2006). The article provides an overview of these critiques and discusses their relevance to and impact on current practices and policies in language education, taking the Companion Volume to the Common European Framework of Reference (Council of Europe 2020) as an example. The longevity of an ill-defined concept such as the native speaker is subsequently explored considering its relation to and origins in colonial thinking. The article concludes that the construct of the native speaker should be of primary concern in critical pedagogies that seek to decolonize language education.²

1. Einleitung

Firefox | Datei | Bearbeiten | Ansicht | Chronik | Lesezeichen | Extras | Fenster | Hilfe | Di. 5. März 13:07

Thesis writing challenges for no X ScienceDirect.com | Science, h X +

https://www.tandfonline.com/doi/full/10.1080/13596748.2015.1063808

Home | All Journals | Research in Post-Compulsory Education | List of Issues | Volume 20, Issue 3 | Thesis writing challenges for non-native ...

Research in Post-Compulsory Education
Volume 20, 2015 - Issue 3

Journal homepage

1,156 Views
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Pages 357-373 | Received 20 Jan 2015, Accepted 18 Apr 2015, Published online: 21 Aug 2015

Articles

Thesis writing challenges for non-native MA students

Karim Sadeghi & Arash Shirzad Khajepasha

Cite this article <https://doi.org/10.1080/13596748.2015.1063808> Check for updates

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Abstract

Writing in a second (L2)/foreign language is generally a challenging activity, and writing an MA thesis, as an example of academic enterprise, can be daunting when done in a language in which the writer is not fully competent. The challenge such a genre of writing poses for L2 writers has not been properly addressed. To fill in the gap in this area, the present study aimed at comparing Master's theses written by Teaching English as a Foreign Language (TEFL) students in three Iranian universities in terms of the challenges such academic writing poses for student-writers. The corpus comprised 60 randomly selected theses from those universities submitted to English as a Foreign Language departments between the years 2010 and 2012. A series of one-way ANOVAs were employed to compare the means of obtained frequencies across the theses. Results revealed that, except for organisational problems, theses varied in terms of language, style, content and methodological problems. It was also found that theses mainly suffer from style and language problems. The study sheds light on the extent to which L2 writers are aware of the structure of MA theses, reveals the challenges common to most students in this particular type of academic writing and offers advice on improving the quality of thesis-writing.

Keywords: thesis writing | Master's theses | writing challenges | writing for academic purposes | thesis framework | writing in L2

Related Research

- People also read
- Recommended articles
- Cited by 10

Understanding International Postgraduate Research Students' Challenges and Pedagogical Needs in Thesis Writing >

Ting Wang et al.
International Journal of Pedagogies and Learning
Published online: 17 Dec 2014

'The English is not the same': challenges in thesis writing for second language speakers of English >

Pat Strauss
Teaching in Higher Education
Published online: 30 Aug 2011

Postgraduate students' difficulties in writing their theses literature review >

Abstracts als feststehende Textsorte

- Sie haben eine kanonisierte Form und enthalten stets dieselben Schritte
- Geübte Leser*innen haben klare Erwartungen an ein Abstract

Zu vermittelnde Infos im Abstract

- Hintergrund und Kontext der Studie
- Forschungsdesiderat
- Ziele der Studie
- Forschungsfragen
- Verwendete Forschungsmethoden und untersuchte Personen/Datenquellen
- Zentrale Ergebnisse
- Beitrag der Studie zum Forschungsfeld

-> Kann man erst schreiben, wenn die Studie abgeschlossen ist!

Abstracts schreibt man also zum Schluss

[The Abstract] is written after the research has been completed and the writer knows exactly what is contained in the body of the text. It is a summary of the text and it informs readers of what can be found in the dissertation and in what order, functioning as an overall signpost for the reader. Although it is the last part of a dissertation to be written, it is generally one of the first a reader will look at. Indeed, if the Abstract is not well written, it may be the only part of the dissertation a reader will look at!

Cooley and Lewkowitz (2003:112)

Sie können länger sein ...

Hintergrund und Kontext der Studie

Forschungsdesiderat

Ziele der Studie

(Forschungsfragen)

Forschungsmethoden, TN/Datenquelle

Zentrale Ergebnisse

(Beitrag der Studie zum Forschungsfeld)

Current approaches to second language instruction have called for an integration of message-focused and form-focused instruction in the L2 classroom. One way this may be accomplished is through incidental focus on form which draws learners' attention to linguistic items as they arise in meaning-focused interaction. While incidental focus on form has been theorized to benefit learners, little empirical research has investigated its actual effectiveness.

This study examined the occurrence and nature of incidental focus on form and its effectiveness in promoting L2 learning. Thirty-two hours of naturally-occurring meaning-focused L2 lessons were observed in 12 different classes of young adults in a private language school. Classroom interaction yielded 1,373 focus on form episodes (FFE), occurring when there was a brief shift in attention from message to linguistic form. These FFEs were transcribed and analysed for a variety of general characteristics and discourse moves. A subset of 491 FFEs were used as a basis for individualized test items in which students who participated in specific FFEs were asked to recall the linguistic information provided in them.

The results showed that incidental focus on form did occur in these lessons, although the number of FFEs varied significantly among classes, teachers and students. The FFEs were more frequently code-related and reactive in nature. The response moves usually occurred immediately after the trigger, and generally provided linguistic information with a recast. Uptake occurred in roughly three quarters of the FFEs, and it was generally successful. Additionally, uptake was more likely to occur when the trigger was followed by an immediate elicitation response. Successful uptake was also more likely to occur in FFEs targeting code-related student errors with immediate elicitation responses.

The results of the testing showed that learners were able to recall the targeted linguistic information correctly or partially correctly nearly 60% of the time one day after the FFE, and 50% two weeks later. Furthermore, successful uptake in an FFE was found to be a significant predictor of corrects scores. These results suggest that incidental focus on form may be of some benefit to learners, particularly if they are encouraged to incorporate the targeted linguistic items into their own production.

Bitchener (2010)

... meist aber maximal 250 Wörter

Hintergrund und Kontext der Studie
Forschungsdesiderat

Ziele der Studie
(Forschungsfragen)

Forschungsmethoden, TN/Datenquelle

Zentrale Ergebnisse

(Beitrag der Studie zum Forschungsfeld)

Research has shown that many factors influence the transfer process in L3 acquisition (e.g., language distance, L2-status, proficiency in the L2/L3). Regarding the L2/L3 acquisition of aspect, a lot of research on the influence of the L1 has been conducted; however, to date, only a very limited amount of studies has analysed the influence an L2 exerts on the acquisition of aspect in an L3. **The present study, therefore, focuses on L3 acquisition of perfective/imperfective aspect. We investigated 109 German-speaking learners of L3 Spanish with previous linguistic L2 knowledge in English. Data were elicited by means of a language background questionnaire, a c-test for overall proficiency measures in the L3, an oral retelling of two picture-based narratives, and two semantic interpretation tasks to measure the participants' knowledge of aspect in the L2 and the L3 (i.e., analytic proficiency). The findings provide empirical evidence that L2 English positively influences the acquisition of aspect in L3 Spanish if structural similarities between the L2 and the L3 exist. However, positive L2 transfer seems to depend on L2 and L3 proficiency levels.**

Eibensteiner, L. (2023). L3 acquisition of aspect: the influence of structural similarity, analytic L2 and general L3 proficiency. *International Review of Applied Linguistics in Language Teaching* 61(4), 1827-1858. <https://doi.org/10.1515/iral-2021-0220>

Erwartbar sind

... **viele formelhafte Wendungen** (Casal & Kessler, 2020; Omidian, Shahriari & Siyanova-Chanturia, 2018; Yoon & Casal, 2020 für Englisch; Lieberknecht & May, 2018 für Deutsch)

... *Ziel der vorliegenden Arbeit ist es/die vorliegende Arbeit verfolgt das Ziel/soll einen Beitrag leisten zu ...*

... *es soll begründet/erklärt werden ...*

... *dazu/zu diesem Zweck/mit diesem Ziel werden ...*

... *[Datenart] von [Teilnehmer*innen] erhoben und mittels [Analysemethode] ausgewertet ...*

... *die Ergebnisse zeigen/es zeigt sich ...*

... *lässt vermuten/den Schluss zu ...*

... *leistet einen Beitrag zu ...*

Oft fällt auf, dass ...

... eine Begründung der Forschungsfragen fehlt

... eine klare Darstellung der Datenbasis fehlt (was wurde untersucht? Wie viele Personen? Welche Methodik?)

... eine Präsentation der zentralen Ergebnisse fehlt

... eine Einordnung in die Bedeutung, die diese Ergebnisse für das Forschungsfeld haben, fehlt

(s. Abdel Salam El-Dakhs, 2018 und Ren & Li, 2011, zu Merkmalen von Abstracts von ungeübten und geübten Schreibenden)

Was sind mögliche Effekte?

Das Abstract konturiert die Studie nur unscharf, Fehleinschätzungen können die Folge sein

Der/die Leser*in lernt die Studie als etwas noch nicht fertig Durchdachtes, als reines Vorhaben kennen. Der/die Autor*in präsentiert sich nicht als Autorität mit der Absicht, das Forschungsfeld voranzubringen.

Fazit

Abstracts haben eine klare, erwartbare Struktur: Es kommen immer dieselben Schritte darin vor.

Dies hat Gründe: Sie realisieren die Funktion, die Studie kurz und knapp in ihrer Gesamtheit zu präsentieren. Sie spiegeln wider, was eine wissenschaftliche Studie ausmacht.

Wenn man diese Schritte realisiert, erhöht man unmittelbar die Chance, sich gut als Insider in der internationalen wissenschaftlichen Community zu präsentieren und Expertise zu signalisieren.

Gut erkennbare, formelhafte Wendungen zu benutzen ist dabei zweckdienlich.

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