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1. Wissenschaftliche Texte einleiten

<table>
<thead>
<tr>
<th>The</th>
<th>aim intention objective purpose</th>
<th>of this paper is to</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this paper, we/I will</td>
<td>analyse, describe, focus on etc. [Verben siehe oben]</td>
<td></td>
</tr>
</tbody>
</table>

[Zum Gebrauch von I und we siehe Abschnitt 6.4.1]

This paper/thesis/study/book
The present paper/thesis/study/book
[present = hier: »vorliegend«]

analyses, describes, focuses on etc. [Verben siehe oben]

2. Auf die Bedeutung des Themas und auf fachliche Kontroversen hinweisen

Recently, there has been growing interest in ...
The study of X has attracted considerable attention in recent years.
In recent years, there has been a great deal of interest in ...
X has attracted widespread attention.
X has been studied extensively.
Many recent studies have focused on ...
A key issue, therefore, is whether ...
A central question that needs to be addressed in this context is ...
There has been some disagreement about ...
Researchers seem to disagree on ...

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## 3. Forschungslücken ansprechen

<table>
<thead>
<tr>
<th>Little attention has been paid to ...</th>
<th>few studies have looked at ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>comparatively few attempts have been made to</td>
<td>establish a relationship between X and Y</td>
</tr>
<tr>
<td>explore X integrate X, Y and Z link X with Y measure X</td>
<td></td>
</tr>
<tr>
<td>been limited to ...</td>
<td>concentrated on ... disregard ...</td>
</tr>
<tr>
<td>overestimated ...</td>
<td>overlooked ... underestimated ...</td>
</tr>
</tbody>
</table>

## 4. Struktur der Arbeit darlegen

<table>
<thead>
<tr>
<th>The chapter paper thesis</th>
<th>has been divided into three sections. three parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper begins by briefly reviewing ... clarifying ... describing ... discussing ...</td>
<td></td>
</tr>
</tbody>
</table>

### Section 2 then moves on to consider ...
### Section 3 goes on to discuss ...
### In Section 4, we assess ...
### Section 5 provides a critical assessment of ...
### Finally, Section 6 offers some recommendations for ...
### In the concluding section, we also outline how ...

## 5. Begriffe klären

<table>
<thead>
<tr>
<th>X is defined as ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>We define X as follows: ...</td>
</tr>
<tr>
<td>By X we mean ...</td>
</tr>
<tr>
<td>We propose the following definition: ...</td>
</tr>
<tr>
<td>Our definition attempts to capture the essence of ...</td>
</tr>
<tr>
<td>This definition allows us to distinguish ...</td>
</tr>
<tr>
<td>We use the term more broadly to refer to ...</td>
</tr>
<tr>
<td>The term X is generally taken to mean ...</td>
</tr>
<tr>
<td>The term Y tends to be used to refer to ...</td>
</tr>
<tr>
<td>In this paper, the term Z will be used to refer to ...</td>
</tr>
</tbody>
</table>

## 6. Beispiele anführen

<table>
<thead>
<tr>
<th>For example, ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>For instance, ...</td>
</tr>
<tr>
<td>X would be a good example of Y.</td>
</tr>
<tr>
<td>X is best exemplified by Y.</td>
</tr>
<tr>
<td>X and Y are good examples of Z.</td>
</tr>
<tr>
<td>If we take X as an example, ...</td>
</tr>
</tbody>
</table>
Take X, for example.
X is determined by several factors, such as ...
Consider X, for example.
Another example of X is ...
Several factors have been identified, including ...

As the following examples
demonstrate, ...
illustrate, ...
indicate, ...
show, ...
suggest, ...

7. Methoden beschreiben

| An experiment                      | was                  | to see what effect X might have on ...
|                                    | carried out          | to determine whether ...
| This procedure                     | conducted            |
| Several tests                     | were                 | to investigate X ...
| Interviews                         |                      | with a view to observing differences in ...

| A (random) sample                  | was                  | from the electoral register. ...
| The sample                         | drawn obtained       | from households in two cities. ...
|                                   | selected             | by sending a questionnaire to ...

A case study approach was used to explore ...
A number of methods were used, including ...
The methods used included individual and focus group interviews.
The questionnaire was designed to elicit the following information: ...
The subjects were selected on the basis of ...
Data were gathered in the period from ... to ...
Data were collected using a semi-structured, interviewer-administered questionnaire.
Ethical clearance for the study was given by ... / was obtained from ...

8. Zwischenergebnisse und Resultate zusammenfassen

As we have seen, ...
On this basis, it can/may be concluded that ...
To conclude, ...
To recap, ...
To sum up, ...
To summarise, ...
The results may be summarised as follows: ...
Our findings can be summarised as follows: ...
On balance, the overall impression is that ...
A tentative conclusion at this point would be that ...
Thus, a preliminary conclusion might be that ...
Our results (so far) seem to suggest ...
In conclusion, it can be noted that ...

9. Resultate interpretieren

| The results may be interpreted     | as follows: ...
|                                    | to indicate ...
|                                    | to mean ...
|                                    | to suggest ...

| Our findings                       | appear to be relevant for ...
|                                    | strongly support the view that ...
|                                    | also suggest that ...
|                                    | seem to contradict those of Smith (2009).

| In interpreting these findings,    | we have to take into account that ...
|                                    | we need to consider that ...
|                                    | we should, however, remember that ...

10. Ergebnisse einschränken

| These results                      | must be interpreted with caution.
|                                    | treated as tentative until more research ...
|                                    | is conducted to identify ...

| Our findings                       | must be interpreted with caution.
|                                    | treated as tentative until more research ...
|                                    | is conducted to identify ...

Our study has several limitations. First, ...
Second, ...
Third, ...
On the evidence presented, we cannot be certain whether ...
Although exploratory, the findings indicate that ... 
While our conclusions remain tentative, the data reveal ... 
We must be careful not to overgeneralise the significance of ...

11. Auf künftige Forschung verweisen

<table>
<thead>
<tr>
<th>Additional research</th>
<th>is would be necessary needed to assess to confirm to establish to fully understand ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>More research</td>
<td></td>
</tr>
<tr>
<td>Considerably more work</td>
<td></td>
</tr>
<tr>
<td>A more detailed analysis</td>
<td></td>
</tr>
<tr>
<td>A more systematic approach</td>
<td></td>
</tr>
<tr>
<td>More sophisticated methods</td>
<td>are would be attempt to clarify ... concentrate on ... explore ... try to determine whether ... try to ascertain why ...</td>
</tr>
<tr>
<td>Future research</td>
<td>might should</td>
</tr>
</tbody>
</table>

12. Auf Tabellen und Graphiken Bezug nehmen

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>shows ... illustrates ... indicates ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td></td>
</tr>
<tr>
<td>As Table 2.1</td>
<td>shows, ... illustrates, ... indicates, ...</td>
</tr>
<tr>
<td>As Figure 2.1</td>
<td></td>
</tr>
<tr>
<td>As can be seen from</td>
<td>Table 2.1, ... the table, ... the figure, ... the pie chart [Kuchendiagramm], ...</td>
</tr>
<tr>
<td></td>
<td>the bar chart [Balkendiagramm], ... the line graph, ... the scatter graph/scatterplot, ...</td>
</tr>
<tr>
<td>It can be seen from</td>
<td>the table/figure etc. that ...</td>
</tr>
</tbody>
</table>

13. Graphiken beschreiben

The horizontal axis / x axis [Achtung: x x wird als [eks] nicht [iks] ausgesprochen]; The vertical axis / y axis [Achtung: y y ist im Englischen [wai] nicht *Ypsilon*]

<table>
<thead>
<tr>
<th>The graph shows / indicates</th>
<th>a gradual sharp slight slow steady steep sudden decline drop fall increase rise</th>
</tr>
</thead>
</table>

14. Querverweise im Text

See Section 5.2 for a more detailed discussion of ... a definition of ... a brief review of ...

<table>
<thead>
<tr>
<th>As we</th>
<th>argued explained indicated noted saw showed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Section 5.2, ...</td>
</tr>
<tr>
<td>As</td>
<td>was argued was noted was pointed out</td>
</tr>
<tr>
<td></td>
<td>In Section 5.2, ...</td>
</tr>
<tr>
<td>As Section 5.2</td>
<td>explains, ... shows, ...</td>
</tr>
</tbody>
</table>
More details will be given below.
Further arguments will be presented in the following section.
Later, we will briefly discuss ...
In later sections, we will show how ...

15. Literatur zusammenfassen und Zitate »antexten«

<table>
<thead>
<tr>
<th>There is a</th>
<th>large substantial</th>
<th>amount of research that ... body of literature on ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A number of</td>
<td>authors</td>
<td>have argued that ...</td>
</tr>
<tr>
<td>Several</td>
<td>researchers</td>
<td>have demonstrated that ...</td>
</tr>
<tr>
<td>Many</td>
<td>scholars</td>
<td>have reported that ...</td>
</tr>
<tr>
<td></td>
<td>studies</td>
<td>have shown that ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>have suggested that ...</td>
</tr>
</tbody>
</table>

| Previous research | has demonstrated that ... |
|                   | has documented that ...   |
|                   | has established that ...  |
|                   | has found that ...        |
|                   | has indicated that ...     |
|                   | has shown that ...         |
|                   | has suggested that ...     |

| In a recent study, Smith (2009) | demonstrated that ...    |
|                                | examined X ...           |
|                                | found that ...           |
|                                | investigated X ...       |

| Smith (2009) | emphasises the role of ... |
|              | lists three reasons why ... |
|              | develops a new approach to doing X ... |
|              | draws our attention to ... |
|              | identifies the key characteristics of ... |
|              | offers a typology of ... |
|              | proposes a framework which ... |
|              | suggests how one might account for ... |

16. Reporting verbs

Zu Begriffsklärungen und Details der Verwendung siehe Abschnitt 7.3.

**Research acts**

- demonstrate, develop, discover, find, hypothesise, identify, notice, observe, show, study, theorise

**Cognition acts**

- assume, believe, conceptualise, consider, doubt, regard, suspect, think

**Discourse acts**

- acknowledge, add, admit, assert, argue, claim, conclude, declare, deny, emphasise, explain, imply, indicate, maintain, point out, remark, report, say, state, suggest, write

Smith (2009) identifies several conditions which must be satisfied in order to obtain accurate results.

... as has been hypothesised previously (Smith 2009; Jones & Miller 2010).

As Evans has pointed out in several papers (2006, 2008a, 2009), there is a systematic trend towards ...

It has been suggested by a number of researchers that ... (Jones 2008; Miller 2009; Evans & Brown 2010).

Smith (2009) believes that ..., while Jones & Miller (2010) doubt whether ... Smith (2009) is clearly right in saying that ...

As Jones (2008) rightly observes: »The problem is analytically and morally intractable.«
17. Kritische Anmerkungen einleiten
A word of warning is in order about drawing conclusions based on ...
The notion that ... appears misguided.
This assumption is highly questionable.
It is very doubtful whether a meaningful comparison can be made between X and Y.
Some doubts may be raised as to whether X is sufficient.
We should not jump to conclusions about the causes of ...
When examined critically, this approach turns out to be too limited.
The key problem with this approach is that ...
What these accounts fail to capture is ...
Traditional approaches tend to ignore the impact that X has on ...
The main weakness of their study was that ...

18. Metadiskurs: die Leser/innen durch den Text führen
First,
Next,
let us 
we will 
consider ... 
define ...
look at ... 
turn to ...

At this point 
it is 
appropriate to raise the issue of ...
important to consider ...
necessary to discuss ...
useful to introduce ...

We now turn to ...
We would now like to propose a theoretical framework that ...
In what follows, we will concentrate on ...
Below, we will present evidence to suggest that ...

19. Auf Ähnlichkeiten und Unterschiede hinweisen
| X is       | almost | the same as Y
|------------|--------|-------------
| X and Y are| exactly| similar     
|            | nearly | identical   

| X is not  | exactly | as ... as [z. B. as good as] Y equivalent to Y
|------------|---------|-------------
| X and Y are not | exactly | at the same level identical similar 
|            | precisely | really 
|            | exact | equivalents 

| X | is | different | considerably significantly from Y 
|---|----|-----------|---------------------
|   | differs |            |

| X and Y | share | few hardly any characteristics features properties
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>

| X and Y | have | hardly anything little nothing in common
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>differ</td>
<td>significantly</td>
</tr>
</tbody>
</table>

| There is | a     | big considerable distinct large major marked minor significant slight small striking substantial subtle
|-----------|-------|-------------------|
| difference between X and Y | differences between X and Y

| There are |
|-----------|-------------------|

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Our analysis revealed both similarities and differences between X and Y. X seems to share a number of features with Y. It can be inferred that X closely resembles Y. These results show a notable parallel between X and Y. Our data reveal a striking resemblance between X and Y. These characteristics are not shared by ... A totally different pattern was found in ... The concept of ... is diametrically opposed to ... X is comparable in size and complexity to Y.

20. Ursache und Wirkung beschreiben

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>affects</td>
<td></td>
</tr>
<tr>
<td>causes</td>
<td></td>
</tr>
<tr>
<td>gives rise to</td>
<td></td>
</tr>
<tr>
<td>has an impact</td>
<td></td>
</tr>
<tr>
<td>has an influence on</td>
<td></td>
</tr>
<tr>
<td>influences</td>
<td></td>
</tr>
<tr>
<td>leads to</td>
<td></td>
</tr>
<tr>
<td>results in</td>
<td></td>
</tr>
</tbody>
</table>

Wenn ein eher vager, nicht im strengen Sinne kausaler Zusammenhang nur impliziert werden soll:

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>appears to involve</td>
<td></td>
</tr>
<tr>
<td>has been associated with</td>
<td></td>
</tr>
<tr>
<td>may be associated with</td>
<td></td>
</tr>
<tr>
<td>is a key factor in</td>
<td></td>
</tr>
<tr>
<td>is connected to</td>
<td></td>
</tr>
<tr>
<td>is linked to</td>
<td></td>
</tr>
<tr>
<td>may be attributed to</td>
<td></td>
</tr>
</tbody>
</table>

21. Hedges: Abschwächen, Zweifel signalisieren (siehe Abschnitt 6.3.1)

**Verben**
- may, might, could, should;
- appear to, seem to, tend to

**Adjektive**
- apparent, certain [-→ a certain amount, to a certain extent, at a certain level], doubtful, incomplete, inconclusive, plausible, possible, probable

**Adverbien**
- arguably, apparently, mainly, not necessarily, perhaps, possibly, presumably, supposedly, technically, typically, usually;
- almost, approximately, broadly, essentially, generally, partly, practically, probably, rather, relatively, roughly, somewhat, virtually

**Mehrteilige Phrasen**
- by and large, from our perspective, generally speaking, in general, in most cases, in most instances, on the whole, under certain circumstances

The introduction of X is arguably the most important contribution to Y in the past 20 years. In most cases, there appear to be no differences between X and Y. X might roughly be described in terms of ... From a sociological perspective, what tends to be missing from these models is ... X is typically the norm rather than the exception. There might, under certain conditions, be a slight tendency for X to do Y.

22. Boosters: Betonen, Sicherheit signalisieren (siehe Abschnitt 6.3.2)

**Verben**
- must, will;
- believe, demonstrate, find, know, support
Adjective

certain, clear, definite, evident, precise, unambiguous

Adverbien

always, certainly, clearly, definitely, doubtless, evidently, incontrovertibly, indeed, never, obviously, precisely, really, unambiguously, undeniably, undoubtedly

Mehrteilige Phrasen

in fact, of course, beyond any doubt, to be sure, without doubt

X has been incontrovertibly shown to predict ...
X can indisputably be attributed to Y.
Our data further support the idea that ...
Without doubt, these findings have important implications for ...
It is now beyond any doubt that ...
In fact, it is precisely that type of behaviour which cannot be explained by ...
Although it is undeniably important to do X, it can be absolutely crucial/vital to do Y.

23. Attitude markers (siehe Abschnitt 6.3.3)

Adjektive

desirable, disappointing, essential, helpful, misguided, questionable, remarkable, striking, unconvincing, unsatisfactory

Adverbien

astonishingly, interestingly, remarkably, surprisingly, understandably, unfortunately

Astonishingly, there is no evidence of ...
Strangely enough, there are no reports in the literature to explain why ...
Our pretest results indicated unacceptably low intercoder reliability.
Not surprisingly, our findings support the view that ...
Interestingly, one conclusion that can be drawn from this survey is that ...
A more striking and disappointing finding was that ...

24. Konnektoren

Hinzufügen

and; both X and Y, not only X but also Y; also, besides, furthermore, in addition, moreover; likewise, similarly

Beispiele, Erklärungen

for example, for instance; in other words, that is; put differently

Spezifizierung

in particular, specifically, indeed, in fact, to be precise

Gegensätze

whereas, while; alternatively, at the same time, but, by contrast, however, nevertheless, nonetheless, on the contrary, on the other hand, still, yet

Ursachen und Konsequenzen

because, as, since; due to, for this reason, owing to, thanks to; as a result, consequently, therefore, thus

Zeitliche Abfolge

afterwards, finally, first (second, third etc.), in the meantime, meanwhile, next, now, then, subsequently

Rangordnung

above all, first of all, most importantly, most significantly

Schlüsse ziehen, Argumentationsschritte abrunden

all in all, for all these reasons, hence, to conclude