

H. Gerzymisch-Arbogast

Advanced Translation Research Center (ATRC)

Wissenschaftliches Denken und Arbeiten

**GradUS Workshop Wissenschaftliches Denken und
Arbeiten 3 – 4 Juli 2009**

Einleitung

Gegenstand, Zielsetzung und Aufbau

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Wissenschaftliches Denken und Arbeiten: Problemstellung

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Problemstellung, Fragestellung, Hypothese

„a good guess

at the best answer to a question,
based on the most reliable facts available;
a guess that will be TESTED“.

Andrew Chesterman

Arbeitshypothese

“one of the most important discoveries of
modern times, which has replaced the idea of
dogma and doctrine.”

Aldous Huxley

Wichtige Begriffe zur Problemstellung

Hypothese, Fragestellung, Annahme, These

- 1. Geisteswissenschaften und Naturwissenschaften unterscheiden sich in ihren wissenschaftlichen Grundprinzipien**
- 2. Geisteswissenschaften und Naturwissenschaften unterscheiden sich nicht in ihren wissenschaftlichen Grundprinzipien**
- 3. Geisteswissenschaften und Naturwissenschaften haben bestimmte Prinzipien wissenschaftlichen Denkens und Arbeitens gemeinsam**

Verifizierbar – falsifizierbar?

- **Deduktive Hypothesen:** All the beans from this bag are white.
- These beans are from this bag > These beans are white.
- **Induktive Hypothesen:** These beans are from this bag.
- These beans are white. > All the beans in the bag are white.
- **Abduktive Hypothesen:** All the beans from this bag are white.
- These beans are white.> These beans are [probably] from this bag.
- **Texthypotesen, Interpretation und Textverstehen**
- **Hypothesenbildung über Intuition, Erfahrung, Induktion, Deduktion, Abduktion**

Zur Formulierung von Hypothesen im Hinblick auf

- **ihre Generierung**

Herleitung aus zwei gegensätzlichen Thesen, einer Frage, einer Entwicklung, aus den Daten

- **ihre Präzision**

xyz tritt immer/häufig/ dann ein, wenn.... (Bedingungen A,B,C...)

- **ihren Mehrwert**

Neu/relevant?

- **ihr Verhältnis zu**

konkurrierenden Thesen, Mehrwert, Logik, Falsifizierbarkeit

Mehr zu Hypothesen bei

http://www.translationconcepts.org/pdf/Hyps_10-2008.pdf

Critical Reading: The Ogden/Richards Example

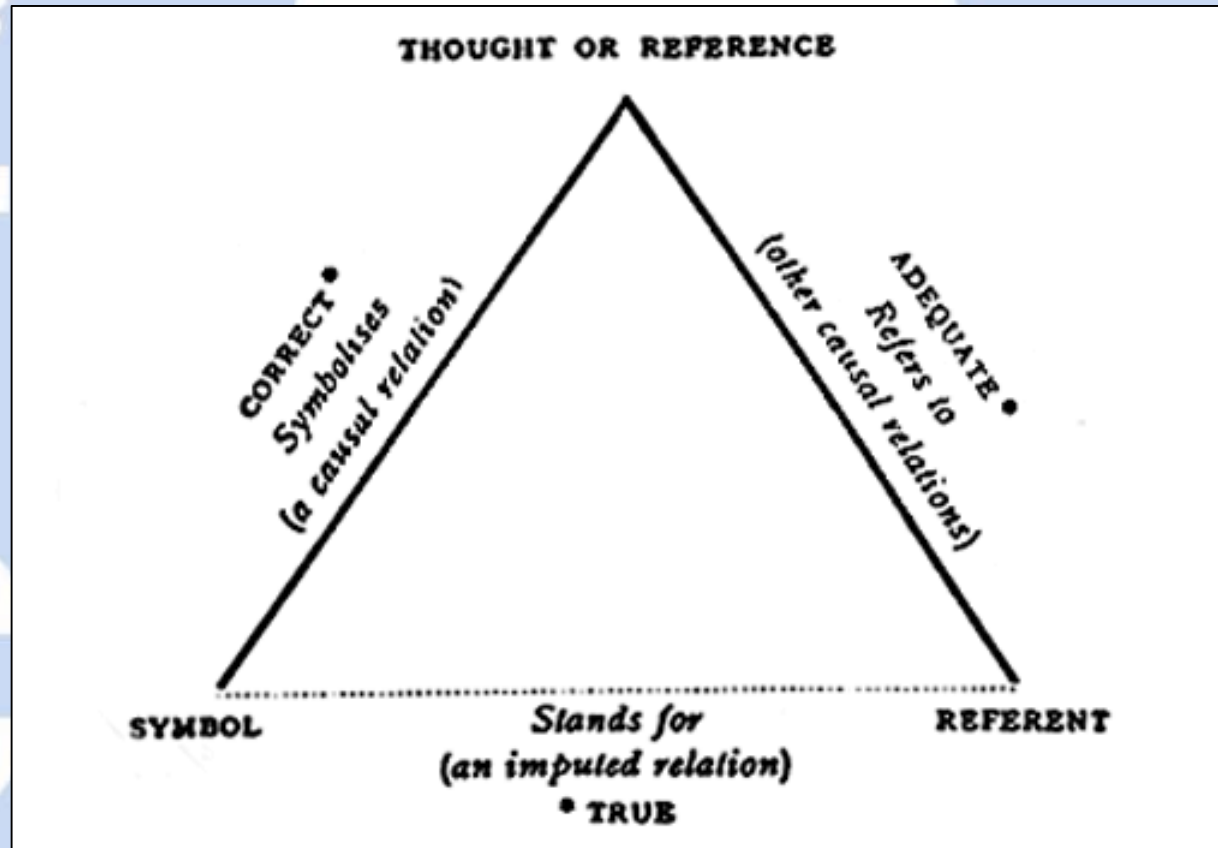
1. The text

Between a thought and a symbol causal relations hold. When we speak, the symbolism we employ is caused partly by the reference we are making and partly by social and psychological factors – the purpose for which we are making the reference, the proposed effect of our symbols on other persons, and our own attitude. When we hear what is said, the symbols both cause us to perform an act of reference and to assume an attitude which will, according to circumstances, be more or less similar to the act and the attitude of the speaker.

Between the Thought and the Referent there is also a relation; more or less direct (as when we think about or attend to a coloured surface we see), or indirect (as when we ,think of‘ or ,refer to‘ Napoleon), in which case there may be a very long chain of sign-situations intervening between the act and its referent: word – historian – contemporary record – eye-witness – referent (Napoleon).

Between the Symbol and the Referent there is no relevant relation other than the indirect one, which consists in its being used by someone to stand for a referent. Symbol and Referent, that is to say, are not connected directly (and when, for grammatical reasons, we imply such a relation, it will merely be an imputed, as opposed to a real, relation) but only indirectly round the two sides of the triangle.

Critical Reading: The Ogden/Richards Example



Critical Reading: The Ogden/Richards Example

2. Understanding the text (Critical Reading)

(0) Critically read the text and graph

1 Analyse the text (and graph)

1.1 Which elements are concepts/arguments

1.2 Which elements are relations

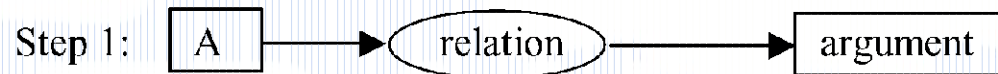
2 Depict the relations as R^n , Index 1 – n= valency. Relations consist of a relator (=verbal complex), which has a certain valency (n) and n (a number of) arguments. This will yield a linear structure

3 Represent the structure graphically or in a linear fashion.

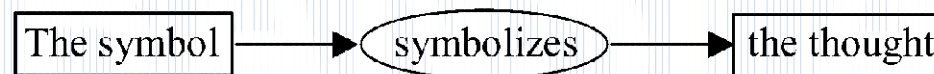
4 Re-Arrange the linear structure to a synchronous-optical structure: for each argument in a text all relations in that text are identified.

Critical Reading: The Ogden/Richards Example

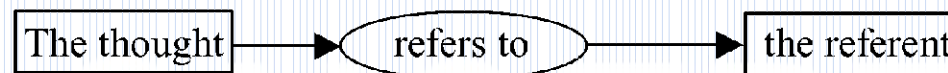
5 Application to the Ogden/Richards example



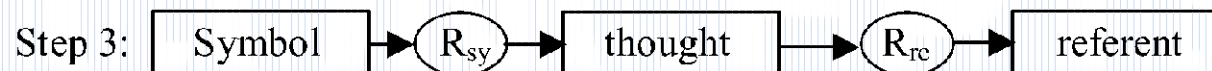
Step 2: R_{sy}^2 (symbol, thought)



R_{re}^2 (thought, referent)



This yields the structure RE+F $\langle\langle$ symbol, thought, referent $\rangle\rangle$, $\langle R_{sy}^2, R_{re}^2 \rangle$



Problem: what is conceived as a relation (the relation of referring to something) is transformed into an object (reference).