

**Summary to the dissertation**  
**„Deutschaufgaben verständlich formulieren. Eine sprachwissenschaftliche Untersuchung schulischer schriftlicher Aufgabenstellungen am Beispiel des Deutschunterrichts in der gymnasialen Oberstufe“ / Stefanie Schäfers**

The dissertation *"How to clearly formulate German tasks for schoolwork. A linguistic examination of scholastic written tasks exemplified by German language lessons in the higher level of secondary schools"* analyses nine, as examples, selected school books of the higher secondary level schools. These books are a combination of language and literature themes. The dissertation also takes a closer look at two didactic journals, whose task designations are based on the scholastic guidelines and curricula, and their task levels I (summarizing knowledge), II (application of knowledge) and III (solving problems and giving evaluations). In a tabular appendix this material is then sorted with examples. Explanations are given regarding the logic of commands, the speech acts and various sub-categories of COMMANDS, the semantic-grammatical structure in form of word fields, and finally the grammatical structure. This all leads to practical hints of ideal-typical commands in the form of recommendations or to an instruction about the preparation of tasks. An additional point has to do with paradoxical commands, which are seen as a positive aspect that can be interpreted as being motivating.