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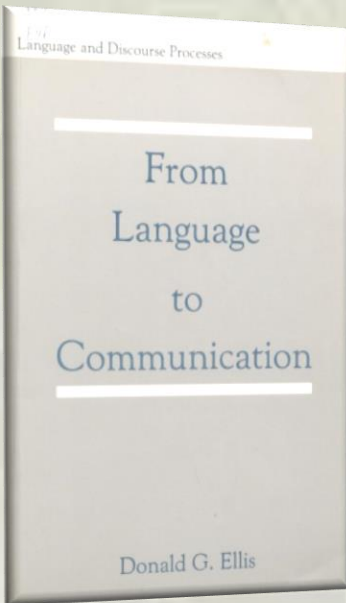
DISCURSUL ȘI ARTA COMUNICĂRII

DISCURSUL ȘI ARTA COMUNICĂRII

Discursul este o cuvântare, o expunere făcută în fața unui public și o artă a comunicării care face lumea să avanseze, facilitează conexiunile umane și ne permite să învățăm, să creștem, să ne dezvoltăm. Nu este vorba doar despre vorbit sau citit, dar și de a înțelege ceea ce se spune, și în unele cazuri, ceea ce nu se spune.

Biblioteca este cea care plăsmuiește comunicarea valorilor culturale a producției tipărite. Ea este cea care se implică în aspectul informațional și instructiv. Implicarea bibliotecii în procesul informațional ridică nivelul calității utilizării resurselor informaționale publice, facilitează și extinde accesul la informația de interes public.

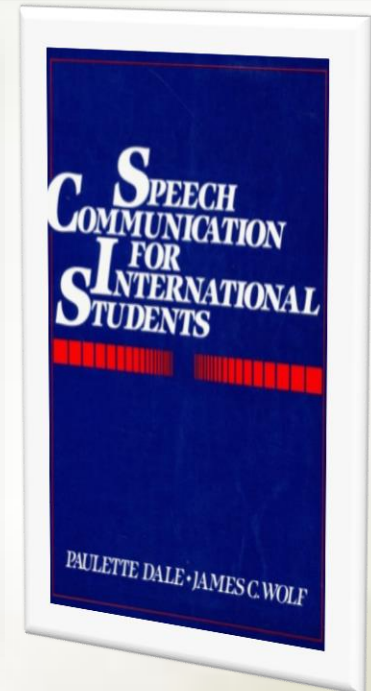
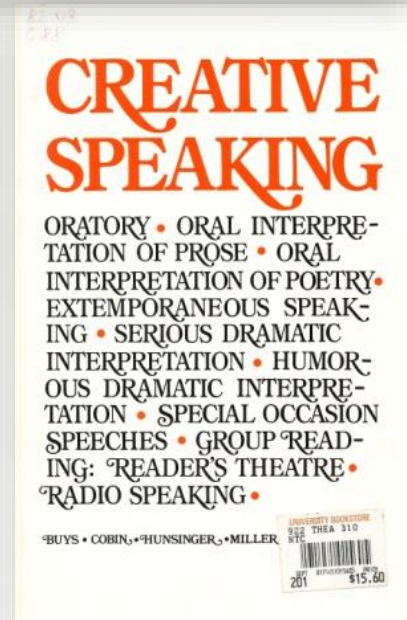
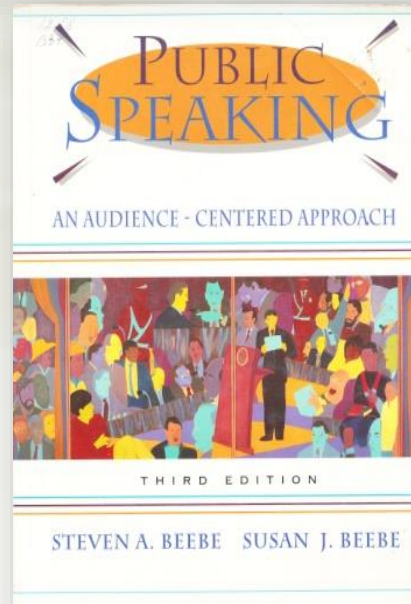
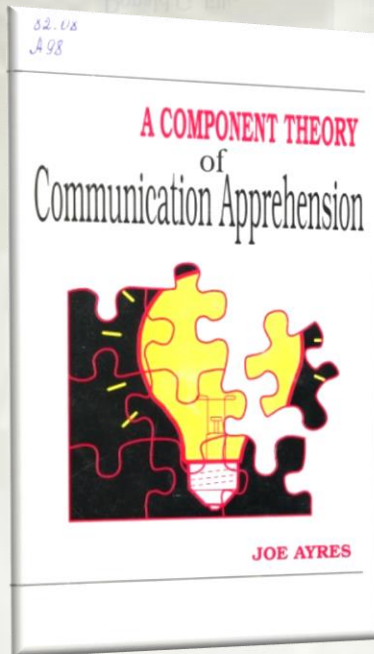
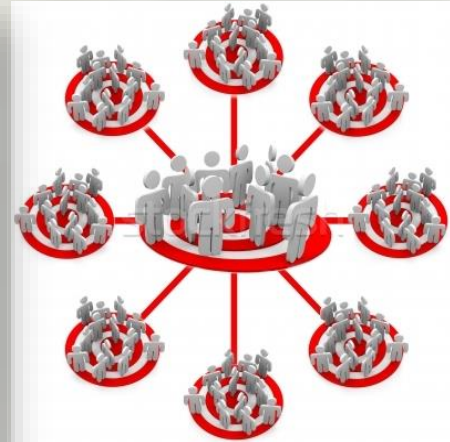
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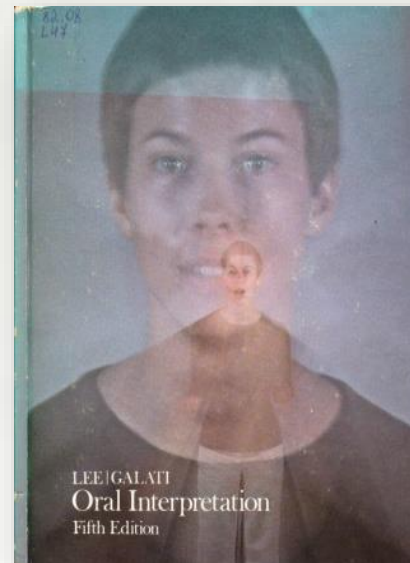
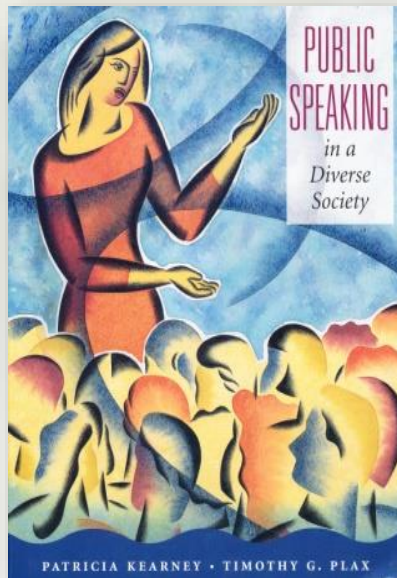
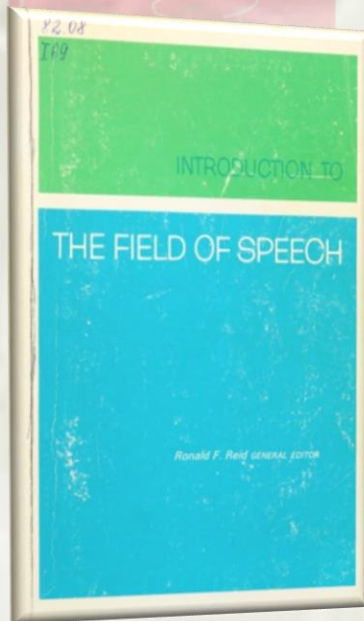
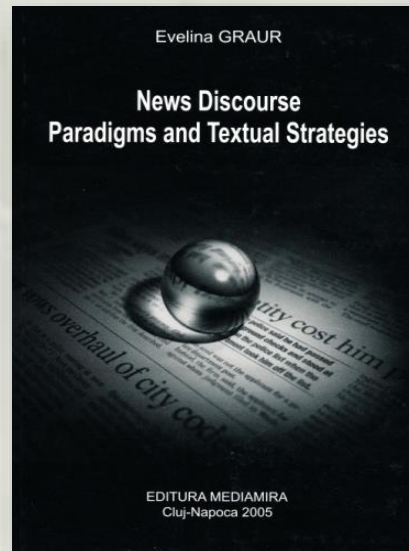
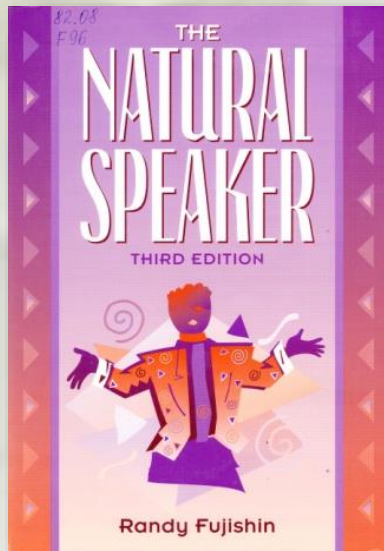
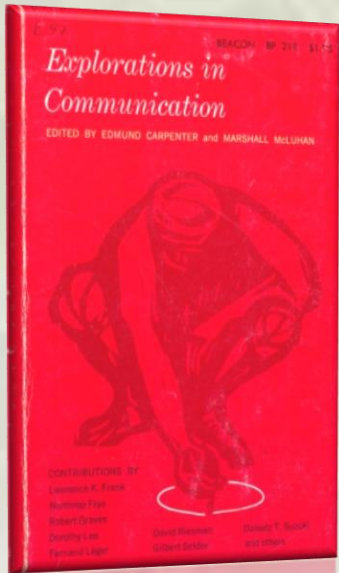


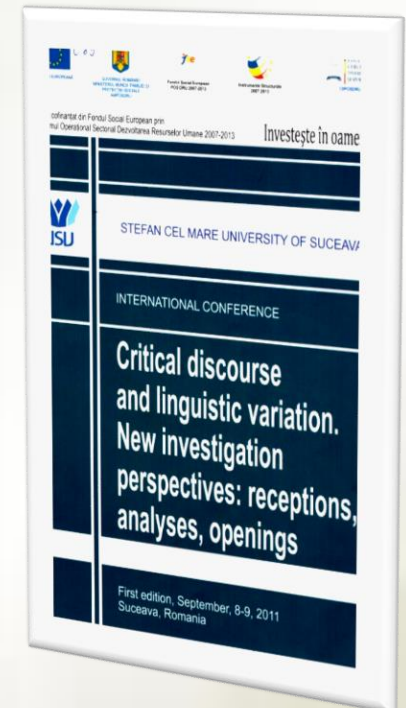
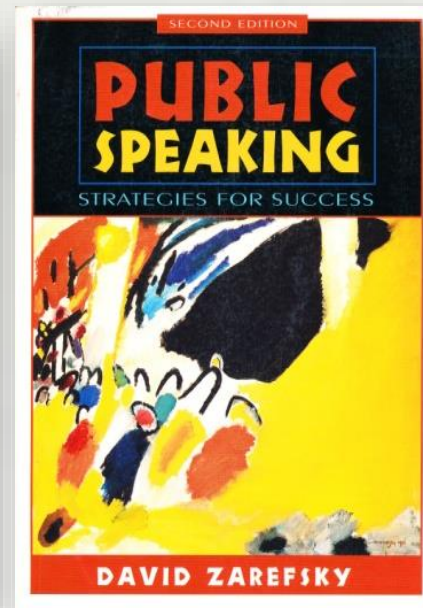
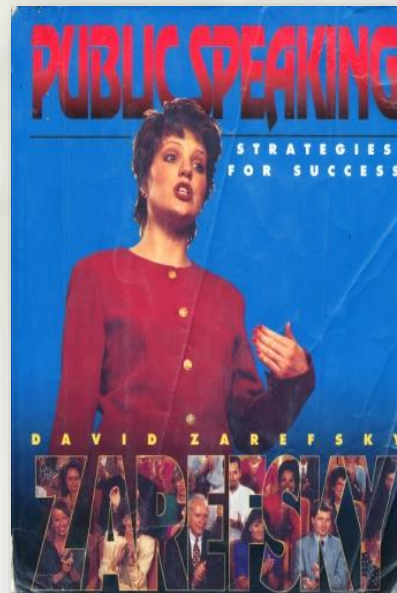
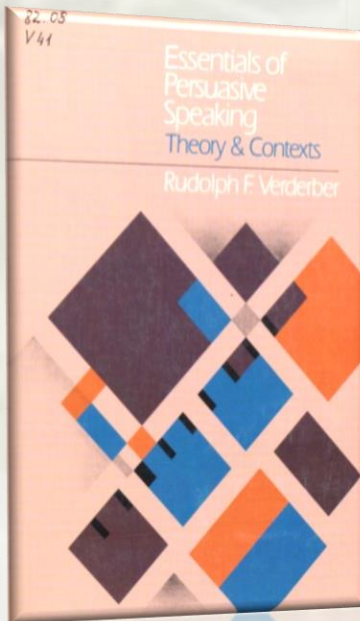
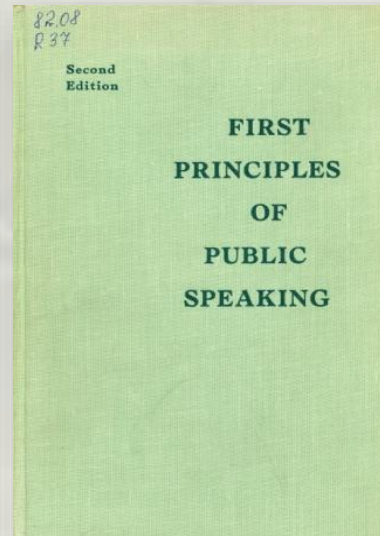
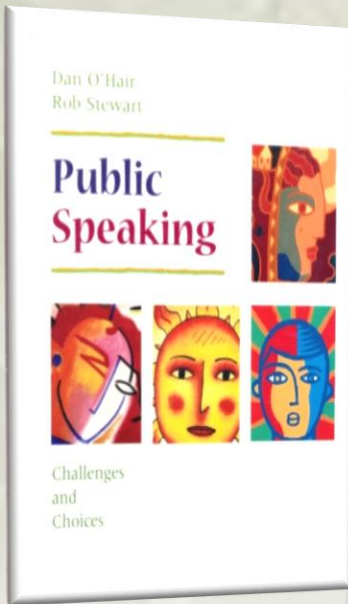
Good discourse sinks differences and seeks agreements.

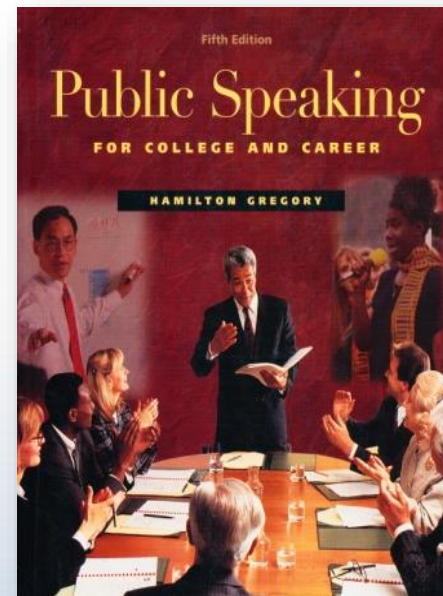
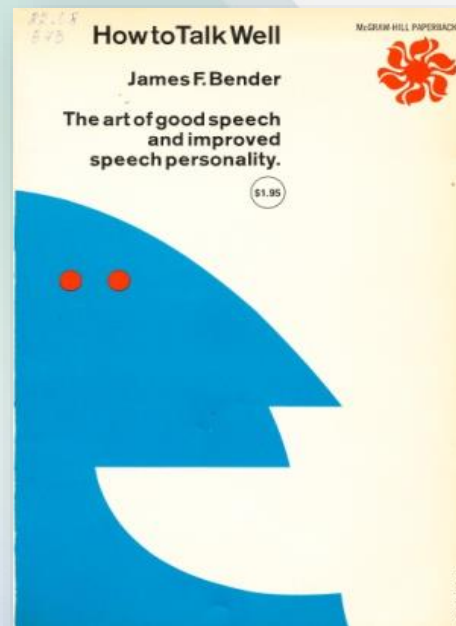
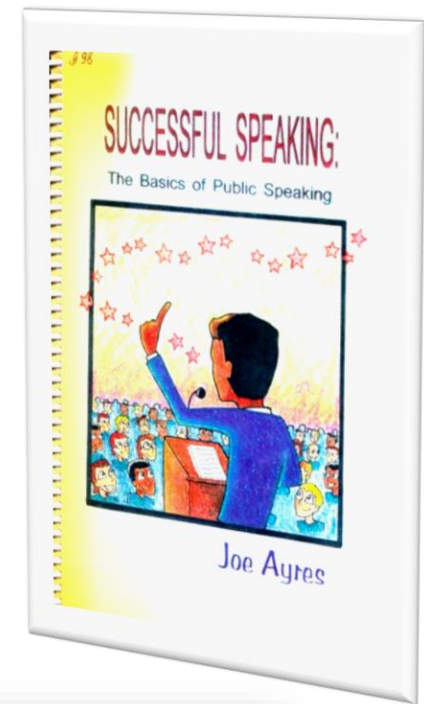
Amos Alcott
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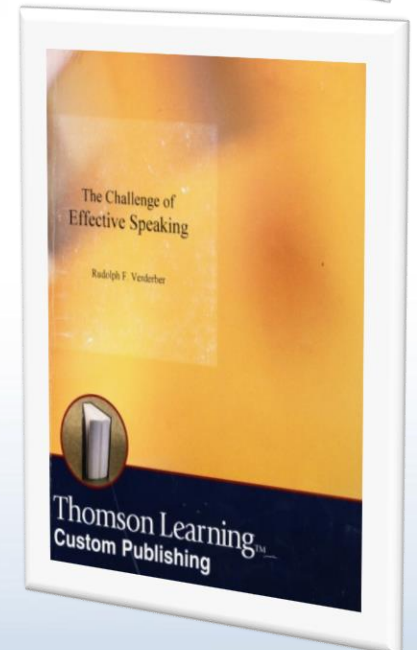
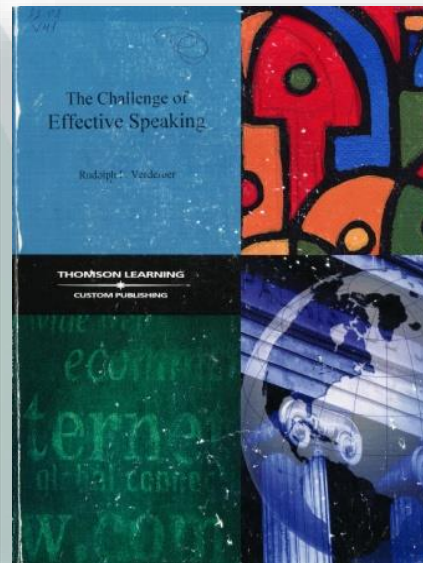
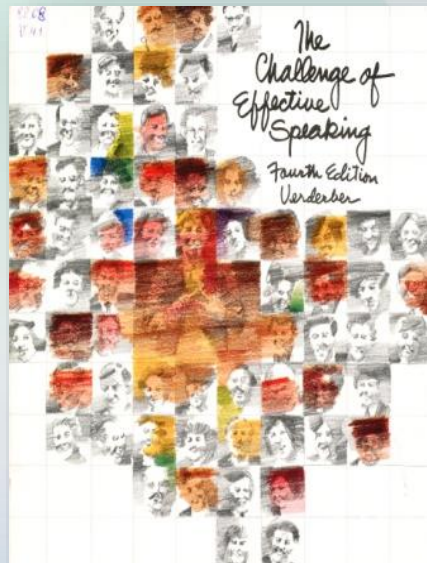
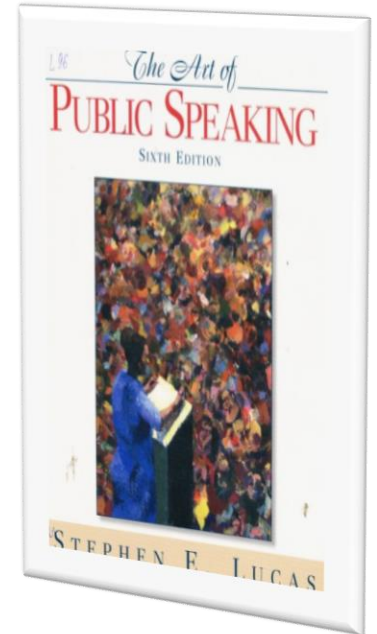
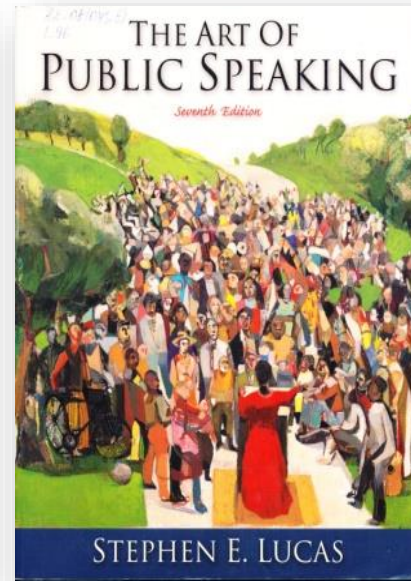
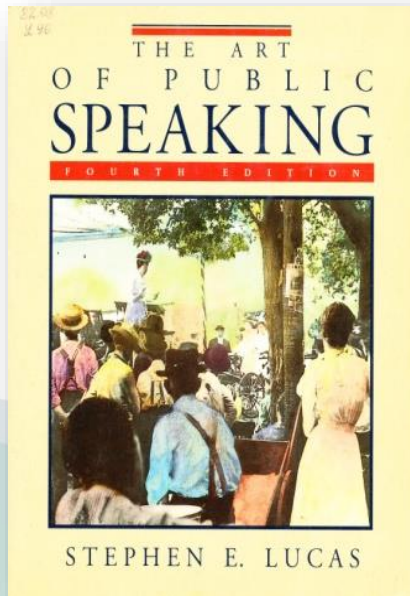
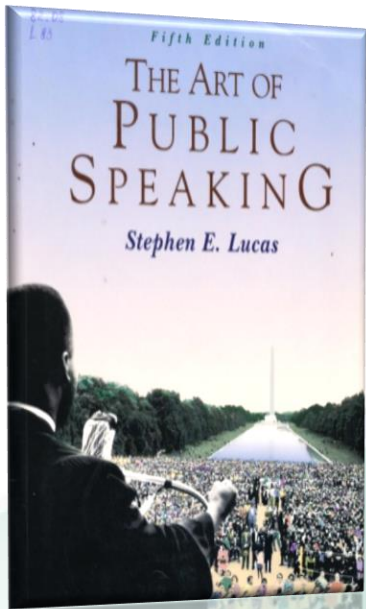
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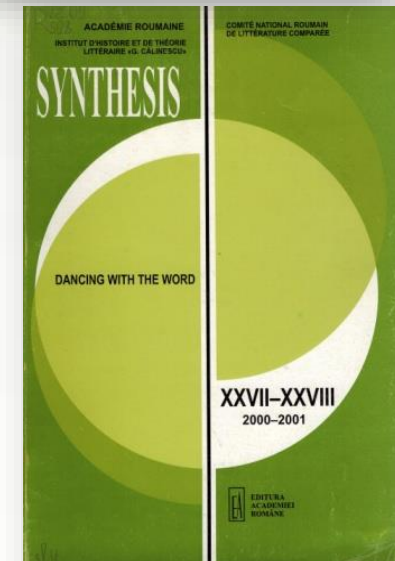
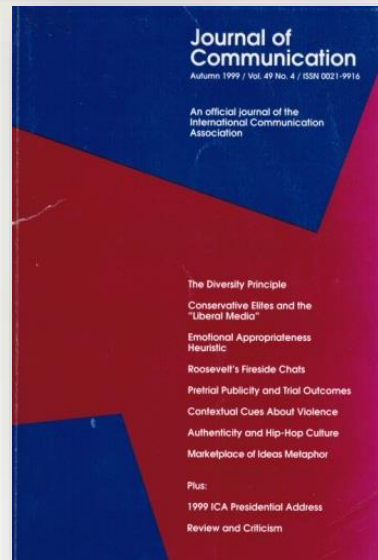
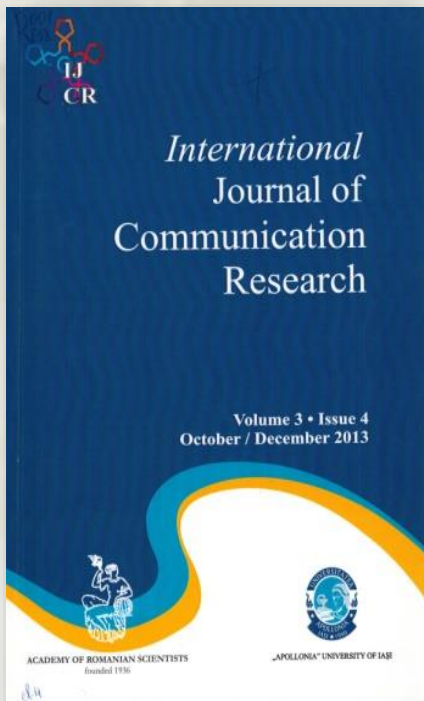
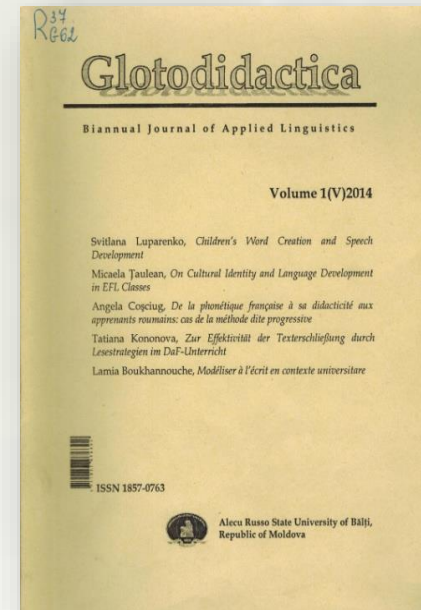
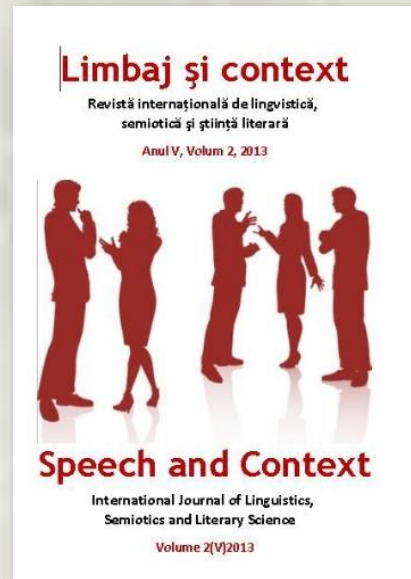




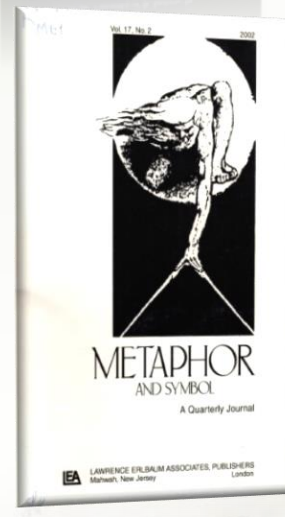
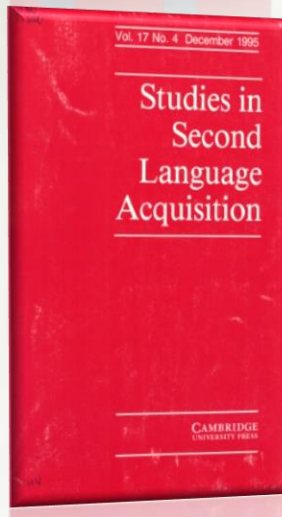
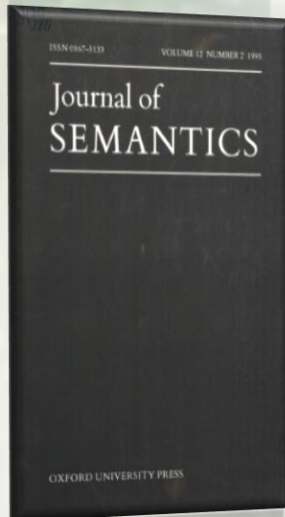
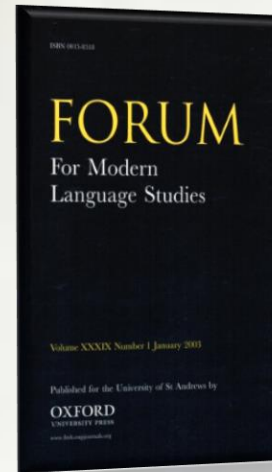
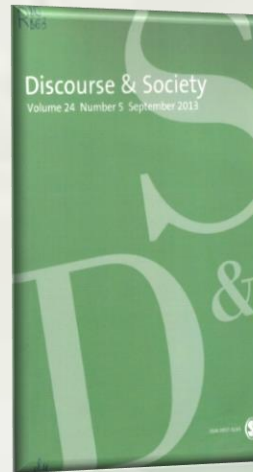
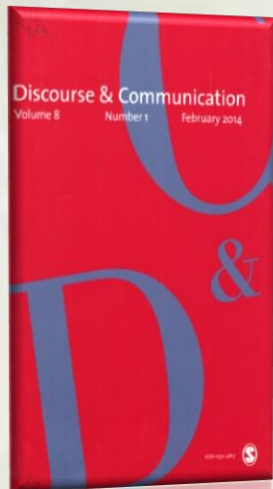




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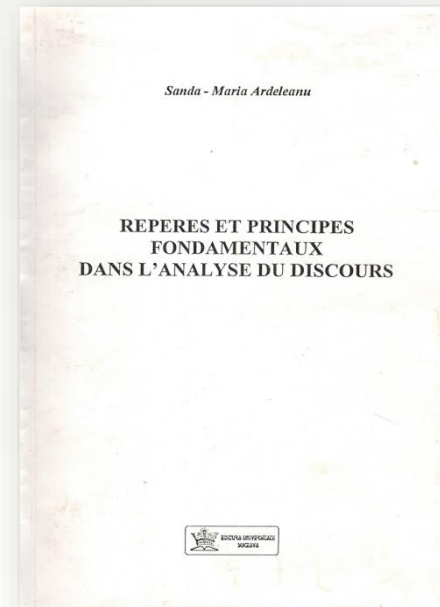
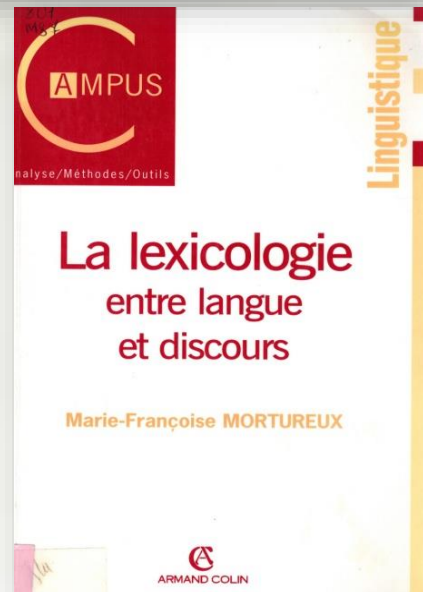
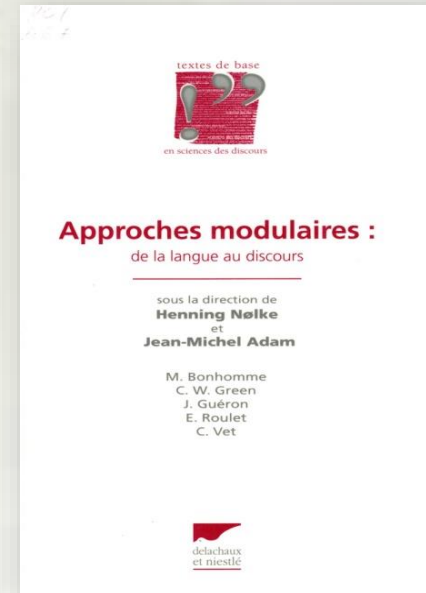
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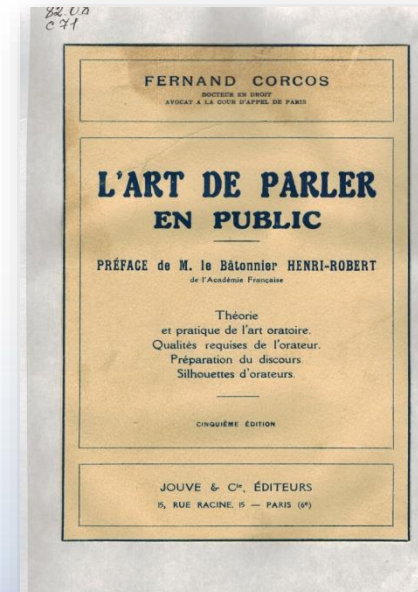
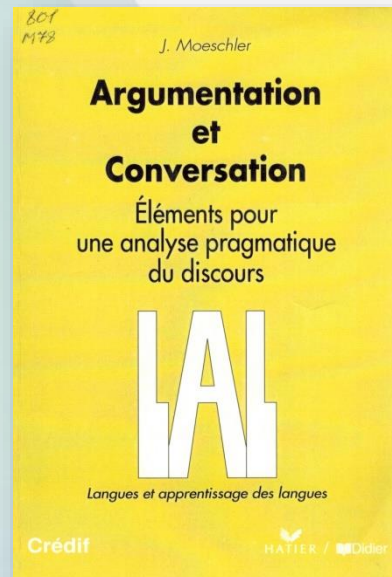
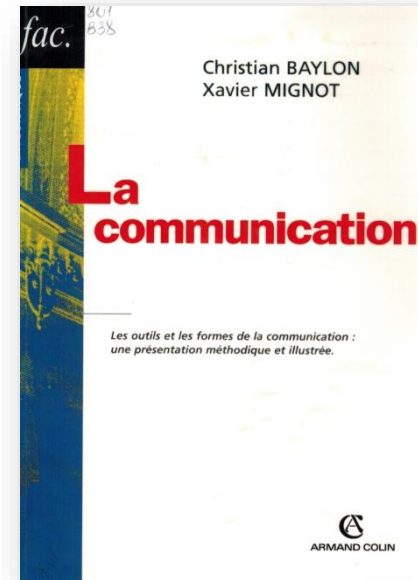
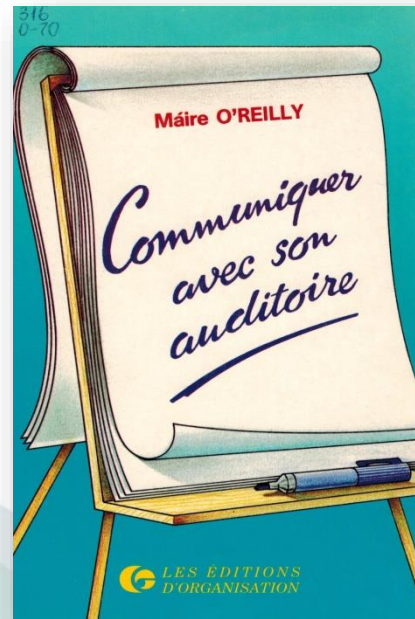
Le discours est le visage de l'âme.



Sénèque

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POINT DE VUE MÉTHODOLOGIE DISCOURS SUR LES MÉTHODES

GUY CAPELLE

Auteur de plusieurs générations de méthodes à succès (Espaces et Fréquences Jeunes) Guy Capelle fait le point sur ce que lui a appris la rédaction d'ouvrages grâce auxquels plusieurs millions de nos contemporains ont appris le français.

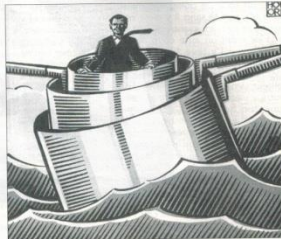
Les méthodologues français, didactologues et didacticiens, toutes tendances confondues, font montre dans les publications du *Français dans le monde* (1) d'un intérêt soutenu pour les méthodes et les méthodologies. Certains regrettent « l'abandon d'une méthodologie unique », d'autres qualifient un moment révolu de l'histoire de la pédagogie du FLÉ de « méthodologie digne de ce nom » (sic). D'autres encore s'emploient à décrire une « méthodologie circulante » qui informerai, et enfermerai, le travail des auteurs de méthodes publiées actuellement en France. On découvre au fil des articles que l'élaboration des méthodes est avant tout une entreprise eclectique et on balance entre nostalgie, crainte de fossilisation et de prise en main de la conception des instruments pédagogiques par des éditeurs peu soucieux de respecter les « méthodologies constituées »...

DE LA MÉTHODOLOGIE ET DES MÉTHODES

Par ailleurs si la notion de méthodologie semble bien cernée, on hésite davantage sur la façon de décrire les méthodes et d'élaborer des critères d'évaluation qui leur soient applicables. On essaie même de juger les méthodes à l'aune d'opinions critiques relevant de la seule méthodologie. Les deux termes sont en effet très proches en français, trop proches même.

Il semble donc nécessaire de distinguer les niveaux d'analyse des deux domaines bien distincts, celui des recherches et des expériences méthodologiques en linguistique appliquée, psychopédagogie, psycholinguistique, sociolinguistique, elles-mêmes nourries par la recherche dans les disciplines mères : philosophie, linguistique, psychologie, ethnologie de la communication, sociologie, histoire des civilisations, littérature... et celui des méthodes qui puisent leurs ressources dans les travaux des méthodologues, mais doivent également beaucoup à l'expérience des auteurs et au contact avec les professeurs et les apprenants. Les méthodologues discutent sur les méthodes, les évaluent, les critiquent, élaborent des théories. Les auteurs de méthodes fabriquent des instruments de travail utilisables par le plus grand nombre. Ils font office de médiateurs entre une certaine recherche et l'application et ont pour tâche la production d'objets destinés à fonctionner et à répondre aux attentes des utilisateurs dans certaines conditions.

On « écrit » une méthode et une méthode n'est qu'un genre particulier de texte conditionné par une série de variables : qui écrit, pour qui, sur quoi, pourquoi, comment. En d'autres termes, l'auteur, le destinataire, le contenu, l'intention et la manière sont des variables interdépendantes dont le maniement plus ou moins élaboré contribue à sa création et son efficacité d'un texte, notion capitale pour les méthodes. Si ces variables sont déterminantes au niveau de la conception et de la réalisation, elles fournissent, en inversant le point de vue, des faisceaux de critères d'évaluation. Par exemple, le texte est-il



Atelier de Traduction N° 9 2008

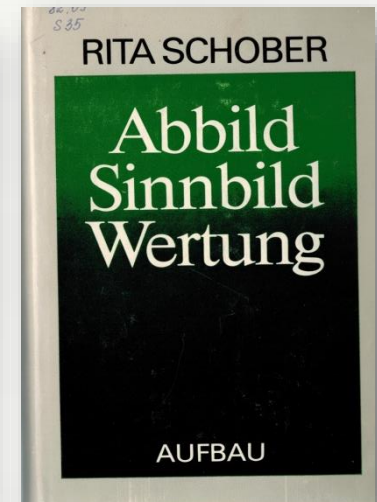
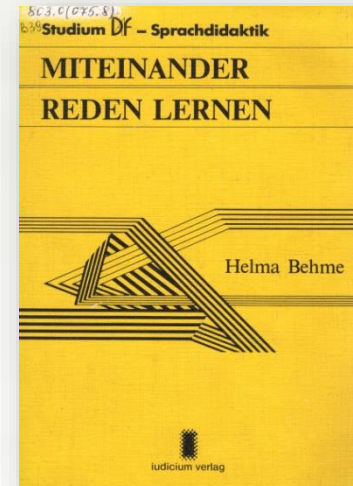
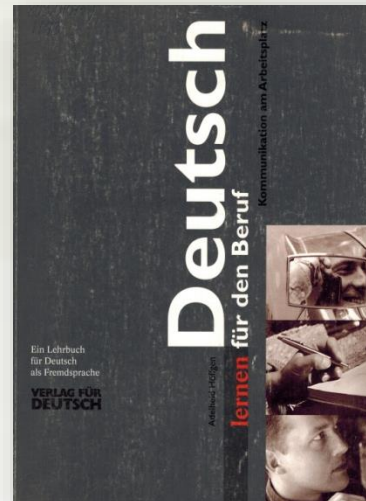
Dossier :
**La traduction du
langage religieux (II)**

Revue semestrielle
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Le Centre de Recherches INTER LITTERAS de l'Université de Suceava
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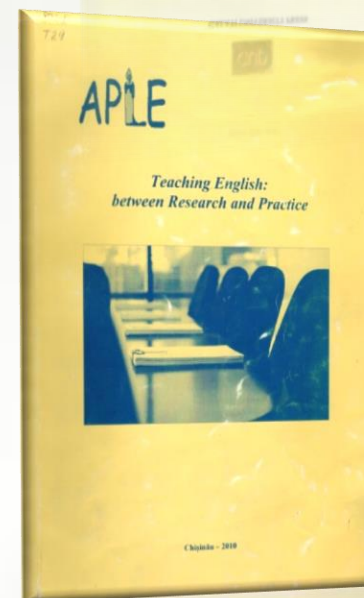
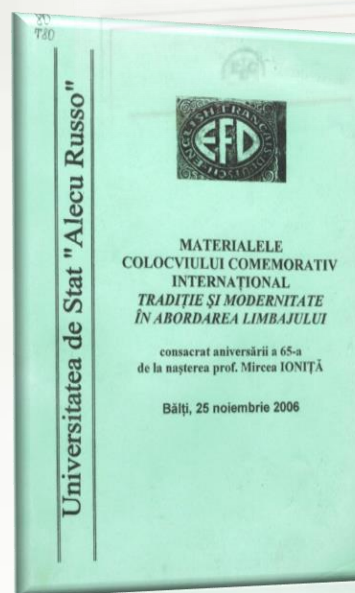
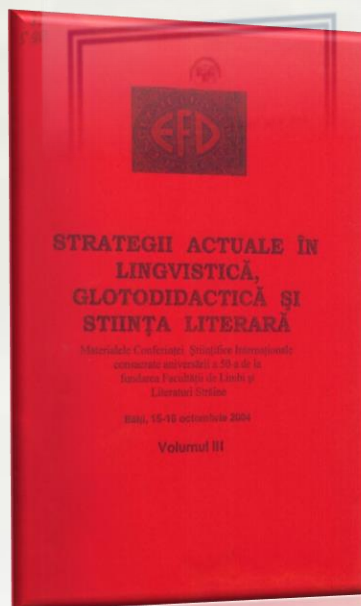
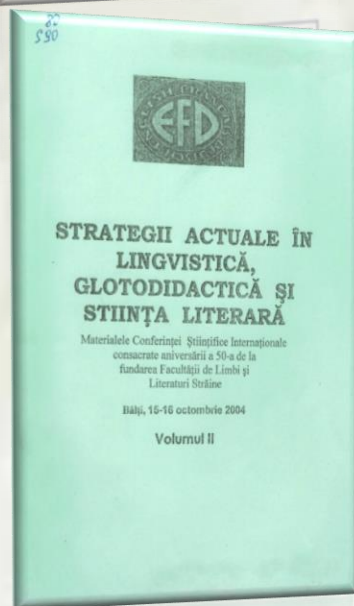
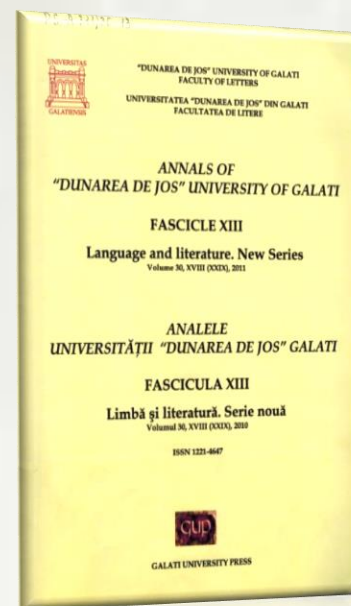
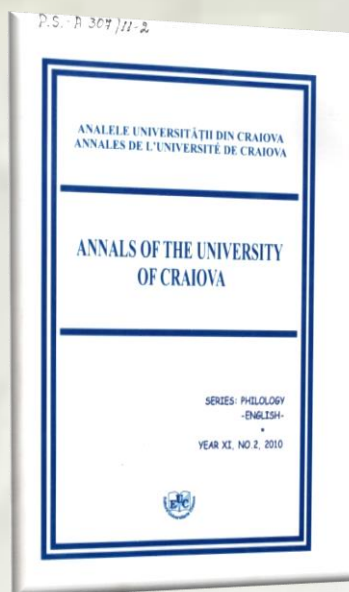
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1 из 4

АВТОМАТИЧЕСКИ

PUBLIC SPEAKING CULTURE

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Associate Professor, Ph.D.,
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Mihail RUMLEANSCHI,
Associate Professor, Ph.D.,
Alecu Russo State University of Bălți, Republic of Moldova

Rezumat
În articol, se analizează din punct de vedere al formei și conținutului discursul scriitorului american W. Faulkner la momentul înmânării lui a Premiului Nobel în domeniul literaturii.

Abstract
The present article analyzes from the viewpoint of content and form W. Faulkner's discourse held at the moment he was being awarded the Nobel Prize in literature.

«Use what language you will, you can never say anything but what you are»
(Emerson).

“The proof of a poet is that his country absorbs him as affectionately as he has absorbed it”
(Walt Whitman¹²⁸).

Culture dictates its written and unwritten laws and rules to public speaking. It is culture that forms the basis of practices and conventions in public speaking. University and school education which prepares for public life should place public speaking in the foreground in their curriculum.

The number of books devoted to public speaking in American culture is quite striking. They try to embrace the main problems speakers face in preparing speeches: search for materials, speech preparation, and delivery. Some books provide sample students speeches as well as world famous speeches¹²⁹.

Showing results 1 to 1 of 1

пущк Arhiva Instițu... 2 Проводник article lucrat...

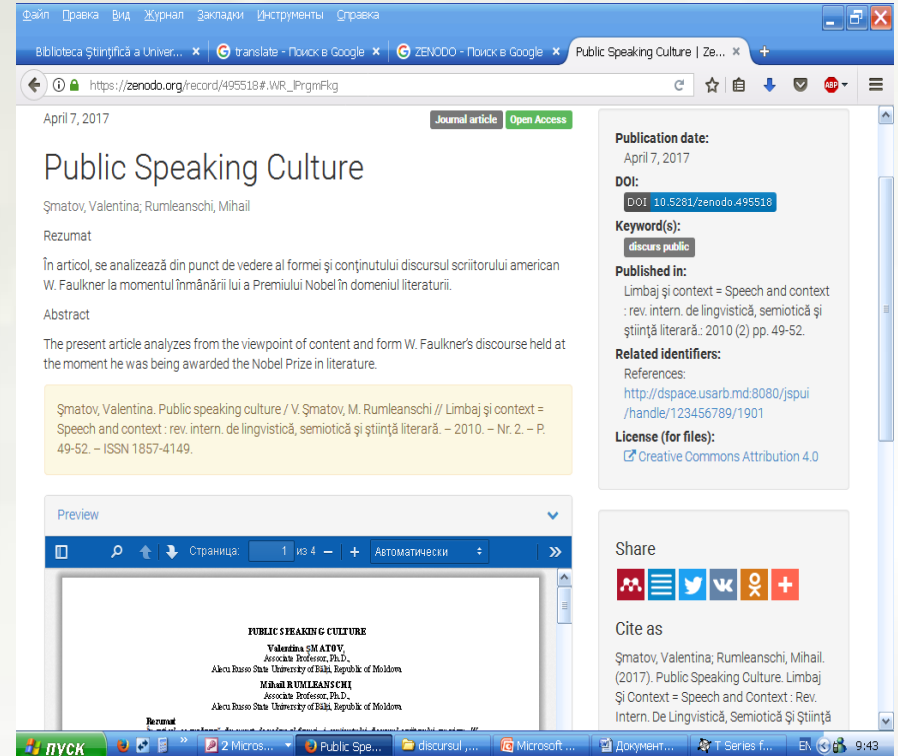
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https://zenodo.org/record/495518#.WR_IPrgmFkg



The screenshot shows the DOAJ (Directory of Open Access Journals) search results for the query 'public speaking'. The search results are sorted by relevance and show 1-10 of 882 results. The first result is 'Public Speaking in EFL Settings: The Issue of Overcoming Fears' by Patricia Kim Jiménez Niño, published in *Cuadernos de Lingüística Hispánica* in 2008. The second result is 'Strategies for Aging in Place' by Suzanne Dupuis-Blanchard et al., published in *Global Qualitative Nursing Research* in 2015. The third result is 'Correlates of women's cancer screening and contraceptive knowledge'.

<https://doaj.org/search>

The screenshot shows the Redalyc article page for the article 'Public Speaking in EFL Settings: The Issue of Overcoming Fears' by Patricia Kim Jiménez Niño. The article is in English and is available as a PDF. The page includes a sidebar with options like 'Descargar PDF', 'Pantalla completa', '¿Cómo citar?', and 'Exportar cita'. The author's contact information is listed as Patricia Kim Jiménez Niño, patrickim3@hotmail.com.

<http://www.redalyc.org/articulo.oa?id=322227542010>

Baza de date CEEOL, cu sediul în Frankfurt am Main, Germania, este un important furnizor de reviste e-academice și e-cărți în domeniul umanistic și științelor sociale din Europa Centrală și Europa de Est. Peste 600 de editori au încredințat CEEOL reviste și cărți electronice de calitate. La moment în bază sunt indexate mai bine de 1560 reviste și peste 350 000 de articole. Din luna aprilie 2017 în CEEOL a început indexarea lucrărilor de la Universitatea de Stat „Alecu Russo” din Bălți, Republica Moldova, pe diferite domenii umaniste (sociologie, filosofie, teologie, literatură, filologie, studii europene, istorie, politică etc).

The screenshot displays the CEEOL search interface. The search term 'public speaking' is entered in the search bar. The search results page shows two results. The first result is 'Assessing public speaking skills...' by Dan B. The second result is 'Audiovisuals and Public Speaking Skills Enhancement in Conference Interpreting' by Adriana Neagu. A blue arrow points from the second result to the full text page. The full text page shows the title, author (Adriana Neagu), and abstract. The abstract discusses the role of audiovisual aids in enhancing public speaking competences among conference interpreting trainees.

<https://www.ceeol.com/search/searchresult?f=%7B%22SearchText%22%3A%22public%20speakin%22%2C%22SearchInOption%22%3A%22%2%7D>

Audiovisuals and Public Speaking Skills Enhancement in Conference Interpreting

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Abstract. The following is an enquiry into the role of audiovisual aids in enhancing public speaking competences among conference interpreting trainees. The enquiry is premised on the thesis that audiovisual material can play a relevant part in the shaping of the conference interpreter's profile. As part of their job description, conference interpreters are called upon to probe the highest confidence in, indeed the highest level of public speaking competence. Oral communicators *par excellence*, conference interpreters work in a multimodal environment that requires extensive audio-visual literacy. Going beyond user-related proficiency, audiovisual awareness forms an integral part of the process, having a direct bearing on the interpreter's receptive and productive behavior, involving as it does multimodal discourse analysis. In the paper I argue that, as well as video recordings, transcripts, speech pools, and other conventional resources on which they depend to build and maintain their skills, interpreters can benefit from a variety of alternative audiovisual resources, particularly as regards the enhancement of public speaking abilities. What we propose is rethinking the didactic paradigm of conference interpreting training with a view to including film, conferences live feeds, video games, and the new media.

Keywords: conference interpreting, public speaking, oral communication, audio-visual literacy, pedagogy.

BETWEEN COMPETENCE AND PERFORMANCE: THE INTERPRETER PROFILE

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