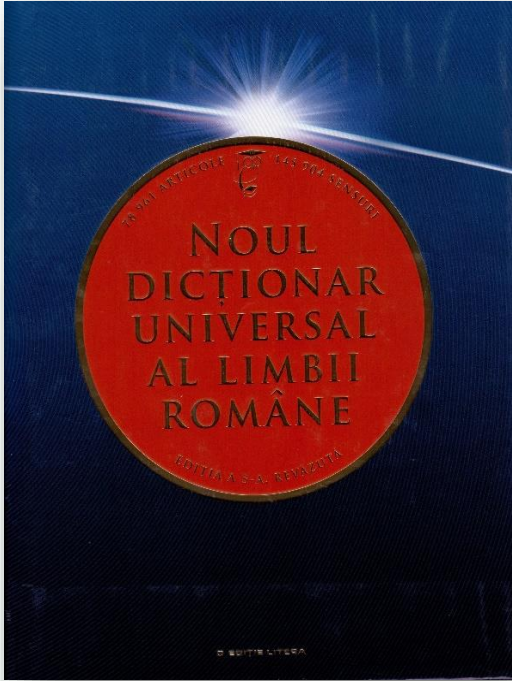




# **SCRIEREA – ASPECTE TEORETICE ȘI PRACTICE ÎN STUDIAREA LIMBILOR STRĂINE**



# SCRIERE



**1. Acțiunea de a scrie și rezultatul ei.**

**1.1. Reprezentarea sunetelor și a cuvintelor dintr-o limbă cu ajutorul semnelor grafice.**

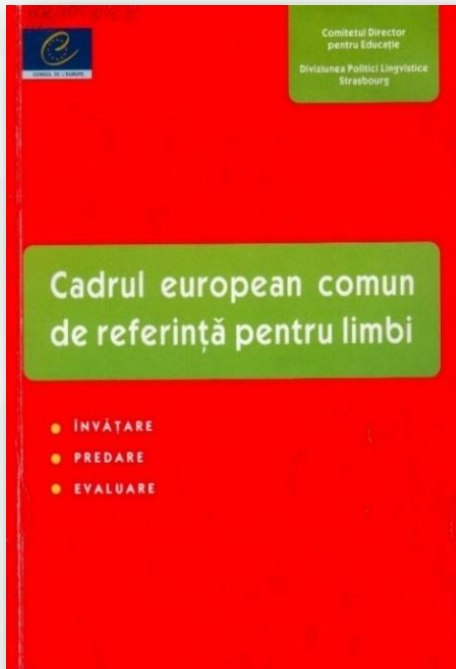
**2. Sistem de semne grafice convenționale prin care sunt reprezentate în scris sunetele sau cuvintele unei limbi.**

**2.1. Ortografie.**

**2.2. Mod particular de a caligrafia semnele grafice; fel de a scrie.**

**3. Text scris: exprimare în scris; compunere, redactare a unui text.**

**3.1. Operă literară sau științifică; carte; totalitate a textelor unui autor, ale unui curent (literar), ale unui popor.**



***Cadrul european comun de referință pentru limbi: învățare, predare, evaluare*** prezintă o abordare completamente nouă și extrem de detaliată a descrierii și etalonării utilizării limbii, precum și a diferitelor tipuri de cunoștințe necesare în acest scop.

### ***Producerea scrisă***

În activitățile de ***producere scrisă*** utilizatorul limbii ca scriitor produce un text scris care este receptat de unul sau mai mulți cititori.

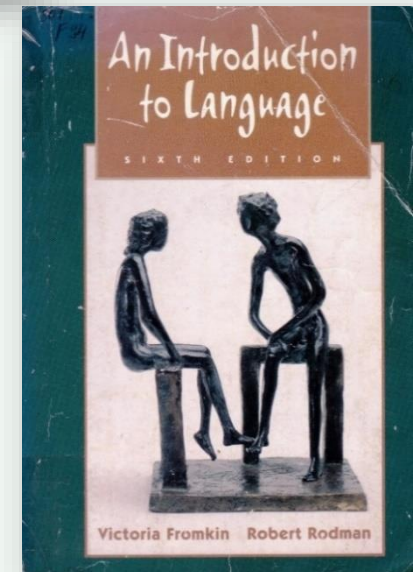
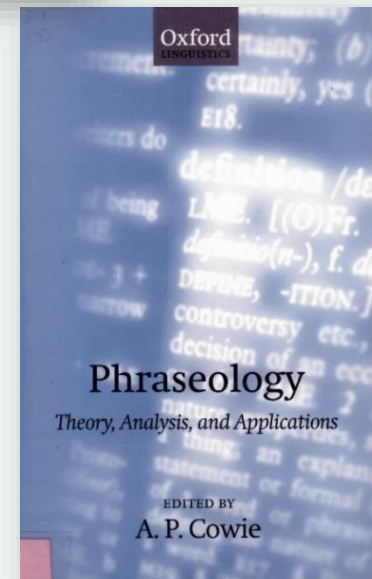
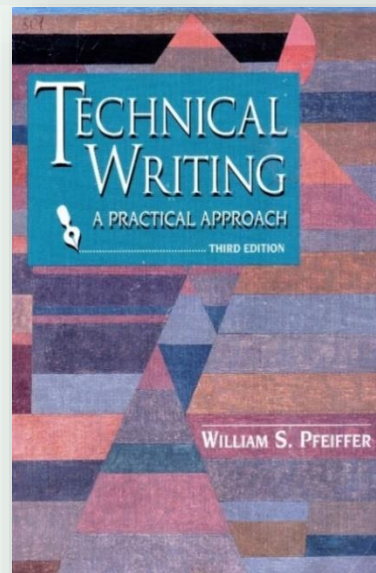
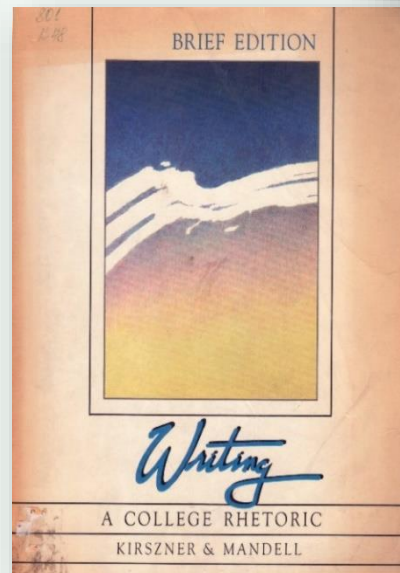
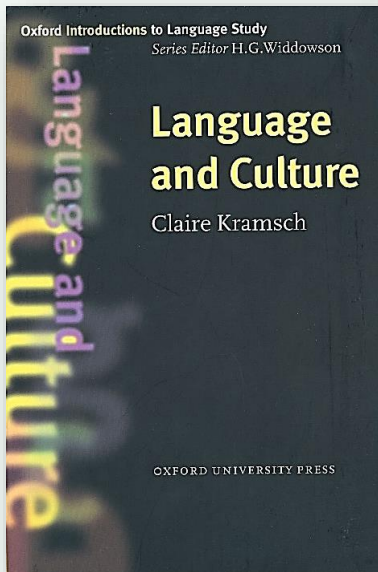
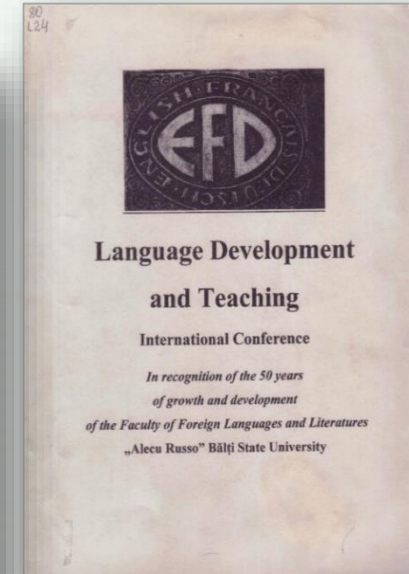
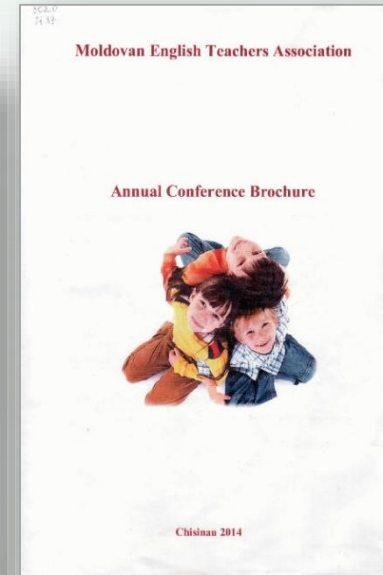
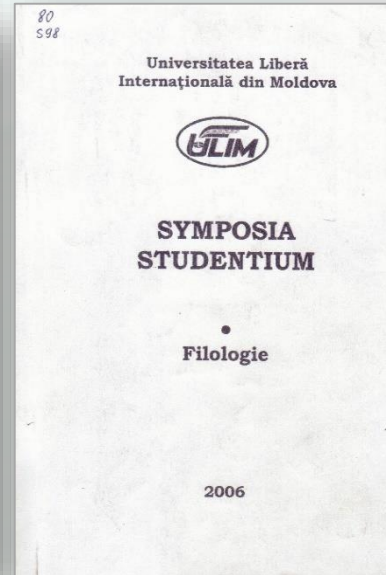
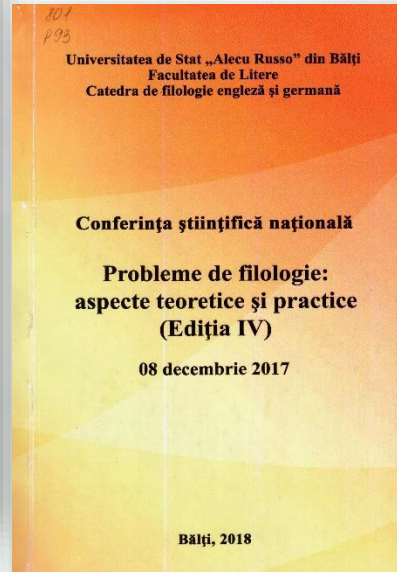
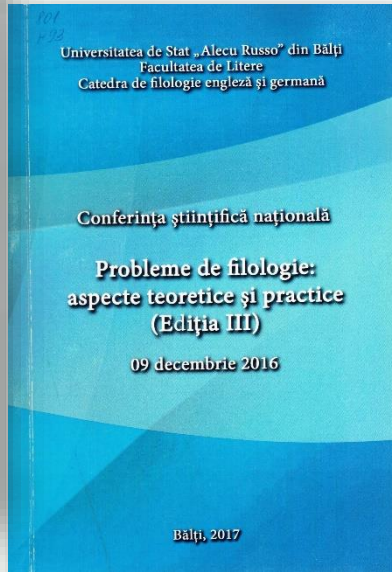
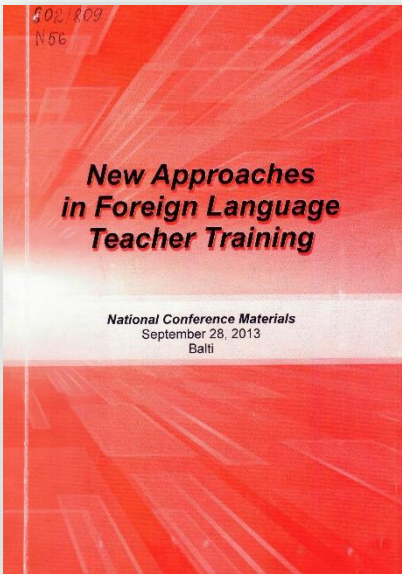
Printre activitățile scrise găsim, de exemplu:

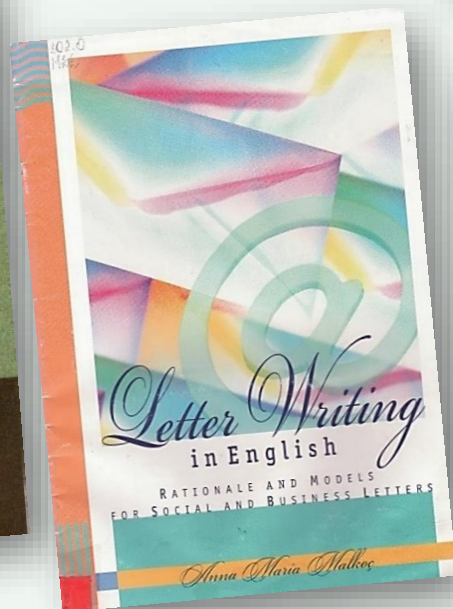
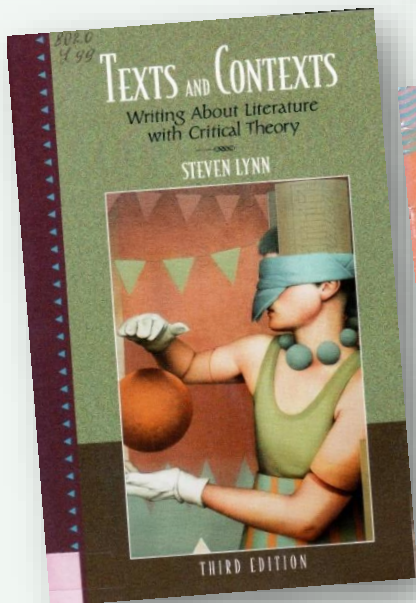
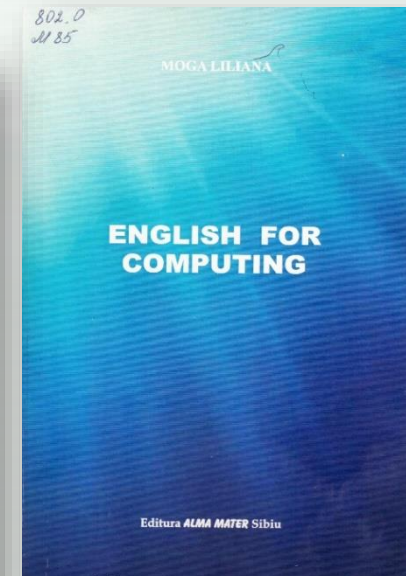
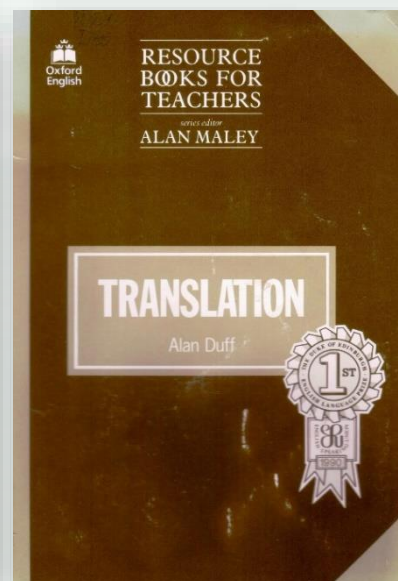
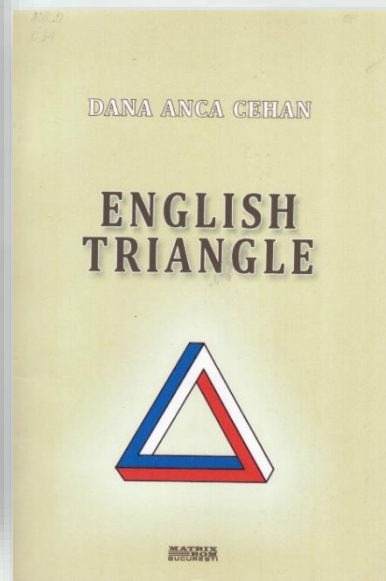
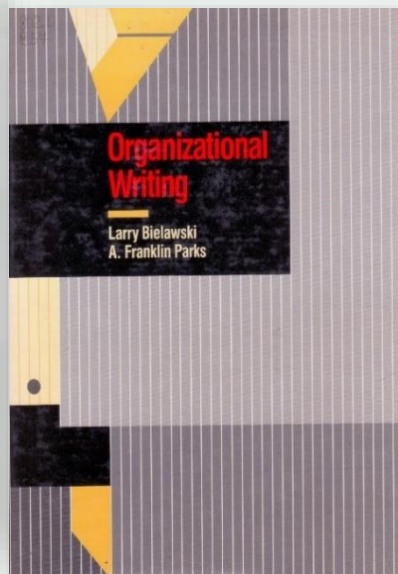
- a completa formulare și chestionare;
- a scrie articole pentru reviste, ziare, buletine etc.;
- a produce afișe;
- a întocmi rapoarte, note de serviciu etc.;
- a lua notițe pentru a reveni la ele;
- a nota mesaje sub dicteu etc.;
- a scrie texte libere;
- a scrie scrisori personale sau de afaceri etc.

O scală este propusă pentru a ilustra producerea orală generală și câteva subscale pentru a ilustra:

- scrierea creativă;
- eseuri și rapoarte.

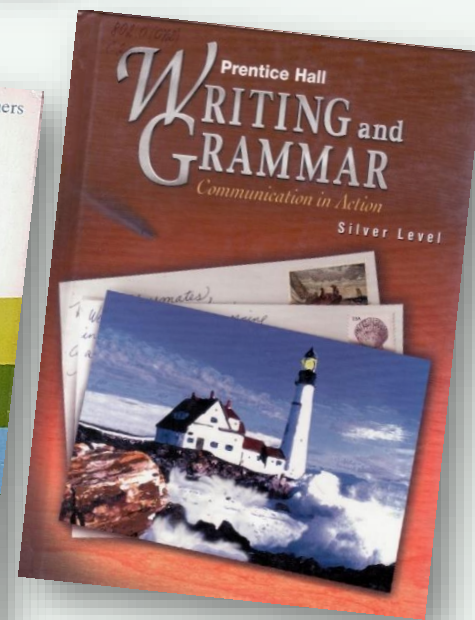
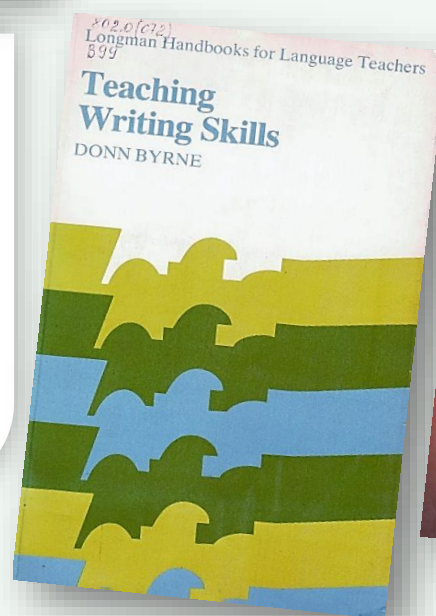
# LIMBA ENGLEZĂ

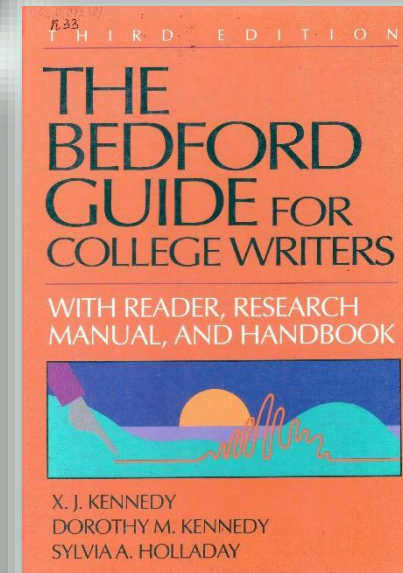
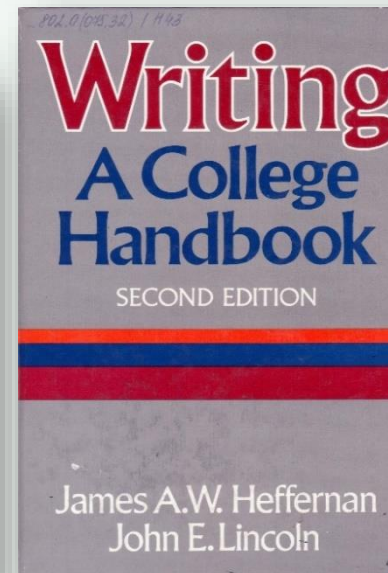
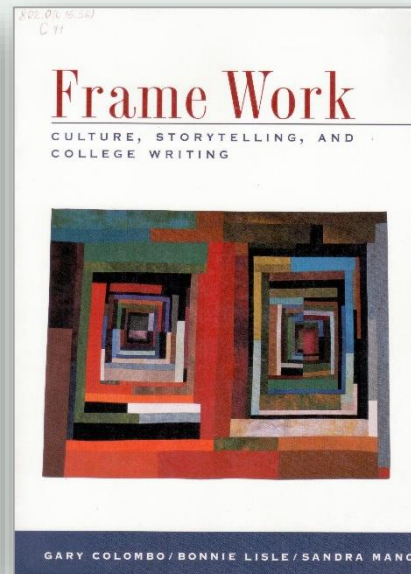
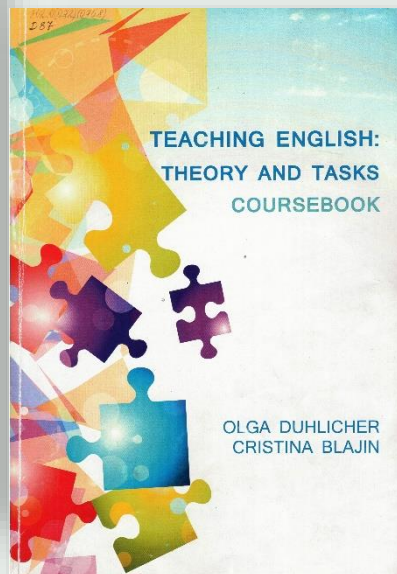
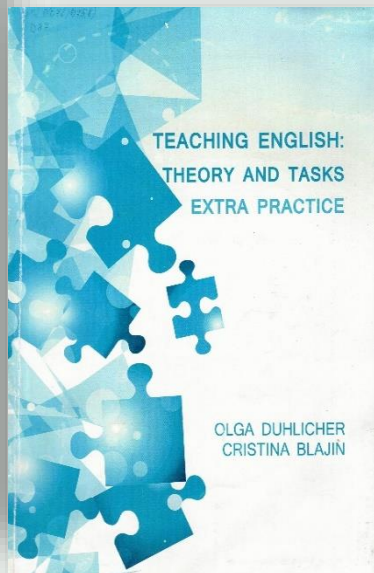
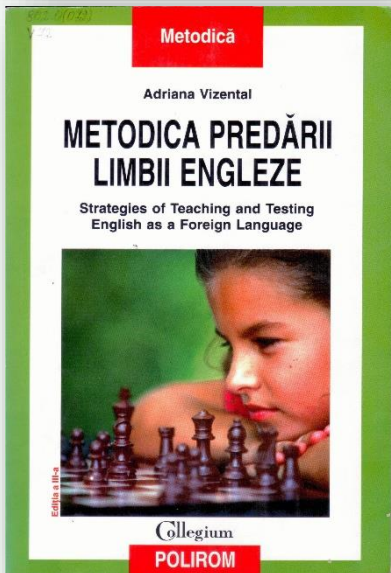
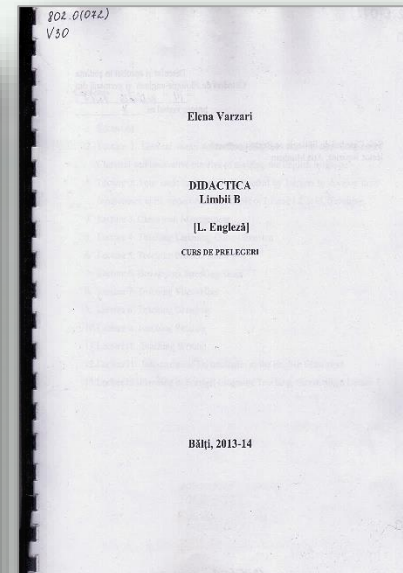
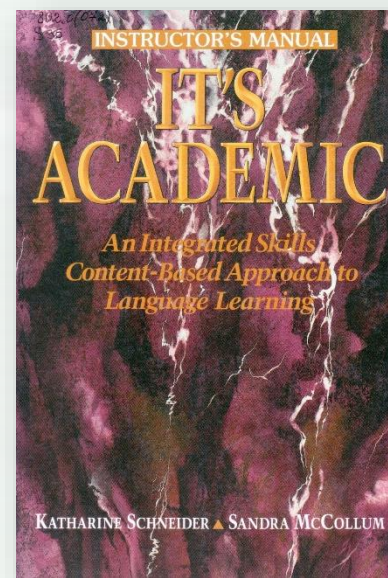
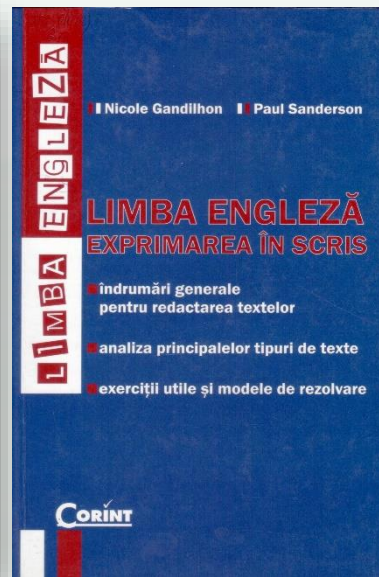
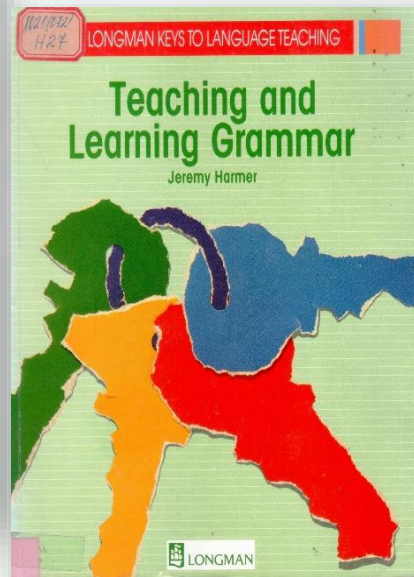
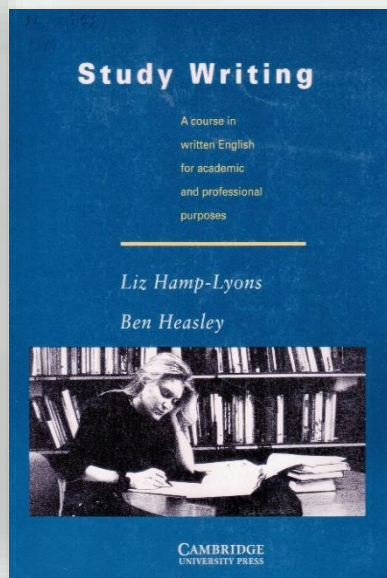
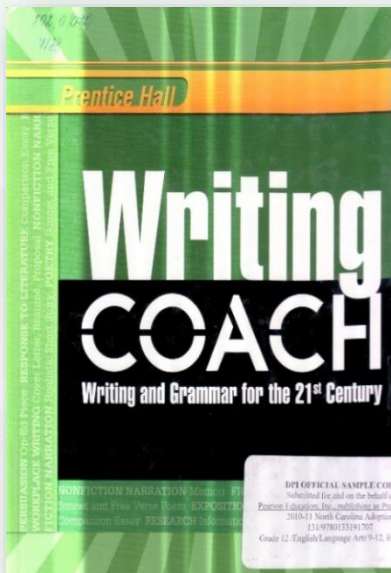


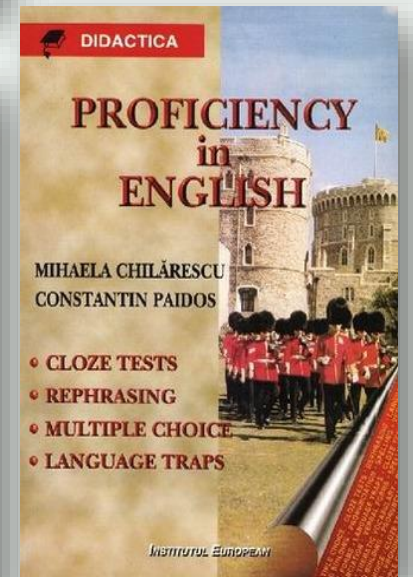
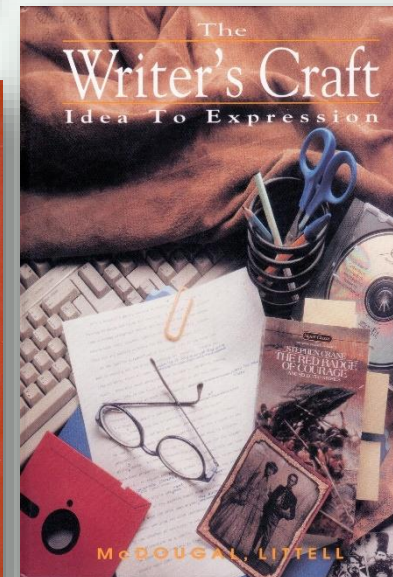
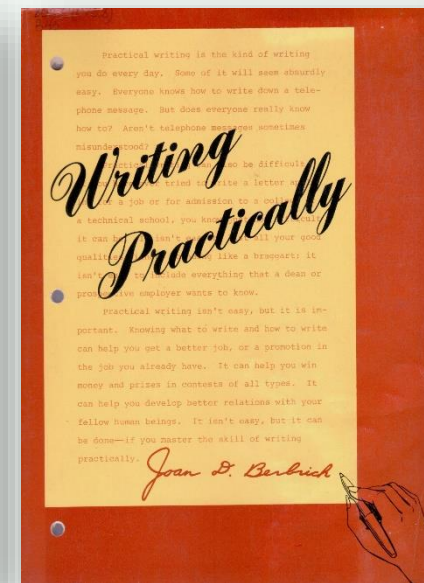
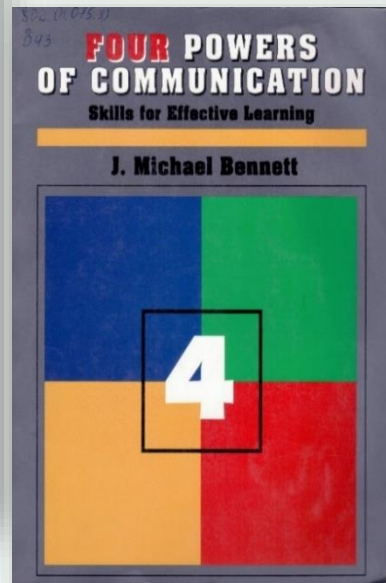
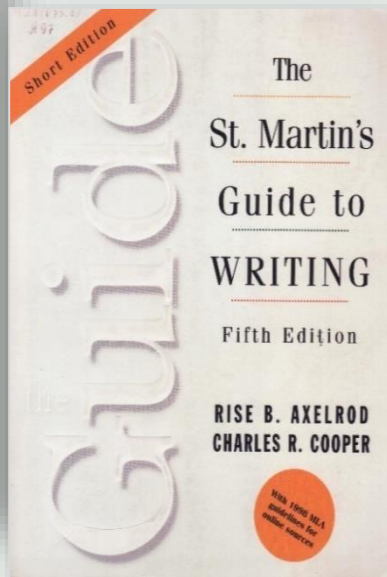
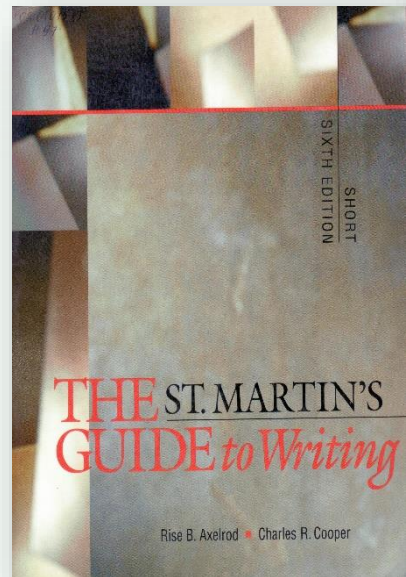
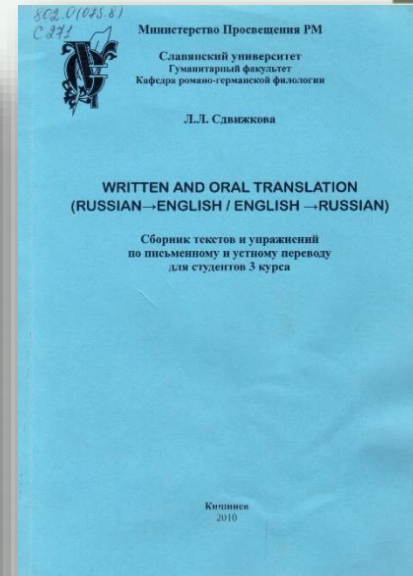
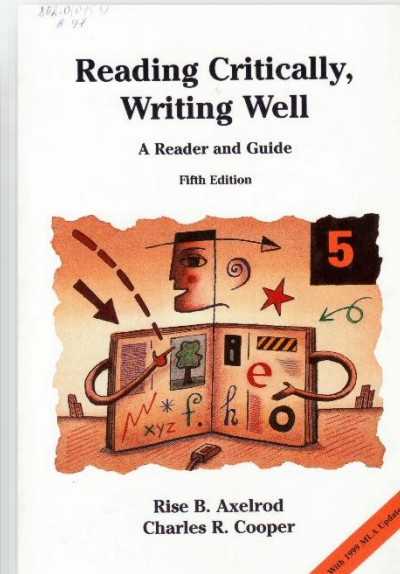
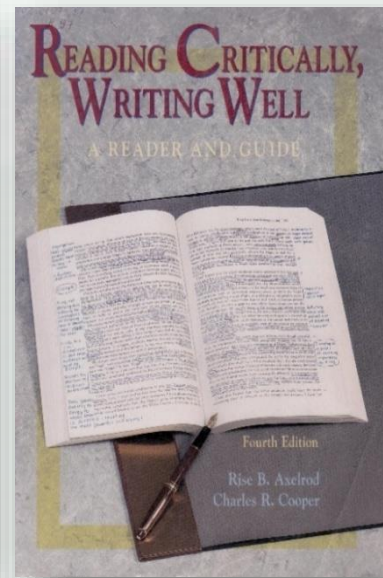
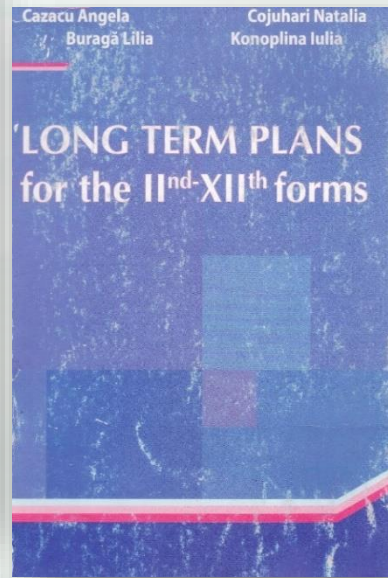
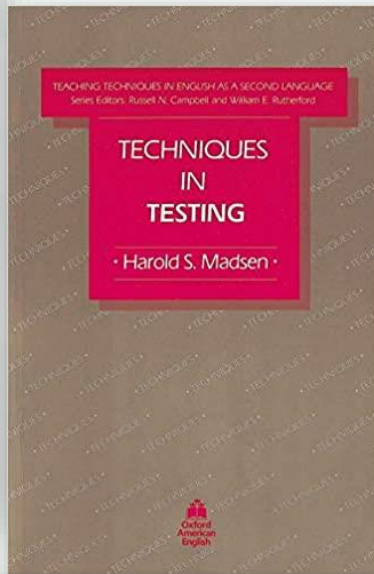
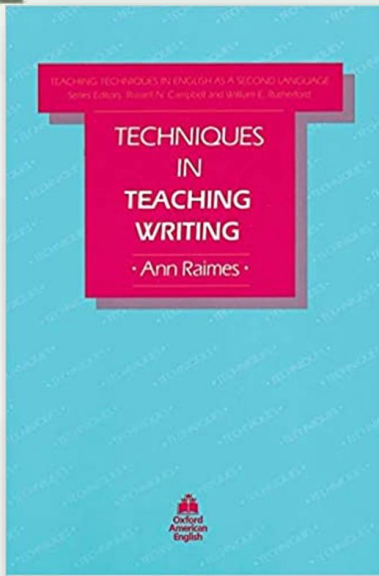


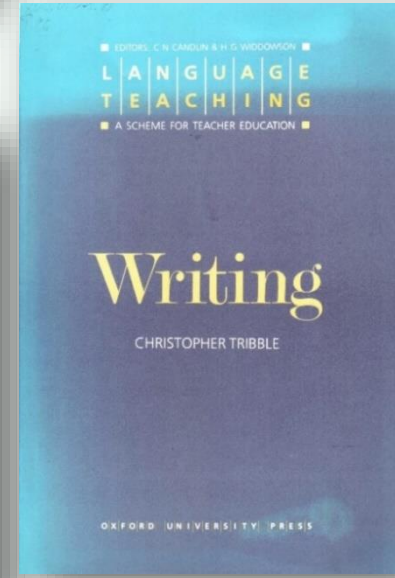
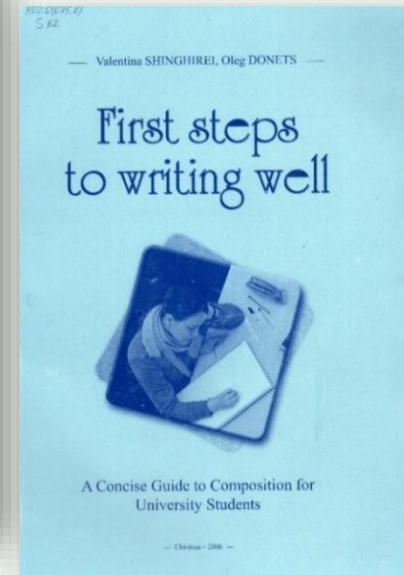
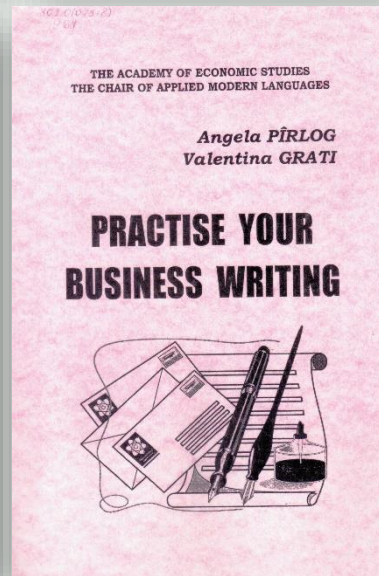
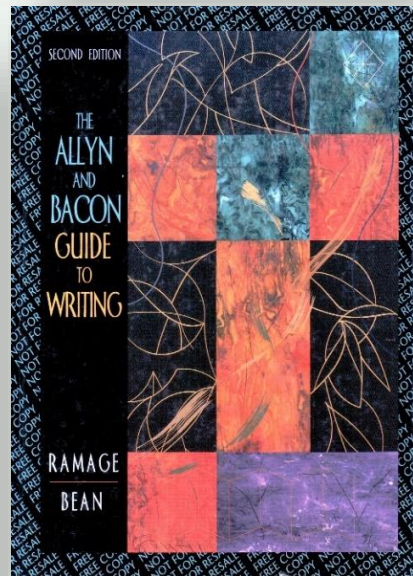
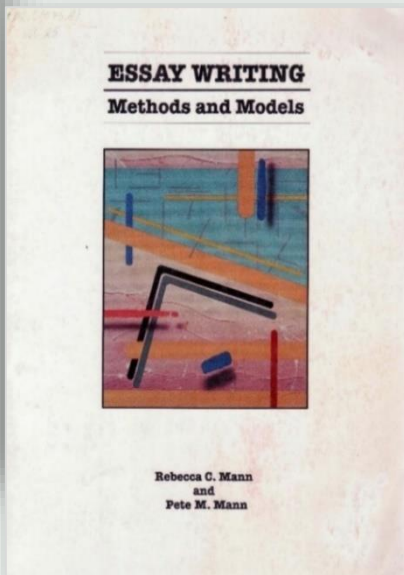
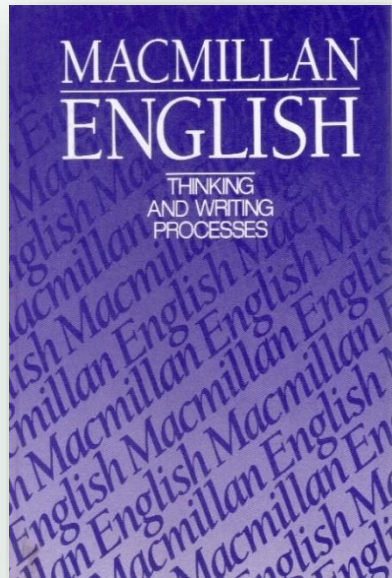
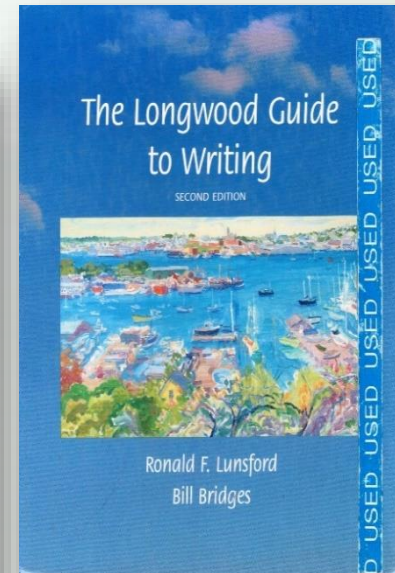
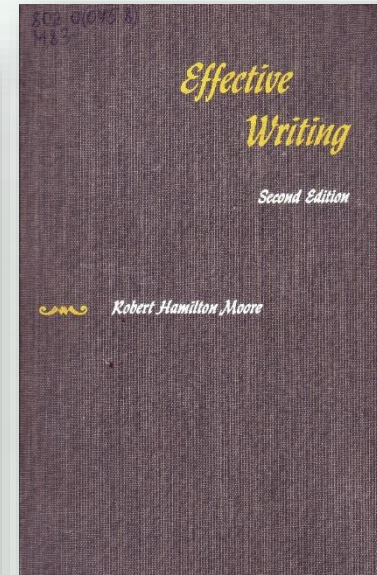
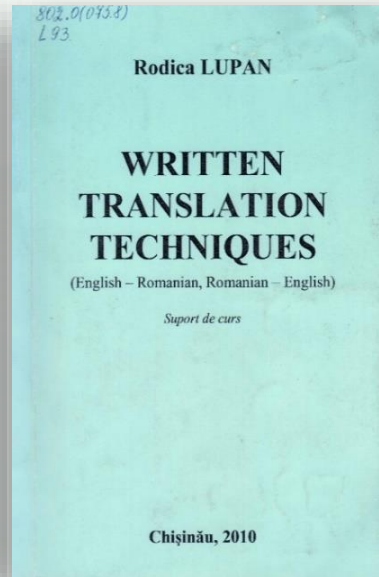
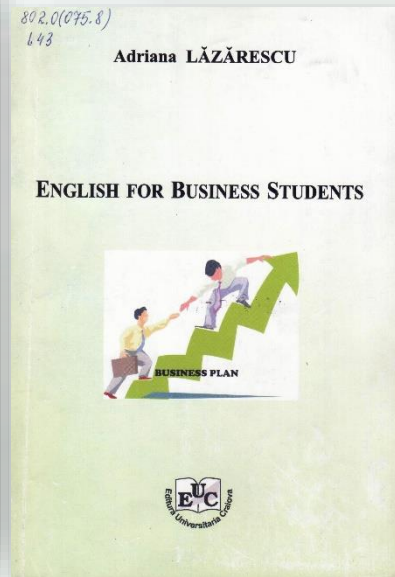
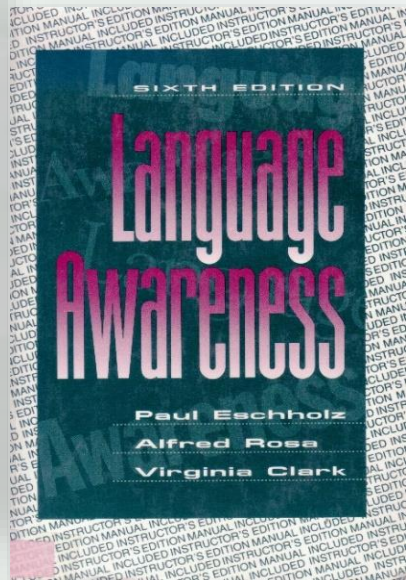
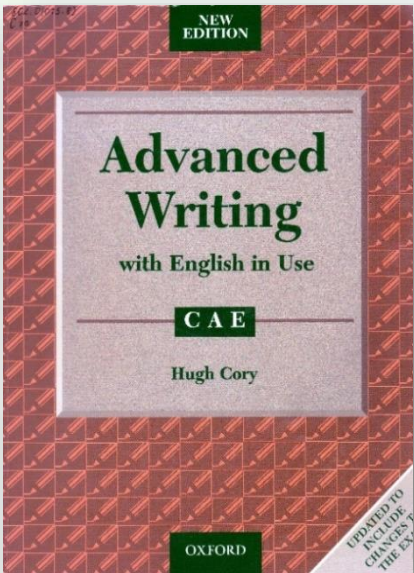
**Letter Writing in English**  
*Anna Maria Maltes*

This is a collection of 34 sample letters illustrating formats, expressions, and vocabulary commonly used for writing social letters (apologies, condolences, congratulations, invitations, thank-yous) and business letters (acknowledgements, applications, complaints, invitations, orders, requests). Most models include both formal and informal styles.

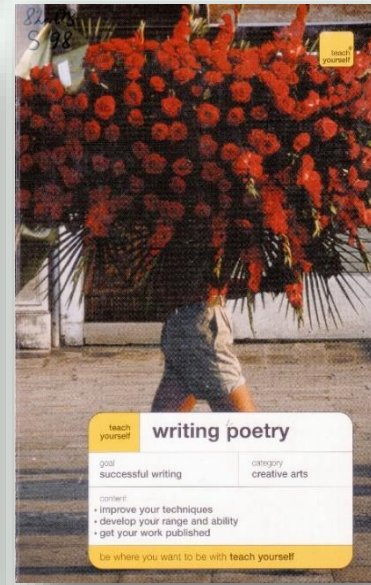
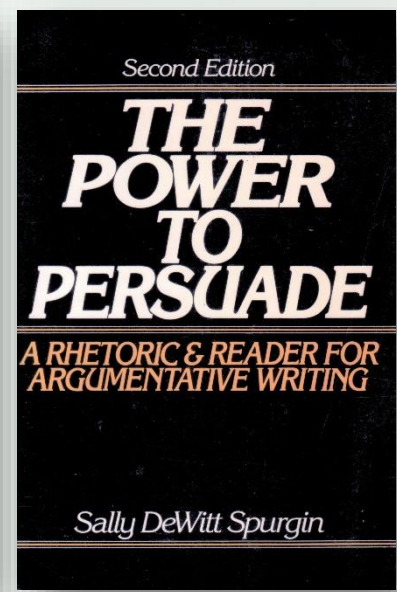
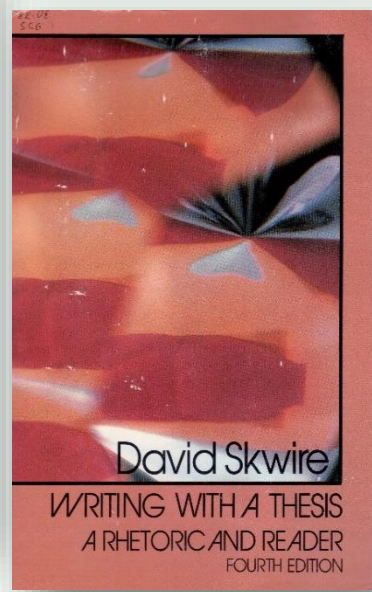
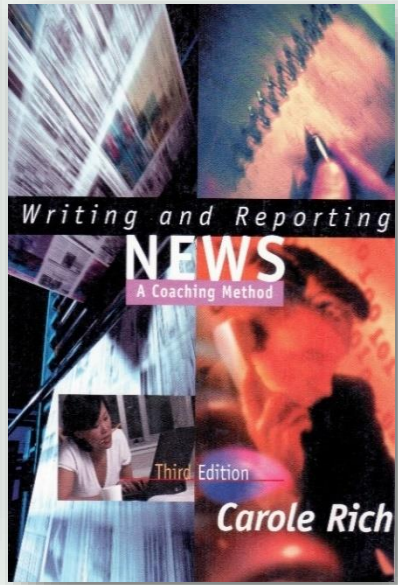
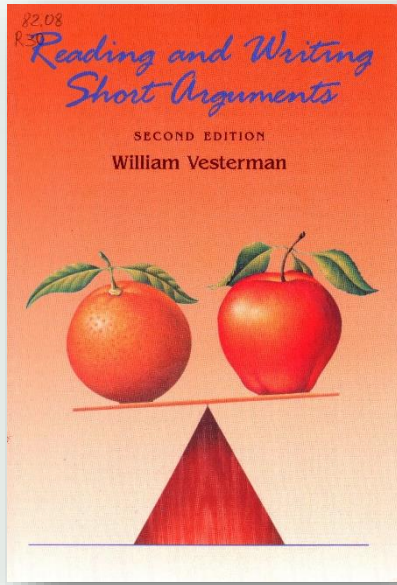
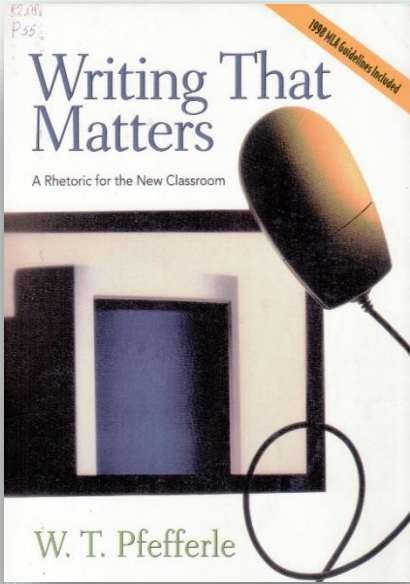
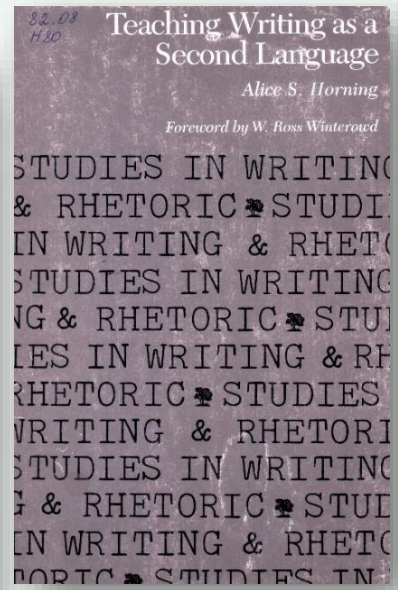
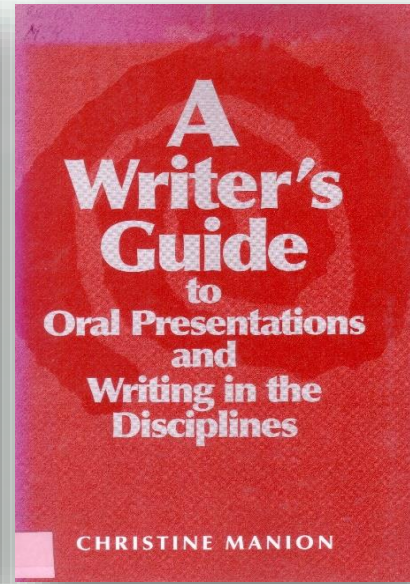
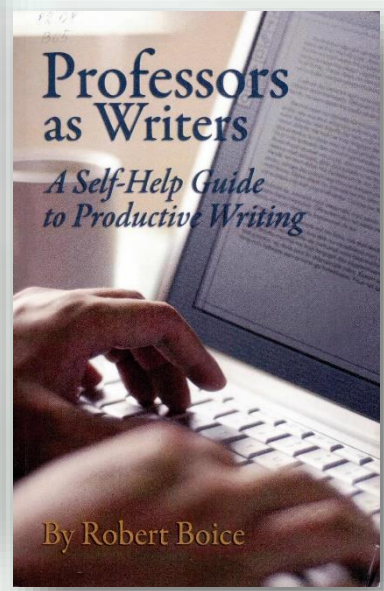
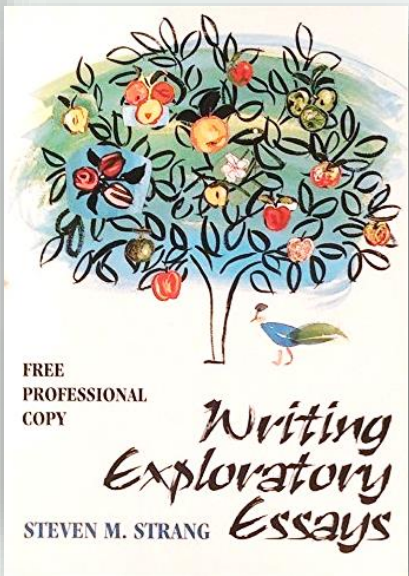
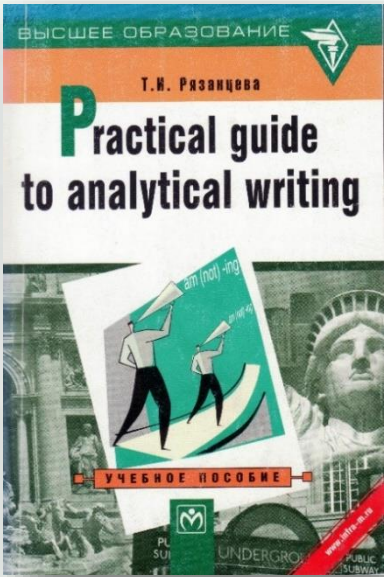












teach yourself  
writing poetry

goal: successful writing

category: creative arts

content:  
• improve your techniques  
• develop your range and ability  
• get your work published

be where you want to be with teach yourself

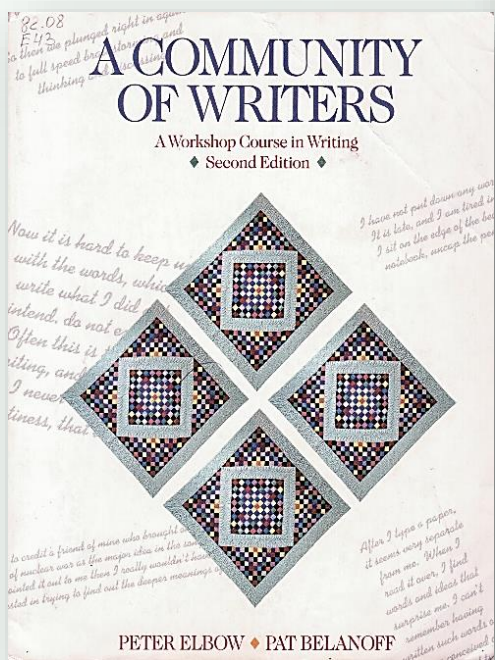
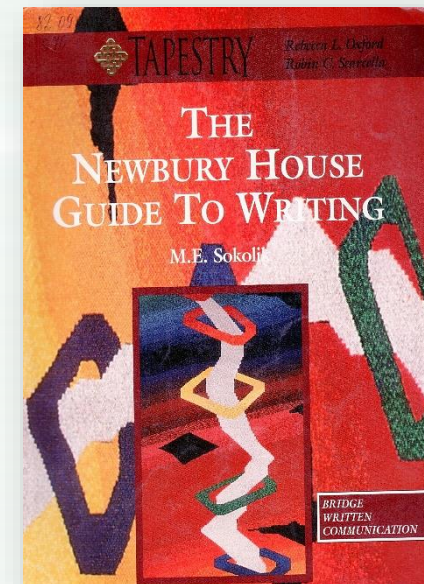
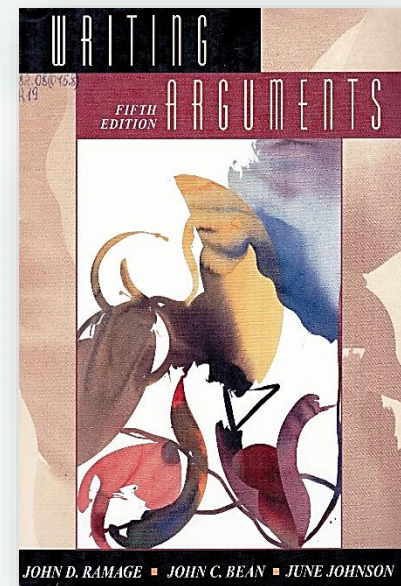
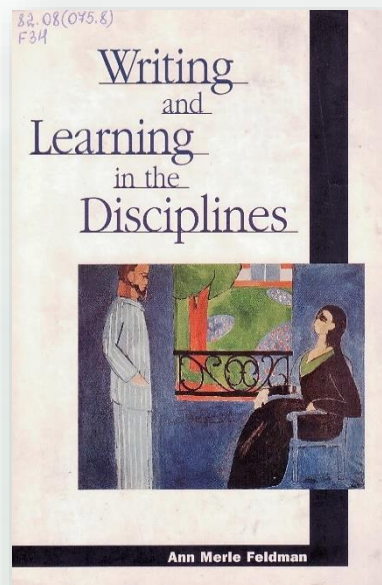
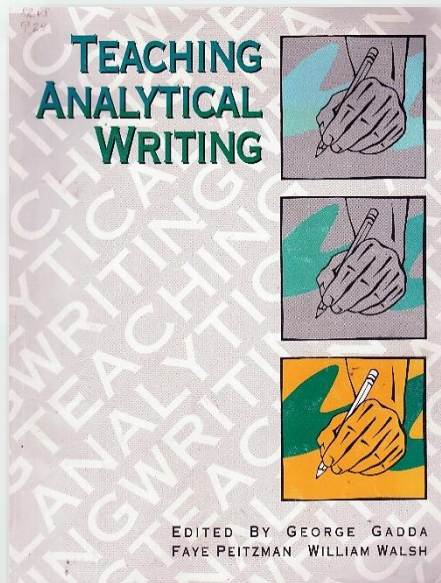
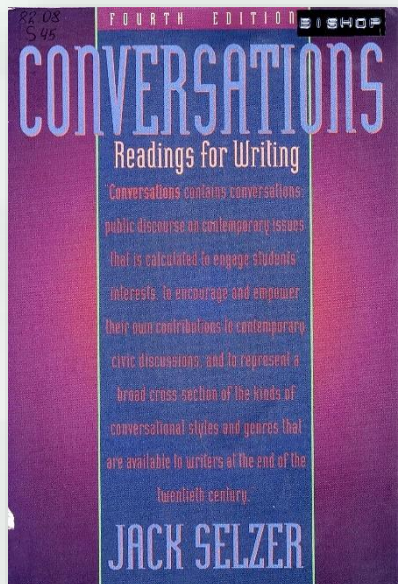
teach yourself  
writing a novel

goal: successful writing

category: creative writing

content:  
• improve your techniques  
• develop your range and ability  
• get your work published

be where you want to be with teach yourself



„Singurul mod de a învăța să scrii este scriind.  
Profesorii nu pot să te învețe să scrii în mod direct; ei pot doar crea situații  
din care să înveți singur din ceea ce faci.”

*P. Elbow & Belanoff*

<https://limbaromana.md/index.php?go=articole&n=2447>

# Limba și context

Revistă internațională de lingvistică, semiotică și știință literară

Anul III, Volum 2, 2011



# Speech and Context

International Journal of Linguistics, Semiotics and Literary Science

Volume 2(III)2011

**WRITING AS A REFLECTION OF THE CIVILIZATION FROM ANTIQUITY TO THE MODERN TIMES**  
 Andrei ROVENCHIAK  
 Associate Professor, Ph.D.  
 (Ivan Franko National University of Lviv, Ukraine)

**Abstract**  
 In the paper, a short discussion on the role of writing in the history of humanity is found to confirm its twofold nature, both from economical (trade) and spiritual (religious) aspects. Similar development of writing in different world regions and identical internal structure of ideographic scripts can be taken as evidence for the universality of human thinking. A correlation between the types of civilization and the "philosophy" of writing is pointed.

**Keywords:** writing, civilization, Antiquity, modern times.

**Rezumat**  
 În articol, este abordat rolul scrisului în istoria omenirii. Originea scrisului este analizată de rînd cu unele începuturi contemporane în acest domeniu pentru a demonstra caracterul biaspectual al acestuia: atât de necesitate economică (comercială), cât și umană. Se pune accentul și pe coerența dintre tipurile de civilizație și filosofia scrisului.

**Cuvinte-cheie:** scris, civilizație, Antichitate, modernitate.

**1. Origins of Writing**  
 Writing systems are generally believed to be successors of the so-called proto-writing, i.e., early ideographic or mnemonic symbols. The following world regions can be listed as independent birthplaces of writing: Mesopotamia, Egypt, Indus Valley, China, Crete and Mesoamerica.

**1.1. Mesopotamia**  
 Sumerian cuneiform is probably the most ancient known writing. It originated in the fourth millennium BC. Its roots are seen in the early pictographs impressed on clay tablets. The Proto-Elamite script from Iran is slightly younger; it was developed around the turn of the third millennium BC<sup>1</sup>.

**1.2. Egypt**  
 The origins of Egyptian hieroglyphs (also fourth millennium BC) remain obscure as all the attested inscriptions show quite developed form of writing. Recent findings in Abydos<sup>2</sup> can challenge the primogeniture of hieroglyphic writing developed through centuries into hieratic and demotic scripts. Modern alphabets can be traced back to these later forms.

<sup>1</sup>Coulmas, 2004, p. 98-105.  
<sup>2</sup>Michell, 1999.

P.S.-A 207

**ANNALES DE L'UNIVERSITÉ DE CRAIOVA  
 ANNALS OF THE UNIVERSITY OF CRAIOVA**

**ANALELE  
 UNIVERSITĂȚII DIN CRAIOVA**

SERIA ȘTIINȚE FILOLOGICE  
 LIMBI STRĂINE APLICATE

**ANUL X, Nr. 1/2014**

ACADEMY OF ROMANIAN SCIENTISTS  
 BUCUREȘTI 1954

**International  
 Journal of  
 Communication  
 Research**

Volume 2 • Issue 4  
 October / December 2012

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**APPLIED LINGUISTICS**

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 AILA International Association of Applied Linguistics  
 BAAL British Association for Applied Linguistics

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*In a study of English, a learner's guide  
 Language choice and cultural intelligibility*

*Vocabulary notebooks  
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 Language students as letter-writers  
 Feedback as a two-way process  
 Minimal pairs: minimal importance?  
 Finding sharp professional standards in ELT*

*Reviews:  
 Surveying teacher education and teachers  
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*Key concepts in ELT*

**ИНОСТРАННЫЕ ЯЗЫКИ В ШКОЛЕ**

ENGLISH

FRANCAIS

DEUTSCH

12 2018

**МЕТОДИКА ИСПОЛЬЗОВАНИЯ ДЕБАТОВ ПРИ ПОДГОТОВКЕ К ПИСЬМЕННОМУ ВЫСКАЗЫВАНИЮ ЭЛЕМЕНТАРИ РАССУЖДЕНИЯ**

It is reasonable to use "Debate" as the basis for further explanation of the role and functions... they can help teachers method under consideration.

В данной статье рассмотрена методика использования педагогически-предметного диалога «Дебаты» как эффективного способа подготовки к элементарным рассуждениям в старшем этапе обучения английскому языку в школе. Целью статьи является разработка оптимальной стратегии обучения высказыванию на уроке английского языка.

Актуальность исследования обусловлена высоким уровнем сложности выполнения задания согласно структуре предметного высказывания с элементами рассуждения «Мое мнение» по актуальной проблематике в рамках ЕГЭ и важности как у учителя, так и у учащегося способности высказывать свое мнение по предмету. Задание такого уровня сложности в учебниках и материалах к нему отсутствует. Задание 40 учителю старшего звена необходимо разработать самостоятельно, используя высокий уровень сформированности коммуникативных навыков учащихся. Важное значение имеет в данном процессе взаимодействие учителя и учащегося при подготовке к заданию и выполнении задания.

Задания данной статьи следующие: анализ устных дебатов и подготовка письменных высказываний с элементами рассуждения; составление плана мотива-...

**Ключевые слова:** мотивирование, методика, диалог, письменное высказывание с элементами рассуждения, аргументация, структура, содержание, композиция, вводная, заключение.

**Key words:** motivation, dialogic, argumentative opinion essay, topic introduction, arguments, counterarguments, conclusion, introductory words.

**ФОРМИРОВАНИЕ ТЕХНИКИ ИНОЯЗЫЧНОГО ПИСЬМА В НАЧАЛЬНОЙ ШКОЛЕ: ТЕОРИЯ И ПРАКТИКА**

Привлечение внимания к данной проблеме формирования иноязычного письменного высказывания в младших школах... Психологические и методические феномены, характеризующие письменность, являются предметом исследования данной статьи. Рассмотрены прикладные аспекты формирования иноязычного письменного высказывания в начальной школе.

**THE FORMATION OF FOREIGN LANGUAGE WRITING TECHNIQUE IN THE PRIMARY SCHOOL: THEORY AND PRACTICE**

The article focuses on the theoretical foundations of the teacher's development... contributing to the young pupil's success in his/her writing task. Psychological and methodological features, characterizing the writing task, are considered important in writing ability in the early school years. Applied aspects of foreign language writing formation in the primary school are considered.

**Ключевые слова:** начальные иноязычные письменные высказывания, психологическая характеристика, формирование письменности.

**Key words:** primary foreign language writing, psychological regulation, methodological stages of the writing formation.

**ИНОСТРАННЫЕ ЯЗЫКИ В ШКОЛЕ**

ENGLISH

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9 2019

**ОСОБЕННОСТИ ОБУЧЕНИЯ ИНОЯЗЫЧНОЙ ПИСЬМЕННОЙ РЕЧИ В ПРОФИЛЬНОЙ ШКОЛЕ ПОСРЕДСТВОМ ФОРМИРОВАНИЯ У УЧАЩИХСЯ ТЕКСТУАЛЬНОЙ И РИТОРИЧЕСКОЙ ГРАМОТНОСТИ**

В статье рассмотрены особенности обучения иноязычной письменной речи в профильной филологической школе... Основные особенности иноязычного письменного высказывания в профильной школе рассматриваются на материале анализа писем учащихся в профильной школе.

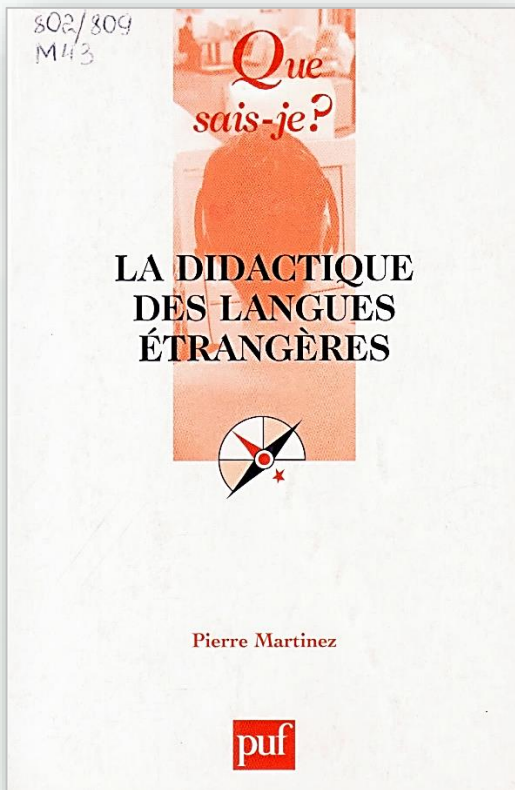
**SPECIAL FEATURES IN TEACHING FOREIGN LANGUAGE WRITING IN PROFILE SCHOOLS LITERACY FOR SENIOR SCHOOL STUDENTS**

This article is devoted to the characteristics and features in teaching foreign language writing in senior specialized schools (profile schools). The paper outlines the distinctive and individualized methodological approach and didactical strategy for teaching foreign language writing.

**Ключевые слова:** профильное обучение, иноязычная письменная речь, лингвистическая грамотность, риторика, старшие школьники.

**Key words:** profile learning, foreign language writing, written communication, literacy, rhetorical literacy.

# LIMBA FRANCEZĂ

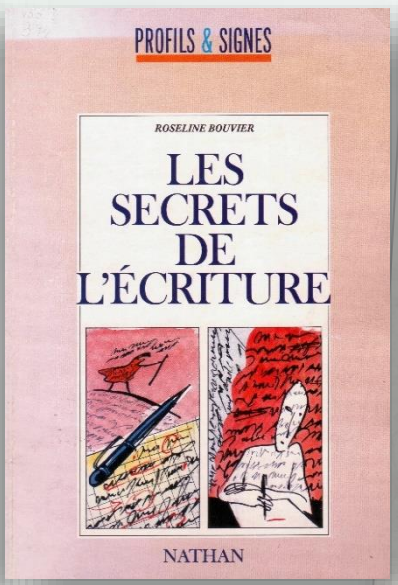
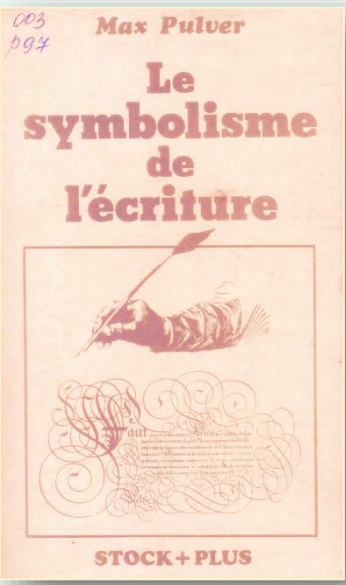


„Acquérir une double compétence lire/écrire paraît être une urgence dès les débuts de l'apprentissage. Les fonctions de l'écrit sont en effet si larges (Stern, 1983) qu'il trouve sa place dans tous les domaines, dans l'action (lettre commerciale ou lettre d'amour, publicité, consignes de travail), l'information (enseignement, presse), comme dans le divertissement ( jeu, littérature).”

**PIERRE MARTINEZ**

„Dobândirea unei duble competențe de citire/scriere pare a fi o necesitate urgentă încă de la începutul învățării. Funcțiile scrisului sunt atât de largi (Stern, 1983) încât acesta își are locul în toate domeniile, în acțiune (scrisori de afaceri sau de dragoste, publicitate, instrucțiuni de lucru, informare (învățământ, presă), precum și în divertisment (jocuri, literatură).”

MARTINEZ, Pierre. *La Didactique des langues etrangeres* / Pierre Martinez. – 4me ed. – Paris : [s. n.], 2006. – p. 96. – (Puf). – ISBN 2-13-054745-1.



## LES SECRETS DE L'ÉCRITURE

Les vertus de l'analyse graphologique ne sont plus à démontrer. Mais ses abus, ses dangers? L'originalité de ce guide de la graphologie est d'en faire saisir les nuances, la richesse, la complexité. Et de nous prévenir contre l'excès de schématisation réducteur.

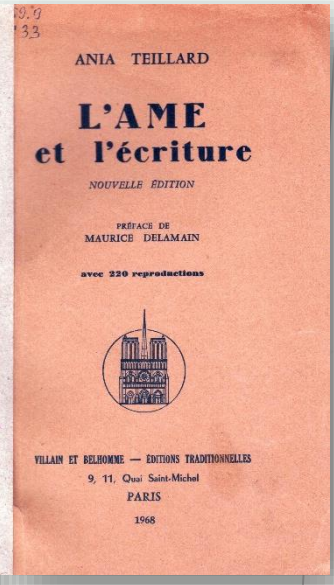
L'auteur part d'une analyse fine des éléments de l'écriture :

- L'organisation de la page.
- La forme et le mouvement des lettres.
- La pression du trait.
- Les signes révélateurs (barres de t, etc.).

Elle nous entraîne ensuite vers une vision globale de la personnalité que l'écriture incarne : soulignant les étapes de l'enquête, les pièges à éviter, les ambivalences des signes et leur portée réelle.

Plus de cent modèles analysés, 23 lettres examinées à la loupe : une élucidation des mystères de l'écriture qui nous invite à en explorer les trésors.

Dans la même collection :  
Le langage du corps  
Le tarot pratique  
Les arts divinatoires  
Les signes de la main

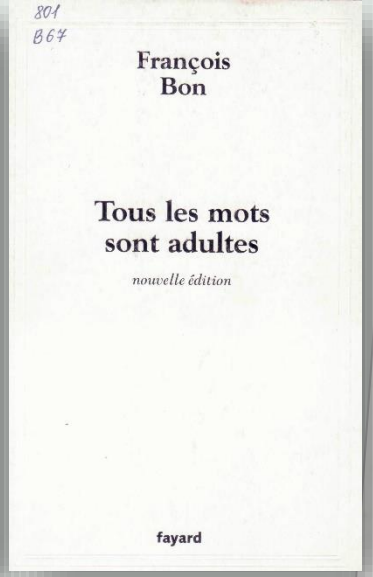
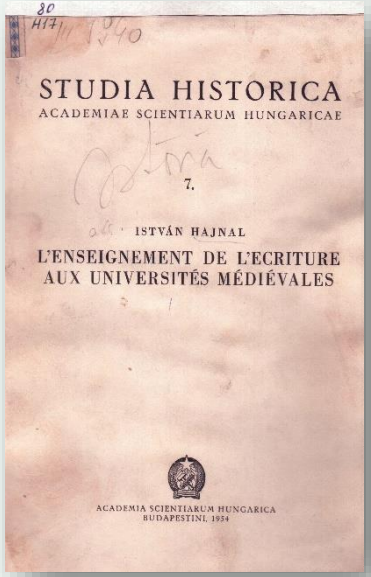
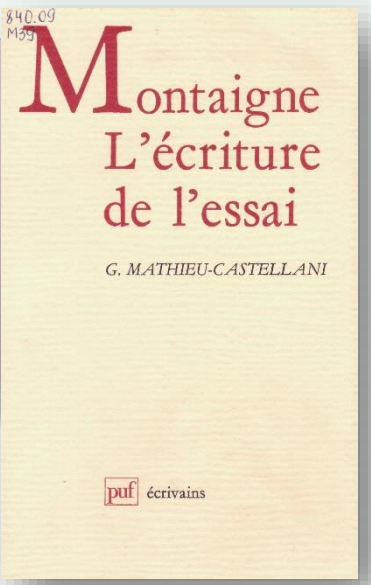


## NOTE DE L'AUTEUR

C'est avec une profonde joie que j'assiste à la réimpression de ce livre et je remercie les Editions Traditionnelles d'avoir fait assez confiance à cet ouvrage pour le faire revivre.

Les familiers de « L'Âme et l'Écriture » le trouveront inchangé. En fait, les concepts, inédits lors de sa première parution, ont fait leur preuve et sont entrés dans l'enseignement général de la Graphologie. L'apport de la Psychologie des Profondeurs dans les études de l'écriture est aujourd'hui une évidence indiscutée.

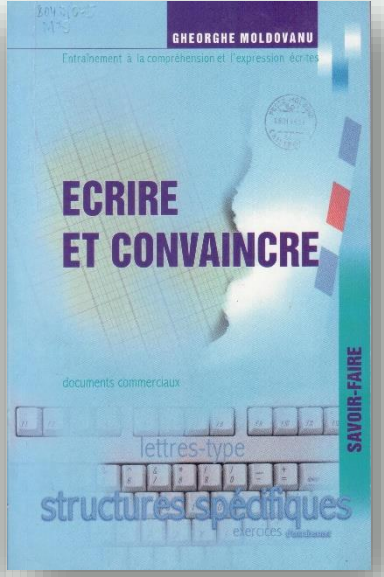
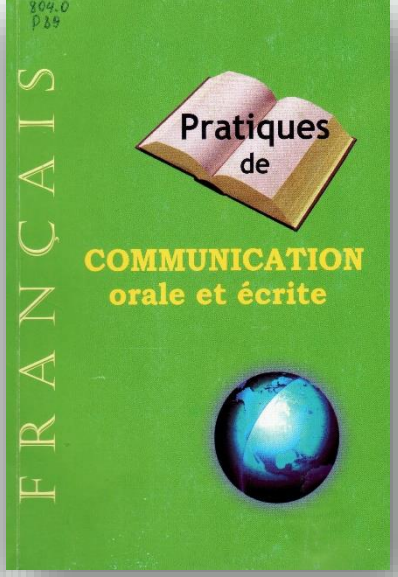
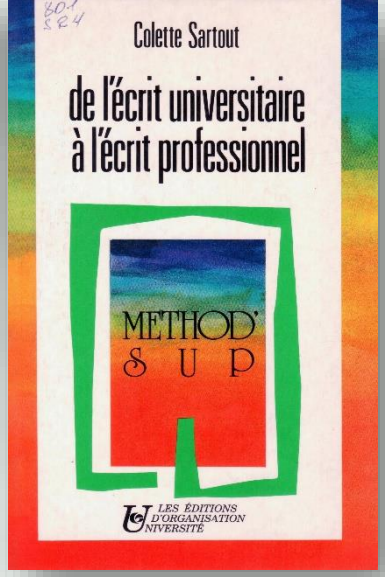
Si nous avons choisi cette psychologie comme base de nos recherches graphologiques, c'est parce qu'elle est la seule qui embrasse aussi bien l'inconscient que le conscient, explorant ainsi la totalité du psychisme, parfois jusque dans ses contradictions mêmes.

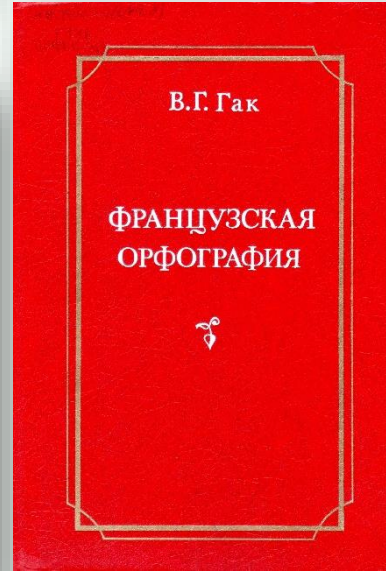
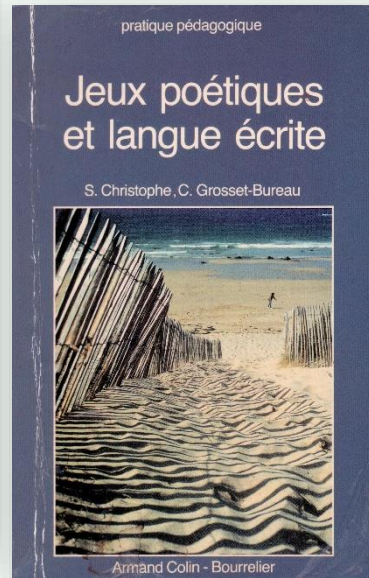
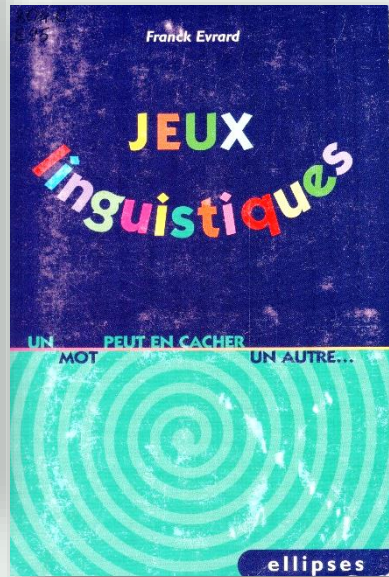
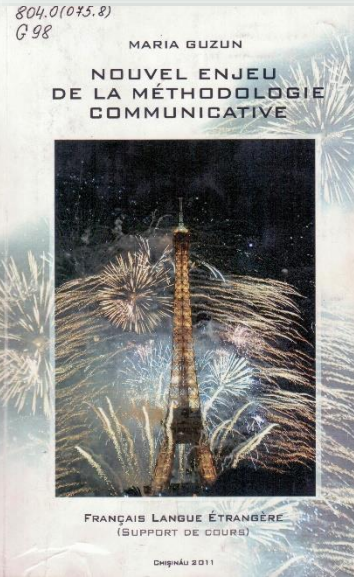
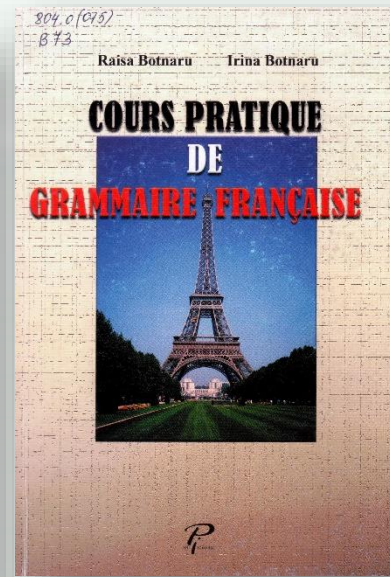
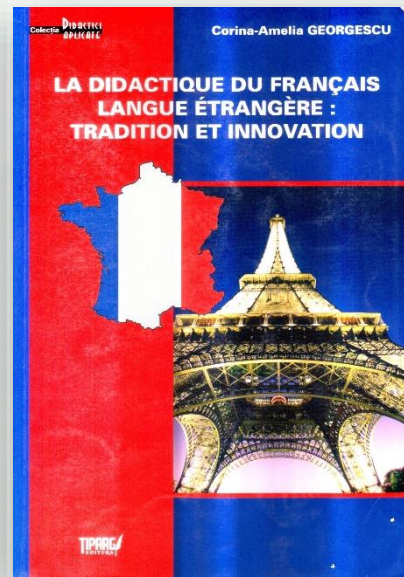
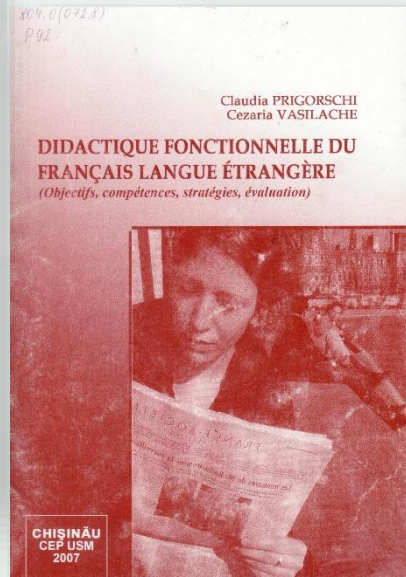
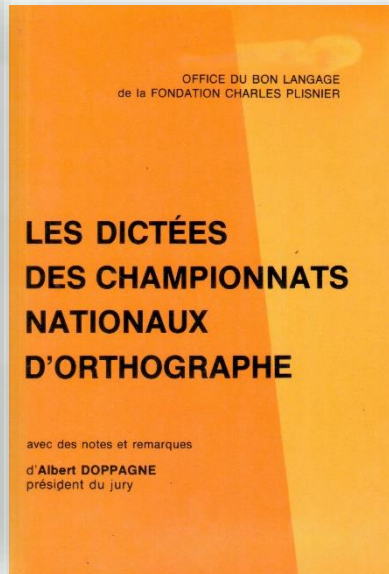
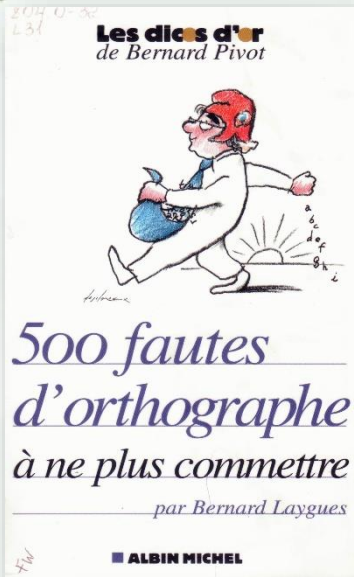


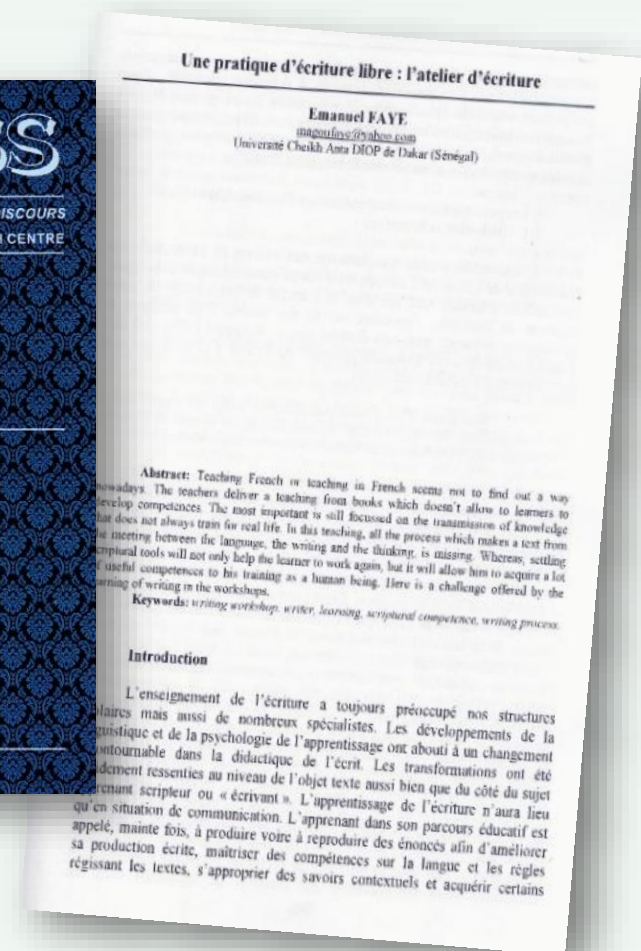
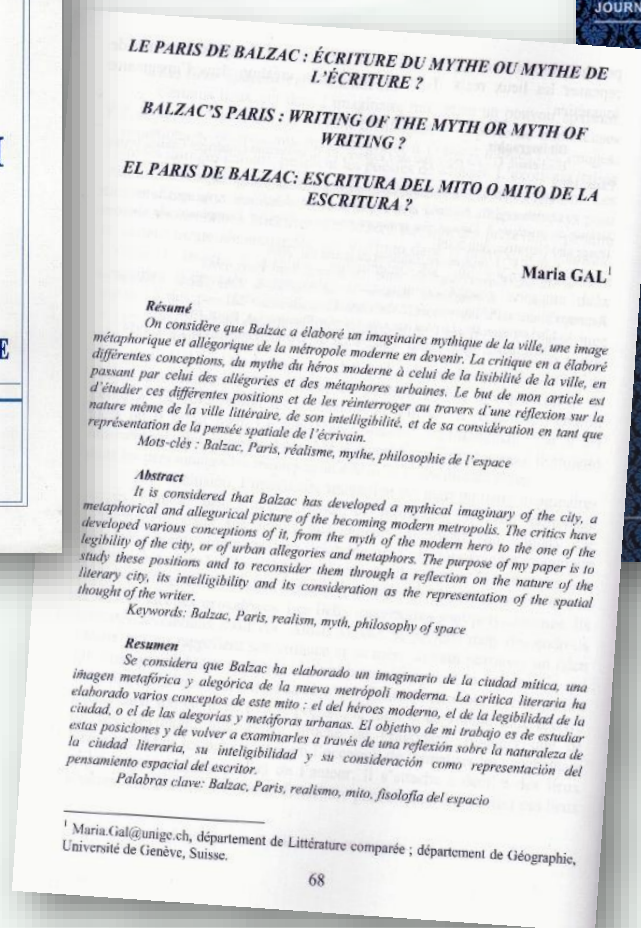
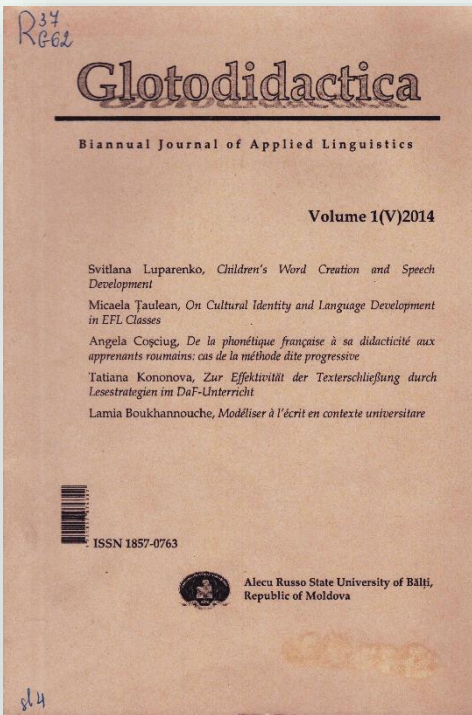
Au début des années 1990, François Bon s'est lancé dans l'aventure des ateliers d'écriture. Il en conduit un peu partout en France, suscitant et écoutant la parole de publics en situation extrême, lycéens de banlieues difficiles, Rmistes à la dérive, détenus, mais aussi enseignants ou acteurs de théâtre. Autant d'échanges et de découvertes radicales dont son œuvre porte trace et qui dessinent, en filigrane, un traité de poésie personnelle.

Tous les mots sont adultes, dit Maurice Blanchot, et l'on peut réaliser une partie de soi-même dans l'écriture d'un texte, entrer de plain-pied dans le mystère de la littérature, se laisser guider dans l'atelier des écrivains. L'expérience s'est enrichie au fil des années, des rencontres, des lectures : d'où cette nouvelle édition, augmentée et revisitée, qui renforce l'appui et la curiosité sur les pistes inédites du contemporain, celles qui permettent de construire soi-même un cycle d'ateliers plutôt que d'en transposer les recettes.

Le monde qui nous entoure n'est peut-être pas autant qu'on le croit un déni à l'imagination littéraire ou créative.



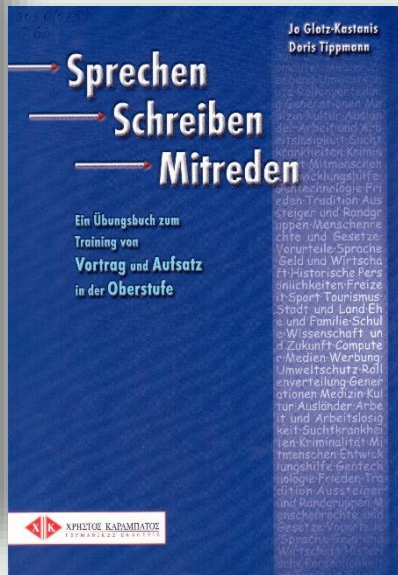
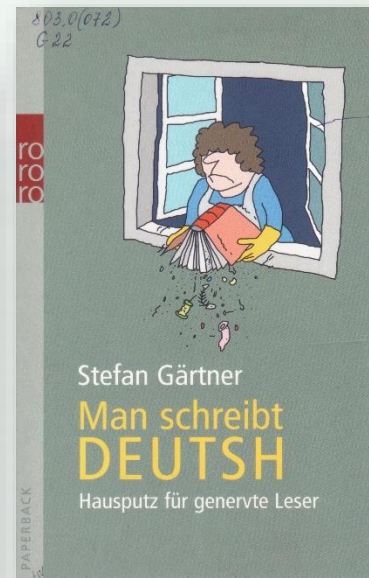
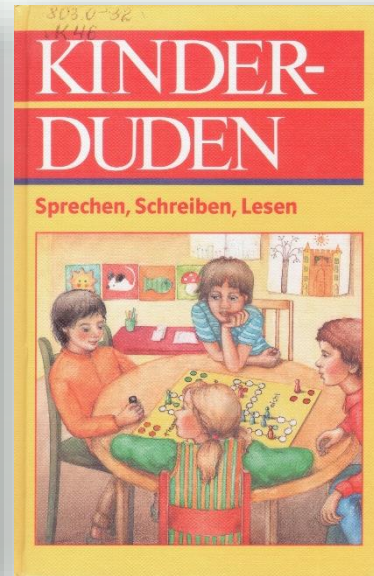
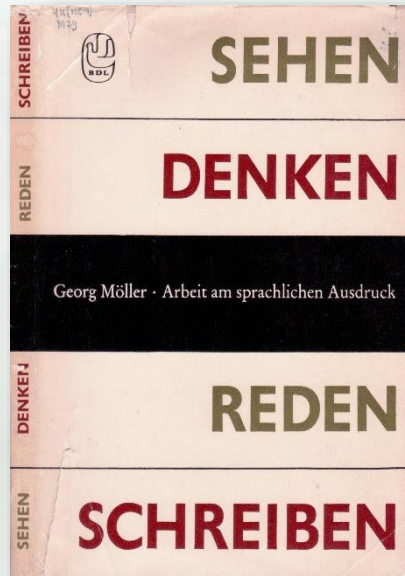
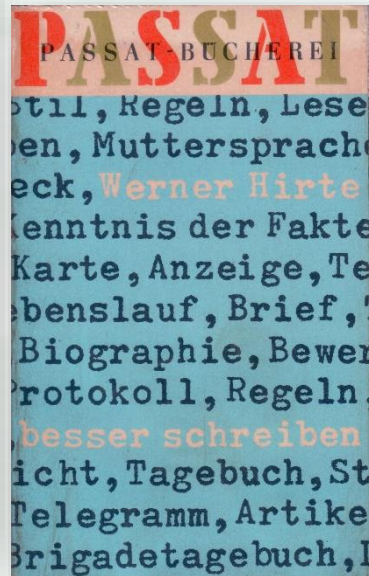




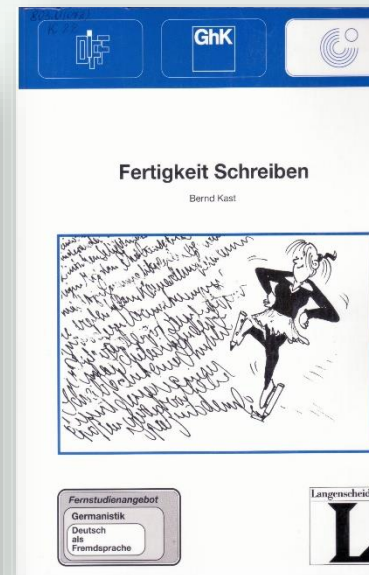
„Totul pleacă de la literă și se întoarce la ea.”

Marino Adrian

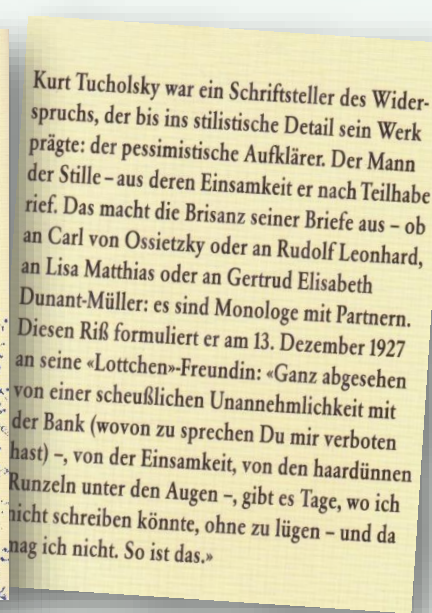
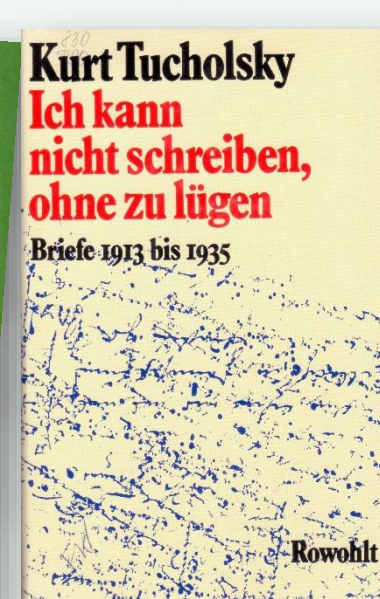
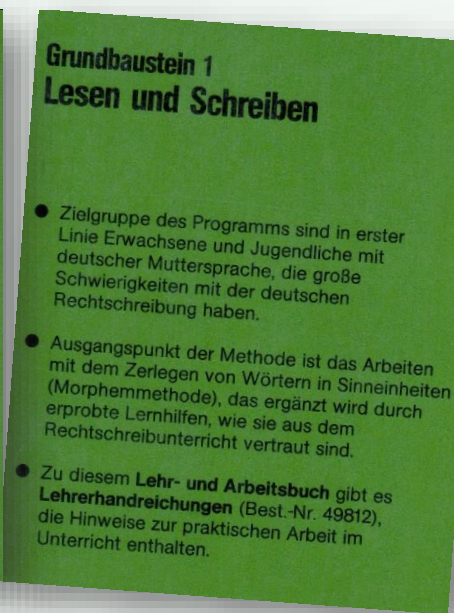
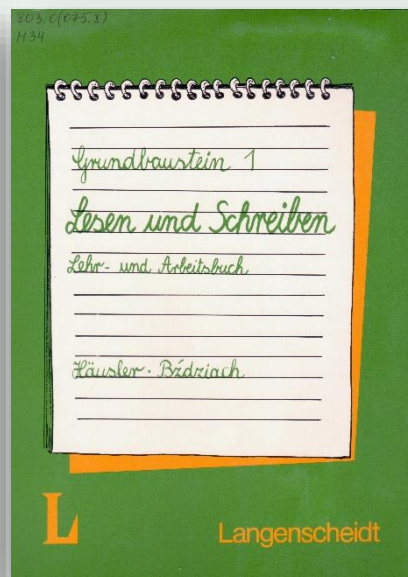
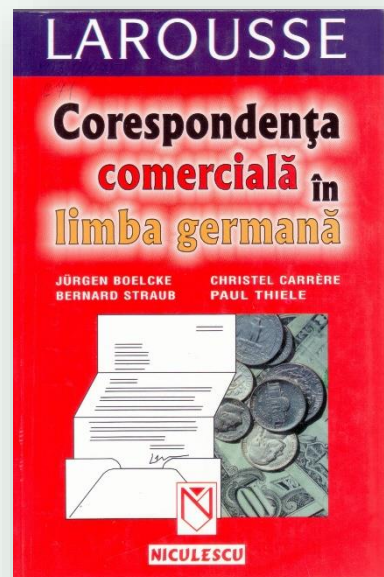
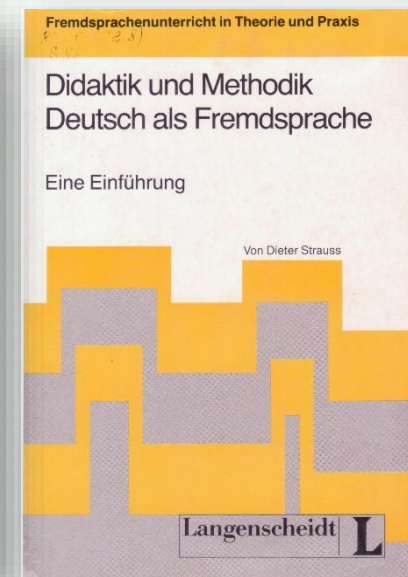
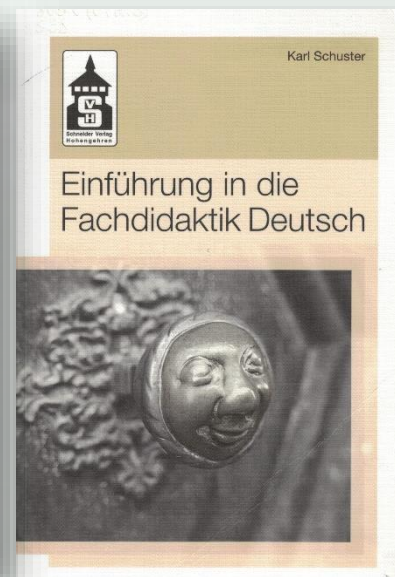
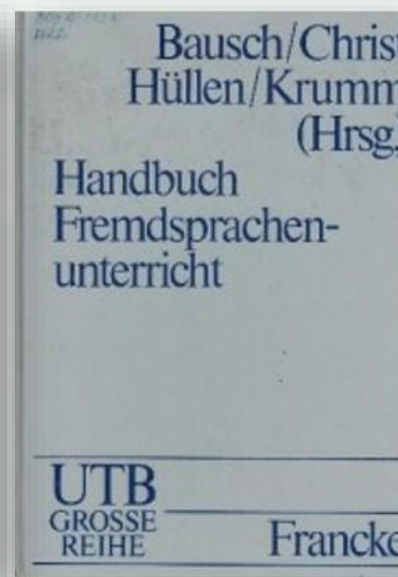
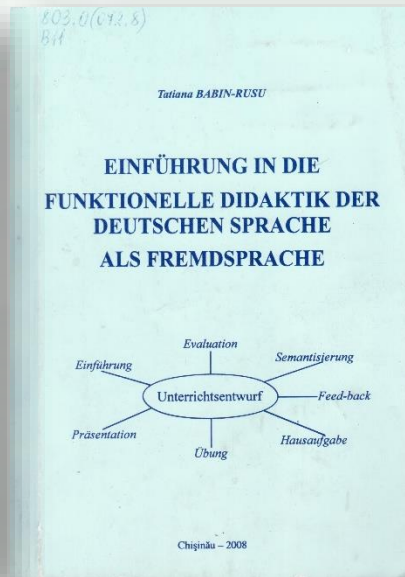
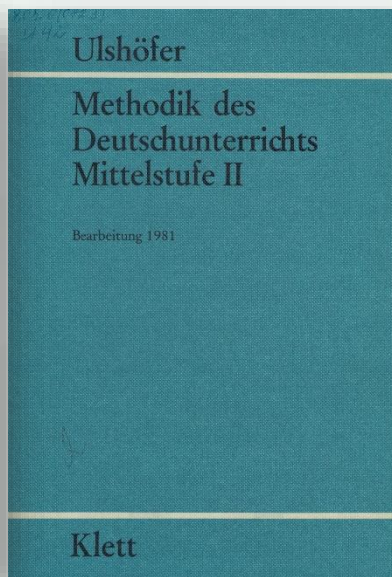
# LIMBA GERMANĂ



Der Kommentierte Lösungsschlüssel enthält die Lösungen zu allen Übungen des Buches Sprechen - Schreiben - Mitreden sowie auch Lösungshilfen. So werden zum Beispiel bei Übungen zur richtigen Verwendung von Präpositionen neben der Lösung auch der vollständige Ausdruck mit Präposition und Kasus angegeben. Bei Wortschatzübungen werden die Lösungswörter erklärt und - bei leicht zu verwechselnden Wörtern - voneinander abgegrenzt.









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| 2008       | Sub pecetea tainei   |                 |
| 2014       | Blândețea nopții   |                 |
| 2012       | „Optimizarea învățământului în contextul științific internațional și cunoaștere”, conferință științifică internațională  |                 |
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| 2021       | Curriculum la unitatea de curs Tehnici de exprimare în scris în limba engleză : Ciclul I, studii superioare de licență : Domeniul general de studiu: 14 Științe ale educației : Denumirea specialității: 141.09 Limbi moderne 141.09.05 Limba și literatura germană și 141.09.04 Limba și literatura engleză / 141.09.01 Limba și literatura franceză / 141.09.02 Limba și literatura spaniolă : Forma de învățământ: cu frecvență | Căláraș, Angela   |

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## Fostering EFL Preservice Teachers' Academic Writing Skills Through Reflective Learning

Escritura académica de profesores de inglés en formación mediante el aprendizaje reflexivo

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Ingrid Rodríguez  
Lorena Caviedes  
Universidad El Bosque, Bogotá, Colombia

This article focuses on the impact reflective learning has on a group of EFL preservice teachers' academic writing skills through formative feedback and self-assessment at a university in Bogotá (Colombia). The goal was to determine how the participants' academic writing skills were developed when writing essays for international examinations, and how their reflections upon feedback and their self-assessment process impacted their learning. This study followed a qualitative approach and an action-research design to foster students' academic writing skills as part of their professional development. The data-collection instruments were essays and teacher's feedback, students' journals, and rubrics. The results evidenced learners' writing skills improvement while implementing reflecting learning, which led to self-regulation and metacognition.

**Keywords:** academic writing, feedback, learning, self-assessment, thinking

Este artículo describe el impacto del aprendizaje reflexivo en el desarrollo de habilidades escritas de un grupo de profesores en formación, mediante la retroalimentación formativa y la autoevaluación en una universidad en Bogotá (Colombia). Se buscó desarrollar las habilidades escriturales de los estudiantes por medio de ensayos para exámenes internacionales y determinar cómo sus reflexiones sobre la retroalimentación y autoevaluación impactaron su aprendizaje. Se siguió un enfoque cualitativo con un diseño de investigación-acción, promoviendo la escritura académica como parte de su desarrollo profesional. Se analizaron ensayos



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## 1 Methods and Techniques of Research and Academic Writing

- 1.1 Preparing a Term Paper: Topic and Planning
- 1.2 Research
- 1.3 Writing a Term Paper: Structure and Rhetorical Strategies
- 1.4 Formatting a Term Paper: Stylistic Guidelines
- 1.5 Conclusion

An essential part of studying English is writing. Students of English not only find themselves on the receiving end of information about English language and literature, but they also need to produce various texts as part of course and exam requirements. A scholarly text in English studies has to include several features to be accepted by professors and university teachers: clear statement of topic and thesis, transparent structure, thorough research, argumentative style, precise terminology, clear language, and appropriate form. This chapter will touch upon these standards in more detail and give students important guidelines for their

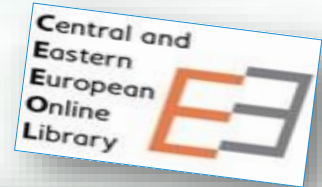
academic writing projects from start to finish. The following sections will therefore introduce students to (1) preparing and planning a longer essay or term paper in English Studies, (2) conducting efficient research (see also the "Study Aids" entry VII.2), (3) writing a structurally sound and rhetorically effective paper, as well as (4) formatting an academic paper according to common stylistic conventions. If you follow the principles presented here, academic writing will not be the daunting task it might appear to be at first, but a rewarding intellectual activity of communicating knowledge and insight.

### 1.1 | Preparing a Term Paper: Topic and Planning

#### 1.1.1 | Finding a Topic

If the topic for your essay/term paper has not been assigned by your teacher, it is important that you find a suitable topic that is neither too broad nor too narrow, neither unspecific nor overly specific for the assignment. For example, "Shakespeare's *A Midsummer Night's Dream*" or "Word Formation in

to write the paper will give you a deadline by which it has to be submitted. Depending on the length of the assignment, you usually have at least two to four weeks, if not more, between topic assignment and submission of the finished paper. As soon as the clock starts ticking, you need to get organized and plan ahead for the following weeks. Reserve sufficient time for the three phases of a



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## A LEXICAL ERROR ANALYSIS IN WRITTEN TEXTS BY LEARNERS OF GERMAN AS A FOREIGN LANGUAGE

### DIE ANALYSE DER LEXIKALISCHEN FEHLER IN GESCHRIEBENEN TEXTEN VON DAF-LERNENDEN

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#### Abstract

In this paper, we focus on the lexical errors of novice learners who have started learning German but already have several years of prior knowledge of English. The vast majority of learners in the study have Slovene as their native language, i.e., they come from a Slavic language family. The results of a lexical error analysis of short essays in L3 written by 15-year-olds show that most errors occur from a second foreign language rather than from the first or native language. The most common errors made by beginners are coinage from L2, borrowings from L2 and calque from L2.

#### Zusammenfassung


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Thierry Geoffre  
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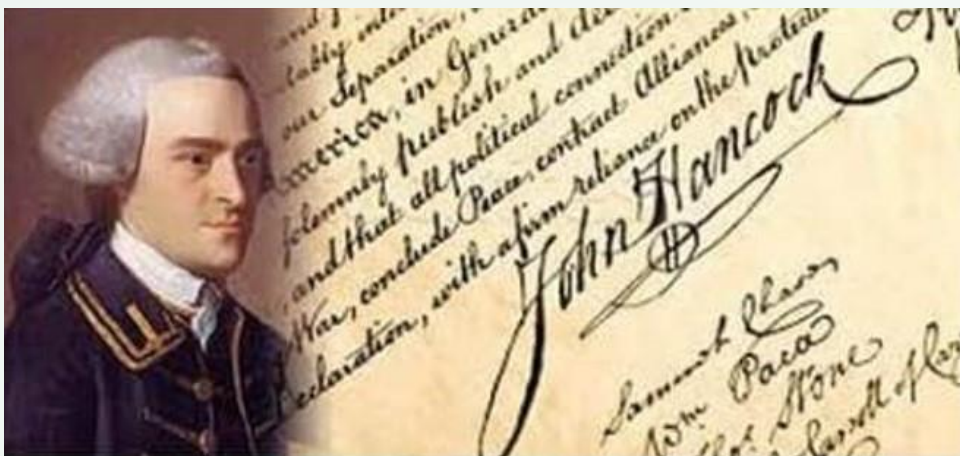
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A fost instituită cu scopul de a ne aminti de frumusețea și unicitatea scrisului de mână și de necesitatea folosirii semnăturii de mână. Inițiatorul acestei sărbători este Asociația producătorilor de instrumente de scris (Writing Instrument Manufacturers Association, WIMA). Coincide cu ziua de naștere a lui John Hancock (1737–1793), unul dintre cei mai proeminenți oameni de stat americani, care primul și-a pus semnătura pe Declarația de Independență a SUA.



# Referințe bibliografice:

MARTINEZ, Pierre. *La Didactique des langues etrangeres*. Paris : [s. n.], 2006, p. 96. ISBN 2-13-054745-1.

Sciere. In: *Noul dicționar universal al limbii române*. Ioan Oprea, Carmen-Gabriela Pamfil, Rodica Radu [et al.]. Ed. a 5-a, rev.. București : Litera, 2017, p. 1654. ISBN 978-606-33-0521-4.

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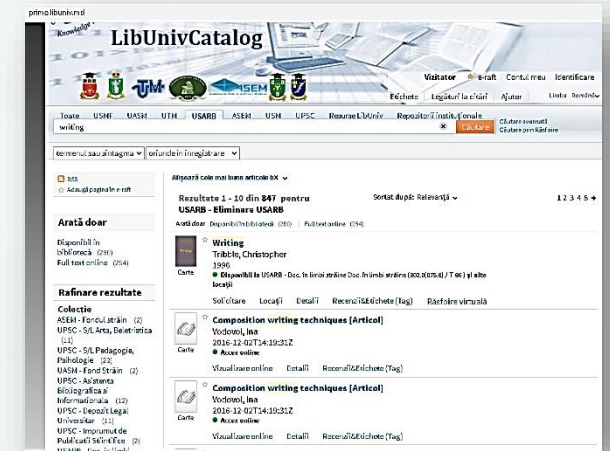
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Teaching EFL Writing in the Classroom: <https://teflbootcamp.com/teaching-skills/teaching-efl-writing/>

Ziua Mondială a Scrisului de Mână: <https://leviathan.ro/23-ianuarie-ziua-mondiala-a-scrisului-de-mana/>





**Realizat de:**  
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