LINGUISTIC BIOGRAPHY OF TRANSLATION BUREAU EMPLOYEE IN MOLDOVA (a case study)

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L'objectif principal de cette recherche est de décrire le matériel théorique et pratique en ce que concerne les caractéristiques sociolinguistiques des discours enregistrés d'un groupe de personnes interrogées. Pour atteindre notre orbjectif nous nous proposons d' analyser et synthétiser le material théorique obtenu des recherche précédente dans le même domaine et les résultats obtenus par d'autres chercheurs envisagent les matériaux proposés par le Conseil Européen. Aussi, nous nous proposons de faire une description détaillée de chaque personne interrogée pour obtenir notre propre résultats pour soutenir ou refuser certaines théories précédentes.

The language is a very vast domain for research, but it is narrowed when it comes to communication. Communication is the most important act in all people's life, because it gives meaning to everything we do or think or ought to do, even our dreams have a shape when they are expressed through words. Each language has its own peculiar feature specific only for that very language. Expressing ideas, thoughts can be accomplished through different methods such as drawing, showing signs, through music, gestures and mainly through words i.e. speaking. From the ancient times people used to communicate and due to the mixes there happened we have different languages that interfered into each other development.

The relevance of this research consists in providing a wider perspective on the study of linguistic biography of a person. We can affirm that it is a

very important part of assessing a person's communicative skills as well as provides a possibility to understand the person by making him or her speak.

This topic is of great interest for teachers that can divide a group of students judging by the linguistic biography, it is also of great interest for international companies that recruit people for certain area and that means that the employee should be able to communicate with native speakers as well as be able to deliver the message in one of the most frequent international languages.

The theoretical analysis begins with the notion of *monolingual person* and namely that it is an 'individual who uses one language and may be proficient at using a number of different varieties of the language together with different registers in the variety or varieties they know, and of switching between varieties and between registers in the appropriate context' [1, p.19].

Next are *bilinguals*, who are often described as persons who use two languages, and bilingualism is rendered as the ability to speak two languages or the habitual use of two languages colloquially. This is a definition given by the Oxford dictionary as well a definition recognized by R. Ellis and many other researchers [2, p. 27].

The concept of linguistic biography can be viewed differently. Its most common definition would be that it presents the levels of the language proficiency of a person, and to this regard the European Council has created an instrument called The European Portfolio of Languages EAQUALS/ ALTE. This was partially based on the research of R. Richterich and J.-L. Chancerel in 1977. In their work they state that the future learner will firstly take into considerations the information upon his/her linguistic biography to estimate his/her knowledge before one starts learning a language. Even though this estimation is vague and subjective it's not less important because it pictures out the necessities a learner should eliminate during the learning process [3, p.2].

Using this document a person can assess one's language competences in accordance with the reference levels introduced by the Council of Europe. This document comprises 4 sections: 1. Objectives in language learning process; 2. Linguistic experience; 3. Most notable linguistic and intercultural experiences; 4. Current linguistic priorities. In this portfolio we can find another document entitled The European Language Passport which is exactly the self assessment part of the document where a person can include the information regarding his/her language proficiency judging by a given grid with explanations for each level [4].

After studying the theoretical material, we came to several conclusions and namely that there still lacks a well settled definition of the term linguistic

biography, and this also made us think that the domain of linguistic biography is still a very row science that has been under discussion for the last 15 years, which once again proves the rawness of this scientific study. Linguistic biography is a way of overcoming some difficulties which people come across being part of a social medium. In describing the experiment, we cannot deny the fact that social research involves a study which finds conceptual and theoretical inspiration in social sciences. This kind of research is motivated by developments and changes in society; it also employs social scientific ideas to illuminate those changes, and thus we have noticed that the influence of learning a new language influences as well the social activity of a person. Considering the activities in which our interviewees are involved we can speak about their preferences and interests.

By the end of our research we came to the conclusion that there are no monolingual speakers among the interviewees. People in this translation bureau use English as a working tool. Interviewees use it to communicate with clients and translators, this is why there is no need to manifest native like command of English. After work, most of them cease to either read speak or watch in English. We noticed that most of the mistakes that were mentioned in the second chapter are done due to the interference of the native language, knowledge of several other languages to speech production in English. So, we also noticed that knowing more than one's native language offers a possibility to enhance one's professional skills and be chosen for several working positions that do not really connect with the domain one has studied and gathered knowledge. One of the reasons for doing this experiment is the willingness to study the sociolinguistic aspect of learning the English language in the context of a translation bureau in Republic of Moldova, how English is used in this bureau and how people speak about this language. We cannot disregard the sociolinguistic aspect when it comes to discourse analysis. We have assisted to a social event for each person by just listening to the way the interviewees produce their language biographies. When doing so, both the interviewees and the researchers follow a set of rules constituting the narrative genre of language biography.

Our personal opinion about this study is that there is still much work to be done, as we presented information about a small group of people, we noticed some new tendencies to view and use languages. We also consider that knowing a linguistic biography of a person we can choose the best candidate for a certain job offer, as usually questions to be given for interview could be varied and offered to broaden a certain topic. Linguistic biography is mostly important for companies where the language of a candidate plays a very important role, as well as if taking into considerations the fact that people are not native speakers. We also noticed that knowing more than one's native

language offers a possibility to enhance one's professional skills and be chosen for several working positions that do not really connect with the domain one has studied and gathered knowledge.

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