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IDIOSYNCRATIC DIALECTS AND ERROR ANALYSIS

S. P. Corder

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IDIOSYNCRATIC DIALECTS AND ERROR ANALYSIS

S. P. Corder

After having determined the terminological distinction between "idiolcet" and "dialecte idiosyncrate", the author enumerates the following types of this phenomenon: 1. the language of a poet; 2. the language of an aphasic; 3. the language of a child; 4. the language of someone studying an foreign language (in the sense of a foreign language incompletely mastered).

The presence of "errors" during the process of learning a foreign language is considered necessary and inevitable in this context. It is the role of the teacher to arrive at an exact analysis of the idiosyncratic phrases of the learner for determining, up to what point these hypotheses are based on the foreign language phrases that are false, in order to provide the learner with the information that is necessary for formulating better hypotheses.

What has come to be known as 'Error Analysis' has to do with the investigation of the language of Second-Language learners. I shall be taking the point of view in this paper that the language of such a learner, or perhaps certain groupings of learners, is a special sort of dialect. This is based on two considerations: firstly, any spontaneous speech intended by the speaker to communicate is meaningful, in the sense that it is systematic, regular and, consequently, is, in principle, describable in terms of a set of rules, i.e. it has a grammar. The spontaneous speech of the second-language learner is a language and has a grammar. Secondly, since a number of sentences of that language are isomorphic with some of the sentences of his target language and have the same interpretation, then some, at least, of the rules needed to account for the learners' language will be the same as those required to account for the target language. Therefore the learner's language is a dialect in the linguistic sense: two languages which share some rules of grammar are dialects.
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