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IDIOSYNCRATIC DIALECTS AND ERROR ANALYSIS

S. P. Corder

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IDIOSYNCRATIC DIALECTS AND ERROR ANALYSIS

S. P. Corder

Après avoir réalisé une délimitation terminologique entre «idiolecte» et «dialecte idiosyncratique», l'auteur énumère les genres suivants de ce dernier: 1. la langue d'un poème; 2. la langue d'un aphasique; 3. la langue d'un enfant; 4. la langue de quelqu'un apprenant une langue étrangère (c'est-à-dire une langue étrangère défectueusement maîtrisée).

La présence de »fautes« pendant le processus d'apprentissage d'une langue étrangère est considérée comme une partie nécessaire et inévitable de celui-ci. C'est la tâche de l'enseignant d'arriver à une analyse exacte des phrases idiosyncratiques de l'élève pour déterminer ainsi jusqu'à quel point les hypothèses qui sont à la base de ces phrases sont fausses, afin de pouvoir donner ensuite à l'élève les informations qui lui permettent de formuler de meilleures hypothèses.

Nachdem der Autor eine terminologische Abgrenzung zwischen ‚Idiolekt‘ und ‚idiosynkratischem Dialekt‘ durchgeführt hat, gibt er folgende Arten von letzterem an: 1. die Sprache eines Gedichts; 2. die Sprache eines an Aphasie leidenden Menschen; 3. die Sprache eines Kindes; 4. die Sprache des eine Fremdsprache Lernenden. Dabei ist mit letztgenanntem idiosynkratischem Dialekt die unvollkommen beherrschte Fremdsprache gemeint.

Das Auftreten von ‚Fehlern‘ beim Erlernen einer Fremdsprache wird als unvermeidlicher und notwendiger Teil des Lernprozesses betrachtet. Es ist die Aufgabe des Lehrenden durch eine genaue Analyse der idiosynkratischen Sätze des Lernenden herauszufinden, inwiefern die diesen Sätzen zugrundeliegenden Hypothesen falsch sind, um darauf dem Lernenden die Informationen geben zu können, die ihn veranlassen sollen, bessere Hypothesen zu entwickeln.

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 language and has a grammar. Secondly, since a number of sentences of that language are isomorphous 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.

⬇ About the article

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