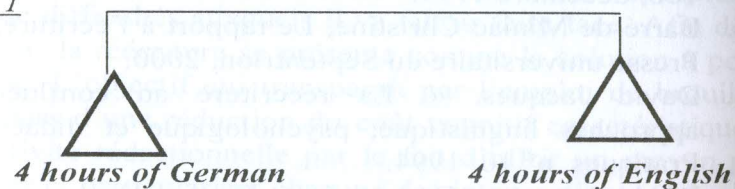


## German language students and the English language

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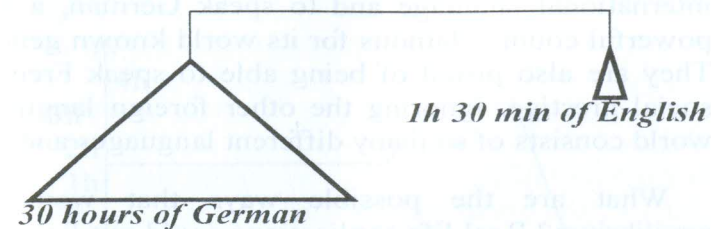
In Algeria, students start learning English right in the middle school for three hours per week. Once in high school, at the end of the first year, the ones who get good grades in English, they are enrolled in language classes. Besides French, considered the second language after Arabic, they switch between two foreign languages: English and German and the timing allowed for each of them is four hours a week; that's to say they study them on equal footing, as it is shown in figure 1.

*Figure 1*



This makes a balance in timing leading to a homogeneous language acquisition, which enables learners to find out the foreign language that responds to their needs, mental capacity, will and love for learning it more than the other one. Once at university, the ones who become specialized in English, and who were probably good or average at German, will never study German at all. The ones for whom German is the field of specialty, and who were probably good or average at English, will study it for 1 hour and thirty minutes a week, if they choose it; that's to say some choose to study French instead of English, so they will never meet English at all in their university studies. The following diagram shows the new timing volume

*Figure 2*



To cope with this new situation, students of first and second year, specialized in German language, prefer to learn about German civilization in English during the one hour and a half per week. On the other hand, students of third year and Master prefer to learn about British lifestyle and civilization during the English session! Does this sudden disequilibrium in timing volume cause a crack or a blockade in learners' ability in the acquisition of foreign languages? What makes them want to learn about German civilization in the first and second year, and to study about British civilization when they move to the further years of university studies? Is it a phase of stuttering in front of the iceberg or a brain made tool through which they hope to join the two thread edges and knit up again what has been unknotted? When asked about this new situation, they speak out or rather shout complaining that they didn't know that they would face such a sharp decision; learning everything; easy and mainly difficult subjects in German and neglecting English. They say that they wished they had been able to communicate fluently in English.

What is the linguistic terminology that refers to an equilibrium in teaching foreign languages? An equilibrium that would help to acquire a deep and knowledgeable assimilation of languages. An equilibrium in teaching that would also lead to mental willingness to acquire notions easily, and that would make the presence of mental capacity and learning stimulus in harmony. This would give results to a self confident learner with a mind forged with solid arguments rather than floating ideas in a smashed mind incapable of reasoning and changing things? A smashed spirit or rather a robotized mind moving from one mould to another one.

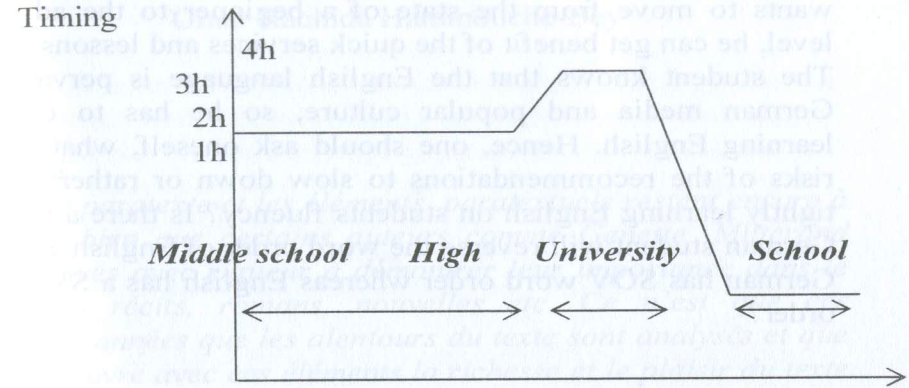
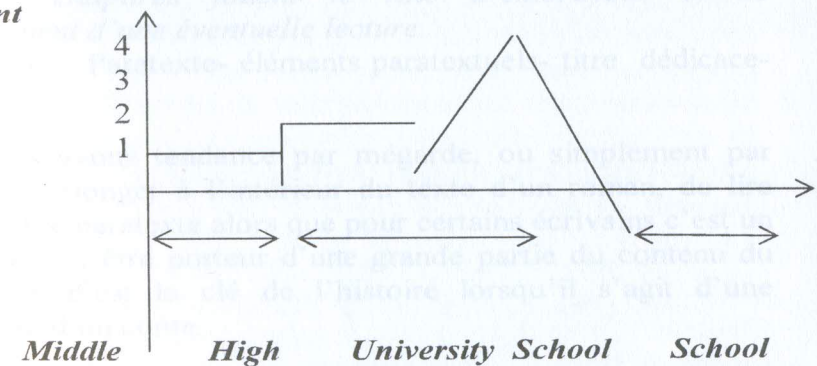
Learners are proud of being able to speak English, an international language and to speak German, a language of a powerful country famous for its world known genuine products. They are also proud of being able to speak French which is a social prestige, ignoring the other foreign languages since the world consists of so many different languages and dialects.

What are the possible ways that would enrich this equilibrium? Real life applications could put light on difficulties from which the learner suffers but through which he gains achievements. The result is the ability to respond and to speak the language at ease; that's to say to express oneself fluently, literately, easily and confidentially. If not, teaching would therefore be a hammer and not a prosperous tap filling the ready to learn and thirsty spirit.

Let's review in the following diagrams the coefficient and the timing allowed for learning English as a foreign language for foreign languages learners whom we call in Algeria LVE (langues vivantes étrangères)

- In middle school, they study English as a third language after Arabic and French for three hours a week and a coefficient of 1.
- In high school, besides Arabic and French, learners enrolled in language classes, study English and German for four hours for each and a coefficient of 4 for each too.
- In university, the students oriented to study German, they do it for thirty hours a week, and English only for one hour and a half with a coefficient of 1.

Figure 3

Figure 4  
coefficient

Students speak English disfluently, and meet difficulties in thinking in English only. They always confuse between German vocabulary items and English ones since the two languages share many cognates. They also face serious problem when asked to supply the correct punctuation in a bare paragraph, mainly in capital letters since in German nouns can take capital letters even in the middle of the sentence. So, is giving them an exercise as such a good idea that helps them write correctly in English?

One can say after reading this article that the school has done its duty towards the learner as a citizen, it has made him able to

communicate in different languages, and once in university, he has to rely on himself if he wants to speak English fluently. If he wants to move from the state of a beginner to the advanced level, he can get benefit of the quick services and lessons online. The student knows that the English language is pervasive in German media and popular culture, so he has to continue learning English. Hence, one should ask oneself, what are the risks of the recommendations to slow down or rather to limit tightly learning English on students fluency? Is there a risk that German student will reverse the word order of English since the German has SOV word order whereas English has a SVO word order?