我的教育專欄(205)英文教育與素養的關係─失落的教育政策

李家同

 我有一次到一所學校去演講，主要的內容是強調我們一定要教會學生最基本的英文文法，如果一位學生的英文基本文法不會，就不能寫出正確的英文句子，也不能和外國人以英文交談，當然也不能寫出英文論文，這對孩子是極為不利的。演講結束以後，有一位英文老師向我說，“教育部強調的是學生有沒有解決問題的能力，你卻強調英文文法，顯然與教育部的想法完全不同。”我當時幾乎無法回答他的問題，因為我實在看不出來英文和解決問題的能力有什麼關係。

 最近，我在政府有關新課綱的文件中找到以下這段文字:

不偏重知識，並且將知識、技能、態度三者進行整合教學。以英語教學為例，除了學習課本內的世界文化差異，也應培養學生具備思考、批判能力，能判斷日常隨手可以從媒體或科技所取得之素材。

 我總算了解了。很多學校的英文老師已經相當困惑，他們發現教育部將原來要求的7000英文生字降到4500，就可以看出教育部對英文是不重視的。最麻煩的是，教英文也要注重英文和素養之間的關係。我很同情我們的英文老師，如何能夠經由英文教學培養學生具備思考、批判能力，能判斷日常隨手可以從媒體或科技所取得之素材?

 教英文起碼的任務乃是使得學生能夠寫出正確的英文句子，以下的句子是一些國二的學生寫的:

你有一本書

You a book.

You 有一本book.(2位)

You is a book.

You are one book.(2位)

You is one book.(2位)

You 有 one 本書。(2位)

You are the one book.

Is you one book.

You one book.(2位)

You have a book.(3位)

 以下的句子是一所國立大學工學院學生寫出來的句子:

1. Your brother had been eaten two apples.
2. He begin play piano.
3. Can he swimming?
4. Did he had many books?
5. Does you see?
6. Do they jumping?
7. Does she likes
8. They are not take a nap now.
9. He should walks
10. She always a teacher.
11. Does she calling her mother?
12. He had ate
13. Had he being many books.
14. You can walk one hour help to sleep well.
15. Do them daughter want
16. So math not good.
17. I have went there many times.
18. He has been ate two apples.
19. Was he have many books?
20. He should walking.
21. My brother likes paly.
22. Does she a nurse?
23. He eat two apples before.
24. Swim is interesting.
25. Does he has
26. Do you seen
27. Has he have
28. Does he can swim
29. He didn’t studying.
30. Is he call his friend?

 英文教育不重文法重素養，實在使我感到非常傷心，過去西方社會有一個名詞叫做“失落的一代”，我感覺到我們的教育部是“失落的教育部”。