

三个原因和三条对策：讲评课后的归因分析

这次讲评课暴露的问题，我归因成三条，每条都对应一个改进动作。

原因一：学生没有观察存货。写老师之前，绝大多数学生没有留意过老师的任何细节。讲评课上当场问班主任今天穿什么颜色衣服，一半人答不上来。对策是把观察做成日常任务：每天放学前两分钟，请一名学生口头说一个当天看到的老师细节，全班判断真不真、细不细，连续做两周。细节库有了，写作才有原料。

原因二：学生不会把一件事拆开。他们的作文里一件事一句话就交代完了，比如老师给我讲题，讲完我懂了。讲评时我带着全班把这件事拆成六步：怎么走过去、站了多久、笔指着哪一步、说了哪句话、我哪里卡住、第二次讲法有什么不同。学生拆完发现能写两百字。对策是固定一个拆事练习：每周一件事，全班口头拆到五步以上再动笔，先拆后写成为程序。

原因三：评价词来得太顺手。写老师，很好、认真、负责这几个词几乎自动跳出来，比回忆细节省力得多。对策是设一条硬规矩：作文前两段不许出现评价词，只能叙事；写完全文再自查，把剩下的评价词圈出来，每圈一个就在旁边补一件支撑的事。这个规矩执行两周后，班里开头就是我的老师很负责的作文明显减少。

三条对策要同时做，只挑一条效果会打折。观察解决原料问题，拆事解决结构问题，禁评价词解决习惯问题。课后我把这三条贴在备课本首页，每单元结束对照检查有没有坚持，坚持不住的对策要换执行方式，不能直接放弃。

Three Causes and Three Countermeasures: A Root-Cause Analysis After the Review Class

The problems exposed by this review class come down to three causes, each matched with one concrete countermeasure.

Cause one: students have no observation stock. Before writing about teachers, most of them had never noticed a single detail about any teacher. During the review class I asked the class what our homeroom teacher wore that day, and half the class could not answer. The countermeasure is to make observation a daily routine: two minutes before dismissal, one student states one teacher detail seen that day, and the class judges whether it is true and specific. Keep this up for two weeks. Once the detail bank exists, writing has raw material.

Cause two: students cannot break an event apart. In their essays one event is finished in one sentence, such as the teacher explained the problem to me and I understood. In the review I broke that event into six steps with the whole class: how she walked over, how long she stood, which step her pen pointed at, exactly what she said, where I got stuck, and how the second explanation differed. After breaking it down, students found they could write two hundred words. The countermeasure is a

fixed event-breaking drill: each week take one event and break it orally into at least five steps before writing. Breaking first, writing second becomes the procedure.

Cause three: judgment words come too easily. When writing about a teacher, words like good, serious, and responsible pop out automatically, far cheaper than recalling details. The countermeasure is a hard rule: no judgment words in the first two paragraphs, narration only; after finishing the draft, circle the remaining judgment words, and for each circle add one supporting event. After two weeks of this rule, essays opening with my teacher is very responsible clearly dropped in number.

The three countermeasures must run together; doing only one weakens the effect. Observation solves the raw material problem, event-breaking solves the structure problem, and banning judgment words solves the habit problem. I pasted the three rules on the first page of my lesson-prep book and check them at the end of each unit; if one cannot be kept, change how it is executed rather than dropping it.