

讲评课改进措施清单：六个改动与各自的检查办法

这次讲评课之后，我对以后的作文课定了六条改动，每条都写清楚怎么做、怎么检查，避免改进停留在口号上。

第一条，写作前必须安排体验环节。学游泳题目配一分钟憋气和一次池边站立想象，学生当场记三个词：身体感觉、心里念头、想做的动作。检查办法：收上来的草稿里能不能找到这三个词对应的句子，找不到说明体验环节没起作用。

第二条，讲评课只让学生改一处。过去要求全面修改，学生哪都没改透。现在限定两分钟改最空的一句心理句。检查办法：对比修改前后版本，看那一处是否出现了身体反应或具体念头。

第三条，心理段落禁用三个空情绪词：害怕、紧张、高兴。词被禁掉，学生只能换写法。检查办法：全文搜索这三个词，出现即退回重写。第一遍退回率约四成，第二遍降到一成。

第四条，每人一本三栏心理句本，尝试前、关键一刻、成功后各积累五个自产句子。检查办法：每周五抽查五句，看句子是否来自学生自己的经历，抄范文的句子直接划掉。

第五条，板书保留修改前后的对比。黑板左边贴原句，右边贴改后句，中间写改了什么。检查办法：下节课开头请学生复述昨天那句是怎么改的，复述不出来说明板书没被看进去。

第六条，讲评时教师少讲、学生互评。我原来讲评占去大半节课，现在教师发言压缩到十分钟，剩下的时间两人一组按四步提问互评。检查办法：巡视时记录每组是否真的在按四步走，而不是互相说挺好的。

六条改动里见效最快的是第一条和第三条：体验环节解决没东西可写，禁词解决有东西但只会喊。两条同时用，学生交上来的心理段落第一次出现了让人担心的句子，这是以前讲十遍方法都没做到的。

Six Concrete Changes to the Review Class and How to Check Each One

After this review class I set six changes for future composition lessons. Each one states how to do it and how to check it, so the improvement does not stay a slogan.

Change one: an experience segment before writing is mandatory. For the swimming topic, one minute of breath holding plus one standing-at-the-pool-edge imagination, and students note three things on the spot: body sensation, inner thought, and the action they wanted to take. Check: search the drafts for sentences matching those three things; if missing, the experience segment failed.

Change two: students revise only one place in the review class. Full revision used to mean nothing got revised deeply. Now it is two minutes to fix the emptiest

feeling sentence. Check: compare before and after versions and see whether a body reaction or concrete thought appeared at that spot.

Change three: three empty feeling words are banned in feeling paragraphs: scared, nervous, happy. With the words gone, students must change how they write. Check: search the whole text for the three words; any hit means rewrite. The first round sent back about forty percent, the second round dropped to ten percent.

Change four: every student keeps a three column feeling sentence notebook, five self produced sentences per column for before trying, the critical moment, and after success. Check: spot check five sentences every Friday and see whether they come from the student own experience; sentences copied from model essays get crossed out.

Change five: the blackboard keeps a before and after comparison. Original sentence on the left, revised sentence on the right, what changed written in the middle. Check: at the start of the next class ask students to retell how yesterday sentence was improved; if they cannot retell it, the board did not sink in.

Change six: the teacher talks less and students peer review. My own talk used to eat most of the class. Now teacher talk is capped at ten minutes and the rest is pair work using the four step questions. Check: while walking around, note whether each pair really follows the four steps instead of telling each other it looks good.

The fastest working changes are one and three: the experience segment solves having nothing to write, and the banned words solve having material but only shouting feelings. Used together, the feeling paragraphs students handed in contained, for the first time, a sentence that made the reader worry. Ten rounds of method lectures never achieved that.