

x p e r i e n c i n g

体验英语写作

Experience English Writing

教师用书

1

Instructor's Book

杨永林 编 著



高等教育出版社
Higher Education Press

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Preface

前言

《体验英语写作》是为了满足高等学校英语写作教学改革,在高等教育出版社外语出版中心主任刘援老师和贾巍老师的大力支持下,我们历时5年,精心设计、科学组织、认真编撰的一套新型教材。本套教材共有6册,学生用书3册,教师用书3册。前两册为基本英语写作教程(basic textbooks),可供一个学年使用。第三册为高级英语写作教程(advanced textbook),既可以作为“学术写作”(academic writing)课程的专门教材,也可以作为完成基本写作训练之后,进行“自我提高”的课外读本。¹

这套教材融理论与实践为一体,旨在通过参与型(active participation on the students' part)、互动式(mutual and dynamic interaction between instructors and student writers)、过程化(process-controlled training)的教学方式,帮助学生了解英语写作机制,拓宽认知视野,改变思维定势,提高英语写作能力。在具体的教学活动中,本套教材以“过程写作”为基本训练方法,借助于清华大学“英语写作语料库”中范文实例的分析与比较,试图建立一种“镜像”学习模式(a mirror-image type of learning),引导学生探索“创新写作”(innovative writing)的奥秘,体验“能力飞跃”(performance enhancement)的快乐,感悟“我思故我写”(harmonic combination of thinking and writing)的真谛,从而在更高层面上形成一种基于“社会认知发展”(socio-cognitive development)的学习理论。从培养目标而言,本套教材特别注重科学思维方式同实际动手能力的培养,并通过这种双重认知训练过程(a dualistic development of cognition and skill)的探索,帮助学生顺利完成从“痛苦写作”到“快乐写作”、从“快乐写作”到“学术写作”的三级跨越式能力发展过程(a tertiary development in writing)。

如上所述,《体验英语写作》教师用书共有3册,同学生用书一起,形成一个完整的教材体系。基本写作训练部分,着重介绍体验英语写作的基本理念,通过认知发展与技能训练之间的有机结合,掌握过程写作方法,鼓励创新意识,培养个性发展,达到“以文成事”(How to do things with English)的训练目的。学术写作训练阶段,巩固所学内容,了解学术规范,增强创新意识,为步入学术创作殿堂做好准备。同学生用书一样,本套教材的教师用书,每册也分别由8个单元组成;每个单元有6个不同的内容板块。这6个板块分别是:

1. Training Focuses (训练要点);
2. Classroom Management (课堂组织);
3. Peer Evaluation (同学互评);
4. Miscellaneous Opinions (各抒己见);
5. Professor's Review (夫子点评);
6. Teaching Suggestions (教学建议)。

“训练要点”部分,主要介绍了单元要点,有提纲挈领之妙;“课堂组织”板块,归纳总结了一些具体的教学活动,可供任课教师参考选用;“同学互评”内容,同学生用书中的“入围要旨”板块一样,是“参与型”与“互动式”教学的直接产物,可以作为辅助材料,引入课堂讨论,达到各抒己见、百家争鸣的目的;“各抒己见”是一个开放式的论坛,我们预先准备了一些同各单元训练内容紧密相关的热点问题,任课教师可以在此基础上,根据需要酌情增删,作为一种积极有效的“热身活动”内容引入课堂训练之中;“夫子点评”,不同于学生用书中“朱笔点评”的内容,是针对每次作业(包括“写作训练语料库”中同类篇章)所作的总体性评述,既可作为学生自评的指南,也可作为教师评阅作业时的参考;“教学建议”,顾名思义,是我们根据自己的教学经验,在进一步总结和反思的基础上,专门为本套教材中各个单元的教学活动提出的一些建设性意见和建议,既可供教师参考使用,更有“抛砖引玉”的目的。此外,为了避免不

注释

1

为了体现系统化、立体化、数字化教材的编写理念,我们还编写了《“易得”(Rd)——论文设计与学术写作专家系统》(Research Development Made Easy—A Computer-based Design System for Academic Writing,杨永林,2004,北京:高等教育出版社)。有兴趣的老师,可以考虑将其作为高年级学术英语写作的辅助读本或教材。

必要的中间环节,节约教师备课时间,有些板块的行文是以师生直接对话的形式来表述的,任课教师可以直接将这些“文本”引入自己的课堂教学。特别需要提及的是,本套教材的编写理念直接来自于实际的写作课堂,体现了自主性学习、研究性学习、互助式学习、创造性学习相结合,“四位一体”的教学模式。

更为值得一提的是,为了方便课堂教学,促进教学研究,我们还在教师用书(第一分册)的附录部分,为大家准备了一个“英语写作教学与研究关键词库”(A Key-word Database for the Teaching of English Writing & Research)。这个词库收入了300多个同写作教学和写作研究相关的词条,并附有英汉两种解释,其作用相当于一个微型专门词典,使用起来十分方便,为广大一线教师提供了一张促进教学改革、进行科学研究的线路总图。与此同时,我们还开发了光盘版的关键词数据库,便于随时更新、自我增补、动态查询(详见学生用书第二册所附光盘)。

我们在处理学生用书和教师用书之间关系的时候,不论是编写思路,还是组织结构上,都强调师生之间的协作互动。唯其如此,教师用书和学生用书的内容安排都是在相互穿插,互补分布的基础上完成的。敦请指导教师特别注意,在具体的教学过程中,灵活使用这两方面的材料,使其相得益彰,取得整合创新的效果。

《体验英语写作》是按照网络时代“立体化”教材编写思路完成的一套新型写作教材。除了一套3本教学用书,以及与之配套的3册教师用书之外,我们还随书配发了一种文摘文本写作软件和一个写作学习语料库。除此之外,我们还开发了两种在网络环境中运行的写作数据库,简称“自我评估语料库”和“写作研究语料库”。我们的教学经验证明,这些软件和数据库是降低写作课教师劳动强度,增加学生写作兴趣,提高英语写作教学质量,培养教师科研意识的“法宝利器”,希望各位老师花少许时间,了解其用法,掌握其要旨,开发其功能,必有“事半功倍”之回报!

《体验英语写作》教材一套6册,已经和大家见面了;配套的学习软件和数据库也随书出版了。但是对于我们来说,这仅仅是“万里长城走完了第一步”。我们深知,振兴我国英语写作教学的宏图大计,任重而道远,——正所谓:“路漫漫其修远兮,吾将上下而求索!”援引三闾大夫之言,愿与大家同心共勉,相互学习,携手向前!

杨永林

2003年仲秋于荷清苑

**Writing
Syllabus
Fall, 1999
YANG YONGLIN**

A General Syllabus for Our Writing Class

课 程 介 绍

How should we conduct this writing class?

This is the first English writing class we are going to have together. It really does not matter at all whether you have taken a writing class in English or not before you came to this class. But there is one thing that really matters. That is, we are going to introduce a lot of new things into our writing class. Therefore, we would like you to pay some attention to these changes. More importantly, it is hoped that you will get ready for something new and different. Mutual patience and tolerance (相互“忍让”) should be expected, encouraged, and respected in our class. To have a better preparation for the coming class, we would like to say a few words concerning the design of this course rather than to give you something to write about in this opening class.

From the perspective of the instructor, we are going to emphasize two things in our writing class. First, we will introduce something theoretical into the class and show you how to have a better control of things such as structural organization (组织结构), stylistic variation (文体变化), plot development (情节设计), and so on at a macro-level of composition (宏观写作层面). Moreover, the training of your potential abilities in critical thinking (批判思维), creativity (创造性), and personality (文章个性) will be emphasized equally. Then, we will move on and lead you to a micro-level of writing practice (微观写作层面) by providing you with some assignments (both in class and out of class) of different kinds. By doing so, we will have an opportunity to look at mechanical things (语言技巧) in your writing performance. By reading and grading your writing pieces (评阅作文), we will give you some comments and suggestions concerning your grammar and choice of words. For instance, corrections (修改内容) we will mark out (红笔标示) on your writing papers are what you need to pay attention to at the micro-level of your writing practice.

If you follow this training model and work cooperatively with us at these two levels, we can be sure that you will be able to improve your writing skills quite efficiently. One more thing: Note-taking (课堂笔记) and assignment completing (作业完成) are equally important in our writing class. Because theories of writing should always go with your employment of them in your writing training (写作理论必须与写作实践相结合), if you want them to function best. On the other hand, it has been observed that careful note-taking practice provides much more feedback students need in their ensuing writing processes than other devices. In a situation like this, your note-taking will play an indispensable role in the development of your writing skill.

Last but not least, let us further specify some special things we are going to follow in this class. First, we have some special requirements for our classroom management and performance evaluation (课堂管理和能力评价). We want to introduce a di-process-controlled training model (双过程化控制训练模式) in our classroom. A brief description of this new approach is needed here. By having a process-controlled writing class, we will have something rather different than what you have had in your English training so far. We will introduce into this class some innovative activities such as minilectures (小型讲座), group discussions (小组讨论), pre-writing (前写准备), writing (写作过程), rewriting (改写过程), peer-exchange commenting (同学互评), peer-exchange reading (习作互读), and even big project practice (研究型大作业) like how to complete a research report.

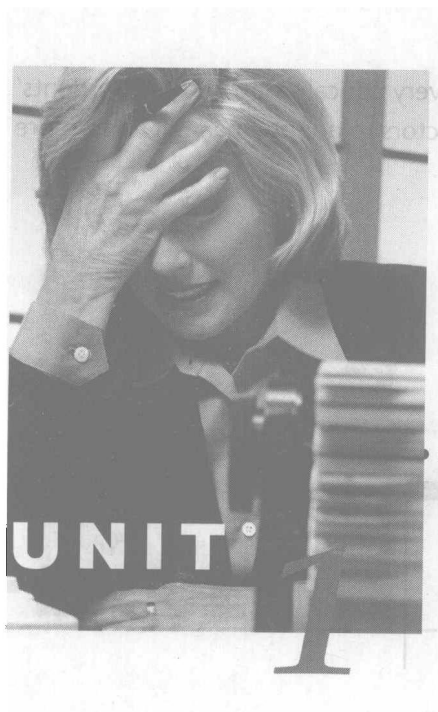
Second, we are going to evaluate your writing performance in this class by using a holistic evaluation system (整合式评价体系). This means that we will not only evaluate your performance by grading your exam papers, but also monitor your progresses by reading your routine assignments (通过日常作业, 观测进步过程).

Before ending this short introduction, let us make some other things clear. We are going to have six or seven writing tasks to complete in this semester. Most of these tasks are in-classroom assignments, though sometimes we may have a longer piece to complete out of class. For the former task, we will have about 60 minutes to complete a piece; for the latter task, you are supposed to finish it in a couple of days. Moreover, we strongly suggest you use A4 size print paper (A4型号打印纸) for your work. The reason is that it is convenient for you to have better self management of your assignments. Another reason is that this paper will be more durable than other paper for peer-exchange reading and evaluating (同学互评). As we move on, you will get to know that there will be far more good reasons for us to make this choice.

All in all, we hope that we can work together and have a rewarding class in our English writing.

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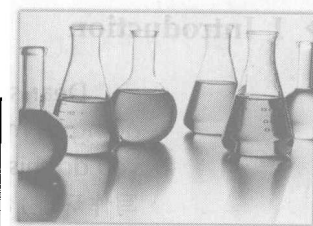
English Writing Is My Headache!

痛哉写作

1

TRAINING FOCUSES

训练要点



A very fundamental point for the training of this unit is to provide the class with an opportunity to complain (文可以怨). Put another way, we instructors should give student writers enough space so that they can tell us their complete stories about English learning. Unfortunately, more often than not, they will give us some bad stories full of hard working, low efficiency, frustration, and loss of interest. For a new writing class, we should not worry about whether a topic or method would be too “innovative” if we can successfully make students begin to think creatively and be willing to write something meaningful. Thematically speaking (就主题而言), complaining should be the focus of this unit. Similar cases can also be found in poem writing. If there is still some doubt about this, how about a line such as “诗可以怨” from the literary criticism of ancient Chinese or a quotation like “愤怒出诗人” from a western culture?

To help the class adopt a feasible framework for their discussion, four key issues have been identified in this unit and some strategies have been introduced as well. Some are psychological, some are technical, some are methodological, and some are subject related. Problems at these four levels of discussion and possible solutions to these difficulties become the focuses of this unit.

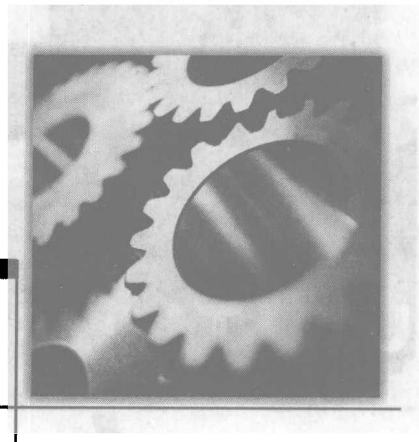
An effective preparation for a successful class in this case depends much on how well a combination can be made between a complaining theme and a matching structural

organization. For this reason, we have put Sobee's very critical essay into the Students' Pieces part. By doing so, we try to encourage instructors to adopt a healthier and more tolerant attitude to criticisms from the class.

2

CLASSROOM MANAGEMENT

课堂组织



❖ I Introduction

Dear students, we plan to do three things in our first writing class. First, we are going to make you think about all the problems you may face in a writing task. When you do this, you need to identify two language situations, namely, an L1 situation (母语写作环境) and an L2 situation (二语/外语写作环境). If you like, you may have both so that we can make a comparison later. Then, we are going to classify the problems you have identified so that you can form a more complete picture of the issue by means of team work and other measures. And finally, you are expected to write a piece in the form of argumentation (采用议论文的形式). For your convenience, a suggested pattern will be provided for you to follow. Nonetheless, you are strongly encouraged to make as many personal contributions (注重个人观点表述) as you can in the completion of this writing assignment. What is presented in the last part of our Classroom Management part is a suggested model for you to adopt if you still find it difficult to start your writing on this topic.

❖ II Some Important Factors

Below is a list of factors that, we assume, are both important and essential for student writers. And we hope these factors will help you realize the difficulties you may face in a writing task. Admittedly, most of the issues we are discussing here are rather formidable for a freshman writer like you. However, you should not be frightened by this long list. As you move on, you will learn how to conquer these problems one at a time.

1. Structural organization (篇章结构);
2. Originality/Creativity (观点创新);
3. Imagination (想象力);
4. Critical thinking (批判性思维);

5. Logical reasoning (逻辑推理);
6. World or encyclopedic knowledge (百科知识);
7. Personality (个人风格);
8. Grammar knowledge (语法知识);
9. Choice of words (遣词造句);
10. Style knowledge (文体知识);
11. Mechanics (写作技巧);
12. Cohesion & coherence (衔接与连贯);
13. Genre selection (体裁选择);
14. Cultural differences (文化差异).

Comprehensive as this list is, it is far from complete. An overall summary of all the problems that you may encounter in your writing will possibly include more factors. Therefore, you are encouraged to add more from your own perspective so that we can have a more comprehensive understanding of the situation.

❖ III Your Job

1. Try to identify some factors (找出影响因素) that you think important either for L1 writing or for L2 writing.
2. Take a position of your own (表述个人立场) and state whether you are for or against the claim we have introduced as the topic of our discussion, namely, "Why Is English Writing So Difficult?" Alternatively, you can also use the title, "Writing as the Most Difficult Job in Language Learning".
3. Try to complete your composition in class (当堂完成作文), if it is possible. More revision work will follow soon and your paper will become better and better. Do not be afraid or shamed of your poor performance for the first draft.

❖ IV A Suggested Pattern

Below is a suggested model or outline we have designed for this assignment. We present the pattern here for your reference. Therefore, if you have no idea about what to write, you can expect to get some clues by going over the pattern; otherwise, you can build your own pattern and elaborate it further.

Why Is English Writing So Difficult?

1. Introduction

- 1) Is writing important? (Try to compare it with other language skills in language learning.)
- 2) Is writing difficult?
- 3) Is it also a problem for you?
- 4) Why is it so important?
 - (1) Personal needs;
 - (2) Social demands.

5) Are you ready to tackle this problem now?

2. Discussion

- 1) What really goes wrong with writing?
- 2) What are your classmates' opinions?
- 3) What is your understanding of writing?
- 4) Are there any optimal solutions?
 - (1) From secondary sources;
 - (2) From your own language learning experience.

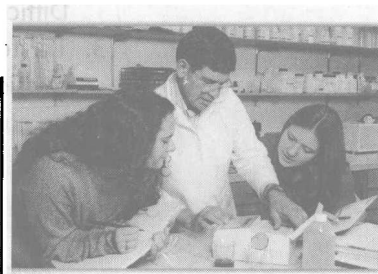
3. Conclusion

- 1) What is your conclusion?
- 2) Are there any limitations in your discussion of the issue?
- 3) What improvements do you expect to make for further study of the same issue?

3

PEER EVALUATION

同学互评



Frequenterers of Instinct Café Hut

本能咖啡屋的常客

At the corner of a quiet street where the Preventive Writing Hospital(预防式文章病院) is located, there is a little wooden house. In its backyard, there are some cherry trees with blooming pink cherry flowers. This is not a personal villa (别墅), but rather a well-known café hut called the Instinct Café Hut. The hut is famous for its tasty coffee and elegant environment which can help people relax and inspire their potential for creation (激发创作本能). And this makes the Café Hut a gathering place for student writers, student editors, and similar interested groups. Among these frequenterers, there are three doctors from the Preventive Writing Hospital. They are Ms. Sophist, Ms. Novelist,

and Ms. Psychiatrist. They often invite their clients, most of whom are students having trouble in their English writing, to come to this place for a nice talk plus a psychological treatment. Therefore, the Instinct Café Hut is often jokingly referred to as an affiliated clinic (附属诊所) to their hospital.

Recently, the three doctors have been busy preparing a report for an international conference on how to release psychological pressure (心理压力) in writing. It is one o'clock in the afternoon, and they are sitting in their regular seats and discussing the cases they have selected for their report.

Ms. Novelist: These days are really a hard time for me. I've totally been exhausted both physically and mentally. These selected cases remind me of so many things.

Ms. Psychiatrist: I share the same feeling. But I also enjoyed a kind of satisfaction (满足感) when reading these pieces the second time. And the coming conference will give us a chance to show this dilemma process we've had in our treatment—frustration (挫折感) and satisfaction. The problems these student writers have had can be regarded as a developmental issue.

Ms. Sophist: You mean that students at different levels may meet different problems in their writing?

Ms. Psychiatrist: Something like that, I guess.

Ms. Novelist: If that's the case, we can start our report from a beginning level of writing.

Ms. Psychiatrist: A common psychological problem writers at this level may have is a lack of confidence. They aren't sure whether they can do a good job in writing or not. Some have been bothered by their poor performance in Chinese writing, and some have formed a wrong assumption about English writing.

Ms. Sophist: In this stage of training or treatment, the best thing we can do is to ask students to write something flexible. Free writing is something we can try. With free writing, they'll have more choices but less constraints (选择多, 限制少). It will be a good starting point to enhance their motivation in writing (增强写作动机).

Ms. Psychiatrist: It's also a nice treatment for weakening their fear toward writing.

Ms. Novelist: I think "lacking confidence" has to do with this phobia (恐惧). Many students complain they have no talent of writing. For example, they say, "I can't even write good Chinese; it's impossible for me to write good English."

Ms. Sophist: I agree with you. And this wrong assumption (错误想法) makes them fear English writing. They've completely been frightened away by English writing.

Ms. Psychiatrist: Motivation could be another problem. Take Jacky's case,

for example.

Ms. Novelist: I've also had some cases with different symptoms. Those students like speaking, but hate writing. When you read their pieces, you'll find that some are full of grammatical problems, some are hard to understand or badly organized; and some are nothing but fancy words and heavy sentences. Practice makes perfect (熟能生巧). But sometimes, students may lose their interest in writing if this becomes an endless practice. How can we solve this problem?

Ms. Sophist: I think Jerry's story has to do with this problem. He's always worrying about his language and easily runs into a kind of weariness. To maintain students' interest in practice is a hard task. And creative writing training (创造性写作训练) may give us some help. Fairytales and scientific fiction are something we can try in this stage of training.

Ms. Novelist: These practices sound good, but I'm still not sure about how they work (如何起作用).

Ms. Sophist: I have reasons. First, creative writing is very interesting, and students are willing to play this game. Second, this writing will encourage them to read, and a wide reading may help them a lot in their language use. Third, this writing plus reading practice may enrich their imagination and creativity which are important for good writing.

Ms. Novelist: But students at a higher level may have different problems. They may not be afraid of writing, and their language is good. But their papers sound empty.

Ms. Psychiatrist: I've noticed this problem as well. Margaret's piece belongs to that category.

Ms. Sophist: In fact, the major problem for intermediate or advanced writers is not how to write but how to think. Systematic deducting and logical reasoning require profound thinking ability (系统演绎与逻辑推理需要缜密的思维). That's why it's said that the training of writing is also a process of thinking training.

Ms. Novelist: I remember that you've adopted academic writing for this training and have gotten some encouraging results.

Ms. Psychiatrist: Yes. Academic writing is really fascinating. In a training pattern like this, we ask our students to write a research plan or conduct a commercial survey of some products they are interested in. By having this experience, their thinking ability can be improved substantially.

Ms. Sophist: It sounds interesting!

Ms. Novelist: Yes. It's almost time for us to finish our discussion. Would you like another cup of coffee?

Ms. Sophist: No, thanks! I just want to draw a chart to sum up our talk so that we can use it as an outline and write a good report for the conference.

Several minutes later, they complete a flow chart which is presented below. As you can see, this flow chart can serve as an outline for their report.

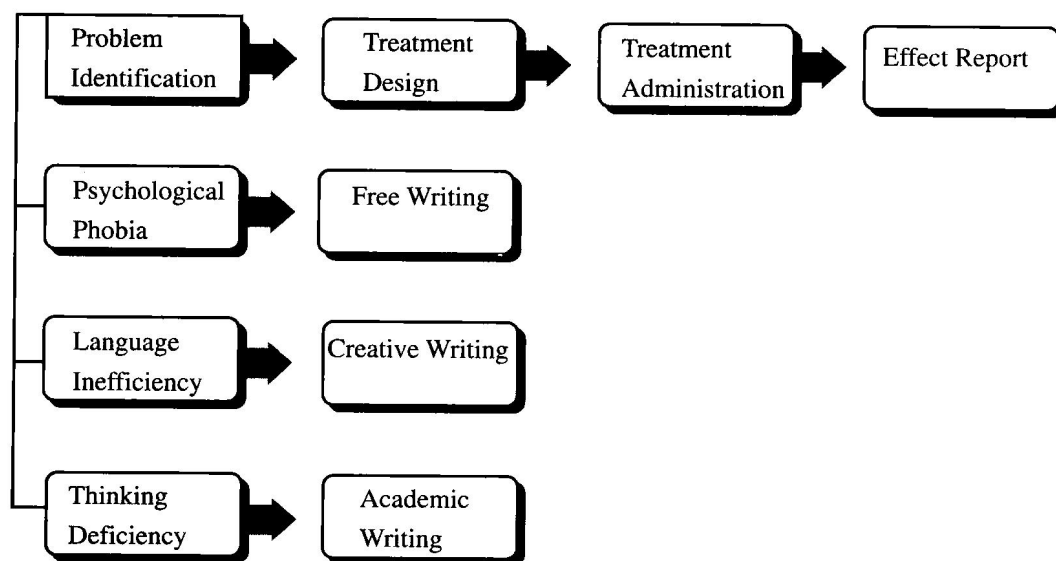


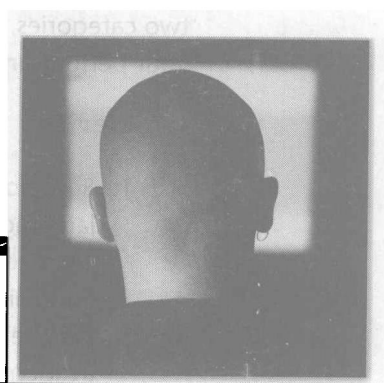
Figure 1 A flow chart illustration of writing problems and suggested treatment

Evening is coming. But the three pretty female doctors are still cheerily talking in the Café Hut. By recalling and sorting (回忆整理) these interesting processes in their treatment and training, they find that each case is so real and meaningful, as if it is telling an interesting developmental story of how a little green worm has successfully become a beautiful butterfly (化蝶起舞).

4

MISCELLANEOUS OPINIONS

各抒己见



Dear students, we assume that being English learners, you will have much to say when being given a writing task like this. On the other hand, you may also find that it is not an easy job to communicate with each other when you are “thrown” into a completely new writing class like this. How do you break “the communication ice” (阻碍相互沟通的坚冰) that usually exists in a new language class? A nice conversation with

each other could be a solution. As you know, real communication usually begins with some meaningful questions and interesting answers. For this reason, we have prepared some questions for you here. What is more, all these questions are closely related to the focuses of this unit. Please choose one question that you would like to talk about most, write a few lines about it, and then tell your partner your opinions about it.

1. In your English writing, did you have the same experiences as the professor describes?
2. How did you manage to solve these problems?
3. Are there any other difficulties in your English writing?
4. How are you going to deal with them?
5. Do you expect any help from your teachers? If so, what are some most urgent problems you need your teachers to help you solve?

5

PROFESSOR'S REVIEW

夫子点评



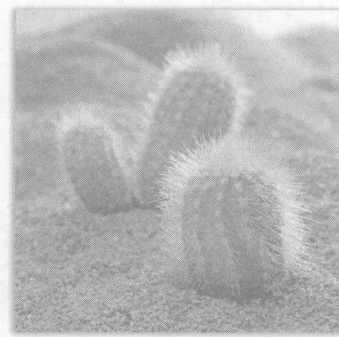
We have read all of the pieces you completed for the guided writing task "Why English Writing Is So Difficult?" Generally, we feel happy about your performance. Below is a more detailed summary of this assignment. We will group our opinions into two categories, namely, merits and flaws so that you can form a complete picture about your performance.

Merits:

1. Some of you completed very good pieces by closely relating the topic to your language learning experiences. A true retrospective perspective (追溯式的视野) has been adopted.
2. Some lively pieces were also found in this writing assignment. This is really good. On the other hand, we noticed that some student writers tried to complete an academic paper, or a semi-academic paper with a rather informal style. This is a good starting point, but some stylistic training is needed as well. With further training, you will get to know the difference between academic writing and non-academic writing, a learning bridge or process thus being completed.
3. Some introspective studies (内省式的研究) were also found in this writing task, and they are interesting.

Flaws:

1. Some of you didn't have tight structural organization.
2. Some of your pieces were more like a pile of discrete ideas (支离破碎的想法) and random examples (杂乱无章的实例) rather than a string of pearls (珠链) as a really good piece will suggest.

6**TEACHING SUGGESTIONS****教 学 建 议**

Dear students, we guess that this is the first time for you to try a different approach to complete an English writing task. This could be also the most demanding assignment you have been given to do in an English writing class. The model we introduce in our class has been useful in many writing classes. However, as you know, any habit, good or bad, cannot be formed in a short period of time. Therefore, we would like you to keep on using this method and see if it can eventually help you change your bad writing habit and substantially improve your writing performance in English.

Dear colleagues, another point we want to emphasize here is that you should try hard to make students' first writing tasks as substantial as possible so that a preventive training model can be possible for a new teaching class. Meanwhile, the amount of feedback to students should be appropriate: Too many corrections and comments from you may frighten students away.