Reading text · Chinese teacher support

TEACHER TRANSLATION / 中文辅助 · Keep the English original for students during scored reading

THE POWER OF SMALL STEPS | 积少成多的力量

Original English reading

Last month, students at Riverside High took part in a simple challenge. Each student chose a skill they wanted to improve, such as speaking English, drawing or playing the guitar. For seven days, they practised for fifteen minutes a day and wrote one sentence about what they had learned.

At first, many expected quick progress. On the third day, several felt frustrated. Their teacher, Ms Lin, encouraged them to compare small changes rather than aim for a perfect performance. One student noticed that she could describe a picture without stopping so often. Another found that he made fewer mistakes after listening to feedback from a partner.

At the end of the week, the class shared their results. Some had made big improvements, while others had noticed only small changes. Yet most students wanted to continue. They had discovered that regular practice, helpful feedback and realistic goals were more useful than waiting for motivation.

The experiment did not prove that everyone learns at the same speed. Instead, it showed that progress can become easier to notice when students pay attention to the learning process.

中文参考译文（供教师备课使用）

上个月，Riverside 高中的学生参加了一项简单的挑战。每位学生选择一项希望提高的技能，例如英语口语、绘画或弹吉他。连续七天，他们每天练习十五分钟，并用一句话记录自己的收获。

起初，许多人期待很快取得进步。到了第三天，一些学生感到沮丧。林老师鼓励他们留意细微的变化，而不是一味追求完美表现。一名学生发现，自己描述图片时停顿的次数减少了；另一名学生发现，听取同伴的反馈后，犯的错误更少了。

一周结束时，全班分享了成果。有些人取得了明显进步，另一些人只注意到小幅变化。然而，大多数学生都愿意继续练习。他们发现：规律练习、有帮助的反馈和切实可行的目标，比单纯等待学习动力更有效。

这项活动并不能证明每个人的学习速度相同。相反，它表明：当学生关注学习过程时，往往更容易察觉自己的进步。

Key vocabulary / 核心词汇

English	简体中文
improve	提高，改进
frustrated	沮丧的
feedback	反馈，意见
realistic goals	切实可行的目标
motivation	动力，积极性
learning process	学习过程

Pedagogical note / 教学提示：中文译文是备课辅助，不建议在英文主旨/细节练习之前展示给学生。

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