

TABLE 15.3

Understanding and Reducing Anxiety in Students

STAGE OF LEARNING	ANXIETY IMPAIRS ABILITY TO	EXAMPLE OF OUTCOMES	REDUCE ANXIETY BY
Preprocessing	learn new material	Impaired ability to <ul style="list-style-type: none"> • pay attention • take notes • listen carefully to teacher's explanation 	<ul style="list-style-type: none"> • providing clear, unambiguous instructions • presenting organized lessons • allowing students to reinspect material, such as a video that was shown in class
Processing	retain information after material is presented	<ul style="list-style-type: none"> • less effective study skills • poor performance even when studying more 	<ul style="list-style-type: none"> • teaching effective study skills
Output	retrieve information in evaluative situations (i.e., <i>test anxiety</i>)	<ul style="list-style-type: none"> • divided attention between the task and thoughts about one's performance • lack of attention to important information during testing • more off-task behavior • poor test-taking strategies 	<ul style="list-style-type: none"> • using relaxation techniques prior to testing situations • teaching test-taking strategies • relaxing time limits • describing tests in a way that de-emphasizes ability • providing instructions that reduce students' worries about being evaluated

SOURCES: Bruch, Juster, & Kflowitz, 1983; Linn & Gronlund, 2000; Naveh-Benjamin, 1991; Naveh-Benjamin, McKeachie, & Lin, 1987; Nottlemann & Hill, 1977; Plass & Hill, 1986; Sapp, 1999; Stipek, 2002; Tobias, 1992; Topman, Kleijn, van der Ploeg, & Masset, 1992; Vagg & Spielberg, 1995; Wigfield & Eccles, 1989.