

Essay	Comment
This essay examines the relationship between test anxiety in university students and their performance in examinations. Typically, universities use examinations to test part or even all the knowledge of students, particularly in first-year courses. As Burns (2004, p. 120) noted, examination results can determine if a student passes a course or can progress onto further study, and may even influence employment opportunities. Understandably, educators are concerned that examinations are a fair indication of a student's knowledge. One area of special interest is the role anxiety plays in relation to examination performance. This essay argues that in general, test anxiety lowers performance slightly, although this is not evident in all situations, nor with all types of students. Further, it is argued that the main mechanism for this result appears to be that test anxiety leads to the development of interfering thoughts, which prevent a proper focus on examination tasks. The essay also points out that although many factors impact on examination performance, test anxiety is of particular interest as it appears to lead directly to unfair results. Test anxiety is normally understood as a form of debilitating anxiety, although how it is measured varies. Early research indicated there were two forms of test anxiety: facilitative and debilitating. Facilitative anxiety is understood as a type of anxiety that students recognise as being helpful. For example, students answer positively to a question such as "Nervousness during a test helps me to do better" (Alpert & Haber, 1960, p. 213). Facilitative anxiety helps students succeed and has been found to be present in students with better results in tests of all kinds (Hembree, 1988, p. 59). However, since the 1960s, it is debilitating anxiety that has come to be called 'test anxiety'. It is defined by Sarason (1984) as the anxiety experienced in "one important definable class of threatening situations, those in which people are evaluated" (p. 929). Most researchers have recognised that test anxiety is complex. It can involve a large range of features, including thoughts, emotions, behaviours and body reactions such as tension or headache (Sarason, 1984, p. 931). Following from the work of Liebert and Morris (as cited in Hembree, 1988, p. 48) test anxiety has generally been examined in terms of 'worry' or 'emotionality', or some extension of these. Worry covers the worrying thoughts that interfere either with examination preparation or with the	INTRODUCTION General statement of the essay topic (p. 151) Background from the literature (p. 151) Sentence(s) to link the background into the essay ARGUMENT STATEMENT Comprehensive position (pp. 152–3) USE OF THE LITERATURE Quotation with citation used as an example (pp. 103–5) Paraphrase with citation used to provide rich information (pp. 99–103) Quotation with citation used to define Paraphrase with citation—building ideas using the same source Paraphrase with citation—building ideas from different sources (p. 144)

Writing An Academic Essay

Chao Zhang



Writing An Academic Essay:

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realized that this book still imperfect in arrangement and the content then the writers hope the criticism from the readers can help the writers in perfecting the next book Last but not the least hopefully this book can help the readers to gain more knowledge about academic writing and scope for professional purposes The Academic Essay Derek Soles,2005 This book is a step by step guide to all the stages of writing an academic essay The first part deals with gathering evaluating and organizing information the second with how to write effective introductions and concluding paragraphs and the final section with how to revise and edit your work Full of practical tips and advice gleaned from years of experience as a tutor on the receiving end of essays this is essential reading for every student in full or part time education today *Making Your Case* Rebecca Stott,Anna Snaith,Rick Rylance,2000 This practical book demystifies the processes of academic writing through careful explanation and a series of engaging and practical examples **A Visual Guide to Essay Writing** Valli Rao,2007 A guide to creating and structuring argument in essays at tertiary level Provided by publisher **Essay Writing** MunLing Shields,2010-03-03 Essay Writing offers both staff and students a solid reference for one of the main methods used for assessing knowledge and understanding the written essay In contextualizing essay writing within the larger university experience communication the academic culture different learning styles and approaches and learning and teaching at university this book helps students to study more independently learn more meaningfully and to write first class essays

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The Basics of Essay Writing Nigel Warburton,2020-10-28 Nigel Warburton bestselling author and experienced lecturer provides all the guidance and advice you need to dramatically improve your essay writing skills The book opens with a discussion of why it is so important to write a good essay and

proceeds through a step by step exploration of exactly what you should consider to improve your essays and marks You will find help on how to focus on answering the question asked research and plan your essay build and sustain an argument improve your writing style and tone The Basics of Essay Writing is packed full of good advice and practical exercises Students of all ages and in every subject area will find it an easy to use and indispensable aid to their studies The Academic Essay Derek Soles,2016-09-30 All students have to write essays and writing the essay itself is a learning experience yet many are never taught how to compose an essay The act of writing the essay is a learning experience in itself it develop s the student s thinking ability and helps them to form a coherent and logical argument This is why the construction of the essay is i **Writing** Els Van Geyte,2013 COLLINS ACADEMIC SKILLS SERIES WRITING gives you the skills and strategies you need to write well structured essays reports and case studies and achieve academic success at university Schaum's Quick Guide to Writing Great Essays Molly McClain,Jacqueline D. Roth,1998-09-21 The Fastest Easiest Way to Learn Schaum s Quick Guides These concise quick reference guides are perfect for business people writers and students at all levels Written by top experts they offer readers the easiest most efficient strategies to master or learn a new skill All Schaum s Quick Guides include do s and don ts for avoiding common errors handy checklists and practice exercises for building skills quickly

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