preinterview

yellow=confidence; green=persistence; blue=beliefs; red=sob; turqousile=peer influence; dark yellow=family influence; grey=teacher influence; violet-marks/results

Ben:

I'm very good in math because there is nothing that I think I'm unable to do. I'm willing to do more work and I'm fighting to get good results in math. I put much effort in math that I never believed I could because it seems like a fun subject. When stuck I think of so many ways… I don't give up.

They [peers] praise and encourage me to do more and that encourages me to help more learners.

If I get stuck other learners get surprised because there is nothing that I get wrong because I use different methods on challenging tasks.

He [teacher] was teaching me from last year so he understands how I do things. He gives me clues and that makes me put effort. My teacher always praises me and says I'm intelligent, that strengthens me to do further challenges. He [teacher] says math needs effort…It encourages me to do more.

He [teacher] likes to say good Ben, if I come up with new ideas on how to solve problems. It gives me encouragement and makes me to do more than what I am doing.

They [family] are not used to encouraging me, last year they said I must do math lit [mathematical literacy] because math was difficult for me.

It's [math is] useful except for doing classwork. Math makes me notice new and easy ways to solve matters, most of the time I come up with my own methods.

[Everyone can learn math] they just need to work hard and avoid laziness.

When you have not done a mistake you will not learn how to do things perfectly. Mistakes help you to see the wrong things that you were doing.

No [people are not born good at math], because I started to be good in Grade 8.

You can memorise the [math] rules but if you can't use them in the correct manner you may not get the correct answer.

We work together… sit in groups and we share everything.

They [peers] say it's [math is] difficult. I see that they don't understand what they are saying and what math is.

I started liking math in grade 8. There was a teacher who showed us small things that we didn't notice in math, I was amazed…it was fun. It [performance] rose.

The teacher that was teaching me math was very strict, I disliked the teacher and that made me to dislike the subject…I just wanted to pass so I worked hard and passed.

Cindy:

I do maths because I can make a fortune out of it.

I don't share my methods with my teacher because he may say it's not the best one

I participate because I'm interested and look forward to success.

Other learners are selfish, they don't share what they know with me but I share everything with them. I assist them [peers] when my assistance is needed.

…it's [why she thought she was not good at math] because I sometimes fail.

I just go to the teacher [when stuck] and ask. Sometimes I give up because it's really difficult.

…they [peers] say ah! It's wrong here and stuff. It makes me think that I'm not really good enough to learn math.

They [family] say I cant go anywhere without maths so I really can't cope with failure.

I think that math is a very difficult subject that's why I don't compromise on my time for maths.

…if it's [math is] not needed [at jobs] I can do it but I won't focus on it, I will focus on the job.

They [peers] say math is difficult and it's just a waste of time. It affects me to listen to them and have that belief that math can really be difficult.

He [teacher] says I need to do my best and try…, it makes me think I can make a living out of math and if I don't love math I won't go anywhere.

In grade 9 [She liked math] because we were doing interesting topics. I was getting high marks.

[She did not like math] this year…they are introducing us to many topics that we have not done before and it's really challenging. It's [performance is] low, it's not like last year

Kelly:

My family is very proud of me…. It affects me so that I want to concentrate more so I can make my family proud.

I participate but not all the time because I'm afraid that my answer will be wrong and then I get embarrassed. I try to assist other learners if I know the answer but if I don't know the answer I don't assist. I get help from people who know the [challenging] problem. I will not be doing math for long because math is sometimes challenging…sometimes I feel like I just can't do it.

[When stuck] it makes me think that I can't solve all the problems, they can be difficult…

Our teacher doesn't know us very well so he doesn't say much about us... He says math is fun and challenging but that makes me scared to face challenging problems.

…it [getting stuck] makes me think that math can be difficult sometimes.

It's [math] boring because it tends to be difficult.

[Everyone cannot learn math] because when some learners face a challenging problem they just give up without even trying.

They [peers] say math is boring and difficult. It makes me to have a mind that says math is difficult and I I did not like math last year [in grade 9] because my teacher was not helpful. It [performance] was not that good but I tried.

[She liked math] at primary school because the teachers helped us. It [performance] was good.

can't solve all the problems all the time.

Rose:

Some [peers] say I'm really good in math and it increases my confidence, I try to work harder and help other kids.

My mother tells me that I'm good… She encourages me not to stop and keep trying, to be strong and not be afraid of failing. Sometimes I teach her some sums. That makes me feel that I'm growing up in math and I should not quit.

He [teacher] encourages us… and that makes me feel that I can be an achiever. I would say I'm really improving and I'm gaining confidence because of my teacher. He always tells us that math needs practice…I feel I can improve my marks if I practice.

I work hard and I don't want to stop until it's right because when you get to class and your answer is answer is right you get that feeling.

When I get something wrong I try new methods but if I still don't get it right I ask for help, not only from my teacher but also from my classmates and we show each other.

We [peers] help each other because we know each other from primary…

I find it [math] more interesting because sometimes we just say math is difficult and we find something right and we laugh in class.

Sometimes when we are given homework we [as peers] stay after school and we help each other…we really don't laugh at each other.

I did not like it [geometry] I think it's boring, unless if you find someone who can explain. It [performance] was good, I was shocked.

Neo:

My teacher gives me examples so I can understand and says math is easy if you practice. It makes me think that I have to try harder because then I find new ways to solve the problem…if he can do it then I can do it as well.

I dont participate because I think that sometimes I may be wrong.

To be honest I leave [when stuck] because I think it's hard and I can't do it.

I don't think I'm good at math because I failed last year.

Some [peers] say I can't make it and some say I will make it because not everyone is going to love you.

I am the only one who has grade 10 in my family so I must continue with maths and make my family proud.

They [peers] say its [math] boring. I sometimes feel yes it's also boring. They [peers] laugh at me [when stuck] and it makes me think that math is difficult.

Tom:

I'm not so good [at math]. I don't think so [passing math this term]… even if I try it's just hard. I don't put much effort because it's boring. I skip them [challenging problems]. I would stop right now [doing math if given a choice]… because it's hard.

There are some questions that I can't ask in class because I'm scared that if I put my hand up in class they [peers] will make fun of me, they will make fun of my answer.

Other learners say I need to put more effort and time in math. It makes me feel as if I don't know how to do math and I'm stupid when it comes to math.

…he [teacher] says nothing about me. No, he [teacher] doesn't assist me when I need help.

He [teacher] says math is easy if you work on it every day. It affects me positively a little bit because it makes me think I can do it but most of the time I just think I can't do it.

They [family] say I need to work hard and put extra effort if I want to pass. It makes me feel as if I can't do math, but it's something that I need to do in order to achieve my goals…the career.

It's [math is] a horrible subject, I don't like it because it's hard. It's boring because when the teacher teaches us it's not fun it's just equations, equations and that's it…it's the only thing we do, equations and sums.

[People are born good at math] because for some people doing numbers [math] comes easy and for some they have to work hard and for some it's hard understanding math.

It [getting stuck] makes me perceive math as a hard subject, a subject that can't be concurred.

I don't talk with other learners that much. I do my own things. I believe I am an introvert. They [peers] also say it's [math is] boring. It affects me negatively because when the entire class doesn't think that they can do math I too as an individual feel as if I can't.

They [family] say I need to work on math to pass it and I can't do anything without math. It affects me positively and negatively. Positively it makes me think it's compulsory for me to do math in order to succeed. Negatively it makes me feel stupid or dumb because this subject is hard, I can't concur it.

I live with my granny; she doesn't know maths so she can't help me. All she says is that maths is difficult but I must do it to succeed in life.

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Kim:

Sometimes I leave challenging problems.

I fail I would probably leave the stream and do math lit.

I don't see myself doing a job that needs maths.

He [teacher] doesn't say anything about me and that makes me think that maybe I need more help. He [teacher] says I ask a lot of questions and that makes me not to ask questions when sometimes I get stuck and to keep quite.

Last year my family said I need to improve my marks. That made me to feel embarrassed. They [family] try to help me if not busy, but most of my sisters studied math lit so they cant help me most of the time. Others [family members] say maths is difficult. It affects my thinking, sometimes I doubt myself and think that I can't do this. When I want to do some method their [family] opinions come to my mind and I think oh! My mother said maths is difficult and now I can see that she was telling the truth.

Some [peers] say I should go to maths lit [if stuck on a problem]. I feel I should leave maths.

Not Everyone cannot learn maths because others say it's not their strength and they have weaknesses in math just like I do.

Math is boring because you come across many difficult questions. I like questions that are not difficult.

I try to do challenging problems but then if I don't get the possible answer I give up. It getting stuck means that I cannot do the sum.

I did not like maths in geometry, which was in grade 9…my performance dropped a lot. I liked math in grade 9, when we were learning factorisation, I even passed.

Yanda:

If you don't have math you can't pursue some careers…you can't do anything so it's a must to do maths. I would do a job that needs maths because they pay a lot if you know maths.

There would be no need for me to do math [if it was not needed for jobs], when I do it, it would mean I would be doing it for fun and doing maths is not funny.

They [family] say math will make you prosper in life and if you don't have it you will be stuck in life because jobs need math.

My mom wants me to continue with maths, I have to do the right thing and continue. I have to learn maths because most jobs need maths, if you don't have it you will be stuck in life.

It [getting stuck] makes me think that math is a difficult subject. Getting stuck means maybe… I don't know how to solve the problem.

In class when I get something wrong others laugh at me and others tease me.

[She did not like mathematics] in grade 8, it started to be difficult. It [performance] dropped a little.

[She liked math] in grade 6 because I understood the teacher and he encouraged us to practice. It [performance] was high.