



RESULTS OF THE INTERVIEW (TARGET GROUP – TEACHERS)

There were 2 mathematics teachers who participated in the interview. Both work at “Ažuolynas” gymnasium.

Do students with dyscalculia disorder have the possibility to learn according to the individual learning program adopted to them?

Teachers do not have to conduct surveys regarding the issue of dyscalculia. If there were such cases, the school administration would look for opportunities to adapt individual learning programmes.

Do you have the possibility to individually assign training materials, work methods and other tools to students with math learning difficulties?

* In the upper forms of gymnasium students with math difficulties can choose the B level (a lower course of study). Those students are given all the possibilities to achieve a satisfactory level in maths. Such students are provided with the tasks individually tailored for their abilities, teachers also pick up appropriate learning methods and conduct consultations.

*The teacher strives to conduct individual consultations while providing students with additional training material (video lessons, different visual aids, problem solving algorithms and etc.). Where possible, the teacher gives to students differentiated and individualized tasks.

How do students with math learning difficulty behave during maths lessons?

* The students' behaviour mostly depends on their nature. Some of them are silent, calm, reserved and are afraid of asking questions. The others would rather keep on asking until they get answers. Some students even do not make efforts to understand the topic they deal with. Moreover, they have preconceived notion of not being able to solve mathematical problems. On the other hand, there are some students who are eager to get explanations and not afraid of asking at all.

* Students with math learning difficulty are mostly passive, distracted and diffident during the lessons.

Do students with math learning difficulty have possibilities to get help from specialists (social pedagogues, psychologists, consultants etc.)?

Students with math learning difficulty get all kinds of help from social pedagogue and psychologist. These students are supported by their tutors while their individual progress is being monitored and math learning difficulties discussed.

RESULTS OF THE INTERVIEW (TARGET GROUP – PARENTS)

There were 2 parents whose children go to primary school (1 st. form) and basic school (5 th form) in the interview.

What could help pupils/students to get the subject of maths better and to fight anxiety?

- *Very intensive learning pace, too many new topics and too little time to go deeper into them. At elementary school level pupils do not possess ability of abstract thinking. Nevertheless, they are given to solve tasks requiring this ability. In addition to that, there are too few lessons for revision.
 - *Consistent work, constant repetition and creative tasks could help immensely. From the very start there should not be any “gaps“ left in the minds of pupils/students as later on it would create multiple problems in maths learning. It is not possible to learn successfully further without good basics.
 - * There could be more practice with play elements at primary school level. There should be more revision of the topics and also coming back to problem topics, as well.
- Parents said they cooperate with school, teachers in order to reduce their child’s difficulties in maths.

What can be done to improve math skills needed in everyday life, such as shopping, time, transport, food and drinks and etc.?

- *Playing. In the 1 st form pupils could play shopping scenes and how to manage somebody’s money, also they could have a play at the doctor’s room and time management. Unfortunately, at the moment the lessons are being conducted at a theoretical level.
- *Constant conversations with children, delicate questioning, assigning everyday tasks and encouraging them to meet personal challenges.
- * Some parents let their children to visit after-school maths activity where they improve their skills of mindful calculation. Leidžiu savo vaiką į žaidybinį matematikos būrelį, gerinami mintinio skaičiavimo įgudžiai. Parents take their children for shopping while asking their child to count money and the change.

If a student has math anxiety, how does it affect his/her achievements in maths ?

- *Mostly the brain of those pupils/students gets “blocked“, does not accept any information. In this way, bad experiences accumulate memories which force children to avoid such “uncomfortable situations“ in the future.
- *Perhaps negatively. It depends on child’s nature, on how sensitively he/she accepts a certain situation or manages failure.

RESULTS OF THE INTERVIEW (TARGET GROUP – STUDENTS)

There were 2 students (aged 16-17) in the interview.

Are there any students in your class who have difficulty with math? If yes, please describe what kind of difficulties are there?

- *Some students in my class experience difficulties learning maths. They are slower than average while understanding the subject, they simply need more time. I personally think that the student himself is responsible for what he achieves during lessons. I mean his efforts and desire to learn something. I personally do not face any difficulties regarding maths as the maths teacher is a real professional who explains the subject very well.
- *I think there are. In my class there are students who are either lazy, or afraid, or just do not like maths. Those who fail at learning maths tend to think that the subject is totally useless, or too complicated. In this way, they give up on the subject and go with the stream.

2. How do students who have math learning difficulty behave during maths lessons?

*I think such students have difficulty to concentrate because they constantly feel fear and tension as they expect to get a question from the teacher during the lesson.

Mostly those students ask the teacher or classmates with better understanding for help, but not all of them as some experience fear to ask.

* There are moments when some students make efforts to learn and understand the subject but then they drift back to the point they had started from. Being not motivated such students do not pay attention to teacher's explanations in the classroom, they just copy the tasks from classmates without making efforts to understand a certain topic.

Those classmates who strive to learn maths despite difficulties try to listen to the teacher explaining the topic and they also perform homework tasks willingly. If those students fail solving maths tasks, they seek classmates' or teacher's help.

3. What could help you / your classmates to better understand math and to overcome anxiety?

* In my opinion, it is a long process which is like a "vicious circle". Anxiety could be fought with more profound math knowledge. The progress could be achieved with absence of fear to fail, numerous attempts to solve the problem and, of course, patience. A bigger number of weekly maths lessons could be of great help for me and my classmates as different topics and chapters are given limited amount of lessons. Moreover, those topics sometimes appear to be hard to deal with and it takes more time to perceive the matter. I personally think students should not be afraid to question the teacher in order to understand the topic completely and fight anxiety.

*Teacher-guided consultations. For example, one of our math teachers applies the method of dividing the class into two groups – advanced learners and struggling learners. The group of advanced learners was assigned independently to do more complicated tasks while the group of struggling learners got easier tasks under the assistance of the teacher. I think such method of learning justified itself as struggling learners were experiencing less anxiety, they felt more secure. On the other hand, advanced learners benefited from that too. I would say the importance of precise sciences should be revealed not only for the sake of future success, but also for the sake of general education of a person.