

ABSTRACT

The overwhelming impression that students form of mathematics is that mathematics is a very difficult subject, one to be feared and the one that causes the most anxiety among their school subjects. In order to help students to overcome the many dimensions of negative attitudes that they develop towards the school subject of mathematics and for these students to achieve more success and satisfaction in their learning of mathematics in this technological age, it is important that students' experience and views are recognized and used in the teaching of the school subject.

The purpose of the project was to explore the views and experiences of some grade 11 students in their learning of mathematics. A questionnaire, interviews and observations were used to collect the data. Finding out how students view mathematical learning can often open the door to their fears and concerns in learning as well as reveal what it is about mathematics that motivates, bores or interests them. Asking students to consider how they learn or to think about how they approach problem solving can also help them to consider their own learning process.

The results of the study indicate that many factors contribute to the experience and views that students have of mathematics gained through the various social, cultural and teaching events and situations to which they have been exposed. The major implication is the need for teachers to take into consideration the students' individual interests, their abilities, their gender and the fact that they belong to different social groups and to constantly evaluate the instructional strategies they use. In this way, students can begin to view mathematics as interwoven into real life activities within contexts that are familiar to them and relevant to their needs.