

Here are some scenarios depicting common challenges faced by adult basic education learners or English Language Learners (ELLs) looking to improve their basic mathematics skills or pass the GED exam:

Scenario 1: Maria, an ELL student, struggles with understanding word problems due to language barriers. During a math lesson on fractions, she becomes frustrated and disengaged when asked to solve word problems involving fractions.

Scenario 2: John, an adult learner returning to education after many years, experiences anxiety and self-doubt when confronted with algebraic equations. He feels overwhelmed by the complexity of the equations and worries about failing the GED exam.

Scenario 3: Fatima, a learner with dyscalculia, finds it challenging to grasp mathematical concepts such as number sense and place value. She struggles with basic arithmetic operations and often makes calculation errors during in-class exercises and assessments.

Scenario 4: Carlos, a recent immigrant with limited formal education, lacks foundational math skills such as multiplication tables and basic arithmetic operations. He feels embarrassed and insecure about his math abilities and avoids participating in math-related activities in class.

Scenario 5: Sarah, a single parent balancing work and family responsibilities, struggles to find time to study and practice math outside of class. She feels overwhelmed by the demands of daily life and worries about falling behind in her math coursework.

Scenario 6: Jamal, a learner with attention deficit hyperactivity disorder (ADHD), has difficulty staying focused and organized during math lessons. He frequently loses track of instructions and makes careless errors on assignments and assessments.