

PROBLEMS OF TEACHING MATHEMATICS FOR HEARING IMPAIRED STUDENTS: A TEACHER'S PERSPECTIVES

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***ABSTRACT**_ The present study aimed to identify the problems related to teaching Mathematics to hearing- impaired students from teachers' perspective. The population of the study comprises the teachers of hearing-impaired students in the region of Tabuk. It has been carried out at ALamal Deaf Students Institutes and Auditory Integration schools (boys and girls). The size of the search sample amounted to (40) male and female teachers, among whom (14) were male teachers and (26) were female teachers. The study tool consisted of a scale for mathematics teaching problems pertaining to hearing-impaired students prepared by the researcher.. The study came out with the following findings there is the problems of teaching mathematics to hearing- impaired students, order problems came as follows: First: the problems of communication with the hearing-impaired, followed by the problems of the Curricula and then the problems of teachers and finally the problems of mental abilities to pupils of the deaf, There seems to be no gender-related differences in the problems of teaching mathematics, There seems to be differences in the problems of teaching mathematics to hearing- impaired students among the different Institutions, and There seems to be no differences in the problems of teaching mathematics to hearing-impaired students according to the number of years of experience. except after problems the capabilities of the disabled audio curriculum, finally There seems to be no differences in the problems of teaching mathematics to hearing- impaired students attributable to teachers' qualifications. As a conclusion, and based on the study findings, some recommendations and suggestions have been proposed.*

***KEY WORDS:** mathematics education, people with hearing disabilities, Alamal Institute, schools auditory integration, methods of communication, the capabilities of the deaf.*