

RESEARCH ARTICLE

## Early Sign Language: Psychological and Mental Health of Deaf Babies

*Ahmed Alzahrani A<sup>\*#</sup>*

Department of Special Education, College of Education, Majmaah University, Riyadh, Saudi Arabia

### Abstract

The present study aims knowing the most common sign language vocabulary used among Deaf babies by helping their deaf mothers, and its reflection on the psychological and mental health of deaf children, whether positively or negatively. Also, knowing the most common simple reference sentences for deaf children from the perspective of deaf mothers. The current study followed the descriptive analytical approach. The study population consisted of 70 Deaf mothers in the cities of the Western Region (Jeddah-Makkah-Madinah) for the year 2021. The results of the study concluded that as long as young Deaf babies expose to sign language at an early age, it reflected positively on their linguistic development and their mental, psychological and social health. The results also concluded that the most common sign language vocabulary used among Deaf babies from the point of view of deaf mothers were (Papa - Mama - plays - goodbye - bathroom - milk - sleeps - eat - bread - bananas - apples - orange - come - dog - thickness), in other words, most of vocabulary associated with family, home, and food categories. Moreover, Deaf mothers have agreed on a number of common reference sentences among children, including: Iterative sentences vocabulary with majority, then Sentences of denial and rejection, then Sentence communication, call and reference, then Emotional Sentences then Appointment and approval sentences, then Interrogative sentences then nervous phrases. *ASEAN Journal of Psychiatry, Vol. 23(6), June 2022: 1-12.*

**Keywords:** Deaf Children, Sign Language, Vocabulary, Mothers, Psychological, Mental Health.

### Introduction

Interest in the sign language of the deaf is intensified after it has become a recognized language in many countries of the world, in schools and institutes. Sign language is the natural language and the deaf's primary language, because of its ability to express easily the needs of the deaf. Sign language has special rules for sign syntax and sign language is not standardized across the world. Deaf groups in

every country have their own sign language. The Deaf category is a heterogeneous class, in terms of characteristics, needs and capabilities, requiring many methods of communication, whether verbal or manual, to suit each deaf according to his/her needs and capabilities, the family environment to which he/she belongs, and the educational option that corresponds to his communication needs [1]. Also, the effective communication facilitates integration Deaf people in the society in which he lives and help

them to learn life skills, and skills in the field of social development, and therefore facilitate their full participation in education as an equal basis with others [2]. Most countries take appropriate measures to facilitate learning sign language and encourage the linguistic identity of the deaf community. In addition, to ensure education for the deaf or deaf blind, especially their children, in the most appropriate languages and environments that suite them in order to optimize academic and social development [3].

#### *Statement of the problem*

Deaf children of hearing parents arrive at school with no fluent in the Saudi sign language, also they do not have any appropriate language skills. Consequently, the Deaf student faces a difficult in communicate and learn, also the teacher faces difficulties in teaching these children. Where the teacher makes a great effort between teaching them sign language and academic content [4]. Mentioned that deaf children of hearing parents reach between 90-95% which this may result in poor sign language due to the lack of awareness parents of the importance of the critical period of language development.

Consequently, the importance of this study emerged by making basic references and some terms that help hearing parents to communicate in sign language with their Deaf children to develop their linguistic wealth and the development of their social growth as well. On the other hand, assisting early intervention centers' specialists and who are interested in learning basic signs for dealing with Deaf children.

#### **Questions of the Study**

*This study tried to answer the following questions*

1. What are the most common sign language vocabulary used among Deaf babies from the point of view of deaf mothers?
2. What are the most common simple reference sentences for Deaf babies from the point of view of deaf mothers?
3. Are there statistically significant differences in determining the most important sign language vocabulary used among Deaf babies due to the variable qualification, number of deaf children, hearing loss degree from the perspective of deaf mothers?

#### *The aims of the study*

The present study aims knowing the most common sign language vocabulary used among Deaf babies from the point of view of deaf mothers. Also, knowing the most common simple reference sentences for deaf children from the perspective of deaf mothers. And detecting the presence of statistically significant differences in determining the most important sign language vocabulary used among Deaf babies due to the variable qualification, number of deaf children, hearing loss degree from the point of view of deaf mothers?

#### **The importance of the Study**

*The importance of the study is summarized as follows*

1. This research enriches special education libraries.
2. Helping hearing parents.
3. Benefiting from the results of the current research, by specialists in the field of special education.
4. It works to communicate between the deaf child and society, and the transfer of feelings between them.
5. It helps to express the different needs of the deaf child.

#### **The Limits of the Study**

1. Objective limits: The research was limited to knowing the most important sign language vocabulary used among Deaf babies from the perspective of deaf mothers.
2. Spatial limits: This research was applied Kingdom of Saudi Arabia
3. Time limits: This research was applied on 2022.
4. Human limits: The research included a sample of Deaf mothers.

#### **Literature**

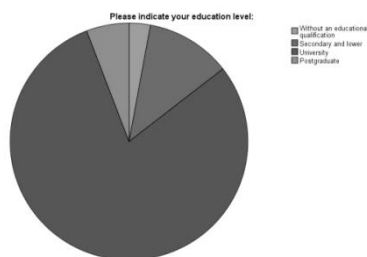
The earliest attempts of the deaf to develop communication skills date back to 1555 by the Spanish (Pedro Ponce), who began teaching the children of the noble families, followed by another Spanish in 1620, where he developed the first documented dictionary in sign language. The French (Libyan Charlo) founded the first school in Paris in 1755, to educate the deaf. In the 19th century the sign language system was strongly criticized by oral system advocates. This







Repeated statistics of the sample



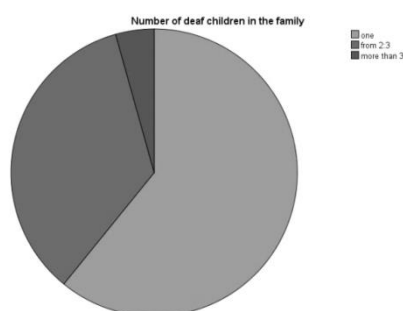
**Figure 1: Education level**

Table 3: Showed that the majority of the study sample was a university graduate in percentage 79.7% then 11.6% secondary or lower. Then

5.8% postgraduate, 2.9% without an educational qualification (Figure 2).

**Table 3. Education level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Without an educational qualification	2	2.9	2.9	2.9
	Secondary and lower	8	11.6	11.6	14.5
	University	55	79.7	79.7	94.2
	Postgraduate	4	5.8	5.8	100
	Total	69	100	100	



**Figure 2. Number of deaf children in the family**

Table 4: Showed that the majority of the study sample was one deaf child with 60.9% then from

2:3 34.8% then more than 3 with 4.3% (Figure 3).

**Table 4. Number of deaf children in the family**

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------









and rejection then Sentence communication, call and reference then Emotional Sentences then Appointment and approval sentences then Interrogative sentences then nervous phrases. Are there statistically significant differences in determining the most important sign language

vocabulary used among Deaf babies due to the variable (qualification, number of deaf children , hearing loss degree) from the perspective of deaf mothers (Table 9).

**Table 9. Correlations**

Aspect	Pearson Correlation	Sig.
Education level	0.025	0.838
Number of deaf Children in the family	-0.005	0.97
Hearing loss degree:	0.092	0.453

Table 9: Showed that there is a relationship with a percentage of 0.025 but without statistical significance between the educational level of the mother and the common signs of deaf children from mothers point of view, as there is a negative relationship between the number of deaf children in the family with -0.005 and the common signs in deaf children from the mother's point of view, but without statistical significance as there is a relationship between the number of cases in the family with 0.092 but Without statistical significance.

Table 10: Showed that there is a relationship with a percentage of .093 but without statistical significance between the educational level of the mother and common simple reference sentences for deaf children, as there is a negative relationship between the number of deaf children in the family with -0.175 and common simple reference sentences for deaf children, but without statistical significance as there is a negative relationship between the number of cases in the family with -0.148 but Without statistical significance

**Table 10. Correlations with common simple reference sentences for deaf children**

Aspect	Pearson Correlation	Sig.
Education level	0.093	0.449
Number of deaf Children in the family	-0.175	0.15
Hearing loss degree:	-0.148	0.223

**Discussion of the results**

The majority of the study sample was a university graduate in percentage 79.7%, The majority of the study sample was one deaf child with 60.9% then from 2:3 34.8% then more than 3 with 4.3%, The majority of the study sample was complete deaf with 58% and medium level with 30.4% and light 11.6%.

About the most common sign language vocabulary used among Deaf babies from the point of view of deaf mothers: it was (Papa - Mama - plays - goodbye - bathroom - milk - sleeps - eat - bread - bananas - apples - orange -

Come - dog - thickness ...) mainly family and home, simple action, fruit. Deaf mothers have agreed on a number of common reference sentences among children, including: Iterative sentences vocabulary with majority (68.1%) then Sentences of denial and rejection (60.9%) then Sentence communication, call and reference (62.3%) then Emotional Sentences then Appointment and approval sentences (58%) then Interrogative sentences then nervous phrases (58%).

There is no statistically significant differences in determining the most important sign language vocabulary used among Deaf babies due to the variable qualification, number of deaf children,

hearing loss degree from the perspective of deaf mothers.

This gives this indicative vocabulary more stability and credibility as they are not affected by the qualification criterion or the number of children or the hearing loss degree, but they may be directly related to the multiplicity and multiplicity of use and its necessities and it falls within the axioms.

### **Recommendations**

1. Preparing more research specialized in the common sign language in the field of dealing with others and strengthening the communication and interaction.
2. Preparing further studies dealing with the sign language used in daily life outside the home.
3. Preparing further studies dealing with important sign language in the labor sector.

### **References**

1. Alzahrani A. The Role of Fingerspelling in Saudi Arabian Deaf Culture. *Int J Disabil Dev Educ* 2020; pp: 1-17.
2. Brentari D. Sign languages. Cambridge University Press 2010.
3. Brunger JW, Murray GS, Riordan M, Matthews AL, Smith RJ, et al., Parental attitudes toward genetic testing for pediatric

- deafness. *The American Journal of Human Genetics* 2000; 67(6): 1621-1625.
4. Creswell JW, Fetters MD, Ivankova NV. Designing a mixed methods study in primary care. *The Annals of Family Medicine* 2004; 2(1): 7-12.
5. Debevc M, Kosec P, Holzinger A. Improving multimodal web accessibility for deaf people: Sign language interpreter module. *Multimedia Tools and Applications* 2011; 54(1): 181-199.
6. Grep MA. The effects of visuospatial sequence training with children who are deaf or hard of hearing. *J Deaf Stud Deaf Educ* 2011; 16(3): 150-173.
7. Ngobeni WP, Maimane JR, Rankhumise MP. The effect of limited sign language as barrier to teaching and learning among Deaf learners in South Africa. *South African Journal of Education* 2020; 40(2): 1-7.
8. Hanafi, Ali Abd Rabb, Al-Nabi Muhammad. Sign Language: Foundations – Applications. *J Spe Educ Rehabilitation* 2015; 3(9): 501-503.
9. [https://qsphye.iraqjournals.com/article\\_117133.html](https://qsphye.iraqjournals.com/article_117133.html)
10. [https://www.proquest.com/openview/1bba0059ea40b696dd01f544140ff66e/1?pq](https://www.proquest.com/openview/1bba0059ea40b696dd01f544140ff66e/1?pq-origsite=sliceopenview)
11. Alturki, Y. Studying the content analysis method for the first and second Arabic sign dictionary for the deaf in the phonological system in the Arabic sign language for the deaf. *Journal of the Islamic University of Educational and Psychological Studies* 2017; 25(4).

**Corresponding Author: Ahmed Alzahrani A, Department of Deaf Studies, Lamar University, Riyadh, Saudi Arabia**

**E-mail:** a.alzahrani@mu.edu.sa

**Received:** 24 May 2022, Manuscript No. AJOPY-22-69288; **Editor assigned:** 25 May 2022, PreQC No. AJOPY-22-69288 (PQ); **Reviewed:** 10 June 2022, QC No AJOPY-22-69288; **Revised:** 17 June 2022, Manuscript No. AJOPY-22-69288 (R); **Published:** 27 June 2022, DOI: 10.54615/2231-7805.4739.