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Teacher Perception about the Effects of Family Communication Pattern of the Language Acquisition for Children with Hearing Impairment

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Abstract

The research sought to capture the teachers' perspective on the role played by family communication patterns on the language acquisition of children with hearing impairment. A descriptive quantitative approach enabled the collection of data from 100 special education teachers from Lahore via a validated questionnaire soliciting responses using 5-point Likert scale. These topics include general practices in oral communications, hand or other forms of non-verbal communication, sibling relations, family structure, and the use of technology. Sibling interactions were found to have the most statistical significance, followed by effective communication and non-verbal communication. Teachers stressed the importance of an all-round method that included family involvement, use of modern technologies, and working together with professionals to improve language development. The results point to the necessity of adapting inclusive communication practices and illustrate the complex factors that impact hearing-impaired children's speech and social skills. This study suggests the incorporation of family-based communication strategies into teacher training and policy formulation so that children with hearing impairment may have better outcomes.

Keywords: Family Communication pattern, Language Acquisition, Special Teachers collaboration, Oral Communication Practices, Manual or Non- Verbal Communication, Sibling Interaction and support, Technological Support.

Introduction

The process of language learning is an aspect of child growth that is very essential as it paves the way for academic, cognitive, and social development. However, for hearing impaired children who have parents that are hearing, language acquisition is often uniquely difficult. Approximately 95% of deaf and hard of hearing children have hearing parents who often lack the skills or means to subsidize efficient forms of communication like sign language and other visual tools (Mitchell & Karchmer, 2004). Such gaps in communication can result in the



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child experiencing delays in language acquisition which impacts them academically, socially and cognitively, sometimes long term (Hall et al., 2017).

Focusing on the social dynamics of acquiring a second language, family communication patterns have been shown to influence the language acquisition process for hearing impaired children. Communication in families needs to be more oral, manual, and non-verbal combined and has to be placed in an overall supportive family structure. Research shows that family interactions, especially reading stories and having conversations, can help children with hearing impairment to enhance their language skills and their overall emotional state (Kushalnagar et al., 2011). On the other hand, negative communication behaviors such as lacking visual tools or poor use of aids such as Parents' education and available resources strongly influence how families communicate. Assistive technologies and professional support are often more readily available to families of a higher socioeconomic status, a factor that can substantially improve language acquisition outcomes for a large number of children. In contrast, at least some families with few resources may battle to use effective communication strategies. Therefore, these families require large systemic support and fair access to sufficient resources.

This study investigates teachers' views of the role that several family communication patterns play in the language acquisition of at least ten hearing-impaired children. This research examines at least four factors—oral communication practices, nonverbal communication patterns, the degree of sibling involvement and the extent of technology use—to understand effective strategies for encouraging linguistic development in hearing-impaired children. This investigation shows that effective results depend on how well families and experts work together with educators. Hearing loss affects how well children learn language because they miss substantial parts of spoken communication. To develop effective strategies for language skills we need to understand every aspect of the communication patterns families use to teach language. Good language ability helps students succeed both with their schoolwork and in their social life. Through studying how parents communicate with hearing-impaired children researchers help educators and schools improve these kids' success both in school and society.

Research on family communication and language learning will show teachers how to help hearing-impaired students learn better in school and make friends. These research results offer important knowledge that benefits hearing-impaired children's parents.

The findings of this research can provide valuable insights for parents of hearing-impaired children, guiding them in adopting communication strategies that optimize their child's language development. The insights gained from this research can inform policymakers and advocacy groups to develop and implement policies and programs that enhance educational planning and address the language challenges faced by students with hearing problems. Through research on how family communication helps hearing-impaired children learn language scientists create better educational and social strategies for this group. Research data shows parents how to help their deaf children develop language better so they need these results. Research results help leaders and support groups create better educational plans and solve language



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problems students with hearing impairments encounter.

Objectives of the Study

The research was conducted to achieve the following objectives:

1. Investigate Teachers' perceptions about the effect of family communication patterns on the language development of hearing-impaired children.
2. Explore the teachers' perceptions about the influence of family dynamics on the communication skills and linguistic abilities of hearing-impaired children.
3. Investigate teachers' perceptions about potential interventions and strategies that families can employ to enhance the language skills of hearing-impaired children

Methodology

Our research analyzed teachers' opinions about how family communication affects language learning for hearing-impaired kids. The study gathered feedback from 100 special education teachers in Lahore through a self-made survey using a descriptive quantitative methodology. The questionnaire asked for individual data while seeking teachers' agreement levels on specific statements through a five-step Likert scale. A group of experts evaluated the instrument's validity while the reliability test with Cronbach's alpha achieved 0.86. We analyzed data with SPSS statistical tools to provide essential information that led us to propose future strategies.

Table 1: Descriptive Analysis of Teachers' Perceptions by Factor

<i>Factor</i>	<i>Item Mean</i>	<i>Count</i>	<i>SD</i>	<i>Agreement (%)</i>
1. Oral Communication Practices	4	2.97	1.44	42.3
2. Manual or Non-Verbal Communication	4	3.04	1.39	43.5
3. Quality of Communication	4	3.06	1.40	42.5
4. Sibling Interaction and Support	3	3.07	1.40	42.7
5. Family Dynamics	6	3.06	1.40	42.2
6. Technological Support and Collaboration	5	3.06	1.40	42.2

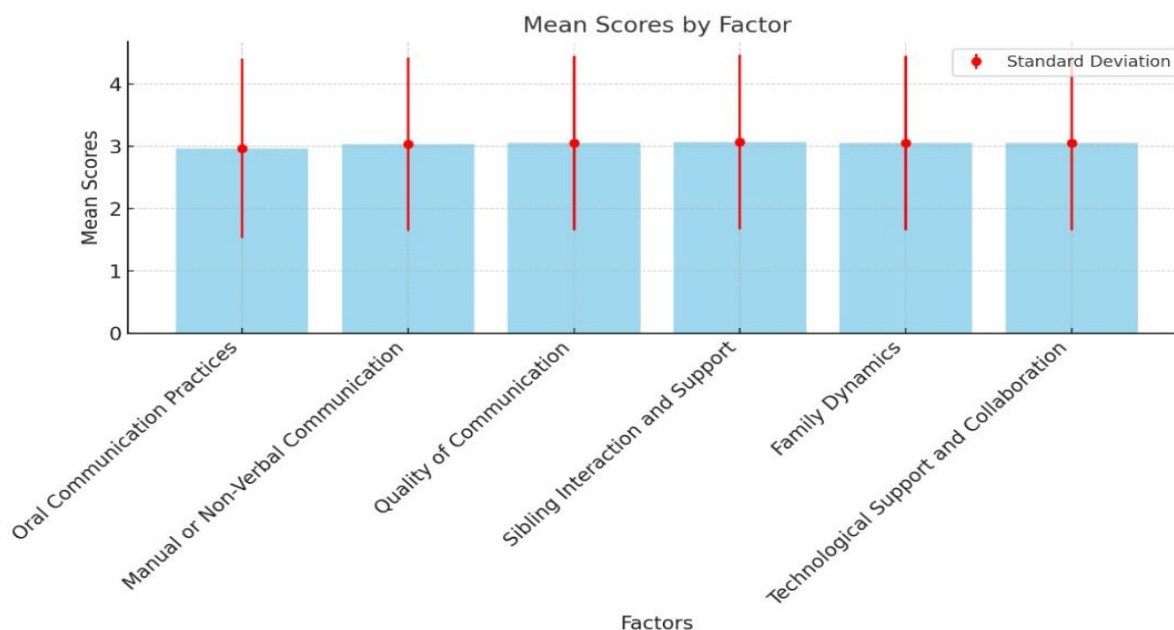
Teachers view oral communication as moderately effective for language development in hearing-impaired children mean: 2.3% , teachers explained that oral communication needs supporting tools to achieve results. Non-verbal methods, such as gestures and visual aids, are seen as slightly more effective (mean: 3.04). Teachers agree that visual cues work better than other methods to help students communicate with hearing loss.

Quality communication, including storytelling and meaningful conversations, is recognized for fostering language and social-emotional growth (mean: 3.06; agreement: 42.5%). Sibling interactions are the most influential factor (mean: 3.07). The quality of interactions between siblings turns out to be the largest positive element influencing language development with 42.7% agreement among experts. Family background influences words development at a moderate



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level with 42.2% support. Finally, assistive technology and professional collaboration are essential for enhancing language acquisition (mean: 3.06). Our results show that language development needs equal resources to support students.



The graphs reveal important insights into teachers' perceptions of the factors influencing language acquisition in hearing-impaired children. The mean scores indicate that "Sibling Interaction and Support" received the highest rating (3.07), reflecting teachers' belief in the crucial role siblings play through active engagement and supportive communication. Similarly, factors like "Quality of Communication," "Family Dynamics," and "Technological Support and Collaboration" were rated slightly lower but consistently (3.06), suggesting their recognized importance in fostering a conducive environment for language development. In contrast, "Oral Communication Practices" had the lowest mean score (2.97), indicating it is perceived as less impactful when used alone without supplementary strategies.

Our data confirms these results through our observed agreement rates. Teachers alike show strong support for the effectiveness of visual cues such as gestures plus sibling interaction systems (43.5% and 42.7% respectively). According to survey results oral communication methods and family relationships achieved less agreement than manual or non-verbal and sibling interactions. Teachers consistently rated the impact of eight factors from 42.2% to 43.5% showing unanimous acceptance that these factors affect teaching moderately.

Studies show classroom teachers embrace a combination of nonverbal methods with siblings and technology but also understand spoken language needs support to best help children learn languages. These results help us develop better programs by giving children with hearing impairments full support.



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Research shows that hearing-impaired children need spoken language plus non-verbal methods and quality interactions with their family and siblings plus supportive home environments in addition to using technology to develop proper language skills. Teachers recognize the need for complete language development support systems that include professional collaboration with diverse communication tools and valued sibling involvement. Together families teachers and public officials must handle all these elements properly to build spaces that help hearing-impaired children develop both language skills and emotional well-being

Table: Gender-wise T-Test Results for Teacher Perceptions

Factors	t-statistic	p-value
Oral_Communication_Practices	-0.21	0.83
Manual_or_Nonverbal_Communication	-0.88	0.37
Quality_of_Communication	-1.68	0.09
Sibling_Interaction_and_Support	0.01	0.99
Family Dynamics	1.22	0.22

Discussion

Research shows that combined gestures and spoken words with device support help children learn language through their family relationships. Teachers ranked oral communication moderately because according to research from O'Neill et al. (2019) students comprehend speech better with visual aids. According to Ahlert and Greeff (2012) gestures and visual aids help improve communication gaps. Staged conversations and narratives promoted language growth while linking with individuals emotionally. According to Kushalnagar and colleagues (2021) siblings made the greatest difference because they naturally model language while creating inclusive play experiences (Luckner & Velaski, 2020). What parents learn and what they learn guides their children's health by influencing the family's resources (Marschark & Knoors, 2021).

Technology combined with expert collaboration became necessary tools through assistive devices to help students achieve language growth (Lyon et al., 2022). Similar results from gender analysis suggest teaching methods should work the same for all teachers.

Our results show that using various communication tools and family support with technology plus tackling economic inequalities leads to better language development for children.

Conclusion

Research shows that how families communication patterns effect the language skills to deaf children while also demonstrating all the different ways families help their kids learn. Professionals recognize that these features effectively advance language and emotional growth in children but their impact depends on their teaching techniques. Non-verbal communication proved superior because it helps people understand spoken words when poor hearing interferes. Parents



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discover that storytelling and family planning make both children better language speakers and create stronger family connections. Children learn better from their siblings who naturally communicate and provide guidance. The study found that consisting families in stable environments that received social and educational benefits improved language development. The researchers found technology tools and collaboration with professionals enable parents to get constant and easy access to language support. Research indicates that working with every factor will help create ideal language learning environments and social connections for hearing-impaired children. Together families, teachers and national decision makers need to improve resources distribute assistive tools and create friendly spaces to meet these students' distinct requirements. Our research confirms the need to use proven educational methods in family life and school to help deaf children develop their language skills and social connections.

Recommendations

1. Help parents and siblings learn various ways to help hearing-impaired kids develop their language skills through workshops about oral, sign, and body language techniques.
2. Teachers and parents must connect often to exchange language-learning information that helps each child uphold progress at home and at school.
3. Help families get hearing aids and cochlear implants plus apps for language development with training to use these tools.
4. Set up teaching programs to show siblings effective ways they can support the language and social growth of their deaf or hard of hearing family members.
5. Make school and educational assistance tools free or discount them for people who can't afford them because of their income level.

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