Title: Emotion Recognition in Deaf, Hard-of-Hearing, and Hearing Adults
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This study is being conducted for the purpose of investigating differences in emotion recognition in deaf, hard-of-hearing, and hearing adults using static images and videos. Previous research shows a difference between emotion recognition between deaf and hearing children, primarily a delay in recognizing "scared," "surprised," and "disgusted" emotions in static images (Sidera, Amadó, Martínez, 2017). This finding is supported by the "deficit hypothesis," which states that deaf children have a harder time recognizing facial emotions due to a lack of auditory input from an early age, and the "conversational hypothesis" which states that deaf children have a harder time recognizing facial emotions due to a lack of opportunities to engage in emotional conversations (Sidera, Serrat, Amadó, & Morgan, 2019; Peterson & Siegal, 1999). However, it is unclear how different factors, especially the degree of hearing loss, affects emotional recognition (Sidera, Amadó, Martínez, 2017). Also, it is unclear whether static images are a good representation of the real-world ability to discern emotion; therefore this study includes two components: static and dynamic (video) images of emotion. The use of dynamic images is important in this research since it adds realism and context to the task (Sidera, Amadó, & Martínez, 2017; Jones, Gutierrez, & Ludlow, 2017). In the present study, the effects in response to videos versus static images were investigated for differences. The participants completed two tasks: static emotion recognition and dynamic emotion recognition. Data shows significant differences between modality, highlighting the necessity of using dynamic images in emotion recognition research.

References

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