**Exploring Willingness to Communicate and Perceived Isolation in Hard of Hearing Iranian EFL Students and Hearing Students**

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**Abstract**

Being in contribution with hard of hearing students takes more teachers’ time in order to cope with their educational challenges rather than normal students. The gap in the literature and lack of knowledge regarding this issue for hard of hearing individual makes situation complicated for developing appropriate programs for their second language learning. The purpose of this study was to investigate the effects of hearing impairment on the rate of willingness to communicate of English as a foreign language (EFL) learners and comparison of perceived isolation in hard of hearing students and hearing students. Thirty students were selected for this quantitative study form two schools in Isfahan, Iran. Data were gathered through triangulation of questionnaires, manuscript by students, and also a semi-structured interview. An independent sample *t*-test was run to compare the means of two groups in order to determine whether there was statistical evidence that the associated population means were significantly different. Additionally, the data were analyzed using line-by-line coding for each data source and examined across all data sources to determine emergent themes and discrepancies. The results unexpectedly showed that there was a significant difference in students’ perceived isolation level, but not in their level of willingness to communicate. This study might be helpful for positive social change by informing schools, institutes, administrators, and even syllabus designers on how to plan effectively for students dealing with hearing impairment.

**Keywords:**EFL, hearing impairment, perceived isolation and loneliness, willingness to communicate