The relationship between teachers' emotional intelligence and reflective teaching: The case of EFL experienced teachers

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Abstract

This study aims at disclosing the relationship between emotional intelligence and the reflective teaching ability of experienced English teachers and the extent the level of emotional intelligence impacts reflective teaching. There were forty-one English teachers with at least 3 years of experience as participants instructing at three different language institutes, and four non-associate Professor of Applied Linguistics, from Dehkadeh-ye-Olympic, Tehran governmental schools in Karaj. Two types of questionnaires were used to collect data: An emotional Intelligence Questionnaire based on the five-competency model and a Reflective Teaching Questionnaire. The results obtained from Pearson correlation as well as models of multiple regression analysis showed that there were relationships between all five domains of emotional intelligence and the ability of reflective teaching. Also, it would be possible to predict teachers' performance on the reflectivity questionnaire and their ability to reflective teaching by their results from the emotional intelligence questionnaire; accordingly, self-awareness and motivation were the most powerful predictors.

Keywords: EFL teachers; Emotional Intelligence (EQ/EI); reflective teaching; reflectivity.

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1. Introduction

Through the process of second language learning, teachers play one of the most influential roles contributing to learners' accomplishment, thus any progress in their efficiency leads to students' educational improvement. This matter may stimulate a broader body of related studies to bring the role into the spotlight and intensify it and compensate for the insufficient attention their role has received so far.

Passing through the teaching years, instructors gradually gain their teaching style which enables them to handle every day demanding tasks faced at work (Richards, 1991) and highly influences their learning style (Wickham, 2003). This style is formed through the inventory teachers build according to their experiences and the over-time understanding of proper context-related usage of various strategies identical to the learning development of learners, realizing language learning strategies. An appropriate choice of strategies shows how aware teachers are of their actions, decisions, and their consequences. This awareness is considered a way to observe and reflect upon own teaching and to bring change consequently which is known as reflective teaching.

Nevertheless, the stressful nature of the teaching profession is undeniable (Maslach, Schaufeli, & Leiter, 2001; Heinla & Kuurme, 2022; Peña-Lang, Barrutia & Echebarria, 2022). This tension if not managed properly, especially in a long run, may end in undesirable issues such as burnout (Jennett, Harris & Mesibov, 2003). One concept which is intricately influential in the profession of instruction is the issue of emotional intelligence (EQ) which to a great extent equips teachers to avoid any probable negative circumstance of job pressure, stress, or dissatisfaction and to come up with situational strategies to take the control of the situation so "teachers are to be equipped with the means to fight against the so-called stressors, and a major asset for teachers seeking to cope with stress is said to be enjoying a high level of emotional intelligence" (Alavinia & Ahmadzadeh, 2012, p.38). Accordingly, the study is going to process the indication of the fact that emotionally intelligent teachers act better regarding reflective teaching.

1.1. Review of Literature

For the first time in 1994, Mayer proposed the concept 'emotional intelligence' as the ability to recognize and regulate emotions in one and others (Goleman, 1995) suggested that although cognitive intelligence may provide some individuals with entry into a particular setting, emotional intelligence may serve a vital role in determining how successful they will be after entering the setting. Furthermore, Goleman (1995) in his book *Emotional Intelligence* divided it into emotional self-awareness (such as separating feelings from actions), managing emotions (such as controlling anger), realizing others' emotions (such as taking the perspective of others; Garavan et al.,2022), and handling relationships (such as solving relation problems). Individuals would improve their emotional intelligence because of its influence on strengthening their ability to monitor themselves and their abilities, so they conduct them in a way to make benefits them (Goleman, 1995).

In his model, known as the corporate version as it almost includes everything such as optimism, self-confidence, and consciousness except IQ, Goleman (1995) introduced EQ as a key to success at work or home or any academic place; he claimed that EQ can be learned and it develops as individuals get older. The model defined by Goleman (2004) is depicted in figure 1:

Figure 1
Model defined by Goleman

The first component of emotional intelligence, self-awareness, is defined as knowing what one feels. Mayer & Stevens (1994), uses the term meta-mood, the affective equivalence of meta-cognition, for key aspects of self-awareness. Meta-cognition means being aware of thoughts and meta-mood means being aware of emotions; however, Goleman (1995) prefers self-awareness as a combination of both: the mind evaluates emotions in an accurate awareness (self-assessment). Goleman (1995) asserts that self-awareness is a clear understanding of own feelings, emotions, needs, and impulses; it is an ability by which a person would consider his/her weak and strong points, and based on them can organize his/her own needs (Jahromi, 2004) to move forward and feel secure (self-confidence).

The second component, self-management, is concerned with the ability to control stressful elements like anxiety and anger and to restrain emotional impulsivity. Indeed, self-management supports individuals to handle their feelings so that any goal achievement and duty accomplishment would be facilitated yet the emotions are not manipulated (Goleman, 2004). In other words, self-management helps you keep the state of equilibrium in any dire situation, to be trustworthy, conscious as well as motivated, committed, and optimistic (Newton & Bristol, 2014).

The third element, social awareness, is engaged with being aware of how to empathize with others, especially in an organizational system and for this purpose, the capacity to analyze and understand emotions, relations, as well as power, is required. Finally, relationship management involves the awareness of own feelings and that of others; this awareness, in turn, helps individuals to build stronger relations with others which may bring forth better communication and collaboration (Goleman, 2004).

Nevertheless, a focal point in Goleman's Model (2004) is the matter of motivation. A motivated individual may use the deepest feelings to be led towards the set goals, to take initiative, and to persist in case of any hindrance. Motivation works as an inner 'self-drive' (Gill, 2014). As a matter of fact, in Goleman's EI models and all other models proposed by further scholars, three components are considered vital: awareness of emotions, management of emotions, and psychological well-being and motivation (Guillen & Florent-Treacy, 2011). Inevitably important is not only are individuals engaged in practical tasks which require the relevant knowledge, skills, and interest but also motivation is called upon; fulfilling such tasks leads to the enhancement of individuals' attitudes, understanding, and awareness (Calderhead, 1989).

The matter of motivation is significantly important for teachers as their job is frequently accompanied by stressful moments which make the occupation a source of either euphoria or frustration

which may result in burnout which was defined by Maslach and Jackson (2001) as a "syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" . Although throughout their teaching career instructors may face difficulties, experiences help them via learning strategies to handle complexities. Indeed, the strategies acquired and used vary from one teacher to another according to their 'teaching style', the most notable case is they should manipulate these strategies to improve their instructing expertise instead of allowing them to hinder their professional growth, in a way that teachers generalize a method of managing a case to all likely similar cases without mentioning time, situation or probable consequences (Richards, 1991).

To avoid any possible occurrences of routinized decision-making, teachers may observe and reflect on their fashion of instruction, to be aware and alert if any change should be brought forth. Preferably, the reflection may be called a 'critical reflection' since it 'refers to an activity or process in which an experience is recalled, considered, and evaluated, usually about a broader purpose' (Richards, 1991). Accordingly, the teacher himself is one going through the constant process of learning as well as an expert in his field; in this way, he not only detects the deficiency and brings the proper change, but also evaluates whether the change is positively influential on his students. Moreover, this approach encourages instructors for more collaboration for a highly professional achievement (Rose, 2007). Reflection can increase teachers' job satisfaction, improve teachers' interpersonal relationships with their colleagues and students, and boost teachers' sense of self-efficacy (Akbari, 2007; Huang, Wang, Lam & Xu, 2022).

Reflectivity has also been practiced in the concept of action research as a tool for developing curricula to detect specific problems in specific academic environments and get constant feedback when applying solutions to those difficulties. There are many approaches regarding the issue of reflectivity. No matter which approach is concerned, the whole process includes three steps (Richards, 1991):

- The first stage is the teaching itself, whether the event includes the observation of own teaching or someone else's, no difference exists.
- The second stage includes the recollection of the whole event; it is a report of the teaching experience yet any explanation or evaluation is excluded. The account can be outlined in many forms such as a written objective description or a video or audio recording.
- In the final stage, the whole process can be gone through, reviewed, and questioned deeply not only by the teacher himself but also by all people who were present in all the stages of the event, whether peer teachers or students.

However, the first person to introduce the idea of reflectivity was John Dewey who in the early 20th (Dewey, 1922) century made a distinction between reflective and routine action-taking. Dewey defined three essential elements for reflectivity the first of which is open-mindedness to enable individuals to be tolerant towards any existing possibility, alternatives, or rationales and to be willing to expect the possible error in the statement of one who is so special.

The second fixture is the sense of responsibility which causes more accurate consideration of the action taken and the results it brings; that is, the specific function and academic purpose of the action are judged precisely. This element pre-protects the class or the curriculum from any unexpected consequence to the set goals. The final point is wholeheartedness which implies that open-mindedness and responsibility should be accepted by reflective teachers as the most important related factors while avoiding losing control over their students; the whole matter is proof to show the reflective teacher can manage any received impression, either from the institute or from his students, and is familiar with the power relationships of the setting. Even though these elements are mentioned to be crucial, possessing technical skills is a must for teachers (Grant & Zeichner, 1984; Zhang et al., 2022).

Along with all support and advocates the idea of reflective teaching has attracted, undeniably it has received many criticisms like any other conceptual approach. One of the objections directed towards the idea is it is unrealistic for a setting like a classroom because the hectic environment of the classes accompanied by regulations and restraints institutions put on instructors and their performance does not give time for a fruitful reflection and proper decision making; such situations require spontaneous actions which is the exact opposite of reflection (Zeichner & Liston, 2014). However, Dewey (1922), the founder of the issue, mentioned that 'to reflect is to look back on what has been done to extract the meanings which are the capital stock for dealing with further experience' (p. 87), so the reflection can simply be done outside the class to make the best decisions and bring ideal changes inside the classroom. Moreover, reflection can be done post-lesson by teachers by analyzing their performance and planning so the matter of time is not a huge impediment (Thornbury, 2006). Other scholars, Cruickshenk and Haefele (2001) mentioned the advantage of time management for reflective teachers since the class organization this brings helps learners towards achievement.

The other point attacks reflectivity in terms of the limitations institutions put on teachers and their performance. Many scholars believe that when institutional norms are dominant, while sometimes they conflict with instructors' decisions, it would be a burden on teachers to reflect on their styles and employed strategies and to bring change in hope of better academic settings and occurrence of better learning; in essence, what they are stimulated to do seems highly hopeless even though it requires an extreme amount of effort. Furthermore, in circumstances no pressure is exerted on tutors by authorities and their rules, the society or even the teacher in charge, himself, impose certain cultural biases which are inevitable since both are lively and empowered to choose, thus numerous viewpoints, attitudes, and traditions are out of the question and many aspects are pre-defined and this hinders teachers to reflect to alter if any is needed (Zeichner & Liston, 2014). Notwithstanding, in this criticism, differences between individuals are taken for granted and the point that these various individuals with divergent characteristics all can work next to each other in one institute or an academic setting while their method of instruction, their way of planning, or teacher-student relationship are dissimilar is a reason to think that despite institutional policies, tutors still may bring their attitudes and principles.

The final question involves the issue of the inessentiality of being reflective to be an effective teacher as many successful teachers seem to be non-reflective in many studies (Cole, 1989). Despite the old motto that the teacher should have a sixth sense of the most desired needs of the class (Rubio, 2009), this critique is faced from different angles. First, even in the studies to prove that teachers are spontaneous to solve momentous problems, scholars are not aware of the exact phenomenon that happens in tutors' minds, whether the alternative is a sudden thought or a prior experience recalled, whether they are acting consciously or subconsciously, so an absolute conclusion is tricky (Zeichner & Liston, 2014). Furthermore, whatever the topic of the lesson or level of the learners is, teachers may choose an activity to be done in the classroom; how and based on what kind of thought or circumstances the activities are selected is a challenge to the final objection because the capacity to choose is evidence that there is some level of thought and judgment (Grant & Zeichner, 1984; Maksimović, Jevtic & Stošić, 2022).

In addition, reflection and good planning enable teachers to be more responsive to student's needs and desires, and interests and accordingly to be more flexible and stimulating (Rubio, 2009), to be able to discern the atmosphere of the class and adopt a method to be adaptive to students' wants and keep them enthusiastic (Rubio, 2009). Craig and Dickenson (2003) believe that this planning contributes to students' in-class collaboration which, in turn, ends in the feeling of pleasure in experiencing the learning process (Gurney, 2007). Besides, Gurney (2007) points out that included in the collaboration is the issue of learners' feedback on teachers' methods, material, and selectivity which leads to improvement.

Undeniably, many studies have been done regarding both topics of emotional intelligence and reflective teaching, though their relationship has rarely been investigated directly (Seydi Shahivand & Moradkhani, 2020). Guvenc and Celik (2012) in a study were concerned with the levels of emotional intelligence, the levels of teachers' reflective thinking skills, and finding out any difference within class teachers regarding certain variables such as sex, professional seniority, educational background, and the number of students. The results signified that there is no significant difference regarding the emotional intelligence perceptions of teachers in terms of the mentioned variables, yet there was a significant difference for teachers about one variable, professional seniority. The results also indicated that there is no significant difference among teachers for the perceptions of reflective thinking skills according to the variables. The significant relationship between the sorts of emotional intelligence of teachers and the reflective thinking skills of teachers could not be ignored.

Mahmoodi and Ghaslani (2014) addressed the issue of burnout considering the influence of teachers' coping resources such as emotional intelligence and reflectivity, especially in an EFL context and the results showed significant differences in teachers' level of emotional intelligence concerning their teaching experience while regarding the teaching experience, no significant difference was found in teachers' burnout and reflectivity. Alavinia and Ahmadzadeh (2012) examined the relationship between emotional intelligence and burnout and their results showed that these two are reversely correlated. Accordingly, Vaezi and Fallah (2011) found a negative relationship between emotional intelligence and burnout.

Pishghadam and Sahebjam (2012) claimed that there is a significant relationship between emotional intelligence and personality types and three dimensions of burnout. In another attempt, Bracket, Palomera, Mojsa-Kaja, Reyes, and Salovey (2010) found there is a relationship between emotion regulation ability, burnout, and job satisfaction; the researchers also mentioned that the correlation between emotion regulation ability and personal accomplishment component of burnout is significant. Akbari and Tavassoli (2011) designed a study to explore the relationships among English language teachers' sense of efficacy, burnout, teaching style, and emotional intelligence on the one hand, and to document probable differences among them concerning teachers' gender, degree, and experience on the other hand; the findings showed significant whereas not high correlations among some of the components of teacher efficacy, burnout, teaching style, and emotional intelligence as well as significant differences among some components of these variables concerning teachers' gender, degree and experience.

Ghazalbash and Afghari (2015) reviewed the relationship between teacher burnout and reflective teaching and the results denoted a weak negative relationship between reflective teaching and burnout for male and female teachers and both groups were considered as a composite group of language teachers. Similarly, in 2014, Javadi et al., studied the relationship between burnout and teachers' reflectivity; they revealed that not only is there a significant relationship between these two elements, but also, they are reversely related. Furthermore, Fisher (2011) reviewed different levels of teacher burnout for novice and experienced instructors and found that novice teachers experience a higher level of burnout.

In essence, many scholars have gone through the concepts from different aspects and with divergent points of view; however, the direct relationship between the idea of emotional intelligence with its sub-categories and reflective teaching ability has been reviewed narrowly and may this scarcely untouched field happen to flourish the fashion of teaching, specifically in the defected spots.

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1.2. Purpose of the Study

In every field of occupation, job satisfaction is an essential element to achieve the goal and improve status (Lunenburg, 2011). Regarding teaching, this element possesses a higher status as the students' accomplishment, and the prospect is tied to teachers' ability, personality, attitude, and expertise (Mayer, Salovey & Caruso, 2004; Tenekeci & Uzunboylu, 2020). Therefore, undeniably some teacher-centered issues such as their reflectivity and emotional intelligence which may bring some extent of awareness are of great importance, specifically in this study. Here, the aim is to go through these two elements and investigate their direct relationship, if any exists in an Iranian EFL context and their effectiveness in an academic setting which has been rarely reviewed. Thus, the following questions were addressed in this study:

1. Is there any significant relationship between Iranian EFL teachers' emotional intelligence and their reflectivity?

Is it possible to predict the result of the reflectivity questionnaire for Iranian EFL teachers using their results on the emotional intelligence questionnaire?

2. Materials and Methods
2.1. Participants

The present study was conducted with 41 participants, English teachers, all chosen from three different language institutes and four non-governmental schools in Karaj. Convenience sampling was used to select the participants who were language teachers, all of whom were M.A. graduates of TEFL, 32 were female and 9 were male, with at least 3 years of experience in teaching. Through this manner of sampling, the researcher aimed to choose teachers who are not only experienced but also familiar with the concepts of reflective teaching and the psychology of TEFL. Their ages were between 27 to 35 years old. Although it was convenience sampling, the researcher was more or less aware of these participants' relative success in their field of occupation. However, the level the teachers were teaching at was not a concern to the researcher, only the amount of experience was attended. The questionnaires on emotional intelligence and reflectivity were administered. Participants were proficient enough to understand and answer the items in the original questionnaires and all were highly cooperative and even eager to know the results. All gathered questionnaires were returned valid, for a response rate of 100%.

2.2. Data Collection Instruments

In this research, two instruments were used. The Practical EQ Emotional Intelligence (Appendix B) was one of them. The Practical EQ is a self-report measure that provides an opportunity to evaluate individuals' emotional intelligence. The Emotional Intelligence Questionnaire is based on the five-competency model proposed by Daniel Goleman (2004) that identifies 5 introduced domains of self-awareness, self-management, social awareness, relationship management, and motivation. Each section has 5 questions with a score ranging from 0 (Rarely) – 5 (Almost always). In total there are 25 questions of which 9 are reversed scores.

The questionnaire is designed to be a self-report to enable participants to report the effects of emotions on everyday life as a form of self-perception, in a way that they can make changes to the aspects of their personality which seem to be unattractive, undesirable, or even extreme (Gill, 2014). Participants would think about themselves which, in turn, helps their improvement. Cronbach alpha values for the five scales of the Emotional Intelligence Questionnaire ranged from .85-.91 which had been calculated by Goleman for the reliability of the original test.

The other instrument used for measuring reflectivity in this study was the Reflective Teaching Questionnaire (Appendix A), devised by Behzadpour (2007) with 42 items in a five-point Likert scale format, consisting of five options of 'never, rarely, sometimes, often, and always. Behzadpour (2007) considered six factors as the foundation for devising the measurement, including Cognitive, Metacognitive, Affective, Practical, Critical, and Moral elements. The reason Behzadpour's questionnaire was chosen as it was designed for measuring teachers' reflection in the context of Iran. Moreover, this measurement is highly reliable and the Cronbach alpha is .90 (Behzadpour, 2007).

2.3. Data analysis

For this descriptive ex post facto study, some null hypotheses were designed to be elaborated:

H1- There is no significant relationship between Iranian EFL teachers' emotional intelligence and their reflectivity.

H2- It is not possible to predict the result of the reflectivity questionnaire for Iranian EFL teachers using their results on the emotional intelligence questionnaire.

To find the proper answers, the statistical analyses were conducted by using the Statistical Package for Social Sciences (SPSS). Along with Descriptive statistics for both questionnaires, to investigate whether there was a match or mismatch between the teachers' emotional intelligence and their reflectivity, the Pearson Product Moment Correlation was used; and to check whether their relationship, if any exists, is meaningful or not, one model of regression analysis was executed.

2.4. Ethics

The administration of the questionnaires was successful among teachers who consented to take part in the research.

3. Results

For the first research question, the null hypothesis is considered to be that there is no significant relationship between Iranian EFL teachers' emotional intelligence and their reflectivity on teaching. The results were monitored through five Pearson correlation coefficients for the five domains of emotional intelligence and the ability of reflective teaching as follows (table 1):

Table 1

The result of the correlation coefficient between EFL teacher's EI and teachers' reflective teaching

		Self-awareness	reflective teaching
Self-awareness	Pearson Correlation	1	.80
** Correlation is significant at the 0.05 level (2-tailed).			
		Self-management	reflective teaching
Self-management	Pearson Correlation	1	.236
** Correlation is significant at the 0.05 level (2-tailed).			
		Social-awareness	reflective teaching
Social-awareness	Pearson Correlation	1	.451
** Correlation is significant at the 0.05 level (2-tailed).			
		Relationship management	reflective teaching
Relationship management	Pearson Correlation	1	.19
** Correlation is significant at the 0.05 level (2-tailed).			
		Motivation	reflective teaching
Motivation	Pearson Correlation	1	.76

** Correlation is significant at the 0.05 level (2-tailed).

According to the table and the results, there are significant relationships between all scales of emotional intelligence and reflective teaching because their correlation coefficients are significant ($p < 0.05$). As a result, it can be claimed that the first null hypothesis is not confirmed.

The other null hypothesis mentioned that it is not possible to predict the result of a reflective teaching questionnaire by using teachers' results on EI. To review the possibility that each of the sub-scales of emotional intelligence could be used to predict the language teachers' performance on a reflective teaching assessment test, multiple regression has been used. In the model of multiple regression analysis, the five sub-scales of EI have been considered independent variables. However, for this purpose, the multiple correlation coefficient has been used. It means that each sub-scale does not influence the teachers' performance on reflective teaching separately, but the influence is exerted when the five sub-scales are considered as one group (Table 2).

Table 2
Regression model summary of reflection and components of burnout

Model	Sum of Squares	df	Mean Square	R Square	Adjusted R Square	F	Sig.
3 Regression	8546.225	1	2136.556				
Residual	32688.347	86	380.090	.207	.170	5.621	.000
Total	41234.571	90					
2 Regression	5966.915	2	5966.915				
Residual	35267.657	89	396.266	.241	.204		
Total	41234.571	90				15.058	.000
3 Regression	7637.991	3	3818.996				
Residual	33596.580	88	381.779	.295	.258	10.003	.000
Total	41234.571	90					

Predictors: emotional intelligence
Dependent variable: reflective teaching

The R- square for emotional intelligence is.207, i.e., emotional intelligence can predict 20 percent of the teachers' reflection. Now the question is, do the five domains of emotional intelligence (self-awareness, self-management, social awareness, relationship management, and motivation) have significant roles in predicting language teachers' performance in reflective teaching? If they have, which one has a more significant influence on the teachers' performances on the reflective teaching questionnaire? Table 3 shows which variables (in this case, EI sub-scales) are individually significant predictors of our dependent variable (in this case, teachers' reflectivity).

Table 3
Multi-variable regression analysis

Model	Unstandardized coefficients		Standardized coefficients		
	B	Std. Error	Beta	t	Sig
1 (constant)	68.692	18.863		4.592	.000
Self-awareness	1.430	.575	.351	1.978	.001
Self-management	.597	.440	.021	.950	.179
Social awareness	-.606	.704	-.090	-.861	.392
Relationship management	.878	.437	.121	1.356	.071
Motivation	1.009	.601	.203	1.703	.03

This table reveals that within sub-scales of emotional intelligence, only self-awareness and motivation can be sole predictors of teachers' reflectivity; others' influence may be evident merely in a group. Therefore, the related null hypothesis is rejected.

4. Discussion

In the first step, it was found that there is a significant relationship between emotional intelligence and the ability of teachers' reflective teaching; that is, the more teachers are aware of their own and their students' feelings, attitudes, needs, and desires, the more they are confident, optimistic, adaptable and influential, the better they can show their empathy or leadership, the more they are capable of reflecting in their profession and empowering and enhancing teaching skills.

These results are consistent with some empirical research done previously. Guvenc and Celik (2012) found that teachers who show a high level of emotional intelligence perform a better use of reflective teaching skills in class. Furthermore, Akbari (2007), as well as Farrell (2007), revealed in their studies the notable influence of awareness and motivation on teachers and the resulting improvement in their class reflection. Akbari (2007) highlighted the impressive role of teachers' effort and practice and the culture along with the code of ethics they bring to the class. Interestingly, Bolton (2010) considered the issue in a reverse relation; i.e., the more teachers can be reflective in their classes, the better they thrive in their planning for activities and curriculum and the more powerful they are in excluding emotional problems.

In another attempt, Ghazalbash & Afghari (2015) showed that the positive use of reflective teaching may serve as a pedagogical tool in a way that instructors improve their practice and act more efficiently in their classrooms. Accordingly, teachers are attentive to what happens in their classroom before, after, and even at the moment of teaching. Their concerns, interpretations, reflections, and thoughts about their teaching experience can affect and improve their practice greatly. Similarly, Cimermanová (2013) found that teachers' permanent reflection on their performance could have a positive effect on reducing their stress. In other words, teachers' reflection on their work could help them accomplish personal goals and decrease the level of emotional exhaustion. Moreover, Larrivee and Cooper (2006) mentioned reflective teaching as a tool for job satisfaction in which a high level of emotional intelligence plays a certain role because through reflection instructors avoid routine and impulsive acts, the likely cause of burnout.

The other finding of the present study denoted that emotional intelligence, specifically two of its components, self-awareness, and motivation, can predict the strength of teachers' reflectivity. The same claim is represented by Guvenc and Celik (2012) who found the predictive power of emotional intelligence on reflective thinking skills to be 53 percent. However, the most powerful element in their result was attributed to social skills, i.e., the components of social awareness. Many other researchers considered the positive predictive relationship between emotional intelligence and reflectivity including Bolton (2010), and Fatemipour (2013), but the exact influential element has not been clarified; in other words, emotional intelligence has been considered predictive as a whole unified concept.

5. Conclusion

The findings of this study indicated that there are significant relationships between every five domains of emotional intelligence including self-awareness, self-management, social awareness with empathy as a core component, relationship management, and eventually motivation with the ability of reflective teaching in instructors deliberately chosen to be at least 3-year experienced English tutors. Among all these sub-scales, self-awareness, as well as motivation, are relatively good predictors of teachers' reflective ability.

In the beginning years of emotional intelligence popularity, it was mentioned that contrary to IQ, emotional intelligence (EQ) is learned and it is developing throughout our life; it is not a 'genetically fixed' factor to stop expanding after adolescence. According to this fact, undeniably, teachers learn in every moment of their instruction time, even from their students, and this development both in their expertise and personality may be used positively towards a better attitude to their job, learners, and knowledge and in turn pave the way for progress in their job, life, and their students.

In the field of SLA, the concept of noticing is of great importance as it is believed to be a way to learn the language and fulfill the related notions and functions consciously as it would become a stable part of the learners' knowledge not to be forgotten due to the lack of practice or attention. Reflective teaching can be to some extent a similar issue since the conscious notice of contributing or weakening angles of the fashion of instruction brings a level of awareness in a way that tutors may authorize elements that help them to guarantee their uniqueness in the related field or eradicate factors which if not observed may lead them towards burnout and an absolute defeat.

As far as it is understood that emotional intelligence and reflective teaching are tied together, this study desires to bring these two concepts together. In other words, as nowadays teacher training has become an essential matter so that no teacher starts the profession without any prior responsiveness, this study proposes that in the courses of teacher training, the psychological lessons and tests are included the focus of which considerable be put on self-perception; i.e. the pre-service teachers get to know the positive and negative traits of their character and learn how to manage them when encountered by learners who nevertheless are as a minimum at a generation distant with certain gaps. These instructors' practice must include the consciousness of managing not only their problematic aspects and taking advantage of fruitful sides, but also handling the audience's weaknesses, especially those inhibiting the process of learning as well as benefiting from the bright sides of learners' minds and personality to facilitate the language acquisition.

The proposed idea does not mean that teachers should be let free after the initial enlightening; as the issue of emotional intelligence is a life-long developing element and generations and their preferences change all the time, in-service teachers should go through a constant psychological consultation which helps them not to experience burnout at any stage of their profession, and not to lose their influential contributing role they serve to their students.

Notwithstanding, this study has its limitations which can be overrun by other investigations as in this research the difference between experienced and novice teachers was not considered as deliberately all participants were chosen to be experienced to avoid the likelihood of occurrence of burnout. Furthermore, the issue may be examined regarding age or gender difference because naturally, sex or age development brings differences. Above all, it would be much better to fulfill the study with more participants to gain more reliable outcomes. Additionally, the good idea is to involve participants in the study by inviting them to bring their on-service reflection through diaries or self-report and providing feedback for their work, and evaluating any change that happens consequently.

The findings of the study are functional for teachers to become aware of the influential factors towards job satisfaction and future prosperity along with teacher trainers to provide preparation for pre-service teachers which not only includes language knowledge but also psychological awareness. The results may also be helpful to institutes and broaden their attitude towards the processes of teaching and learning to become more tolerant towards individual differences by material developers as well as curriculum designers to present materials and programs which may provide the opportunity for instructors to reflect on their teaching and students' learning or even materials problems.

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