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Research Paper

The Effect of Iranian EFL Teachers' Self-Regulation and Emotional Labor on Their Reflective Action in EFL Online Classes

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Abstract

This study was an effort to determine the impact of self-regulation and emotional labor on reflective action among Iranian EFL teachers in online EFL classes using structural equation modeling. To achieve this, a combination of cluster sampling and stratified random sampling of 500 people was recruited. The participants were administered with the English version of Dutch questionnaire of emotional labor, Teacher Self-Regulation Scale and Teaching Reflection Inventory. After collecting data using three distinct questionnaires pertaining to latent variables, SEM analysis was conducted using IBM SPSS version 28.0 and Amos version 24.0 to analyze the path model relationships. To this end, a hypothetical model was proposed, evaluated, and specified to fit the data. The confirmatory factor analysis was employed to assess the hypothetical model by employing goodness of fit indices and assessing all the convergences between the latent variables and the related sub-scales. According to the criteria for a good model's fitness, all of the model's values are above 0.90, indicating that the model has good fitness. And it was concluded that there was statistically significant relationships between the variables of the study.

Keywords: Reflective action; Self-regulation; Emotional labor; Structural equation modeling.

تاثیر خود تنظیمی و بار عاطفی معلمان ایرانی در کلاس های آنلاین انگلیسی به عنوان زبان دوم بر عملکرد انعکاسیشان
تاثیر خود تنظیمی و بار عاطفی معلمان ایرانی در کلاس های آنلاین انگلیسی به عنوان زبان دوم بر عملکرد انعکاسیشان
هدف این مقاله بررسی تاثیر خود تنظیمی و بار عاطفی معلمان ایرانی در کلاس های آنلاین تدریس انگلیسی به عنوان زبان دوم بر عملکرد
انعکاسیشان با استفاده از مدلسازی معامله ساختاری است. برای این منظور از روش ترکیبی نمونه گیری خوشه ای و نمونه گیری تصادفی طبقه ای
برای دستیابی به جامعه آماری استفاده شد. شرکت کنندگان که شامل ۵۰۰ مدرس زبان از مدارس و آموزشگاههای زبان بودند به سه پرسشنامه
مورد مطالعه شامل نسخه انگلیسی پرسشنامه بار عاطفی، مقیاس خودتنظیمی و پرسشنامه تدریس انعکاسی پاسخ دادند. در راستای هدف مطالعه یک
مدل پیشنهادی ارائه و مورد بررسی قرار گرفت. طبق معیارهای تعیین شده برای تناسب مدل، نتیجه حاصل از تحلیل، تناسب مدل با داده ها را تایید
کرد که حاکی از تاثیر مثبت متغیرهای خود تنظیمی و بار عاطفی بر عملکرد انعکاسی در میان جامعه آماری بود.
کلمات کلیدی: خود تنظیمی، بار عاطفی، عملکرد انعکاسی، مدلسازی معامله ساختاری

Introduction

Teaching is a profession that demands nearly continual student involvement. To capture and maintain pupils' attention, a teacher must be vivacious and passionate. In addition, teachers may display tremendous elation while congratulating a learner for a correct response, or they may exude confidence when confronted with a troublesome kid. In addition, instructors are expected to maintain order in their classrooms throughout the day, every school day. To accomplish these responsibilities effectively, instructors must demonstrate or exaggerate some emotions and reduce or repress the declaration of others (Ogbonna & Harris, 2004). Teachers regard the simulated of feelings to be stressful (Ogbonna & Harris, 2004), nevertheless, the precise effects of stringent management of their emotions on their job-related well-being are unknown. (Moradkhani, Raygan, & Moein, 2017) investigated the relationship between reflective practices and self-efficacy in EFL teachers. In this study, 102 Iranian EFL instructors participated. The researchers ran a survey and conducted follow-up interviews to collect the necessary data. Except for critical reflection, all other subscales of reflection exhibited a positive connection with instructors' self-efficacy. In addition, metacognitive reflection was the only predictor of instructors' self-efficacy.

Few empirical studies have examined the linkage between reflective practice and self-regulation, and the majority of what has been studied on self-regulation and reflective practice is at theory level (Akbari, 2007). In addition, as far as the researchers are aware, the bulk of EFL studies have been done in university or private language institute settings as opposed to high school settings that appears to be a gap in the literature. Although a number of research have studied the role of self-regulation and reflective practices on successful teaching, the link between these two concepts in high school EFL situations has received less attention. The function of the current study is to appraise the connection between EFL reflective practices of teachers in high school, their emotional labor, and their self-regulation. appraising the extent of predicting teachers' self-regulation by their participation in reflective practice as well as their emotional labor was the unique contribution of this study. This research was notable in this regard that it was one of the few studies undertaken in Iran to employ structural equation modeling to construct a complete model describing the correlations between various cognitive characteristics.

Recursive and nonrecursive are two types of structural equation models. The unidirectional "causal" relations and independent error terms are assessed in Recursive models (Arbuckle & Wothke, 1999). At the other hand bidirectional "causal" relations are assessed in nonrecursive models ((Arbuckle & Wothke, 1999). Those variables which are unobserved and latent are mainly lack of measurement error and thereby reflect the given constructs in more details; this can be considered as on of the advantages of latent variable models. Fit indices presented in the output measure the sufficiency of the model in the data description, which is another benefit of the procedure. These characteristics equipped structural equation modeling a powerful technique with the capability of making a prediction cause-and-effect relationships from non-experimental data. Based on past research and theory, this study created the first model, which is presented in Figure 1. The study model suggested that each of the two metacognitive dimensions of teaching (self-regulation and emotional labor) would impact the reflective activity of teachers.

The results of this study will ideally motivate teachers to enhance the aforementioned cognitive abilities, hence enhancing their teaching effectiveness. This study sought to address the effects of teachers' self-regulation and emotional labor on their reflective action.

Literature review:

In this part, theoretical aspects of research along with empirical research on three latent variables, namely teachers' self-regulation, emotional labor, and reflective action are represented.



Emotional Labor:

By reviewing the literature, it was presented that some researchers believe that the strategy of emotional labor is composed of two factors, including surface acting and deep acting, and some other researchers mention three factors for emotional labor; namely surface acting, deep acting, and the expression of naturally felt emotions, and that some researcher four sub dimensions for emotional labor strategy including: surface acting, deep acting, expression of naturally felt emotions, and deliberative dissonance action (Ye & Chen, 2015).

Moreover, (Liu, 2007) created the Teacher's emotional labor scale in both Elementary and Middle school based on the theory of emotional labor which is a three aspects theory. As an emotional labor method, research (Basim, Begenirbas, & Can Yalcin, 2013) employed surface acting, deep acting, and the expressing of spontaneously felt emotions. (Basim et al., 2013) discovered that emotional labor among teachers in elementary and middle school consists of four dimensions, namely deliberative dissonance diction, deep acting, surface acting and expression of naturally felt emotions, and created the Scale of Teachers' Emotional Labor, which has satisfactory reliability and validity.

According to the findings of (Liu, 2007) study, few instructors employed a single type of emotional labor strategy, but the vast majority employed two or more emotional labor techniques. (Grandey & Gabriel, 2015) have developed a conceptual framework for emotional labor to show its unique characteristics. The hypothesis of the study was based on this framework. They saw emotional labor as the "umbrella" for a strategy that combines emotional job needs, internal emotional management, and emotional performance. Typically, emotional labor requirements are organizations' norms around emotional presentation. For instance, instructors are typically expected to exhibit warmth and compassion and repress wrath with students (Kinman, Wray, & Strange, 2011). The components of internal emotional control include surface acting, deep acting, and true expressing (Diefendorff, Croyle, & Gosserand, 2005; Grandey & Gabriel, 2015; Tsang & Wu, 2022) Surface acting is the technique of adjusting one's outside expression without affecting inner emotions (Grandey & Gabriel, 2015). Surface acting is exemplified by physical education professors who conceal their fury at the disrespectful actions of their pupils by feigning tranquility. Deep acting, on the other hand, is an endeavor to translate sentiments into the emotional needs of organizations (Grandey & Gabriel, 2015). Deep acting is exemplified by physical education instructors who attempt to experience and exhibit empathy by believing that their pupils' violent behavior may arise from their poor self-esteem (Tsang & Wu, 2022). Genuine expressiveness comes when physical education teachers immediately convey the proper feelings (Diefendorff et al., 2005). Genuine expression is demonstrated by physical education instructors who feel enthusiasm before class and display this feeling in front of pupils. Importantly, true expression is a method in which the stated emotions correspond to the emotional necessities determined and imposed by organizations (Diefendorff et al., 2005). In the case in which employees exhibit their genuine emotions contrary to accepted standards (e.g., teachers' impulsive angry outbursts toward students), actually they are engaging in emotional digression (Dahling, 2017), in turn it can be detrimental to their schools and their reputations as perfect instructors. Lastly, emotional performance is the obvious execution of an individual which are evident to recipients, and the recipients may judge the others' execution as either phony or genuine, that might impact their perception and service rating (Grandey & Gabriel, 2015).

Self-regulation:

Numerous studies have evaluated self-regulated learning from various perspectives. For example, (Mareschal, 2007) investigated the relationships between language learners' meta-cognitive awareness, self-regulatory capacities, usage of listening comprehension strategies, and overall

listening comprehension ability. According to the data, there is a substantial association between these parameters. The study observed that when students possess self-regulatory skills and metacognitive awareness regarding listening, they successfully employ listening comprehension methods, which contributes to their overall performance in listening comprehension.

In addition, (Mirhassani, Akbari, & Dehghan, 2007) investigated the relationship between the goal orientation and self-regulated learning of Iranian EFL learners and their language competency. There was a substantial association between goal-oriented learning and language proficiency, according to the data. In addition, the researchers found a link between self-regulated learning and language proficiency.

Baleghizadeh & Rahimi (2011) sought to determine the relationship between the application of metacognitive strategies, motivation, and listening performance. The participants were 82 EFL learners from Iran. The findings suggested that there is a statistically significant relationship between the employment of meta-cognitive strategies and listening performance. (Ping & Siraj, 2012) aimed to evaluate the use of SRL methods and motivating ideas for vocabulary acquisition. The participants consisted of 38 EFL students. The findings suggested that participants required to self-regulate their vocabulary development utilizing instructional strategies.

In a similar vein (Zarei & Hatami, 2012) investigated the relationship between self-regulated learning competency and vocabulary knowledge and reading comprehension among EFL learners. In this study, 250 Iranian college students participated. The researcher utilized a number of tests and a questionnaire. The association between several SRL components yielded inconsistent findings. In addition, the results demonstrated that there was no association between self-regulated components and the vocabulary knowledge of the students.

Bozorgian (2012) investigated the effect of meta-cognitive teaching on the listening performance and meta-cognitive awareness of EFL learners in a separate research. Participants were a group of Iranian high-intermediate language learners. The participants completed a ten-week meta-cognition intervention program with an emphasis on planning, monitoring, and assessment. Metacognitive education helped high-intermediate learners increase their listening ability, but there was no immediate improvement in their metacognitive awareness in listening as a result of metacognitive instruction.

Ozan, Gundogdu, Bay, & Celkan (2012) evaluated 310 university students' self-regulated learning strategy skills and self-efficacy beliefs. The survey approach was employed for this descriptive investigation. The findings of the data analysis suggested that university students had high levels of self-regulated learning plan skills, self-efficacy views and, and that gender and faculty factors differed significantly.

Bekele (2013) investigated the impact of self-regulated learning techniques on the critical reading performance of second-year distance education students enrolled in a reading course. There were 140 participants in this research. All factors were shown to have a strong positive association, according to the research findings. The results also demonstrated that the application of behavioral self-regulated learning systems had a substantial impact on critical reading performance. According to the findings of the aforementioned research, the use of self-regulated learning methodologies has a substantial impact on the language learning and language abilities of students.

Reflection

Reflection is another important factor in this study. In recent years, reflection has shifted from what (Dewey, 1933) describes as "a mode of behavior indicative of the growth of consciousness toward an intellectual process that recognizes the very value of learning itself" to what (Blake, 1998) defines as "a mode of behavior indicative of the growth of consciousness toward an

intellectual process that recognizes the very value of learning itself."(p. 12). The past of self-evaluation is inextricably associated with the study of authorship, and particularly to the types of judgments authors make during the creative process. Reflecting on one's work, according to (Schön, 1987), improves one's ability to theorize one's exercises, broadens one's perspective on the work, and increases one's ability to develop it.

In the context of education, (Dewey, 1933) suggests the reflective thinking is the active, ongoing, and cautious examination of any idea or alleged shape of knowledge in line with its supporting contexts. While listening, telling, and displaying are common activities in reflections (Schön, 1987), they can also be understood and expressed through writing, visuals, or performance.

The redesign of professional education is recommended with the aim of combination the teaching of applied science with training in the art of reflection-in-action (Schön, 1987). (Moon, 1999) defines reflection as a type of mental processing with a purpose and/or anticipated outcome that is directed toward highly complex or unstructured concepts with no obvious answer. This is what this study is focused on. She continues by describing some of the reflection goals and asserting that the learner reflects to evaluate his/her learning process – a metacognitive process; critically review something – his/her conduct, that of others, or the result of behavior (e.g., an essay, book, artwork, etc.); and construct theories from observations: He/she uses generalizations to appoint in personal or self-development, come to an agreement or unravel ambiguities, charge or discharge individuals (which is similar to self-development) or within the context of his/her social groups (Moon, 1999).

According to (Richards, 1990), reflection is an essential component of teacher development. Self-inquiry and critical thinking, according to him, can aid instructors in shifting from a level in which their actions are mostly governed by instinct, intuition, or habit to one in which reflection and critical thinking guide their actions. (Rodgers, 2002) thinks that what has been done should be communicated to others in order to convey its deeper and more profound importance. In addition, he considered reflection as a system of beliefs that requires a reflective practitioner to incorporate wholeheartedness, directness, open-mindedness, responsibility, and readiness. These concepts have both bad and good aspects: to gather data through observation, one must be totally absorbed in the event as it develops, without distraction. One must also have an open mind, considering several interpretations of his or her experience in order to prevent restricting one's understanding of the subsequent actions (Rodgers, 2002). Lastly, one must acknowledge that a shift in perspective on an event may need a total shift in worldview, and that accountability requires that action-practice and outlook-theory align (Rodgers, 2002).

Reflection is a strategy that may be utilized in perplexing situations to aid the student in gaining a better knowledge of the subject matter at hand and to assist the instructor in leading and directing learning effectively (Rodgers, 2002). The benefit of reflection in teaching and learning is that it enables individuals to view problems from several angles. This definition states that reflection is the result of receiving an experience, thinking about it, evaluating it, and learning from it. The most significant element of (Loughran, 2002) extension on reflection is that, while reflecting on an issue or situation, a person may assess the activity from several perspectives.

According to (Schön, 1987), reflection is intrinsically related to action and human experience. The reflective practitioner is required to engage in action-oriented thought. Reflection-on-action occurs after the activity has been performed. The practitioner takes into account the accomplishments of others and engages in measuring to decide if an activity was effective or not (Schön, 2017). In addition, the individual considers if another option or alternative would produce the same or better outcomes (Schön, 2017). In other words, "we reflect on the action, looking back at what we've done to see how our knowing-in-action may have led to unanticipated

outcomes" (Schön, 1987). Using reflection on action, the reflective practitioner might evaluate decisions made in the time of action.

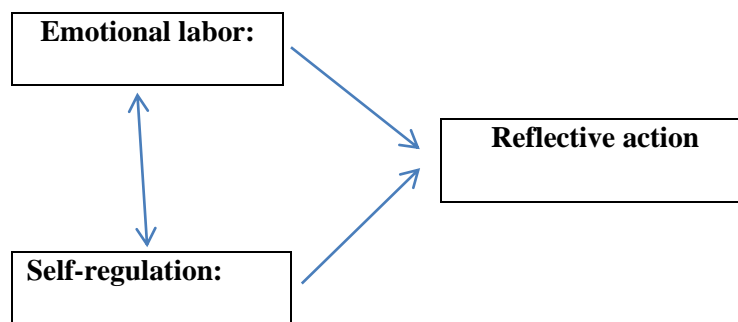
This study can be regarded as an innovative study in two aspects. One of these aspects is that, it comprised three latent variables including; teachers' emotional labor, self-regulation, and reflective thinking at once in a single study. The other aspect is analyzing data using structural equation modeling and thereby providing a more comprehensive outline of how these three decisive facets of EFL teacher metacognitive characteristics interact. For achieving this goal figure 1 provided detailed model of probable relationship between these characteristics.

This research sought to address the following issues:

Does teachers' self-regulation significantly effect on their reflective action in EFL online classes? And Does teachers' emotional labor significantly effect on their reflective action in EFL online classes? these research questions were answered via the following hypothesized model (figure 1) which were assessed using structural equation modeling.

Figure 1

the hypothetical model



Methodology

context and participants

Two sub-models comprise the overall SEM model: a measurement model and a structural model. the factor loading between indicators and latent variables are defined by The measurement sub-models, hence identifying the connections between observable and unobserved variables. the hypothetical structural links between components are explained by the structural sub-model and establishes the interactions between latent variables by stating how latent variables either directly or indirectly impact the changes in other latent variables.

500 EFL teachers (251 men and 249 women) from language institutes and schools in Kermanshah and Tehran provinces participated in this study. To increase, a combination of cluster sampling and stratified random sampling method was used to enhance the representativeness of the sample (Ary, Jacobs, Irvine, & Walker, 2018).then the self-report questionnaires all in English version were provided for the participants.

Notable is the fact that all surveys were delivered by email, social networks (primarily WhatsApp), and paper to the initial pool of participants. As indicated earlier, 500 EFL teachers completed the surveys, which comprised the majority of the study's data. They varied in age from 25 to 50, with the majority of teachers between 28 and 38 years old. All instructors have a BA or MA. The goal of having teachers with the same academic degree level is to ensure that disparities in knowledge and experience do not affect the outcomes. Teachers were also informed that the findings would be kept secret, allowing them to participate with greater confidence.

Instrumentation

Three questionnaires were administered for the purpose of data collection, namely: (1) the English version of the Dutch questionnaire for emotional labor, (2) the Teacher Self-Regulation Scale (TSRS), and (3) the Teaching Reflection Inventory.

The questionnaires included demographic information such as teaching experience, gender, name, academic level, and field of study. This study utilized the English version of the Dutch questionnaire (Näring, Briët, & Brouwers, 2007) for emotional labor, as well as a self-report questionnaire. (Capa-Aydin, Sungur, & Uzuntiryaki, 2009) developed and validated the Teacher Self-Regulation Scale (TSRS), and this scale was used to measure teacher self-regulation. It consisted of 40 items on a 6-point Likert scale ranging from "strongly disagree" to "strongly agree." Teaching Reflection Inventory (ELTRI) was designed by (Akbari, Behzadpoor, & Dadvand, 2010) for teachers' reflective action. One item was also included as a filler item that was not applied for analyses. Teachers' self-regulation, as defined by (Capa-Aydin et al., 2009) as "their own self-regulated strategies that they employ during lessons," was determined by averaging the scores on forty items. In this study, Cronbach's alpha revealed that the total reliability of the scale was 0.89.

Dutch Questionnaire for Emotional Labor (D-QEL):

Due to its good psychometric properties (Näring et al., 2007) the English version of the questionnaire was applied to estimate emotional labor. Four scales were considered for this questionnaire, three of which assess surface acting, deep acting, and suppression. Emotional consonance is measured by the fourth scale. A high degree of emotional consonance indicates that an individual communicates their feelings with ease, and we consider this to be the lack of emotional labor. We translated surface acting (items 1, 2, 3, 4, 5) and deep acting (items 7, 8) items from (Grandey, 2003)'s emotional labor questionnaire, which utilized Emotional Labor Scale components. On a 5-point scale (1 / "never"; 5 / "always"), all things were evaluated. Cronbach's alpha for the scales varied from 0.70 to 0.81 (Näring et al., 2007), indicating that the instrument may be regarded reliable for the purpose of the study.

'Teacher Self-Regulation Scale (TSRS):

The Teacher Self-Regulation Scale (TSRS) designed by (Capa-Aydin et al., 2009) was the second questionnaire was implemented in this study. This questionnaire was designed based on the self-regulation theory of Zimmerman, consisted of 41 questions and a 6-point Likert scale ranging from (1) "strongly disagree" to (6) "strongly agree." The first item was considered as the filler item that was omitted from the analysis. The whole score on forty items was computed to provide an overall indicator of the self-regulation of instructors. According to Cronbach's alpha, the total reliability of the scale is judged to be 0.89. self-regulation of teachers are considered to be consisted of nine factors: goal setting; it is a factor that act as the determiner of objectives to direct actions meanwhile teaching; fundamental willingness that is about willingness in teaching; performance goal orientation, this factor is related to the goals to operate more excellent than other instructors and to create others point of views in one's knowledge; mastery goal orientation, is another factor utilized to make capabilities in teaching and proficiency the teaching process based on one's own principles; and autonomy goal orientation, which is applicable in making capabilities in the process of teaching.

Teaching Reflection Inventory (ELTRI):

English Language Teaching Reflection Inventory (ELTRI) which was designed by (Akbari et al., 2010) was the other questionnaire used in this study. This questionnaire was employed for measuring participants' reflective practices and it consisted of 29 items and thereby five

subscales. Practical reflection is the first subscale, which entails teachers' arguments of teaching issues with their compeers, writing reflective diaries on their teaching process and observing or being observed the process of teaching. Cognitive reflection is the second one that comprised teachers' taking part in sessions or studying professional journals. The third subscale is affective reflection, which comprises teachers' effort in figuring out their students' qualifications and being aware of their point of views and expectations about other types of teaching activities. Metacognitive reflection is the fourth subscale, which talks about teachers' beliefs regarding the teaching philosophy ding a critical assessment of their own teaching, and understanding of previous teaching strategies of their own teachers. Critical reflection is the last subscale; which is related to teachers' understanding of both political and social matters arousing the teaching actions and the classroom conditions. A 5-point Likert scale ranging from (1) "never" to (5) "always" was considered for this questionnaire. (Akbari et al., 2010) confirmed the validity and reliability of the questionnaire.

Data collection procedure:

As the first step of the study the confirmatory factor analysis was used to establish the validity of the questionnaires employed in this paper and the results of the data analysis confirmed the appropriateness (fitness) of the questionnaires used in the study. Data collection carried out between September and November of 2022, All the three questionnaires were presented to those participants who showed their agreement to complete the questionnaires and they received the questionnaires via the received link contained the electronic version of all questionnaires, the link was send to the participants via social networks(mainly Shad, Telegram, and Email). The Google Docs application was used to construct the electronic versions of the questionnaires. Gathering data from the given provinces of Iran was accomplished using a sampling method which was combination of cluster sampling and stratified random sampling (Ary et al., 2018). The phase of data collection was accomplished from the institutes and schools, located in Kermanshah and Tehran provinces. The instructions about completing the questionnaires were provided for the participants and they were told that their information would remain arcane.

Data Analysis Procedure:

Prior to running the exploratory and confirmatory factor analysis (EFA, CFA), data were validated by deleting any missing data and an assumption test for factor analysis was conducted. The second phase entailed evaluating a hypothetical model based on theory and empirical evidence. The first step was the specification and estimation of the measurement portion of the construct and its indicators in the model, followed by the structural relationships existing in the model. To access the structural equation modeling of the latent-variable, the factor pattern and the linkages between latent variables were specified. Latent variable structural equation modeling (SEM) enables simultaneous estimation and testing of the measurement and structural components of a model. However cause-effect relations can only be determined with absolute confidence through experimental research, structural equation modeling is the most effective method for estimating cause-effect correlations in nonexperimental research. SEM is particularly useful for assessing nonexperimental data and providing empirical evidence for a priori and theoretically sound models. IBM SPSS Statistics 28.0 and IBM SPSS AMOS 24.0 were utilized for all analyses.

This study used the following six fundamental SEM stages proposed by (Kline, 2015) including: model specification, model identification evaluation, measure selection, model estimation, model re-specification, and results report. In addition, the present study followed

what (Kline, 2015) refers to as the model generation process (i.e., if the initial model did not suit the data, it was updated).

In line with (Hoyle, 1995), the fitness of the hypothesized model was evaluated using the following fit indices: Root Mean Squared Error of Approximation (RMSEA), Normal chi-square, Incremental Fit Index (IFI), Goodness of Fit Index (GFI), and Comparative Fit Index (CFI). (Hoyle, 1995) presented values 0 to 1 for the values of GFI, IFI, and CFI vary between 0 and 1, with values closer to 1 indicating usually better fitness of models. In addition, the loading factors demonstrate a strong relationship between each latent construct and its subscales. Two statistical studies, Spearman bivariate correlations and multiple regression analysis were utilized to demonstrate the model route predictions.

In addition, SEM may establish a cohesive strategy based on which models are integrated to omit unnecessary models and generate explanations that are more comprehensive. SEM illustrates the path of every single effect and the link between each variable, so facilitating a clearer grasp of the idea of relationships between components. For these reasons, SEM can be considered as a suitable method for assessing the correlation between the latent variables in the current study.

After the phase of data collection using three distinct questionnaires pertaining to latent variables, IBM SPSS version 24.0 and IBM SPSS AMOS version 28.0 was implemented to run a SEM analysis to analyze these route model relationships. SEM comprises two principal stages: exploratory factor analysis and confirmatory factor analysis. To assess the connection between the subscales with their own latent variables, the exploratory factor analysis was used; this involved the KMO-Bartlett test and correlation matrix, among other statistical methods. In addition, confirmatory factor analysis seeks to find a validation for the predicted model by employing goodness of fit indices and evaluating all the relations between the latent variables and the related sub-scales.

Result

The hypothetical model (figure 1) was specified using structural equation modeling (SEM) procedure with AMOS 24.0 to specify the three correlated latent variable: self-regulation, emotional labor, and reflective action. A set of statistical procedures were implemented to find an answer to the research questions. Descriptive statistics, KMO and Bartlett's test, correlation matrix, SEM, and multiple regression were enforced to attain these goals. Descriptive statistics relating to all variables is provided in table 1. Based on the interpretation of the Table 1 obviously all means were greater than 3.0, ranging from 3.241 to 3.826 representing an overall positive reaction to the variables that are assessed in this study. All values for the standard deviations were less than 2, ranging from 1.234 to 1.548, presenting that the item scores were almost near to the mean scores. The skewness ranged from -0.390 to -0.473 and kurtosis ranged from -1.570 to -1.762. Based on the recommendation proposed by (Kline, 2015) the skew and kurtosis indices shouldn't be larger an absolute value of 3.0 and 8.0, respectively, so for the purpose of utilizing structural equation modeling the normality of the data was confirmed, so to calculate the relationship between these three variables; Pearson product-moment correlation was used instead of Spearman bi-variate correlation.

Table 1

Descriptive statistics and Fornell–Larcker criterion

	Mean	Std. Deviation	Skewness	Kurtosis	1	2	3
Emotional	3.294	1.268	-0.473	-1.570	0.883		
Reflective Inventory	3.241	1.234	-0.402	-1.759	0.606	0.942	

Self-Regulation	3.826	1.548	-0.390	-1.762	0.620	0.591	0.916
Valid N	500						

As it was presented in table 2 the reliability of all given variables was above 0.70 suggesting that compact data in this study is reliable due to the fact that based on what (Hair Jr, Sarstedt, Ringle, & Gudergan, 2017) proposed the acceptance range of Cronbach's alpha values is ranged from 0.81 to 0.95. Accordingly in the light of the current findings, all earned compact values are >0.70 . Based on the composite reliability the presented results were higher than 0.70 which is considered as the recommended cutoff value (Fornell & Larcker, 1981)ⁱ.

Table 2*Validity and reliability*

Latent variables	Items	Standardized factor loadings	C.R	AVE
Emotional	Emotional1	0.94	0.934	0.780
	Emotional2	0.87		
	Emotional3	0.88		
	Emotional4	0.84		
Reflective Inventory	Reflective1	0.94	0.979	0.887
	Reflective2	0.94		
	Reflective3	0.95		
	Reflective4	0.94		
	Reflective5	0.94		
	Reflective6	0.94		
Self-Regulation	Self-Regulation1	0.93	0.979	0.839
	Self-Regulation2	0.92		
	Self-Regulation3	0.92		
	Self-Regulation4	0.90		
	Self-Regulation5	0.90		
	Self-Regulation6	0.92		
	Self-Regulation7	0.90		
	Self-Regulation8	0.96		
	Self-Regulation9	0.89		

According to what the results of the table 3 showed as based on the standard of a good model fitness proposed by Hu and Bentler (1999) all the values were above 0.90, so the hypothetical model data had good fitness the model (CMIN/df = 1.010, GFI=0.998, AGFI= 0.962, CFI=0.998, TLI=0.997). on the other hand RMR=0.039 and RMSEA=0.004 values were less than the acceptable number 0.08 (Hair et al., 2017).

Table 3*Model's fitness*

	Chisq/df	GFI	AGFI	CFI	TLI	NFI	RMR	RMSEA
Model	1.010	0.970	0.962	0.998	0.997	0.988	0.039	0.004
Acceptance range	1-3	>0.90	>0.90	>0.90	>0.90	>0.90	<0.08	<0.08

The findings of the table 3 confirmed that the data fitted the model. And the fitness of the used questionnaires and the structural model were confirmed based on the results of the study. As it can be seen in figure 2 the specified model fitted the data.

Model Fit Improvement

In the methodological research recommendations available for the applications of SEM in humanities(Kline, 2015; Ary, Jacobs, Irvine, & Walker, 2018), it is frequently recommended to deploy the software mode-fit improvements as covariances or correlations, either across the error terms or error terms and the items or even any of these aforementioned ones with the measures illustrated in the model. However, the researcher's logic and research wisdom; specifically, where such recommendations cross the lines of depicted structural model, is called for. The present research was not exempted in asking for “theoretically justifiable” covarinces suggestions by the model analyzer of the software. Table 3 represents such recommendations. In order to confirm the principle of “No violation of Convergent or Divergent Measures Constructs”, the researcher did not deploy the crossing branch covariance recommendations. The suggestion was not supported by the achieved model fit indices as well.

Figure 2
The specified model

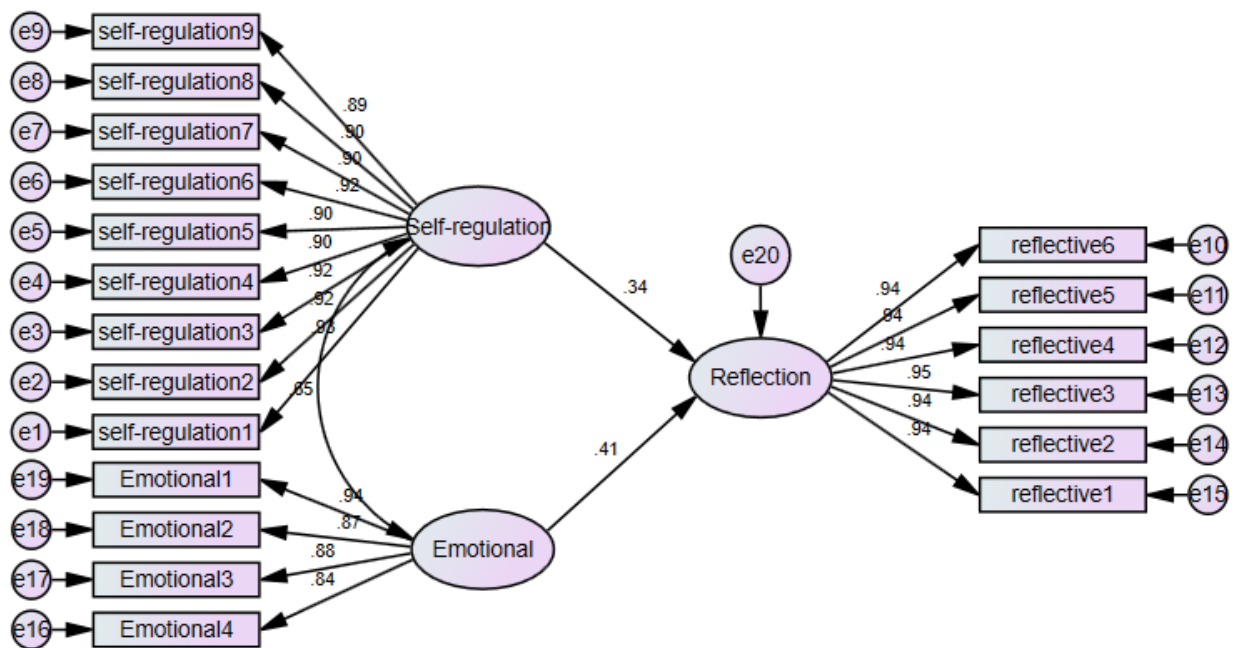


Table 4
Hypothesis

Hypothesis	Path	Path Coefficient	S.E.	C.R.	P	Result
H ₁	Self-regulation -> Reflection	.263	.036	7.216	<0.01	Accepted
H ₂	Emotional -> Reflection	.399	.047	8.479	<0.01	Accepted

Based on the results of the table 4, Self-regulation significantly affect Reflection ($\beta=0.263$, $p<0.01$), and the direct impact of Emotional on Reflection is also significant ($\beta=0.399$, $p<0.01$).

Conclusion and discussion

Regarding developing the area of investigation on EFL psychological variables of teachers, the objectivity of the present study was to evaluate a structural model of teacher emotional labor, self-regulation, and reflective action. The findings of the study revealed that teachers' self-regulation and emotional labor had a statistically significant relationship with their reflective action. However as it was presented that teachers' emotional labor was considered as a stronger forecaster of reflective action.

Based on what can be seen from the result; there was a positive correlation between the two independent variables of the study i-e emotional labor and self-regulation, it worth to mention that all the sub-scales of these two variables were positively correlated to each other. In other words; teachers with high level of emotional labor and self-regulation are expected to have high level of reflection. The evidence of the presence of a positive and significant relationship between Iranian EFL teachers' emotional labor and reflective action was another findings of the study; and a positive and statistically significant relationship between Iranian EFL teachers' self-regulation and reflective action was another conclusion confirmed via the results of the study, thereby this type of findings showed that these variables played the key role in teachers' reflective action and therefore on their teaching outcomes. This findings resonates with the results of positive correlation between teacher reflection and emotion regulation (Fathi, Greenier, & Derakhshan, 2021). Therefore , one way for improving teachers' reflective action is to taking their emotional labor as well as their self-regulation into account. This finding is also in line with the findings of (Farrell, 2019) who postulated the importance of teacher reflection in order to solve the ambiguity between theory and practice in the educational programs of second language teacher explicitly implemented to train and growth high-quality teachers. This finding is in agreement with the other study (Pazhoman & Sarkhosh, 2019) which presented that teachers that are more self-regulated in their teaching process; are those with higher levels of reflective action. The results of the current study are also in agreement with the theoretical proposals which suggested that self-regulation and reflective practices as two discrete constructs. This confirmed the findings that the enhancing reflection skills promote the strategy of self-monitoring related to self-regulation (Pintrich, 2000).

Moreover, the effect of emotional labor on reflective action was stronger in compared to self-regulation. It can be concluded that emotional labor was a stronger predictor for reflective action than self-regulation. Therefore, it could be stated that those teachers who have a high degree of emotional labor are more active in their reflective action. Nevertheless, based on the hypothesized model it was theorized that teachers' self-regulation can influence their reflective action but the results reported that this influence on reflective action is lower in case of self-regulation than emotional labor. Therefore, it can be considered as a conclusion that reflective thinking of EFL teachers can be impacted by their self-regulation in a scale smaller than the scale related to their emotional labor. The results of this study can be utilized by instructors, researchers, and educational policy makers. Administrators and educators can use the results of this study reach a better comprehension of sociological and psychological characteristics of EFL instructors and take measures to advance the progress of educational purposes and to overcome the probable barriers in this field. The main limitation of this study can be considered as its dependency on self-report measures alone. The psychological characteristics of the teachers cannot be precisely measured merely using self-report quantitative measures. Therefore the recommendation for the future research is applying qualitative methods to reach triangulate findings with findings of this study and other researches which used quantitative methods, and accordingly present a relationship among the variable precisely and in more details. The generalizability of study findings may be affected by the constraints of individual studies.



Typically, these limitations result from design constraints, such as sample technique, measurement issues, or misspecification of predicted and observed connections and this can be mentioned as the other limitation of the study.

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Appendixes

Appendix A

It is common to mix the items of the four scales and on the next page you will find the usual order in a slightly different format.

The following statements are about how you deal with your emotions at work so that you work as well as possible.

Please indicate how often each expression applies to you by filling in the number that best fits from 1='never' to 5='always'.

<i>never</i>	<i>sometimes</i>	<i>regularly</i>	<i>often</i>	<i>always</i>
1	2	3	4	5

1.I react to students' emotions naturally and easily
2.I easily express positive emotions to students as expected for my job
3.I work hard to feel the emotions that I need to show to others
4.I hide my anger about something someone has done
5.I put on a show at work
6.I hide my disgust over something someone has done
7.I put on a "mask" in order to express the right emotions for my job
8.I pretend to have the emotions I need to display for my job
9.I put on an act in order to deal with students in an appropriate way

10.I make an effort to actually feel the emotions I need to display toward others
11.I fake a good mood
12.I hide my fear of a student who appears threatening
13.I work at conjuring up the feelings I need to show to students

Emotional consonance: 1,2

Deep acting: 3, 10, 13

Suppression: 4, 6, 12

Surface Acting: 5, 7, 8, 9, 11

Appendix B:

Teaching Reflection Inventory (ELTRI) designed by Akbari et al. (2010).

Never 1 rarely 2 sometimes 3 often 4 always 5

1. I write about my teaching experiences in a diary or a notebook.
2. I have a file where I keep my accounts of my teaching for reviewing purposes.
3. I talk about my classroom experiences with my colleagues and seek their advice/feedback.
4. After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague.
5. I discuss practical/theoretical issues with my colleagues.
6. I observe other teachers' classrooms to learn about their efficient practices.
7. I ask my peers to observe my teaching and comment on my teaching performance.
8. I think of using/introducing new teaching techniques in my classes.
9. I read books/articles related to effective teaching to improve my classroom performance.
10. I participate in workshops/conferences related to teaching/learning issues.
11. I think of writing articles based on my classroom experiences.
12. I look at journal articles or search the internet to see what the recent developments in my profession are.
13. I carry out small scale research activities in my classes to become better informed of learning/teaching processes.
14. I think of classroom events as potential research topics and think of finding a method for investigating them.
15. I think about my students' emotional responses to my instructions.
16. When a student is having an emotional problem or is neglected by his/her peers, I try to spend more time with him/her.
17. Before and after teaching, I think about aspects of my lessons my students liked/disliked.
18. I ask my students to write/talk about their perceptions of my classes and the things they liked/disliked about it.
19. I talk to my students to learn about their learning styles and preferences.
20. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.
21. I ask my students whether they like a teaching task or not.
22. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.
23. I think of the ways my biography or my background affects the way I define myself as a teacher.
24. I think of the meaning or significance of my job as a teacher.
25. I try to find out which aspects of my teaching provide me with a sense of satisfaction.
26. I think about my strengths and weaknesses as a teacher.

27. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.
28. I think of inconsistencies and contradictions that occur in my classroom practice.
29. I think about instances of social injustice in my own surroundings and try to discuss them in my classes.
30. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.
31. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.
32. I think about the political aspects of my teaching and the way I may affect my students' political views.
33. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.
34. I think about the ways gender, social class, and race influence my students' achievements.
35. I think of outside social events that can influence my teaching inside the class
36. I think of my job as showing care and sympathy to others.
37. I regard myself as a role model for my students and as a result try to act as a moral example.
38. I believe in the concept of justice and try to show it in my classroom practice.
39. I talk about my moral standards and values to my students.
40. I establish a clear set of rules for my students to follow in terms of their classroom attendance and the way they will be evaluated at the end of the course.
41. I provide equal opportunities for all my students in the class regardless of their capabilities.
42. I have a clear set of general class rules and what constitutes acceptable behavior for my students to follow.

Appendix C

TEACHER SELF-REGULATION SCALE (TSRS)

1. I prepare classes aligned with curriculum. **(FILLER ITEM)**
2. While preparing classes, I identify goals to be achieved by students.
3. I direct myself to use time effectively.
4. I appreciate myself when everything goes according to the plan.
- 5. NOT PART OF TSRS**
6. Realizing that I am successful encourages me to study more.
7. I stay calm when faced with a problem.
8. While preparing classes, I decide on the instructional strategy appropriate for the topic.
9. When a problem occurs in class, I first try to calm down.
- 10. NOT PART OF TSRS**
11. If the strategies I used do not work, I utilize alternative strategies.
12. I get upset when I am negatively evaluated in my profession.
- 13. NOT PART OF TSRS**
14. While preparing classes, I take student characteristics (e.g. Prior knowledge, developmental level) into consideration.
15. I learn from the mistakes I made in class.

16. When I feel bad in a situation, I try to think positive.
17. I ask for help from my colleagues when I encounter problems that I cannot solve.
18. I pay attention to students' facial expressions during instruction.
19. At the end of instruction, I try to determine whether I have met my goals or not.
- 20. NOT PART OF TSRS**
21. While preparing classes, I get help from my colleagues when needed.
22. Realizing that I am not successful worries me.
- 23. NOT PART OF TSRS**
24. Before instruction, I decide on how to assess my students.
25. During instruction, I adapt my instructional strategies based on students' needs.
- 26. NOT PART OF TSRS**
27. I discuss my positive and negative experiences with my colleagues after instruction.
28. While preparing classes, I take available resources into consideration.
29. I use student feedback to improve my instruction.
30. While I am preparing classes, I take students' needs into account.
- 31. NOT PART OF TSRS**
- 32. NOT PART OF TSRS**
33. When I encounter a problem, I take a deep breath.
34. While evaluating myself at the end of instruction, I compare my performance against previous years.
35. I do not panic when a problem occurs during instruction.

Part III

Why is it important to be a successful teacher?

36. to get promotion
37. to improve student learning
38. to satisfy myself professionally
39. to get appreciation from parents
40. to be loved by my students
41. to strengthen my authority
42. to develop myself
43. to please school principals
44. to better prepare my students for life

Part IV

45. I like teaching profession.
46. It makes me happy to see my students learn.
47. I am proud of working as a teacher.
48. I have been interested in teaching profession since my childhood.
49. I attend classes enthusiastically.



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