Inspecting the Prospect of Augmenting Classroom Management by Reflective Teaching and Use of Motivational Strategies

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ABSTRACT

The purpose of the present study was to systematically investigate the relationship among EFL teachers' Reflective Teaching (RT), Use of Motivational Strategies (UMS), and Classroom Management (CM). For this purpose, 115 male and female EFL teachers, within the age range of 21 to 50 (M_{age} = 35) and with 4 to 20 years of teaching experience, were selected based on convenience sampling strategy. They were asked to fill in three questionnaires viz the English Language Teaching Reflection Inventory by Akbari, Behzadpour, and Dadvand (2010), the Motivational Strategies Questionnaire by Cheng and Dörnyei (2007), and the Attitudes and Beliefs of Classroom Control Inventory by Martin, Yin, and Baldwin (1998). The formulated research questions were answered through employing both parametric and non-parametric tests. The obtained results indicated that there was a significant and positive correlation between RT and UMS, RT and CM, and UMS and CM. Furthermore, running a multiple regression analysis and comparing the β values revealed that RT has the largest absolute β coefficient, making it the strongest statistically significant unique contributor to predicting CM. UMS turned out to be the second significant predictor of CM scores. Following a discussion on the obtained results, the pertinent implications and recommendations are presented at the end.

Key words: Classroom Management, Internal Factors, Reflective Teaching, Use of Motivational Strategies

INTRODUCTION

Teachers' performance in the classroom has been a crucial factor in determining the judgment over the power of any specific educational system (Kelly, 2017). Moreover, it is not a new premise that teachers have a fundamental role in the educational process, determining classroom events (Hargreaves & Fullan, 1992) and students' achievement (Murphy, Delli, & Edwards, 2004; Nosratinia & Zaker, 2017). Hence, there have been numerous theoretical, as well as empirical, efforts to identify variables which may lead to enhancement of such a performance. These efforts suggest that the quality of teaching in the classroom depends not only on the theoretical knowledge of the teachers but also some effective strategies, skills, and qualities that teachers should have in order to perform successfully in the classroom (Blasé, 1982; Byrne, 1999).

One of the variables which play an effective function in developing the quality of teaching and teachers' performance in the classroom is their ability to manage their classroom and create a suitable learning environment (Burden, 2000; Stoughton, 2007). This ability, referred to as classroom management (Ayers, 2001), is considered an important factor in becoming a successful teacher. The term management refers

to the issues of supervision, refereeing, facilitating, and even academic discipline (Stoughton, 2007). Accordingly, classroom management is defined as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning'' (Everstone & Weinstein, 2006, p. 23).

In practical terms, classroom management refers to the ways in which the physical and the affective dimensions of the class are arranged in order to provide students pay attention to what the teacher is trying to achieve (Richards, 2015). As Foutz (2005, p. 3) suggested, ''effective classroom management begins with the teacher. The teacher must plan well so that students will be able to meet their learning and behavior objectives." Wright (2005, as cited in Richards, 2015, p. 3) describes the central issues involved in classroom management as responses to three issues:

a) The importance of human relation and the emotional dimensions of teaching and learning,
b) The concept of participation in classroom life and how management practices contribute to this, and
c) How time and space, which define formal education, influence management practices.

ELT researchers unanimously agree that the lack of effective classroom management can significantly reduce

learning in the classroom (Kelly, 2017). However, research during past decades has revealed that most of the teachers seem to be unprepared regarding classroom management skills (Freiberg, 1999; Merrett & Wheldall, 1993; Stoughton, 2007). Consequently, they often fail to succeed with regard to managing administrative tasks, curriculum, and behavior problems (Allen & Blackstone, 2003; Bauman & Del Rio, 2006; Kirkpatrick, Lincoln, & Morrow, 2006).

Although numerous studies have been carried out on the construct of classroom management (Zamani, 2000; Marsh, 2000), there is still a lack of supporting studies on EFL teachers' classroom management and its relation to other variables. Teachers' unique cognitive and practical qualities, e.g. use of motivational strategies and reflective teaching, both verbally and nonverbally play an active part in the classroom climate and classroom management (Kern & Clemens, 2007; Nosratinia & Zaker, 2017). As a result, it makes perfect sense to inspect and study the way some of these unique qualities can contribute to EFL teachers' classroom management.

Reflective teaching can be considered one of the influential qualities relating to teachers' success in teaching (Kumaravadivelu, 2001) and classroom management (Wright, 2005). On top of that, it is believed that reflective teaching, rooted in the postmethod pedagogy, has a great importance and should receive pertinent attention in teacher education (Griffiths, 2000; Jay & Johnson, 2002). Generally speaking, reflection is defined as "an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends" (Dewey, 1933, as cited in Akbari, Kiany, Imani Naeeni, Karimi Allvar, 2008, p. 9). In a similar vein, Parker (1997) believed that in the domain of teaching:

> "reflective teaching at a very general level involves, thinking about one's teaching and the cogitation involved, can take place before the event of teaching and manifest itself as planning, after the event as evaluation and simultaneous to the teaching as reflection in action involving adjustments to or accommodation of some of the contingencies which arise" (p. 8).

Reflecting upon the unique performance qualities among EFL teachers, as stated above, and the way they interact with classroom management, implementing strategies for motivating language learners is believed to be another influential factor among ELT practitioners which can determine their pedagogical success, including their classroom management (Cheng & Dörnyei, 2007; Everston & Weinstein, 2006). Motivation in the context of L2 learning refers to the learner's attitude, desire, interest, and willingness to invest effort in learning a second language (Richards, 2015), and since motivation is considered one of the main factors in learning, the strategies that are used to motivate L2 learners seem to be a crucial factor to be taken into consideration (Dornyei, 2001a). Besides, it is believed that teachers are the most vital sources of second language learners' motivation to learn a second language (Dornyei, 1994; Tanaka, 2005).

Motivational strategies refer to those teaching practices used by teachers to promote and maintain students' motivation to learn (Dornyei, 2001a). Put another way, these strategies refer to teachers' instructional mediation to show and foster students' motivation and self-regulating strategies that learners apply to manage the level of their own motivation (Dörnyei & Guilloteaux, 2008). Therefore, the use of motivational strategies is of immense significance in teaching English as a second language (Dörnyei & Guilloteaux, 2008).

In line with the arguments hitherto stated and motivated by the penchant for scrutinizing the state of relationship among EFL teachers' classroom management, reflective teaching, and use of motivational strategies, this study attempts to answer the following research questions:

Research Question 1: Is there any significant relationship between EFL teachers' reflective teaching and their use of motivational strategies?

Research Question 2: Is there any significant relationship between EFL teachers' reflective teaching and their classroom management?

Research Question 3: Is there any significant relationship between EFL teachers' use of motivational strategies and their classroom management?

Research Question 4: Is there any significant difference between EFL teachers' reflective teaching and use of motivational strategies in predicting their classroom management?

METHOD

Participants

The participating individuals in this study were 115 male and female (91 or 79% females; 24 or 21% males) EFL teachers within the age range of 21 to 50 (M_{age} = 35). They were English Language Teaching, English Translation, and English Literature majors who were teaching English at thirty-nine language schools in Tehran. The participants' teaching levels were different and ranged from elementary to advanced levels, and their teaching experience varied from 4 to 20 years.

This purposeful selection regarding participants' teaching experience was motivated and justified by resorting to the belief that EFL teachers with more than 4 years of teaching experience are considered experienced teachers, thereby less distracted by environmental factors and more appropriate for general ELT studies (Akbari & Tavassoli, 2011; Soodmand Afshar & Farahani, 2015). This is to say that novice and moderately-experienced teachers were excluded from the sample pool. More specifically, the participants were initially selected based on convenience sampling (*n* = 269), followed by excluding novice and moderately-experienced teachers from the data (*n* = 99). Besides, from the initial number of 170 experienced teachers, 55 individuals were excluded due to providing careless and incomplete answers to the questionnaires.

Instrumentation

In order to collect the quantitative data and fulfill the purpose of the study, the following instruments were employed:
- Attitudes and Beliefs of Classroom Control Inventory
- English Language Teaching Reflection Inventory
- Motivational Strategies Questionnaire

Martin, Yin, and Baldwin's classroom control inventory

Based on the conceptual model of Wolfgang and Glickman (1980) and Wolfgang (1995), Martin, Yin, and Baldwin (1998) developed the Attitudes and Beliefs of Classroom Control Inventory (ABCC) that measured teachers' perceptions of their approaches to classroom control (management). In the ABCC, classroom management style is considered a multi-dimensional mental construct including three comprehensive and independent components, namely instructional management (24 items), people management (9 items), and behavior management (15 items; Martin et al., 1998). For all of the 48 items, a four-category response scale was used. A response of "*describes me very well*" was scored four, "*describes me usually*" was scored three, "*describes me somewhat*" was scored 2, "*describes me not at all*" was scored 1. Besides, items 1, 3, 7, 8, 11, 13, 16, 17, 19, 21, 23, 26, 28, 29, 30, 33, 34, 36, 39, 42, 44, 46, and 48 were reverse scored. The total scores ranged from 48 to 192, and the participants were asked to complete the questionnaire in 30 minutes.

Reliability analysis has been performed on the subscales of this instrument for assessing its internal consistency (Martin, Yin, & Mayall, 2007); internal consistency coefficients for the abovementioned subscales are.82.,69, and.69 respectively. In order to establish the validity of the ABCC, the exploratory factor analysis has been conducted by the same researchers. Moreover, concurrent validity coefficients have been obtained by computing product moment correlations between the three-dimensional scores (Martin et al., 2007). Reportedly, the ABCC has acceptable validity. The reliability of this questionnaire in this study was estimated to be 0.81 using the Cronbach's alpha coefficient.

Akbari, Behzadpour, and Dadvand's teaching reflection inventory

The English Language Teaching Reflection Inventory was developed by Akbari, Behzadpour, and Dadvand (2010). This questionnaire is comprised of six categories of reflective teaching, namely practical element, cognitive element, learner element, metacognitive element, critical element, and moral element. The questionnaire contains 29 items with a five- point Likert- scale ranging from "*never*" (1) to "*always*" (5). The participants were asked to answer the questionnaire in 15 minutes and the scores could range from 29 to 145.

According to Akbari et al. (2010), the questionnaire has a high estimate of reliability and validity. Yeşilbursa (2013) estimated the construct validity of the instrument and concluded that it can be used as a valid tool to measure the teachers' reflection. The reliability of this instrument in this study was estimated to be 0.82 using the Cronbach's alpha coefficient.

Cheng and Dörnyei's motivational strategies questionnaire

The motivational strategies questionnaire was developed by Cheng and Dörnyei (2007). It includes ten macro strategies. These strategies are: implementing proper teacher behavior, recognizing students' effort, promoting learners' self-confidence, creating a pleasant classroom climate, presenting

tasks properly, increasing learners' goal-orientedness, making the learning tasks stimulating, familiarizing learners with L2-related values, promoting group cohesiveness and group norms, and promoting learner autonomy.

The questionnaire contains 48 items, and responses to each item are scored on a scale ranging from "*hardly ever*" (1) to "*very often*" (6), and the participants were asked to complete the questionnaire in 30 minutes. Besides, the total scores could range from 48 to 288. In a study conducted by Nosratinia and Moradi (2017), the reliability of the questionnaire was estimated to be 0.71; however, in this study, its reliability was estimated to be 0.84 using the Cronbach's alpha coefficient.

Procedure

For accomplishing the objective of this study and addressing the formulated research questions, the researchers followed the procedure explained below. At the outset, a briefing session was arranged for the participants, and the required explanations were given to them. The participants were shortly introduced to the purpose of the research and were provided with some brief oral instruction on how to complete the questionnaires. In addition, the participants were informed that the collected data would be only used within the academic framework of this study. The instruments were administered in one package at once.

Prior to the administration of instruments, the researchers intentionally randomized the order of the questionnaires in each package to remove the order effect on the answering process. The allocated time for answering the three questionnaires was about 75 minutes. The packages were initially distributed among 269 male and female EFL teachers at thirty-nine language schools. Thence, novice and moderately-experienced teachers were excluded from the data ($n = 99$). From the remaining sample pool ($n = 170$), 55 individuals were excluded due to providing careless and incomplete answers to the questionnaires, bringing the final number of participants to 115. Finally, the completed questionnaires were collected and scored by the researchers, and the 115 completely-answered sets qualified for using in the statistical analyses.

RESULTS

The design of this study was descriptive. The predicted variable was classroom management, being predicted by reflective teaching and use of motivational strategies as the predictor variables. Participants' age and gender were considered the intervening variables, and their teaching experience was the control variable. For answering the research questions, numerous statistical routines were conducted. The main obtained results, tables, and diagrams are reported hereunder.

The Preliminary Analyses

Prior to answering the research questions, checking a number of assumptions through performing some preliminary analyses was essential. Among them, the basic assumptions of interval data and independence of participants (Tabachnick

& Fidell, 2007) were already met since the instruments provided interval data and the participants provided the answers independently. Thence, the following critical assumptions were checked (Tabachnick & Fidell, 2007):

1. The linearity of relations between variable pairs,
2. The existence of homoscedasticity, and
3. The existence of normal distribution.

Linear relation between each pair of variables and homoscedasticity

For checking these two assumptions, a multiple scatterplot was created and inspected (Figure 1).

As it is evident, Figure 1 demonstrates linear relationships among the variables. Moreover, U-shaped or curvilinear patterns of distribution are nonexistent. As a result, the assumption of linearity of relations was met. Moreover, the distribution of scores was not funnel-shape; this meant that the assumption of homoscedasticity is desirably met.

Normality of the distributions

For checking this assumption, the researchers calculated the kurtosis and skewness ratios; following this, the distribution histograms and Normal Q-Q Plots were inspected. Yet, as
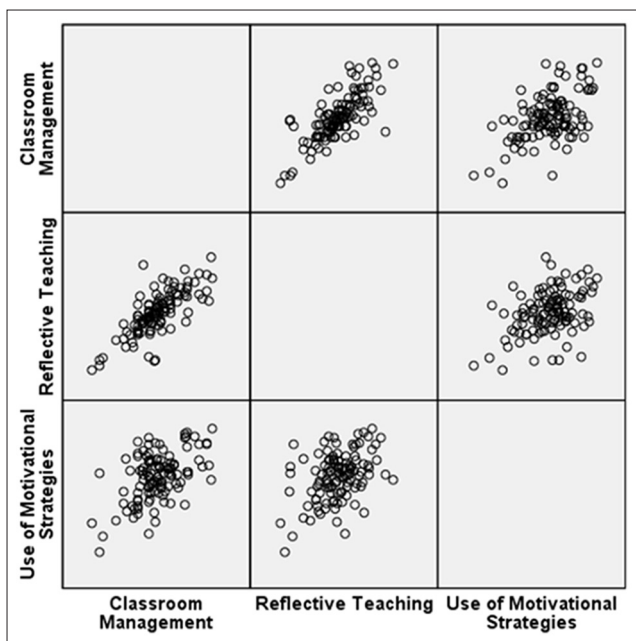

Figure 1. Multiple scatterplot of classroom management, reflective teaching, and use of motivational strategies

the main method, the Kolmogorov-Smirnov test was run (Table 1).

As reported in Table 1, the Sig. value of classroom management scores (.048) is somewhat lower than the critical value (.05). Therefore, the assumption of normality is violated for the scores of classroom management (Tabachnick & Fidell, 2007). Consequently, the correlational research questions which included classroom management (research questions two and three) were to be answered running a non-parametric test.

Answering the Three Initial Research Questions

The first research question

For answering the first research question, Pearson's product-moment correlation coefficient, a parametric formula, was run (Table 2).

As Table 2 reports, there was a significant and positive correlation between reflective teaching and use of motivational strategies, $r = 0.421$, $n = 115$, $p < 0.01$. According to Cohen (1988), this indicated a medium-to-large effect size (99% confidence intervals: 0.203 to 0.599).

The second research question

For answering this question, the Spearman's rank order coefficient of correlation, a non-parametric formula, was run (Table 3).

As reported in Table 3, there existed a significant and positive correlation between reflective teaching and classroom management, $\rho = 0.745$, $n = 115$, $p < 0.01$. This, based on Cohen's (1988) criterion, indicated a large effect size (99% confidence intervals: 0.616 to 0.835).

The third research question

For answering this question, the data were analyzed using the Spearman's rank order coefficient of correlation (Table 4).

As Table 4 reports, there was a significant and positive correlation between use of motivational strategies and classroom management, $\rho = 0.41$, $n = 115$, $p < 0.01$. Based on Cohen's (1988) criterion, this indicated a medium-to-large effect size (99% confidence intervals: 0.19 to 0.59).

Based on the findings hitherto reported, both reflective teaching and use of motivational strategies were significantly and positively linked to classroom management. Consequently, answering the fourth research question turned out to be feasible and legitimate.

Table 1. Tests of normality of the scores

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Classroom management	0.083	115	0.048	0.975	115	0.027
Reflective teaching	0.064	115	0.200*	0.988	115	0.371
Use of Motivational strategies	0.064	115	0.200*	0.983	115	0.153

a. Lilliefors Significance Correction *. This is a lower bound of the true significance.

Preliminary Analyses Pertinent to the Fourth Research Question

The fourth/last research question of this study needed running a multiple regression analysis. Prior to this, however, a number of assumptions needed to be checked. These assumptions, as stated by Tabachnick and Fidell (2007), were:
1. The size of the sample
2. The nonexistence of multicollinearity
3. The existence of normality
4. The nonexistence of outlier cases

Based on Tabachnick and Fidell's (2007) criterion ($N > 50 + 8m$), having 115 participants is more than enough (at least 66 participants were needed). Thence, for systematically inspecting the existence of multicollinearity, the Tolerance and VIF values were obtained (Table 5).

According to the obtained results (Table 5), the Tolerance values were desirably higher than.1, and the VIF values were desirably lower than 10. As a result, it was concluded that multicollinearity is nonexistent in this sample. Furthermore, for checking the normality, the Normal Probability Plot (P-P) was created which supported the existence of normality. In addition, the scatterplot of standardized residuals indicated that residuals were rectangularly distributed.

Finally, the Mahalanobis distance value was inspected for inspecting the existence of outliers. Based on Tabachnick and Fidell's criterion (2007), in a study of this nature with two independent variables, the critical Mahalanobis value is 13.28. The conducted analysis indicated that the highest Mahalanobis value in this sample is 11.45, which is below the critical level, confirming the nonexistence of outlier cases. Moreover, the Cook's Distance values were, desirably, smaller than the critical value of 1.

The Fourth Research Question

For answering the fourth research question, a standard multiple regression was run whose model is presented in Table 6.

As reported in Table 6, R^2 value is 0.624, indicating that the model explains 62.4 percent of the variance in classroom management (Cohen, Cohen, West, & Aiken, 2003). Furthermore, $f^2 = 1.659$ indicated a large effect size for the regression. Table 7 reports the results of ANOVA ($F (2, 112) = 92.75$, $p = 0.0005$), the results of which were considered significant. This is to say that the model can significantly

Table 2. Pearson's correlation between reflective teaching and use of motivational strategies

	Reflective teaching	Use of motivational strategies
Reflective teaching		
Pearson correlation	1	0.421**
Sig. (2-tailed)		0.000
N	115	115
Use of motivational strategies		
Pearson correlation	0.421**	1
Sig. (2-tailed)	0.000	
N	115	115

**Correlation is significant at the 0.01 level (2-tailed).

Table 3. Spearman's correlation between reflective teaching and classroom management

	Reflective teaching	Classroom management
Spearman's rho		
Reflective teaching		
Correlation coefficient	1.000	0.745**
Sig. (2-tailed)	.	0.000
N	115	115
Classroom management		
Correlation coefficient	0.745**	1.000
Sig. (2-tailed)	0.000	.
N	115	115

**Correlation is significant at the 0.01 level (2-tailed).

Table 4. Spearman's correlation between use of motivational strategies and classroom management

	Use of motivational strategies	Classroom management
Spearman's rho		
Use of motivational strategies		
Correlation coefficient	1.000	0.410**
Sig. (2-tailed)	.	0.000
N	115	115
Classroom management		
Correlation coefficient	0.410**	1.000
Sig. (2-tailed)	0.000	.
N	115	115

**Correlation is significant at the 0.01 level (2-tailed).

Table 5. Tolerance and VIF values

Model	Collinearity Statistics	
	Tolerance	VIF
1		
(Constant)		
Reflective teaching	0.823	1.215
Use of motivational strategies	0.823	1.215

Table 6. Model summary – R and R square

Model	R	R square	Adjusted R square	Std. Error of the estimate
1	0.790[a]	0.624	0.617	13.114

a. Predictors: (Constant), Use of motivational strategies, reflective teaching, b. Dependent Vvariable: Classroom management

predict EFL teachers' classroom management, reflective teaching, and use of motivational strategies.

Table 8 reports the Standardized Beta Coefficients. The reported Sig. values indicate that both reflective teaching and use of motivational strategies make statistically significant unique contributions to the equation since their Sig. values are less than 0.05.

Comparing β values indicated that reflective teaching has the largest absolute β coefficient ($\beta = 0.647$, $t = 10.127$, $p = 0.0005$); this is to say that reflective teaching makes the strongest statistically significant unique contribution to predicting classroom management. Therefore, it was concluded that reflective teaching could more significantly predict participants' classroom management. On the other hand, use of motivational strategies qualified as the second significant predictor of classroom management scores ($\beta = 0.256$, $t = 3.99$, $p = 0.0005$). At the end, inspecting Part correlation indicated that reflective teaching uniquely explains 34.45 percent of the variance in classroom management ($.587 \times .587 = .3445$).

FINDINGS AND DISCUSSION

The ELT domain has now got to the point where an undeniable central role is considered for the ELT teachers in achieving pedagogical targets (Akbari et al., 2008; Nosratinia & Zaker, 2014). In consequence, it is no wonder that numerous attempts have been made, aiming to detect and indicate the favored qualities in ELT teachers, as well as the factors contributing to these valuable qualities (Nosratinia & Zaker, 2017). Classroom management, as a highly acclaimed quality in ELT teachers (Djigic & Stojiljkovic, 2011), is a teaching behavior which along with many other behaviors is affected by teachers' cognitive and metacognitive capacities (Fahim & Zaker, 2014; Nosratinia & Zaker, 2017).

Aspired to inspect and evaluate the impact of some of these cognitive and metacognitive factors on EFL teachers'

classroom management, the present study attempted to inspect the association among EFL teachers' classroom management, reflective teaching, and use of motivational strategies. Some studies have highlighted the contribution of reflective teaching (Dellinger, Bobbelt, Dianne, & Chad, 2008) and use of motivational strategies (Cheng & Dörnyei, 2007; Hall, 2011) to EFL teachers' success in materializing pedagogical goals. However, the systematic inspection of the above-mentioned contribution seemed to be an untouched area, which turned into the main purpose of this study.

In this descriptive study, reflective teaching and use of motivational strategies were considered the predictor variables of classroom management. Due to the partial violation of the assumptions of normality (classroom management scores), the formulated research questions were answered through employing both parametric and non-parametric tests. Through answering the first research question, it was indicated that there was a significant and positive correlation between reflective teaching and use of motivational strategies, $r = .421$, $n = 115$, $p < .01$. This finding brings about a direct systematic support and confirmation for another systematic study on these two variables (Nosratinia & Moradi, 2017), suggesting that, based on the principles of meta-analysis (Best & Kahn, 2006), there is a causal relationship between reflective teaching and use of motivational strategies. It also provides some support for Dörnyei's (1990) argument about the reflectiveness of motivating language teachers. In simple terms, this finding is evidence that reflective teaching and use of motivational strategies share some features and underlying factors, making both of them effective in developing the ELT practice.

The systematic inspection of the association between reflective teaching and classroom management among EFL teachers was the concern of the second research question. The obtained results indicated that there was a significant and positive correlation between reflective teaching and classroom management (the largest in this study), $\rho = .745$, $n = 115$, $p < .01$. This brings about a systematic support for the premise that classroom management is a highly reflective practice (Wright, 2005). Moreover, this finding confirms the existence of a solid bond between reflective teaching and EFL teachers' success in managing the teaching practice and handling classroom issues (Fatemipour& Hosseingholikhani, 2014). Consequently, reflective teaching seems to be a key factor when it comes to developing classroom management, especially for novice teachers who need better classroom management skills (Stoughton, 2007).

Table 7. Regression output: ANOVA

Model	Sum of squares	df	Mean square	F	Sig.
1					
Regression	31902.003	2	15951.001	92.750	0.000[a]
Residual	19261.528	112	171.978		
Total	51163.530	114			

a. Predictors: (Constant), Use of motivational strategies, reflective teaching, b. Dependent variable: Classroom management

Table 8. Regression output: Coefficients

Model	Unstandardized coefficients		Standardized coefficients	T	Significance	Part correlations
	B	Std. Error	β			
1						
(Constant)	−4.525	13.774		−0.328	0.743	
Reflective teaching	0.689	0.068	0.647	10.127	0.000	0.587
Use of motivational ssrategies	0.297	0.074	0.256	3.999	0.000	0.232

The third research question focused on the association between EFL teachers' classroom management and use of motivational strategies. Previous research has suggested that being able to motivate language learners is a key factor in developing classroom management (Everston & Weinstein, 2006). Through answering this research question, it was indicated that there was a significant and positive correlation between use of motivational strategies and classroom management, $\rho = .41$, $n = 115$, $p < .01$. This finding confirms the notion that being able to motivate learners is a key factor in classroom management (Djigic & Stojiljkovic, 2011). Moreover, a systematic support is provided for the argument that focusing on EFL learners internal factors, in this case motivation, plays a major role in classroom management and pedagogical success (Wright, 2005).

Having observed a significant and positive relationship between classroom management, on one hand, and reflective teaching and use of motivational strategies, on the other hand, it was legitimate for the researchers to inspect and compare how reflective teaching and use of motivational strategies predict classroom management among EFL teachers. After checking the preliminary assumptions, a standard multiple regression was run whose results indicated that reflective teaching makes the strongest statistically significant unique contribution to predicting classroom management ($\beta = 0.647$). This is to say that reflective teaching is a better predictor of classroom management, and attempts to enhance the level of reflective teaching have a higher potential to enhance EFL teachers' classroom management.

This finding highlights the importance of reflective teaching in teacher education programs even further. The last point to be made is that participants' internal factors, which are highly diverse and influential (Zaker, 2016), along with other features of the context and participants can influence the findings of studies in the ELT domain (Best & Kahn, 2006; Tabachnick & Fidell, 2007). This suggests that the advantage of reflective teaching over use of motivational strategies in predicting EFL teachers' classroom management should be checked and confirmed in other ELT contexts. The major implications of the findings are discussed in the following section.

CONCLUSION

This study was an attempt to systematically inspect the way classroom management, reflective teaching, and use of motivational strategies, as major factors in teaching (Dellinger et al., 2008; Djigic & Stojiljkovic, 2011; Hall, 2011), interact with one another. A further goal of the study was to compare the predictive capacity of reflective teaching and use of motivational strategies in terms of predicting classroom management. Nowadays, there exists a unanimous consensus among language educators, teacher trainers, and TEFL researchers that EFL teachers play a critical role in the fruitfulness of ELT programs, and the EFL teachers' performance is boosted if certain qualities are observed in their behavior (Akbari et al., 2008; Nosratinia & Zaker, 2014).

Classroom management, as a highly acclaimed quality in ELT teachers (Ayers, 2001; Djigic & Stojiljkovic, 2011),

has been defined as the ability to create safe and stimulating learning environment (Burden, 2000; Djigic & Stojiljkovic, 2011) which supports and facilitates learning (Rahimi & Asadollahi, 2012). It has been stated that "creating a safe and orderly environment in the classroom is a survival skill for teachers and optimizes the learning environment for students" (Mayski, 2005, p. 1). Nevertheless, many argue that classroom management is either neglected or underestimated in teacher training programs (Emmer & Stough, 2001; Everston & Weinstein, 2006; Tal, 2010). This weakness in managing the classroom is believed to be more evident when it comes to novice and inexperienced EFL teachers (Stoughton, 2007).

Being a mental construct, just like all human behaviors, classroom management, by nature, correlates with and is affected by the unique cognitive, metacognitive, and personality characteristics of each single individual (Fahim & Zaker, 2014; Nosratinia & Zaker, 2017). Moreover, many of these mental constructs are subject to change and manipulation (Zaker, 2016) when they interact with other mental constructs. In other words, it might enhance our knowledge of classroom management and provide us with the chance to indirectly manipulate it if we study the way this construct interacts with other mental constructs. Rooted in the above-mentioned penchant, this descriptive study intended to systematically inspect the way classroom management, reflective teaching, and use of motivational strategies interact among EFL teachers.

Reflective teaching has been defined as a quality using which "current and prospective teachers collect data about teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection" (Richards & Lockhart, 1994, as cited in Murphy, 2001, p. 500). This so-called postmethod quality (Nosratinia & Zaker, 2017) is believed to be a crucial factor in ELT practice. Considering the importance of EFL learners' motivation in learning (Harmer, 1991), EFL teachers' use of motivational strategies was chosen as the other factor studied in this study. Use of motivational strategies is believed to be dealing with the techniques that foster the goal-related behavior of individuals (Dönyei, 2001b). More specifically, they refer to "teachers' instructional mediation to show and foster the students' motivation" (Dörnyei & Guilloteaux, 2008, as cited in Ghadiri Vala & Vahdani Sanavi, 2015, p. 80).

Through answering the first research question, it was indicated that there was a significant and positive correlation between reflective teaching and use of motivational strategies. In the wake of this finding, it seems reasonable to argue that motivating EFL learners is a reflective process (Dörnyei, 1990) and more reflective teachers are able to function better when it comes to motivating EFL learners which can result in better language learning outcomes (Schraw, Crippen, & Hartley, 2006). From another perspective, it can be concluded that those EFL teachers who do not pay enough attention to observe and modify their performance based on the features of the context and the pedagogical goals are less likely to succeed in boosting the motivation level among their learners.

The association between reflective teaching and classroom management among EFL teachers was inspected through answering the second research question. The obtained results indicated that there was a significant and positive correlation between reflective teaching and classroom management. This brought about a systematic support for the premise that classroom management is a highly reflective practice and that more reflective teachers are better at managing the teaching practice and handling classroom issues (Fatemipour & Hosseingholikhani, 2014; Wright, 2005). As a result, it seems reasonable to argue that reflective teaching should be integrated into teacher training programs as a key factor whose undeniable impact on pedagogical success has been confirmed by numerous studies.

A considerable number of studies have suggested that being able to motivate language learners is a key factor in developing classroom management (Everston & Weinstein, 2006). This was confirmed through answering the third research question. Through answering this research question, it was indicated that there was a significant and positive correlation between use of motivational strategies and classroom management. Consequently, it is now more reasonable to argue that being able to motivate learners is a key factor in classroom management (Djigic & Stojiljkovic, 2011). Moreover, a systematic support is provided for the argument that focusing on EFL learners internal factors, in this case motivation, plays a major role in classroom management and pedagogical success (Wright, 2005). Therefore, it is fair to suggest that EFL teachers will not experience considerable success in handling classroom issues if they do not pay pertinent attention to motivating EFL learners.

Answering the three initial research questions indicated that both reflective teaching and use of motivational strategies are significantly and positively related to EFL teachers' classroom management. In consequence, it becomes of high value to educational policy makers, curriculum developers, teacher trainers, and teachers to realize between reflective teaching and use of motivational strategies which one is the better choice for investing time, energy, and resources in order to develop classroom management skills. This question was addressed through answering the fourth/last research question of the study whose answer determined that reflective teaching is a better predictor of classroom management, and attempts to enhance the level of reflective teaching have a higher potential to enhance EFL teachers' classroom management. This finding highlights the importance of reflective teaching in teacher education programs even further. Moreover, it is fair to argue that reflective teaching is a key factor when it comes to evaluating EFL teachers' professional capacities and characteristics (Kumaravadivelu, 2012). Therefore, the inclusion of reflective teaching in teacher training programs seems essential, inevitable, and well-justified.

Based on the findings of this study, a number of possible implications are assumed. The findings of this study provide reasonable support for suggesting that EFL teachers need to work on being reflective practitioners whose performance is affected by context-sensitivity and flexibility. In doing so, they can study the existing models of reflective teaching and

attempt to implement the reflectiveness techniques and strategies. As suggested by Dewey (1933), the attitudes required for performing as a reflective teacher are a) open-mindedness, b) responsibility, and c) wholeheartedness.

Along with the attempt to develop the above-mentioned qualities, EFL teachers should "collect data about their teaching, examine their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching" (Farrell, 2008, p. 2). EFL teachers need to equip themselves with different teaching techniques and strategies so that reasonable choices can be made for dealing with different teaching scenarios. Therefore, keeping up with the new strategies and techniques can be considered essential for EFL teachers.

It goes without saying that motivation is an essential factor in mastering a second language (Hall, 2011). Considering the obtained results in this study, along with focusing on reflectiveness, EFL teachers are also suggested to implement motivational strategies through which they can become better at managing the classroom and handling pertinent issues. EFL teachers should also study the different motivational strategies available in the literature; however, in using these motivational strategies, EFL teachers should consider the cultural suitability and relevance of the techniques, which can determine how these strategies affect learning. In implementing motivational strategies, EFL teachers are suggested to (Oxford & Shearin, 1994):

a)   discover EFL learners' actual reasons for learning the language,

b)   assist learners in building challenging but achievable goals,

c)   highlight the advantages of learning English,

d)   create a non-intimidating and safe teaching environment, and

e)   encourage learners to develop high and realistic intrinsic motivation.
     Focusing on classroom management itself, Jones (1996) put emphasis on the inclusive quality of classroom management by determining five main features. Based on these features, EFL teachers should pay pertinent attention to:

a)   becoming aware of current studies and theories on classroom management and learners' various needs in particular psychological and learning ones,

b)   reinforcing the positive cooperation and relation between teacher-students and between students themselves,

c)   the application of those teaching methods that enhance effective learning through meeting the learners and group's academic needs,

d)   Using organizational management techniques to improve the learners' behaviors on the tasks, and using a wide-range set of counseling techniques and methods to help learners who display continuous or serious problems in their behaviors.

Besides, EFL teachers should attempt to implement reflection at different points in time, i.e. reflection-on-action and reflection-in-action (Akbari, 2007), so that the outcome of this

reflectiveness can be more tangible and noticeable (Farrell, 2004). Finally, teacher education programs should attempt to familiarize the prospective teachers with the components of reflective teaching so that teachers are enabled to function in a more pedagogically appropriate way in EFL classrooms (Ferguson, 1998; Goldhaber, 2002; Sanders, 2000).

Based on the principles of descriptive research, the focus of this study, the characteristics of the participants, and the peculiarities of this study, other researchers are recommended to:

a) replicate this study with an equal number of male and female participants, so that gender might not limit the generalizability of the findings.

b) compare the predictive power of reflective teaching with other internal, personality, cognitive, and metacognitive factors in predicting classroom management.

c) replicate this study while supplementing the data with some qualitative data for increasing the validity and reliability of the findings.

d) implement random sampling methods for replicating this study so that the validity of the findings is more defendable.

e) select participants from university instructors and EFL teachers in public schools so that the validity of the findings is more defendable.

f) explore and study the comparative effect of reflective teaching and use of motivational strategies' training on EFL teachers' classroom management.

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