**On the Associations between Reflective Thinking and Language Achievement: A Case of Iranian EFL Learners**

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**Abstract**

The present study aims at exploring the relation of EFL learners' reflective thinking attitudes and language achievement (GPA). The association of the learners' thinking styles with their educational levels were also estimated. To this end, 275 students from universities of Gonabad and Mashhad took part in this study. The data were analyzed using descriptive statistics and co-relational analysis. The results indicated among the comprising factors of reflective thinking, understanding receives the highest mean followed by reflection and critical reflection. Habitual action on the other hand, has the lowest mean score. Moreover, the highest correlation is observed between UND and language achievement (GPA). The second higher correlation was found between REF and GPA followed by CREF and GPA. It was also found that there is a negative significant correlation between HA and GPA . According to the results, MA students achieved higher mean scores in UND, REF and CREF but lower mean scores in HA in comparison with their BA counterparts. The findings of the present study may redound to the benefit of teacher educators, administrators, policy makers, and teacher training courses (TTC).

**Keywords:** *EFL learners, reflective thinking, language achievement (GPA), understanding (UND), reflection (REF), critical reflection (CREF), habitual action (HA)*