

## **Integrating Current Reflective Methodologies with Learners' Psychological Characteristics**

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In this study, the effect of dialogue journal writing (DJW), as an influential narrative-type activity was surveyed on the EFL academic achievements of sixty-seven Iranian university students (male and female) with a low Emotional Intelligence (EI) index. To this aim, Five EI scales including 'Problem solving' (PS), 'Emotional self-awareness' (ESA), 'Interpersonal relations' (IR), 'Assertiveness' (AS) and 'Reality Testing' (RT) were considered. The results for linear regression analyses indicated that among the five EI scales, problem solving (PS) index, though significantly predicting success in final language tests, could predict success among the target population to a lesser degree ( $0.04 < 0.05$ ). These findings can have some pedagogical implications concerning the utilization of reflective tools concerning the psychological characteristics of the learners for whom such reflective tools are suggested to be applied in EFL settings. This was aligned with communicative skills that target students with low EI in this research were concerned with.

**Key words:** Dialogue Journal Writing, Alternative Assessment Tools, EI Scales, Reflective Methodology, Problem Solving Skills.

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