The present study aimed to investigate the role of self-reflection and self-monitoring in professional development of Esfahanian EFL teachers. The research addresses the following three questions: 1) is there a significant relation between the EFL teachers' self-monitoring and their stress during teaching? 2) Is there a significant relation between the EFL teachers' self-monitoring and their ability in controlling the class? 3) Is there a significant relation between the EFL teachers' self-monitoring and the students' enthusiastic for learning? For this purpose thirty Iranian EFL teachers, 18 male and 12 female, participated in this study. Their classes were observed without their awareness in order to check their level of stress and use of self-graphing techniques and their academic skills. The design of the study was observation as well as a researcher-developed questionnaire. The collected data were statistically analyzed by using SPSS 20, frequency, percentage, mean, standard deviation values computed by the descriptive statistics and the inferential statistics employed was an independent t-test used to measure the possible significance of differences between the participants. A self-reflection questionnaire was also administered to obtain information about the Iranian EFL teachers' self-monitoring and self-reflection and their professional development. A mixed method, qualitative and quantitative, was used in order to analyze this study. The findings revealed a significant role of self-reflection in professional development of Iranian EFL teachers and its effect on their ability to control the class and decreasing their stress during teaching.