

# Psychological Reactance Management via Nonlinear Dynamic Motivation in Classroom and Telecollaborative Second Language Learning Contexts

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## Abstract

Drawing on dynamic systems theory, FonF practice model and psychological reactance theory, the present study proposed reinforcing nonlinear dynamic motivation (NDM) as a facilitator to manage psychological reactance in three forms of incivility, dissent, and resistance among classroom and telecollaborative second language (L2) learners and teachers. Given the dynamicity and nonlinearity of motivation which differ from language to language and learner to learner, the current study aimed at exploring the possible impact of NDM on psychological reactance as a source of different behavioral problems in learning context. To find out whether NDM has the potential to prevent/minimize psychological reactance with regard to learner-teacher anxiety, frustration, and self-doubt a mixed methods study was conducted among 275 EFL learners. Implications of the study include the significance of NDM-oriented strategies at managing reactance in three forms of resistance, incivility, and dissent. Methodological triangulation of data from different participants and different contexts with regards to oppositional behavior indicated significant relationship between NDM and managing reactance among language teachers as well as language learners.

Key words: telecollaboration; nonlinear dynamic motivation (NDM); reactance theory (RT); dynamic systems theory (DST); second language (L2)

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## Introduction

Psychological reactance theory (RT) argues that taking an oppositional behavior is a common response in human behavior (Brehm, 1996). However most of the studies on learning have attributed psychological reactance to the learner under labels such as 'uncivil behavior' (Achacoso, 2002; Ciani, Summers, & Easter, 2008; Chowning & Campbell, 2009; Greenberger,

Lessard, Chen, & Farruggia; Lippmann, Bulanda, & Wagenaar, 2009; Lessard, Chen, & Farruggia, 2008; Nutt, 2013) or uncivil classroom (Bjorklund & Rehling, 2009; Clark & Springer, 2007; Cortina, Magley, Williams, & Langhout, 2001; Feldmann, 2001). This is mostly done without considering teacher in sharing the blame for non-positive behaviors (e.g. uncivil, dissentive, and resistant behavior in the classroom). This study aims at proving this established trend which is clearly against the basic principle of RT, wrong. Accordingly, teacher along with learner are deemed as the cause of reactance which is expressed in three forms of behavior namely incivility, dissent, and resistance by both sides in learning contexts (i.e. facet-to-face or telecollaborative). It is worth mentioning that it is totally wrong to confuse the reactance situation with anti-ought-to-self concerning L2 motivation. While, the former is a psychological state of mind which might lead to a variety of behavioral expressions including incivility, dissent, and resistance (which are examined in the present study), the latter refers to a type of self, which negatively motivates the learner to proceed with L2 learning. To find out the effectiveness of nonlinear dynamic motivation as a tool to prevent/minimize reactance (i.e. oppositional behavior) among language teachers/learners, a mixed methods approach was conducted to triangulate opposite data sources (i.e. teachers and learners) and to provide a better understanding of oppositional behaviors on both sides of the isle in a context where NDM is catered for. Given the nonlinearity and dynamicity of motivational factors (Bahari, 2019; Dornyei & Ryan, 2015), which differ from language to language and learner to learner (Bahari, 2018a), the present study tried to test the potential behind NDM as a facilitator to manage psychological reactance in a model as displayed in Fig. 1.

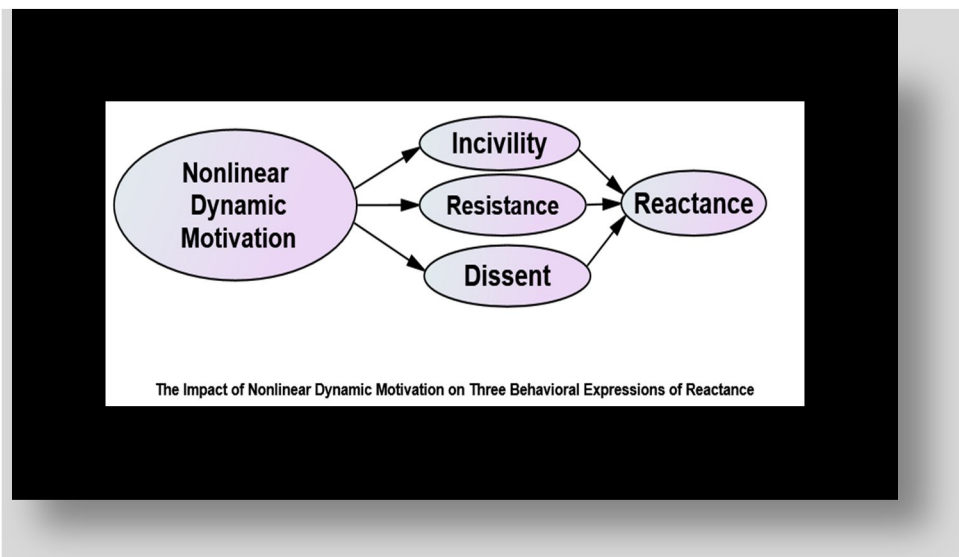


Figure 1 The Impact of Nonlinear Dynamic Motivation on Three Behavioral Expressions of Reactance.

#### RT and NDM

The basic principle of psychological RT is that oppositional behavior is a common response in human behavior (Brehm, 1996) which is applied to situations where individual autonomy or freedom is restrained by some mechanisms. Given the second language (L2) teaching-learning contexts, the question then arises, "Is there any significant relationship between this psychological state of mind/behavior and nonlinear dynamic motivation in L2 teaching-learning?" imagine a teacher taking demotivating measures by imposing a static and unilateral motivational impetus instead of catering for dynamic and nonlinear motivational needs of the L2 learners. How likely is this teacher to face oppositional behavior by those who were not motivated by the single motivational impetus? Addressing one motivational factor among a dynamic group of learners might not lead to unlocking the motivational potential behind every learner. Now the next question arises, can this teacher prevent incivility, minimize resistance, and manage dissent as different expressions of reactance while taking unilateral motivational measures in L2 teaching-learning contexts? The present study is an attempt to find an answer to these questions by exploring the connections between RT and NDM. Restricting learners' pedagogical preferences by ignoring their motivational factors is an example of restricting

freedom/autonomy in L2 teaching-learning contexts which increases the chances of reactance (Bahari, 2018c; Jost, Banaji, & Nosek, 2004). Accordingly, adopting test-oriented instruction, threatening policies, reactance-inducing statements can increase the chances of oppositional behavior among learning-teaching group (Bahari, 2018b). Given the fact that restrictive measures are met with backlash (Kay et al., 2009; Laurin, Kay, Proudfoot, & Fitzsimons, 2013; Wortman & Brehm, 1975), they need to be avoided in keeping with internalized concepts of self and identity (Ushioda & Dornyei, 2017) to facilitate reactance management.

#### Dynamic Systems Theory (DST) and NDM

The reported deficiency of linear patterns in explaining and predicting the possible relationships in learning-teaching elements within the second language acquisition studies, served as the rationale to conceptualize non-linear dynamic motivation as a facilitator to manage reactance in keeping with DST (Bot, & Larsen Freeman, 2011; Bot, Lowie, & Verspoor, 2007; Dornyei, 2014, 2015; Fusella, 2013; Hiver, 2015; Kikuchi, 2015; Larsen-Freeman & Cameron, 2008; MacIntyre & Legatto, 2011). DST considers the elements of the system as a whole and accordingly proposes a nonlinear and dynamic process of organization for internal and external stimuli at work with the system (Henry, Dornyei, & Davydenko, 2015; Jiang & Dewaele, 2015). The previous studies have approached L2 teaching-learning motivation with respect to strategies (Griffiths, 2013; Dornyei & Ryan, 2015; Quoidbach, Mikolajczak, & Gross, 2015; Oxford, 2017; Schunk & Zimmerman, 2012) or as a static factor (Moskovsky, Racheva, Assulaimani, & Harkins, 2016) or as a learner-context interaction subject (Thompson & Vasquez, 2015; Thompson & Erdil-Moody, 2016). Some studies have introduced influential factors (Lyubomirsky & Layous, 2013; Sheldon, Boehm, & Lyubomirsky, 2013; Rusk & Waters, 2015). However, the present study drawing on DST proposes reinforcing NDM as a psychological management tool to facilitate reactance management and convert the routine and static learning environment into a motivating environment where teacher's and learner's NDM is catered for.

## Telecollaboration and NDM

The significance of motivation and motivation-related concepts in telecollaborative L2 teaching-learning has been analyzed by different studies from a variety of vantage points (Bahari, 2018a; Fong, Lin, & Engle, 2016; Freiermuth & Huang, 2012; Garton, Haythornthwaite, & Wellman, 1997; Jarrell & Freiermuth, 2005; Klimanova & Dembovskaya, 2013; Kramsch, A'Ness, & Lam, 2000; Meunier, 1998; Warschauer, Turbee, & Roberts, 1996) according to which it can be argued that telecollaboration provides a motivating L2 teaching-learning context and accordingly motivational factors provide intrinsic or extrinsic energy to ensure a consistent motivating dynamic telecollaboration.

## The Present Study

Given the fact that restricting behavioral options can lead to preference for the restricted action (Laurin et al., 2013) and the fact that ignoring motivation or demotivation can negatively influence L2 teaching-learning (Chang, 2010; Dornyei & Ryan, 2015; Kikuchi, 2009; Kim, 2009; Oxford, 2017; Quoidbach, Mikolajczak, & Gross, 2015; Trang & Baldauf, 2007) the present study explored the impact of NDM in managing psychological reactance in three forms of incivility, resistance, and dissent. Given the significant relationship between NDM at individual level and creating a learner-friendly environment as reported by Bahari (2018d), the present study examined the potential behind NDM as a facilitator to deal with the challenges of reactance in L2 teaching context. A mixed methods approach was adopted to explore the possible relationship between NDM and L2 learner-teacher attitudes towards incivility prevention, resistance minimizing, and dissent management with a focus on three aspects: learner-teacher anxiety, frustration, and self-doubt. In keeping with the framework of the L2 MSS (Dörnyei, Csizer, & Nemeth, 2006; Dornyei, 2009) and the psychological reactance theory (Thompson & Vasquez, 2015), different data collection strands were used to collect the required data for the following questions in classroom and telecollaborative environments:

RQ1: Is there a relationship between NDM and managing learner-teacher incivility (as a form of psychological reactance)?

RQ2: Is there a relationship between NDM and managing learner-teacher resistance (as a form of psychological reactance)?

RQ3: Is there a relationship between NDM and managing learner-teacher dissent (as a form of psychological reactance)?

RQ4: What type of relationship can be seen between classroom and online participants' responses about reactance management by NDM?

RQ5: Is there a consensus among teachers and learners in classroom and online environments concerning the efficiency of NDM as a facilitator to prevent incivility, minimize resistance, and manage dissent?

## Method

### Setting and participants

To facilitate qualitative and quantitative analyses the participants (N=275) who were either teachers (N=42) or learners (N=233) were divided into four groups: classroom teachers (N=34; 55% female, 45% male), online teachers (N=8; 60% female, 40% male), classroom learners (N=168; 63% female, 37% male), and online learners (N=65; 71% female, 29% male). The classroom participants were EFL learners studying English at a private language institute in Tehran, Iran. The average age ranged between 15 and 45. To ensure ethical principles the permission to cooperate in the study was obtained from the learners via the management and they were assured about the confidentiality and anonymity of the collected data and its sources. Intact group design was the adopted design of the study, because of the size of the sample, which made it impossible to run a random sampling to ensure generalizability.

### Data sources

The required data for the first 3 research questions were gathered by administering author-made NDM-oriented reactance management questionnaires for L2 teacher-learner (see Appendix A). Using the same statements to elicit teacher-learner attitudes on reactance management via NDM the questionnaire was distributed among teachers as well as learners to receive their opinions on the same issue. To collect the required data for the fourth research question, an author-made questionnaire was prepared and for the fifth research question an author-made semi-structured interview (see Appendix B) was rigorously prepared and administered among 50% of the participants (face-to-face/online).

### NDM-oriented reactance management questionnaire for L2 learner

NDM-oriented reactance management questionnaire is a 45-item questionnaire prepared by the author to address three major concepts of incivility prevention, resistance minimizing, and dissent management from three perspectives: learner-teacher anxiety, frustration, and self-doubt (see Appendix A). The items were rated along a 6-step Likert scale which took between 40–45 minutes to answer. The first fifteen items on the questionnaire assess learner attitudes towards incivility prevention. These are termed incivility prevention ( $\alpha=.68$ ), the belief that learner incivility can be prevented by adopting some strategies with respect to learner-teacher anxiety, frustration, and self-doubt (e.g., "I think friendship strategy can prevent learner incivility and reduce learner-teacher anxiety). The second fifteen items on the questionnaire assess learners' attitudes towards resistance minimizing. These are termed resistance minimizing ( $\alpha=.77$ ), the belief that resistance can be minimized by adopting some strategies with respect to learner-teacher anxiety, frustration, and self-doubt (e.g. "I feel less resistance and frustration when a controversial subject is delivered unbiasedly"). The third fifteen items on the questionnaire assess learners' attitudes towards dissent management. These are termed dissent management ( $\alpha=.70$ ), the belief that one can manage dissent by adopting some strategies with respect to learner-teacher anxiety, frustration, and self-doubt (e.g. "I believe that catering for learners' dynamic motivational factors by the teacher can reduce the level of dissent and create

a friendly environment with less anxiety and self-doubt"). Forty five subscales were tested for reliability in order to measure the internal consistency of them. Reliabilities are displayed in Table 1. Reasonable reliabilities ranging from .69 to .78 were observed in line with alphas (Wigfield & Guthrie, 1995) which are displayed in Table 1 with subscales of incivility prevention, resistance minimizing, and dissent management.

Table 1

Reliabilities for the NDM-oriented reactance management questionnaire Subscales

Subscale	Number of Items	Reliability
Incivility Prevention	15	.69
Resistance Minimizing	15	.78
Dissent Management	15	.70

#### NDM-oriented reactance management interview

NDM-oriented reactance management interview is a 5-part survey (see Appendix B) prepared by the author to explore the possible efficiency of NDM-oriented reactance management strategies at three levels of preventing incivility, minimizing resistance, and managing dissent with regard to learner-teacher anxiety, frustration, and self-doubt. The first part elicits the interviewees' (i.e. teacher/learner) experiences of psychological reactance in classroom/online L2 teaching-learning by asking questions (e.g., Have you experienced/witnessed psychological reactance in terms of incivility, resistance, and dissent?). The elicited responses are interpreted and coded as 1= positive experience, 2=negative experience, 3=no experience which are termed as experience ( $\alpha=.74$ ).The second part elicits the interviewees' attitudes about the influence of NDM on psychological reactance management in classroom/online L2 teaching-learning with regard to previous experiences by asking questions (e.g., How influential is catering for individual motivational factors during L2 teaching-learning' by telling about your own experiences?). The elicited responses are interpreted and coded as 1= influential, 2=



uninfluential, 3=undecided. The third part elicits the interviewees' responses concerning the need for reactance management in classroom/online L2 teaching-learning by asking questions (e.g., How necessary is psychological reactance management in L2 teaching-learning?). The elicited responses are interpreted and coded as 1=necessary, 2=not necessary, and 3=undecided. These are termed need ( $\alpha=.72$ ). The last item listed on the interview elicits the responses of the sample about the effectiveness of strategies at reactance management in L2 teaching-learning (e.g. eliminating test-oriented classes, providing novel activities, and improving learner achievement) by asking question (e.g., Do you think that eliminating test-oriented classes can facilitate preventing incivility, minimizing resistance, and managing dissent in face-to-face/online L2 teaching-learning?). The elicited responses are interpreted and coded as 1= Yes, 2= No, and 3= Undecided. Reasonable reliabilities ranging from .70 to .74 were observed in line with alphas (Wigfield & Guthrie, 1995) which are displayed in Table 2 with subscales of LL<sup>1</sup>, LL<sup>2</sup>, and LSL.

Table 2  
Reliabilities for the NDM-oriented reactance management interview Subscales

Subscale	Number of Items	Reliability
Experience	2	.74
Influence	3	.70
Need	2	.72
Strategy	3	.75

#### Data analysis procedures

Torun a thematic analysis, the collected qualitative-quantitative data was mixed into meta-inferences according to mixed data analysis procedures in line with Tashakkori and Teddlie(2003). Decisions on the inclusion/exclusion of qualitative or quantitative statistics were done based on iterative analyses. Accordingly, a parallel mixed data collection and analysis was done via thematic analysis of collected data by integrating findings into meta-inferences.

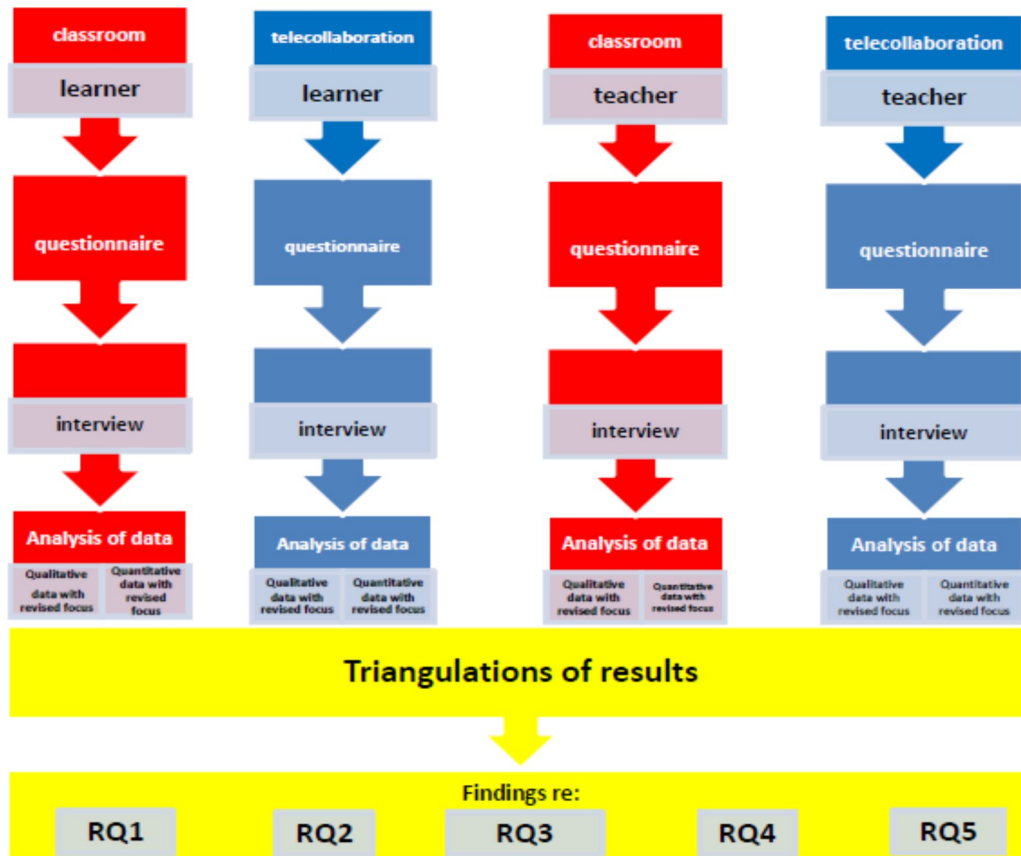


Figure 2. The visual representation of the study design

### Quantitative analysis

To explore the relationship between NDM and reactance management at three categories the following concepts were addressed: incivility prevention, resistance minimizing, and dissent management with regard to learner-teacher anxiety, frustration, and self-doubt. Given the unpaired and categorical nature of the collected data, the Pearson Chi square analysis was run to test whether any significant relationship exists between NDM and reactance management at three categories (incivility prevention, resistance minimizing, and dissent management). Accordingly to describe the relationship between the two categorical variables a cross tabulation was used.

### Qualitative analytic plan

Reactance management-related statements were sorted and coded in the transcribed interviews. In keeping with Urdan and Mestas (2006), reactance management-related statements were considered as the scale for data analysis. The observed trend of elicited responses was coded in line with Saldaña (2013) to create a specified picture of reactance management-related statements and the corresponding subcategories in the primary level. To this end, subcoding techniques were used to code the data in keeping with Saldaña (2013) as a list of codes (see Appendix B). The presence or absence of the modified motivation strategy was identified by means of subcategories. Three experts assisted to ensure the inter-rater reliability and resolve the discrepancies and the final assessment showed 78% of inter-rater agreement.

### Results

The results of analyzing participants' responses to the NDM-oriented reactance management questionnaire are displayed at three levels of civility prevention, resistance minimizing, and dissent management. The results showed that the majority of the sample ( $M= 2.094$ ) have positive attitude about the NDM-oriented statements in terms of preventing civility, minimizing resistance, and managing dissent. Observing a positive attitude among the majority of the participants reflects the need to further elaborate on the subject in future studies with respect to nonlinearity and dynamicity of L2 motivation in classroom and online L2 teaching-learning contexts. The mean of the observed standard deviations  $M=0.741$  (see table.3) shows that there is no polarized responses and the majority of the participants believe in the efficiency of NDM-oriented strategies to manage reactance.

Table 3  
 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Online Teacher Prevent Incivility	8	1.00	3.00	1.6250	.74402
Online Learner Prevent Incivility	65	1.00	5.00	1.8923	1.06247
Class Teacher Prevent Incivility	34	2.00	4.00	3.1471	.55772
Class Learner Prevent Incivility	168	1.00	3.00	1.7143	.64875
Online Teacher Minimize resistance	8	1.00	2.00	1.8750	.35355
Online Learner Minimize Resistance	65	1.00	5.00	2.0308	1.03031
Class Teacher Minimize Resistance	34	2.00	4.00	2.8824	.68599
Class Learner Minimize Resistance	168	1.00	3.00	1.5298	.61834
Online Teacher Manage Dissent	8	1.00	3.00	2.3750	.91613
Online Learner Manage Dissent	65	1.00	5.00	2.0769	1.03543
Class Teacher Manage Dissent	34	1.00	4.00	2.7941	.84493
Class Learner Manage Dissent	168	1.00	2.00	1.1964	.39848
Valid N (listwise)	8				

To find out whether there is a relationship between NDM-oriented strategies and civility prevention, resistance minimizing, and dissent management the elicited responses were

analyzed correlations analysis and the results were displayed in the following visual representation of the correlation results between learner-teacher attitudes towards reactance management via NDM:

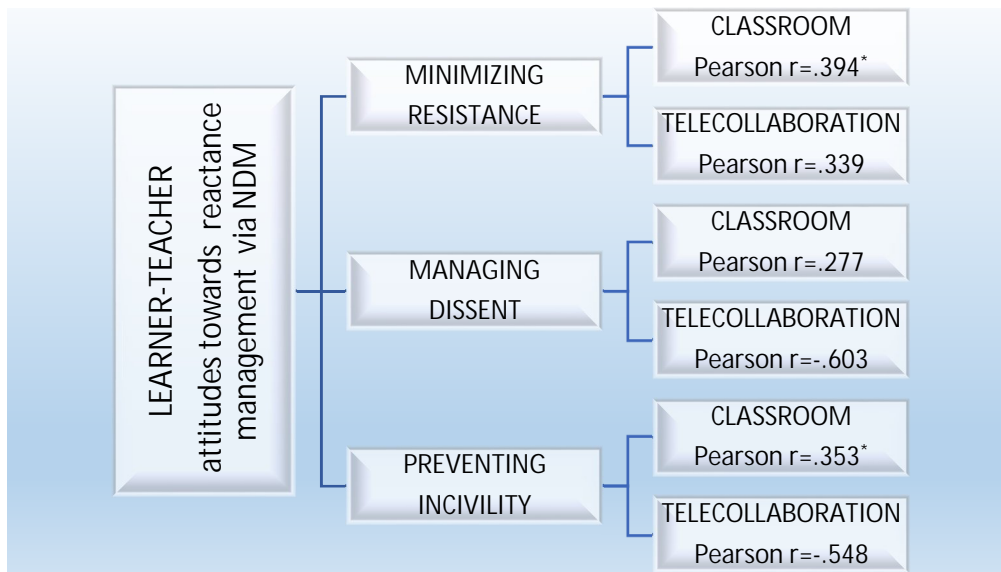


Figure 3. Learner-Teacher attitudes towards reactance management via NDM

A quick look at the above diagram shows that there is statistically significant relationship between NDM-oriented strategies and civility prevention, resistance minimizing, and dissent management based on the elicited responses from learner-teacher participants. Therefore, both groups believe that NDM-oriented strategies have the potential to manage reactance in classroom context. However, in telecollaborative context, with the exception of minimizing resistance category (which shows positive attitudes of learner-teacher participants) in two other categories there is negative relationship in the elicited responses from the learners and teachers. This reflects teachers' orientation towards monologic instruction instead of dialogic one which ends up in a non-learn-friendly context with high risk of causing reactance-inducing statements/conditions during L2 teaching-learning. Tracing for possible relationships between classroom and online learners' responses about reactance management by NDM, led to

discovering positive views among all participants regardless of their contexts (classroom/telecollaboration) and position (teacher/learner).

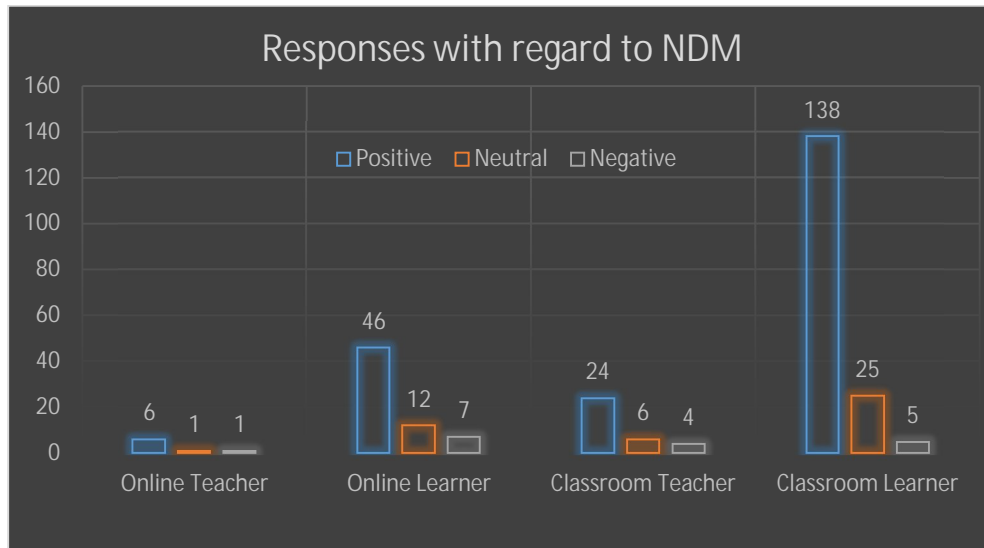


Figure 4 classroom and online learners' responses with regard to NDM

To cross-validate the collected data and capture different dimensions of reactance management via NDM from teacher-learner perspectives methodological triangulation was used. Triangulation facilitates gaining a good understanding of different perspectives, accordingly different participants (L2 teachers and learners) from different contexts (i.e. classroom and telecollaboration) were incorporated in the study to strengthen the results from various aspects. The elicited responses from the interviewees with respect to their experiences revealed that

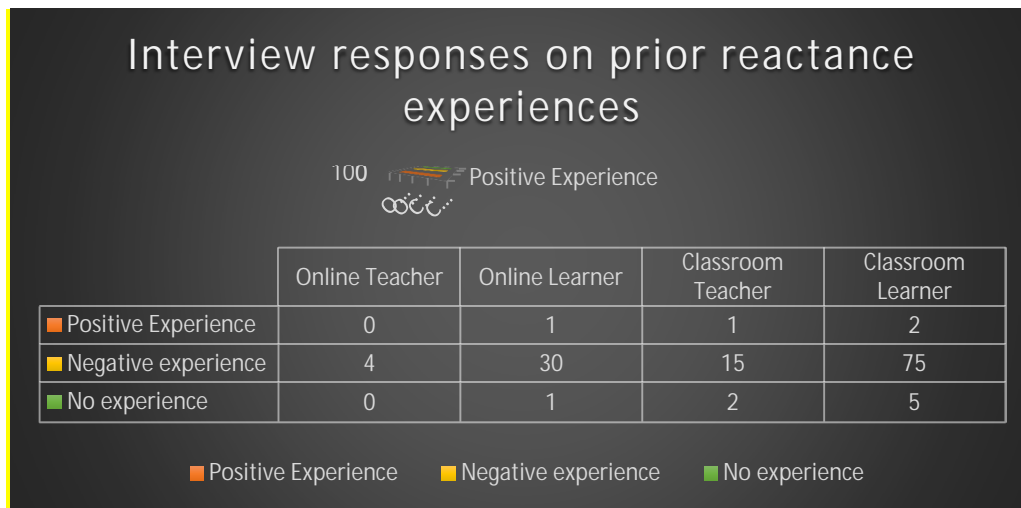


Figure 5 Interview responses on prior reactance experiences

the majority of learner-teacher participants of the present study had negative reactance-related experiences which serves as an evidence for the existence of reactance within classroom and online L2 teaching-learning contexts. Therefore, further studies on the possible reasons behind this less-analyzed factor is essential. The elicited responses concerning the influence of psychological reactance' in L2 teaching-learning showed that:

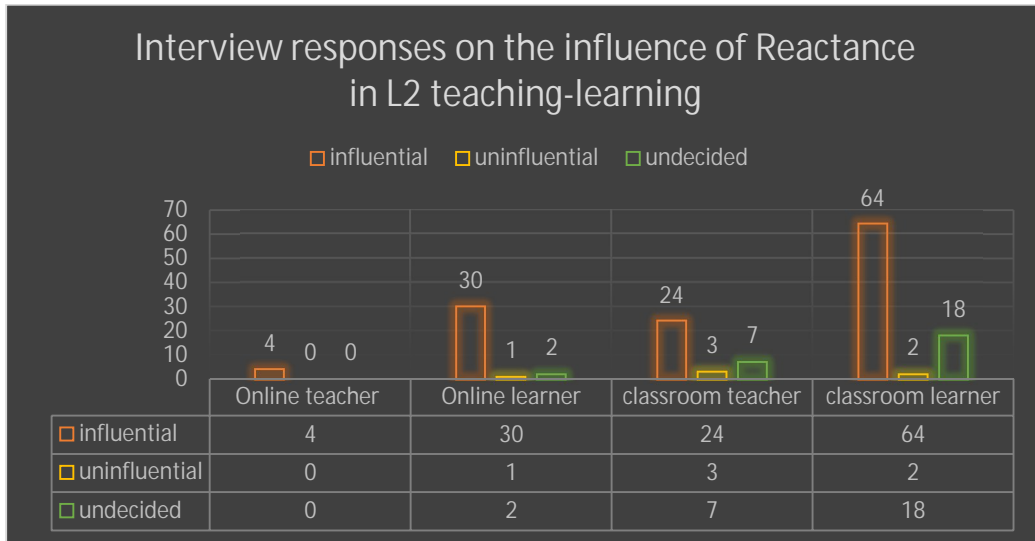


Figure 6 Interview responses on the influence of Reactance in L2 teaching-learning

Both contexts revealed a positive attitude towards the significance of psychological reactance as an influential factor in L2 teaching-learning and both teachers and learners believe that this psychological factor is influential and needs to be addressed both to facilitate instruction and to reduce resistance, incivility, and dissent among the learner group. Similarly the elicited responses from the third category of the interview (the need for managing reactance) confirmed the need for adopting strategies by both teachers and learners in both contexts. The last part of the interview was an attempt to elicit participants' responses concerning the efficiency of four categories of strategies in managing reactance:



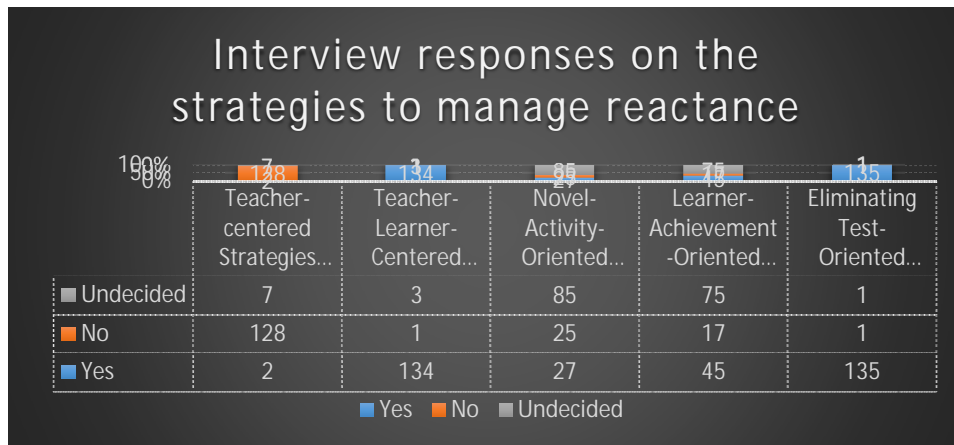


Figure 7 Interview responses on the strategies to manage reactance

Eliminating the test-oriented classes is the most salient result of the study concerning the suggested strategies by the interviewees. Based on the expressed views (implicitly/explicitly), learners believe that originally there is a negative pressure/atmosphere in test-oriented classes which is increased when learners are threatened by reactance-inducing statements or when they find out about a systematic test-score-manipulation by the teacher(s) for a variety of reasons (e.g. discrimination, fleeing from responsibility, blocking any argument, expecting obedience, etc.). According to the obtained results, there is a consensus among teachers and learners in classroom and online environments concerning the efficiency of NDM as a facilitator to prevent incivility, minimize resistance, and manage dissent.

### Discussion

Based on results, the study confirms the effectiveness of NDMSs as a valid tool to minimize and manage psychological reactance in classroom and telecollaborative contexts. Accordingly, it can safely be concluded that restraining learner’s freedom of voice, preferences, and options within a demotivating undemocratic L2 classroom causes oppositional behaviors which needs to be avoided on the part of the teacher in both contexts. The study confirms positive opinion among the sample under the study on the applicability of NDMSs as a minimizing and managing tool for

managing psychological reactance. The study suggests new pedagogical reforms in terms of teachers' belief systems about teaching practices (Buehl & Beck, 2015; Fives & Gill, 2015; Fives, Lacatena, & Gerard, 2015) and applying learner-friendly models of practice (e.g. FonF practice model) with a focus on nonlinearity and dynamicity of motivation which differs from learner to learner (Author, 2019). Given the thin literature apropos of nonlinearity and dynamicity of L2 motivation, future researches are suggested to examine the use and contextualization of NDMSs in different learning contexts and at different language proficiency levels. The main goal is to recruit the potential behind the diversity of L2 motivation self types which has been overlooked in popular L2 motivation theories such L2 motivation self system for the benefit of the L2 learners by creating a an every-learner-motivated classroom.

## Implications of the Study

### For Research

Given the obtained results, the first research implication is the need to conduct further studies in terms of gender-related differences in reactance management in classroom and telecollaborative L2 teaching environments. Besides that with regards to similar characteristics of anti-ought-to self and NDM in terms of nonlinearity and dynamicity on the one hand and similar characteristics of anti-ought-to self and psychological reactance theory in terms of oppositional behavior, further publications are necessary to clarify their connections with regard to L2 learning motivation. Since L2MSS (Ushioda, 2013) and psychological RT (Thompson, 2017) share the same individual-oriented basis their integration into a model of meeting motivational needs and minimizing oppositional behavior is a promising research goal. Given the findings of the study the first theoretical implication is the need to create a conceptualized and contextualized model of integrating and recruiting the potential behind NDM as a motivational state (Bahari, 2018a). The intertwined model of reactance (Dillard & Shen, 2005; Eagly, Mladinic, & Otto, 1994; Kim, Levine, & Allen, 2013; Rains, 2013; Quick & Considine, 2008; Quick & Stephenson, 2007; Rains & Turner, 2007) and NDM requires further studies to test other variables (e.g. self-efficacy, demotivation) which might facilitate reactance

management in classroom/telecollaborative contexts and create a more motivating learning environment. Such a model can not only cater for motivational needs of L2 learner but also preserve Learner autonomy (Chartrand, Dalton, & Fitzsimons, 2007) without resorting to oppositional behaviors. Accordingly with respect to the newly introduced teaching-learning horizons for traditional L2 learner group, such as online discourse, virtual motivational mechanisms, and identity-forming processes, further studies are required to theorize telecollaboration-oriented teaching-learning models to facilitate learner autonomy by employing NDM to meet the pedagogical needs of telecollaborative teacher-learner.

For pedagogy

The most salient pedagogical implication of the study is about strategies to manage reactance within classroom/telecollaborative L2 teaching. According to the obtained results test-oriented classes have negative effect on reactance management and increase the emergence of incivility, dissent and resistance along with learner-teacher self-doubt, anxiety, and frustration. Most of the learner-participants believed that such classes not only provide some teachers with a manipulative tool (i.e. test score manipulation) to threaten or oppress learner autonomy but also lifts the pressure from teachers to prepare novel activities for the learner group. Some of the teacher-participants also implicitly confirmed the existence of such reactance-inducing conditions in L2 teaching-learning contexts. Therefore, some pedagogical reformations are needed to address these anti-learner features of test-oriented classes which affects L2 teaching-learning environments. The second implication is that reinforcing NDM has the potential to prevent incivility, minimize resistance, and manage dissent along with catering for motivational needs of the L2 learners. NDM-oriented pedagogy ensures learner-friendly environments where anti-ought-to-selves are neither ignored nor restrained instead they are minimized and redirected in line with NDM at individual level (Bahari, 2018b). In keeping with the dynamicity and nonlinearity of learner's motivation, the third implication of the study is the need to foster collaborative meaning-making process through dialogic discourse instead of traditionally established monologic discourse in classroom/telecollaborative L2 teaching-learning. While the

former discourse type permits argumentative virtues the latter one fosters teacher-centered teaching beliefs.

### Conclusion

According to the obtained results, it can be safely concluded that restraining learner's freedom of voice, preferences, and options causes reactance and demotivation among L2 learners however, catering for NDM facilitates reactance management and creates a learner-friendly L2 teaching-learning context. To this end, new pedagogical reforms in terms of teachers' belief systems about teaching practices (Buehl & Beck, 2015; Fives & Gill, 2015; Fives, Lacatena, & Gerard, 2015) despite the lack of support from socioeconomic contexts (Price, 2012) need to be conducted by integrating and embedding NDM-oriented L2 teaching strategies to minimize reactance and develop a learner-friendly classroom and telcollaborative L2 teaching-learning contexts.

The main limitation of the study was the unwillingness of the teachers accustomed to teacher-centered and test-oriented approach of L2 teaching to cooperate in the project which reduced the number of the possible participants to a large extent. Unfortunately, some teachers despite the presence of computer-assisted language learning tools and affordances which can facilitate language learning on the part of the learners, prefer to impose rote learning on the learners and silence any objection via test scores.

### Acknowledgment

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## Appendices

### Appendix A NDM-oriented reactance management questionnaire for L2 teacher-learner

Dear teacher/learner kindly answer all items whether statements are about teachers or learners.

NDM stands for nonlinear dynamic motivation which refers to changing nature of motivation in learner.

Table 4 NDM-oriented reactance management questionnaire

Strategy	Focus of statements	Statements	Strongly agree	Agree	Partly agree	Slightly disagree	Disagree	Strongly disagree
Incivility Prevention	Anxiety	I think catering for NDM along with applying friendship strategy can prevent learner incivility and reduce learner-teacher anxiety						
	Anxiety	I believe that test-oriented classes act against NDM and increase learner anxiety and learner incivility						
	Anxiety	I think reactance-inducing statements by teachers act against NDM and increase anxiety and incivility						
	Anxiety	I think reactance-inducing statements by learners act against NDM and increase anxiety and incivility						
	Anxiety	I think test-score manipulation by teachers act against NDM and causes anxiety and incivility						
	Frustration	I think low achievement has demotivating effects and causes frustration and incivility among learners therefore improving learner achievement can prevent incivility						
	Frustration	I think lack of novel activities in L2 teaching causes frustration among learners which leads to incivility						
	Frustration	I believe that restrictive classes act against NDM and increase learner frustration and learner incivility						
	Frustration	I think test-score manipulation by teachers act against NDM and causes frustration and incivility						
	Frustration	I think meeting learners' motivational						

		factors in classroom/online L2 teaching can reduce frustration and incivility							
	self-doubt	I think lack of novel activities in L2 teaching causes self-doubt among teachers which leads to incivility							
	self-doubt	I believe that restrictive classes act against NDM and increase learner self-doubt and learner incivility							
	self-doubt	I think test-score manipulation by teachers act against NDM and causes self-doubt and incivility							
	self-doubt	I think lack of objective criteria and subjective assessment increases self-doubt among learners and might lead to incivility over low grade							
	self-doubt	I think meeting learners' motivational factors in classroom/online L2 teaching can reduce self-doubt and incivility							
Dissent Management	Anxiety	I believe that catering for learners' dynamic motivational factors by the teacher can reduce the level of dissent and create a friendly environment with less anxiety and self-doubt							
	Anxiety	I believe that restrictive classes act against NDM and increase learner anxiety and learner dissent							
	Anxiety	I think test-score manipulation by teachers act against NDM and causes anxiety and dissent among learners							
	Anxiety	I think lack of objective criteria and subjective assessment increases anxiety among learners and might lead to dissentive behavior over low grade							
	Anxiety	I think meeting learners' motivational factors in classroom/online L2 teaching can reduce anxiety and dissent							
	Frustration	I think low achievement has demotivating effects and causes frustration and dissent among learners therefore improving learner achievement can facilitate dissent management							
	Frustration	I think lack of novel activities in L2							

		teaching causes frustration among learners which leads to learner dissent							
	Frustration	I believe that threatening activities act against NDM and increase learner frustration and learner dissent							
	Frustration	I think test-score manipulation by teachers act against NDM and causes frustration and dissent among learners							
	Frustration	I think lack of objective criteria or ignoring them in subjective assessment of assignments has demotivating effects and increases frustration among learners which might lead to dissentive behaviors over low grade							
	self-doubt	I believe that catering for learners' dynamic motivational factors by the teacher can reduce the level of dissent and create a friendly environment with less anxiety and self-doubt							
	self-doubt	I think lack of novel activities in L2 teaching has demotivating effects and causes self-doubt among teachers which leads to teacher dissent							
	self-doubt	I believe that test-oriented classes act against NDM and increase learner self-doubt and learner dissent							
	self-doubt	I think test-score manipulation by teachers act against NDM and causes self-doubt and dissent among learners							
	self-doubt	I think lack of objective criteria or ignoring them in subjective assessment of assignments has demotivating effects and increases self-doubt among learners which might lead to dissentive behaviors over low grade							
Resistance Minimizing	Anxiety	I believe that restrictive classes act against NDM and increase learner anxiety and learner resistance							
	Anxiety	I think test-score manipulation by teachers act against NDM and causes anxiety and resistance							
	Anxiety	I think lack of objective criteria and subjective assessment has demotivating							

		effects and increases anxiety among learners which might lead to resistance over low grade						
Anxiety		I think lack of objective criteria or ignoring them in subjective assessment of assignments has demotivating effects and increases anxiety among learners which might lead to resistance over low grade						
Frustration		I feel less resistance and frustration when a controversial subject is delivered unbiasedly						
Frustration		I think low achievement causes frustration and resistance among learners therefore improving learner achievement can minimize learner frustration and resistance						
Frustration		I think threatening activities in L2 teaching has demotivating effects and causes frustration among learners which leads to learner resistance						
Frustration		I believe that test-oriented classes increase learner frustration and learner resistance						
Frustration		I think test-score manipulation by teachers causes frustration and resistance among learners						
self-doubt		I think lack of objective criteria and subjective assessment increases self-doubt among learners which might lead to resistance over low grade						
self-doubt		I think test-score manipulation by teachers has demotivating effects and causes self-doubt and resistance among learners						
self-doubt		I believe that restrictive classes increase learner self-doubt and learner resistance						
self-doubt		I think lack of novel activities in L2 teaching causes self-doubt among teachers which leads to learner resistance						
self-doubt		I think threatening activities in L2						

		teaching has demotivating effects and causes self-doubt among teachers which leads to teacher resistance						
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## Appendix B Semi-structured NDM-oriented Interview

Table 5 Semi-structured NDM-oriented Interview

Stages	Theme	Prompt	Coding responses
Part 1	Experiences of psychological reactance in L2 teaching-learning	*What does 'psychological reactance in L2 teaching-learning' mean to you? *Have you experienced/witnessed psychological reactance in terms of incivility, resistance, and dissent?	Elicited responses are interpreted and coded as 1= positive experience 2=negative experience 3=no experience
Part 2	Explaining the influence of meeting motivational factors at individual level to manage psychological reactance with regard to previous experiences	*How influential is catering for individual motivational factors during L2 teaching-learning' by telling about your own experiences?	Elicited responses are interpreted and coded as 1= influential 2= uninformal 3=undecided
		* How influential is NDM when attended in L2 teaching-learning context in your own experience?	Elicited responses are interpreted and coded as 1= influential 2= uninformal 3=undecided
		* How do you describe your experience of managing oppositional behavior in a language learning classroom where motivational factors are encouraged to be expressed and reinforced, instead of being put aside at the cost of protecting rules and regulations	Elicited responses are interpreted and coded as 1= positive experience 2=negative experience 3=no experience
Part 3	Need for Reactance management in L2 teaching-learning	*How necessary is psychological reactance management in L2 teaching-learning?	Elicited responses are interpreted and coded as 1=necessary 2=not necessary

			3=undecided
		*Given your needs in classroom/online L2 teaching-learning what aspects of psychological reactance management (preventing incivility, minimizing resistance, and managing dissent) can help you more?	Elicited responses are interpreted and coded as 1= preventing incivility 2=minimizing resistance 3= managing dissent
Part 4	Strategies that can facilitate reactance management in L2 teaching-learning	*Do you think teacher-centered strategies along with catering for L2 learners' NDM can facilitate reactance management? How?	Elicited responses are interpreted and coded as 1= Yes 2= No 3= Undecided
		*Do you think that providing novel activities can facilitate preventing incivility, minimizing resistance, and managing dissent in face-to-face/online L2 teaching-learning?	Elicited responses are interpreted and coded as 1= Yes 2= No 3= Undecided
		*Do you think that improving learner achievement can facilitate preventing incivility, minimizing resistance, and managing dissent in face-to-face/online L2 teaching-learning?	Elicited responses are interpreted and coded as 1= Yes 2= No 3= Undecided
		*Do you think that eliminating test-oriented classes can facilitate preventing incivility, minimizing resistance, and managing dissent in face-to-face/online L2 teaching-learning?	Elicited responses are interpreted and coded as 1= Yes 2= No 3= Undecided
Part 5	Finally Thank you for your time. Do you have any questions that you would like to ask of me?		