Nonlinear Dynamic Motivation-Oriented Learner-Centered L2 Classroom

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ABSTRACT

Both positive and negative aspects of teacher-learner relationships need to be addressed to provide a better picture of the actions and reactions between them. The present study focused on the negative aspects which serve to obstruct teaching-learning process in L2 classroom. To this end, 189 English as a foreign language (EFL) learners were consulted and interviewed concerning their attitudes towards the negative influence of some obstructive aspects of teacher-centered and test-oriented EFL classrooms as well as the potential behind replacing such classes with nonlinear dynamic motivation-based learner-centered classrooms. The findings revealed that teacher-centered and test-oriented EFL classrooms are not only the cause of obstructive aspects of learning process, but also the main cause of quitting language learning and oppositional behavior among the academic EFL learners. The main implications of the study is the need for pedagogical reformations to create a learner-centered EFL classroom, where motivational factors of the learner as the main beneficiary of the EFL classroom are catered for and valued.

Key Words: nonlinear dynamic motivation-based (NDM-B); reactance theory (RT); dynamic systems theory (DST); L2 motivational self system (L2MSS).

INTRODUCTION

Successful English as a foreign language (EFL) teaching-learning requires a good chemistry between the teacher and learner (Dewaele & MacIntyre, 2016; Dewaele, MacIntyre, Boudreau, & Dewaele, 2016; MacIntyre & Mercer, 2014). This cannot be created or maintained under the traditionally-established educational rules and regulations which allow teachers to be the sole decision-makers. Imagine a learner whose voice concerning his/her motivation, autonomy, self-esteem, argumentation, self-expression is restrained in a teacher-centered, test-oriented classroom. Then the question arises, "What choices are available to such student?" The learner has three choices: to proceed with EFL learning in an obedient, passive, and demotivating context; to proceed with learning while resorting to oppositional behaviors (reactance, resistance, incivility, etc.); to quit EFL learning. The question now arises, "What mechanism facilitates choosing the last two choices on the part of the learners?" The lessons and feedback taken from EFL learners over the years, have informed the author that teacher-centered and test-oriented classrooms (both at schools and universities) serve as one of the main causes of pushing learners towards psychological reactance (i.e. oppositional behavior) and in some cases quitting language learning. Nobody approves of dictator fathers, bosses, and teachers but the truth is out there and biased, defensive, discriminatory, demotivating and domineering behaviors on the part of some EFL teachers serve as obstructive and demotivative factors which need to be eliminated from L2 classroom by reforming the relationships. This problem might be solved by applying democratic pedagogical practices in L2 classroom, where nonlinearity and dynamicity of language and language learner are not overlooked. To this end, the present study suggests nonlinear dynamic motivation-based (NDM-B), learner-centered L2 classroom as a step towards restructuring traditionally-established teacher-centered classrooms. Several studies (Bahari, 2018a; Driver, Newton, & Osborne, 2000; Duschl & Osborne, 2002; Kelly & Brown, 2003) support the significance of interactive, collaborative activities in the modes of argumentation on the part of the learners in classroom where they are provided with a chance to express their learning style in a dialogic pedagogy in keeping with liberatory model of education (Freire, 1970) as well as transformative pedagogy (Cranton, 2011) to form a learner-oriented pedagogy.

Teacher-Centered EFL Teaching-Learning

Teacher-centered classrooms described by Rose and Paisley (2012) as "sites of power, privilege and oppression" (p.142) create a setting which

encourages some negative EFL teaching-learning phenomena such as reactance, academic entitlement, anti-ought-to-self, biased relationship, monologic pedagogy, demotivation, etc. (Bahari, 2018a). Each of these aspects have the potential to obstruct language teaching-learning process not only for those with a self-perceived low ability but also for those who express their opposition to a domineering teacher-centered classroom. These obstructive aspects are created and augmented in a domineering, inflexible, unidirectional, and undemocratic EFL classroom where everything is under the control of a single fallible person (Bahari, 2018b). Elaborating on each factor in further studies serves to lose the perspective rather than addressing the problem in EFL context. Therefore, it is critical to accelerate shifting towards a learner-friendly (in fact customer-friendly) context to ensure a collaborative, dialogic, and more importantly democratic L2 classroom. To this end, the present study proposed reducing the negative influence of the obstructive aspects of teacher-centered classroom (see Fig.1) and test-oriented classroom (see Fig.2) by an NDM-based EFL teaching-learning classroom (see Fig.3) as follows:
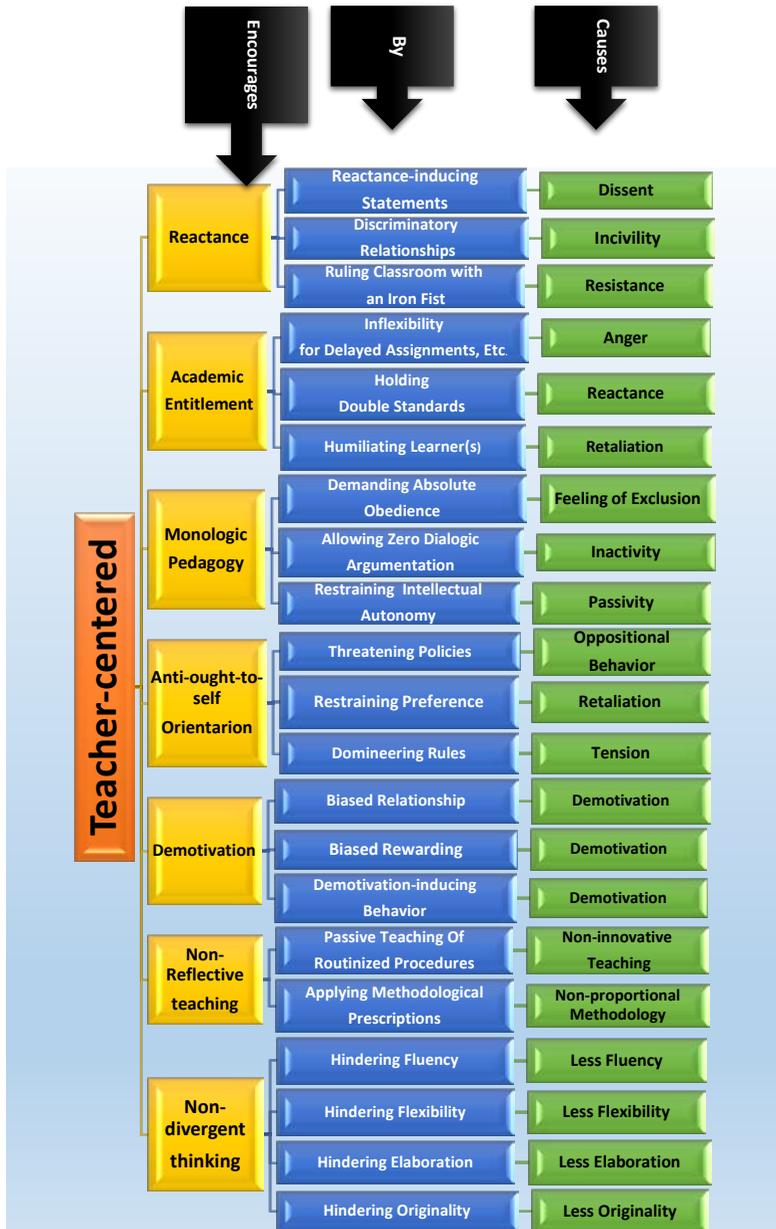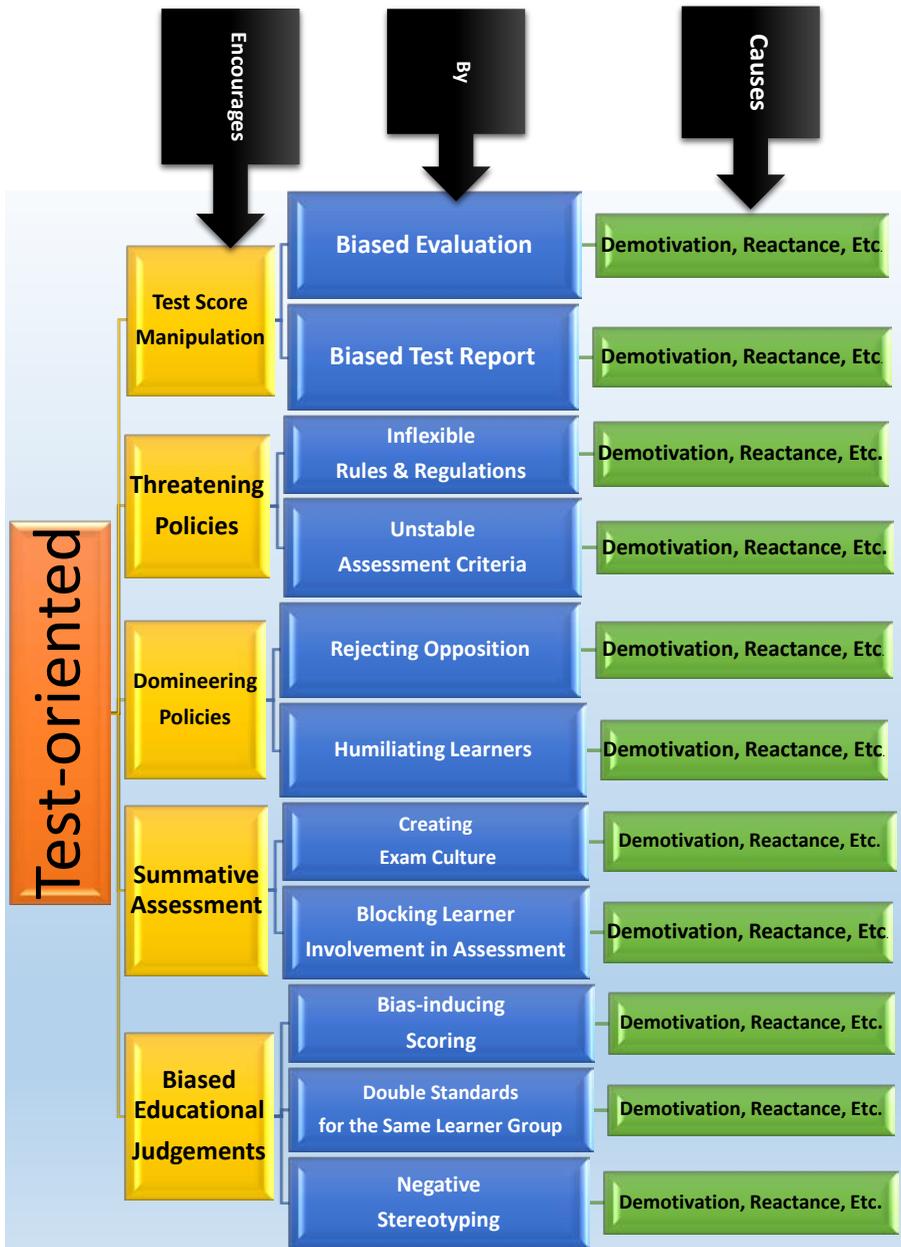
**Figure 2** Negative Influence of Test-oriented EFL Teaching-learning
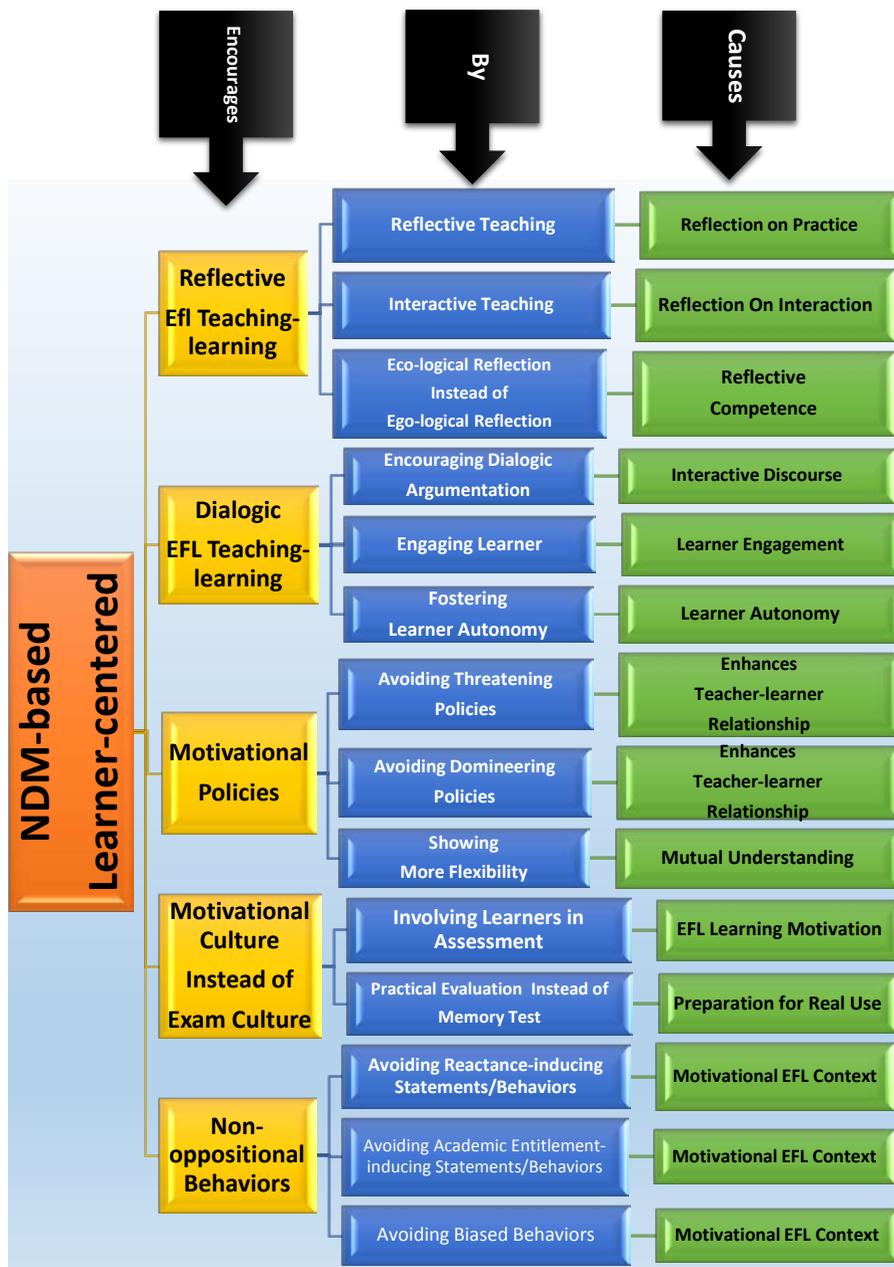
Figure 3 Constructive Aspects of NDM-based Learner-centered EFL Teaching-learning

Reactance Theory (RT) and Nonlinear Dynamic Motivation (NDM)

The basic principle of psychological reactance theory (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 EFL teaching-learning contexts, the question then arises, "Is this theory applicable to motivation in EFL teaching-learning?" Imagine a teacher taking demotivating measures instead of catering for motivational needs of the EFL learners, or restraining learner autonomy via test-score manipulation. Now the next question arises, can this teacher manage reactance, prevent incivility, minimize resistance, and manage dissent while taking anti-motivational measures in EFL teaching-learning contexts? Restricting learners' pedagogical preferences by ignoring their motivational factors is an example of restricting freedom/autonomy in EFL teaching-learning contexts which increase the chances of reactance (Jost, Banaji, & Nosek, 2004). The situation is exacerbated by adopting test-oriented instruction along with threatening policies. Given the fact that restrictive measures are met with backlash (Kay et al., 2009; Laurin, Kay, Proudfoot, & Fitzsimons, 2013; Wortman & Brehm, 1975), such measures need to be avoided in L2 classroom in keeping with internalized concepts of self and identity (Ushioda & Dörnyei, 2017) to reduce the occurrence of oppositional behavior on the part of the learners.

Dynamic Systems Theory (DST)

Given the deficiency of linear patterns in explaining and predicting the relationships observed in second language acquisition data, the present study aims at conceptualizing non-linear dynamic motivation as a facilitator to manage obstructive factors in keeping with dynamic systems theory (de Bot, & Larsen Freeman, 2011; de Bot, Lowie, & Verspoor, 2007; Dörnyei, 2009, 2014; Fusella, 2013; Hiver, 2015; Kikuchi, 2015; Larsen-Freeman & Cameron, 2008; MacIntyre & Legatto, 2011). Dynamic systems theory (DST) views the components of the system in a holistic manner and suggests that a nonlinear process of self-organization within the system is at work in response to internal and external stimuli (Henry, Dörnyei, & Davydenko, 2015; Jiang & Dewaele, 2015). The previous studies have approached EFL teaching-learning motivation with respect to strategies (Dörnyei & Ryan, 2015; Griffiths, 2013; Oxford, 2017; Quoidbach, Mikolajczak, & Gross, 2015; Schunk & Zimmerman, 2012) or as a static factor (Moskovsky, Racheva, Assulaimani, & Harkins, 2016) or a learner-context interaction subject (Thompson & Vasquez, 2015; Thompson & Erdil-Moody, 2016) or introducing influential factors (Lyubomirsky & Layous, 2013; Sheldon,

Boehm, & Lyubomirsky, 2013; Rusk & Waters, 2015). However, the present study drawing on DST, proposes reinforcing NDM along with motivational potential of anti-ought-to self (Dörnyei, Henry, & Muir, 2016; Dörnyei, MacIntyre, & Henry, 2015; Liu &Thompson, 2017; Thompson & Vasquez, 2015) as a pedagogical strategy to facilitate the management of obstructive factors in EFL teaching-learning setting. Academic entitlement (AE) is a shift in values of education that undermines the face of education by offering achievement without any effort or skill (Morrow, 1994) or expressing anger over a low grade (Chowning & Campbell 2009; Ciani, Summers, & Easter, 2008; Greenberger, Lessard, Chen, & Farruggia, 2008). The presence of AE can trigger failure in EFL teaching-learning because of its obstructive influence on the teacher-learner relationship. Studies approaching AE (Hoover 2007; Campbell, Bonacci, Shelton, Exline, & Bushman, 2004; Foster, Campbell, & Twenge, 2003; Lombardi, 2007; Twenge 2006) have also approached the concepts of motivation, narcissism, and (inflated) self-esteem among academically entitled students. In contrast to traditionally-established view of AE which solely blames the learner, the present study argues that part of this negative behavior is caused by the teacher. Imagine, a teacher who holds double standards for evaluating learner proficiency in a test-oriented classroom. Imagine the same teacher who biasedly demotivates some EFL learners by using degrading words and treatment while biasedly praising some others. Imagine another teacher, who inflexibly insists on taking assignments at a particular time with no delays and regardless of dynamicity and nonlinearity of motivation in L2 learner. While, the teacher might argue that he/she is protecting order but the learner interprets penalties for late assignment as uncooperative, demotivating and inflexible measures taken by a teacher who rules the class with an iron fist. Imagine another teacher who manipulate test score of a learner for differences of opinion or arguments in the classroom. Given the above EFL classroom contexts, some questions arise: Is it fair to blame only learner(s) for feeling entitled to achievement? Are teachers and learners equally responsible for AE? Drawing on teacher-learner accountability, the present study examined the potential behind NDM-based learner-centered model to manage the obstructive factors including AE within EFL teaching-learning contexts.

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 EFL teaching-learning (Oxford, 2017; Dornyei & Ryan, 2015; Quoidbach, Mikolajczak, & Gross, 2015; Chang, 2010; Kikuchi, 2009; Kim, 2009; Trang & Baldauf,

2007) the present study explored the academic EFL learners' attitudes towards teacher-centered and test-oriented EFL classrooms. Following that, based on the obtained data an NDM-based learner-centered EFL classroom model was proposed as a replacement for teacher-centered and test-oriented classroom and the participants were interviewed (see Appendix C) concerning its potential as a replacement. To this end, a mixed method approach was applied to examine the relationship between the proposed model and the obstructive aspects of teacher-centered and test-oriented EFL classrooms. Thus, several strands of data collection were employed in response to the following research questions:

RQ1: What are the obstructive aspects of teacher-centered EFL classrooms?

RQ2: What are the obstructive aspects of test-oriented EFL classrooms?

RQ3: Does NDM-based learner-centered EFL model have the potential to minimize the obstructive aspects of teacher-centered and test-oriented classrooms?

Method

A total of 189 English Language Teaching M.A. students were drawn from three branches of Azad University in Tehran, Iran. To facilitate qualitative and quantitative analyses, the participants were divided into two groups of male=33% and female=67% with ages ranging between 25–42. The permission to participate in the research was obtained from the participants. Given the size of the research population it was impossible to conduct random sampling to ensure generalizability. Therefore, intact group design was used as the design of the study. Obstructive aspects of teacher-centered EFL teaching-learning questionnaire is a 32-item survey developed by the author to examine 16 sub-categories of teacher-centered EFL classroom (see Appendix A). The items are rated along a 6-step Likert continuum (e.g., 1 = *strongly agree* to 6 = *strongly disagree*). The questionnaire took approximately 30–35 minutes to complete. Participants read the items on their own and the researcher was available to answer questions they had about individual items (face-to-face/online). To determine the internal consistency the subscales were subjected to a reliability test and in keeping with (Wigfield & Guthrie, 1995) the subscales had reasonable reliabilities ranging from .68 to .77. Obstructive aspects of test-oriented EFL teaching-learning questionnaire is a 30-item survey developed by the author to examine three major categories of obstructive

aspect of test-oriented EFL classes: Threatening policies; Test score manipulation; domineering policies (see Appendix A). The items are rated along a 6-step Likert continuum (e.g., 1 = *strongly agree* to 6 = *strongly disagree*). The questionnaire took approximately 30–35 minutes to complete. Participants read the items on their own and the researcher was available to answer questions they had about individual items (face-to-face/online). To determine the internal consistency reliabilities of the subscales in the present study the 45 subscales were subjected to a reliability test. Reliabilities are presented in Table 1. The subscales of threatening policies, test score manipulation, and domineering policies had reasonable reliabilities ranging from .66 to .78 in keeping with (Wigfield & Guthrie, 1995). The replacement potential of NDM-based learner-centered model interview was a 10-part survey (see Appendix C) developed by the author to examine the efficiency of proposed model at minimizing the negative influence of 10 obstructive factors in teacher-centered and test-oriented EFL classrooms. In keeping with Wigfield & Guthrie (1997) reasonable reliabilities ranging from .70 to .74 were observed. In order to integrate the findings into meta-inferences and conduct a thematic analysis of qualitative-quantitative data a mixed data analysis was arranged as the study design in keeping with (Tashakkori & Teddlie, 2003). Accordingly, iterative analyses were conducted concerning the decisions about the adoption of qualitative or quantitative analyses during the study. A parallel mixed data collection and analysis was adopted as the study design which included thematic analysis of qualitative data and statistical analysis of quantitative data followed by integration of findings into met-inferences. To address the research questions quantitative analyses were run to find out the participants' attitudes towards the potential behind NDM-based learner-centered model to manage and minimize obstructive factors in EFL teaching-learning classroom. Given the unpaired and categorical nature of the collected data, the Pearson Chi square test was applied to test whether a statistically significant relationship exists between NDM-based learner-centered model and the participants' attitudes towards the obstructive factors. Accordingly, to describe the relationship between the two categorical variables a crosstabulation was used. Codable reactance management-related statements were identified in the transcribed interviews. Following Urdan and Mestas (2006), the responses were interpreted and sorted into Yes/No/Undecided categories as the criterion of data analysis. The orientation of responses was sorted and categorized under a list of codes in keeping with (Saldaña, 2013) and to provide a specified picture of statements and the subcategory that they represent within the primary level, subcoding technique suggested by Saldaña (2013) was adopted and accordingly, a list of codes was prepared. To ensure higher

Inter-rater reliability, the interview was administered by the help of 3 expert EFL researchers along with the author. To resolve the discrepancies, two other raters rated the transcribed interview and the results revealed that the inter-rater agreement was 75% per interview on average.

Results

The results of the study concerning the obstructive aspects of teacher-centered and test-oriented EFL classrooms are displayed in Figures 4 and 5 which show that relatively all of the obstructive aspects focused in the present study have negative influences on EFL teaching-learning based on the elicited responses from the participants.
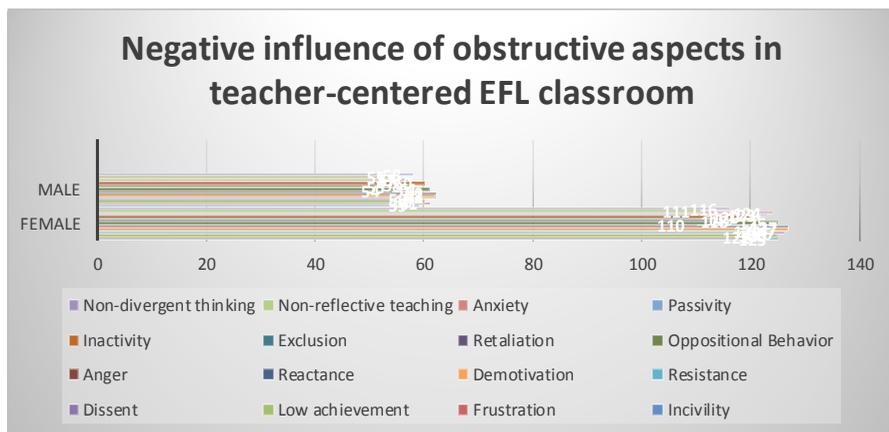
Figure 4 Negative influence of obstructive aspects in teacher-centered classroom

The salient findings of the study revealed that the majority of the participants agreed on the negative influence of the obstructive aspects proposed by the study and with partial differences described them as obstructive factors which need to be eliminated to facilitate EFL teaching-learning. When 100% of the participants agree that reactance is caused and created in teacher-centered and test-oriented classroom, it can be argued that this obstructive aspect along with the rest of the aspects discussed in the study have not been addressed in the field as a byproduct of teacher-centered and test-oriented classrooms.
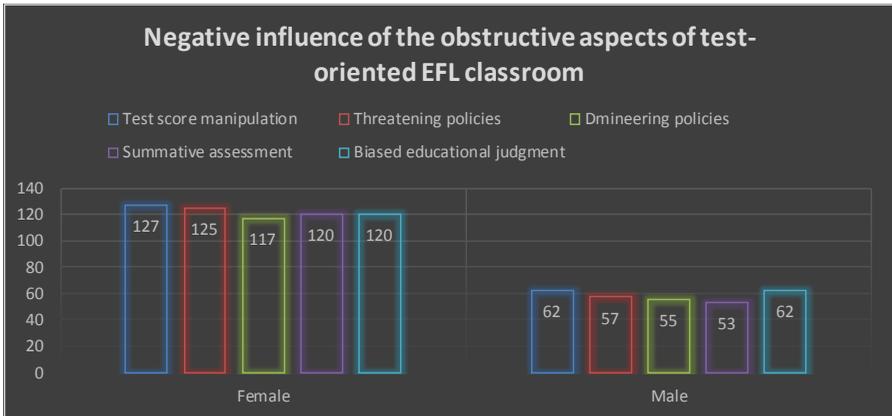
Figure 5 Negative influence of the obstructive aspects of test-oriented EFL classroom

The results of analyzing participants' responses to interview questions concerning the potential behind the NDM-based learner-centered model to manage or minimize obstructive factors, revealed that the significant majority of the participants had a positive opinion concerning NDM-based learner-centered model as an appropriate replacement for teacher-centered and test-oriented classrooms.

Table 1. Descriptive statistics

Descriptive Statistics

	Mean	Std. Deviation	N
Female attitudes on incivility	2.0236	.82100	127
Male attitudes on incivility	2.0645	.80716	62
Female attitudes on frustration	2.0236	.86799	127
Male attitudes on frustration	1.4355	.66827	62
Female attitudes on low achievement	2.0472	.82480	127
Male attitudes on low achievement	2.0806	.87400	62
Female attitudes on dissent	1.5906	.74912	127
Male attitudes on dissent	1.8710	.83928	62
female attitudes on resistance	1.4882	.72228	127
Male attitudes on resistance	1.6935	.95108	62
Female attitudes on demotivation	1.5906	.73845	127
Male attitudes on demotivation	1.9839	.89611	62
Female attitudes on reactance	1.6535	.81043	127
Male attitudes on reactance	1.3387	.47713	62
Female attitudes on anger	1.6935	.98495	62
male attitudes on anger	1.2258	.42153	62
female attitudes on oppositional behavior	1.3307	.47233	127
Male attitudes on oppositional behavior	1.2258	.42153	62
Female attitudes on retaliation	1.8819	.79297	127
Male attitudes on retaliation	2.1935	.74303	62
female attitudes on exclusion	2.1102	.76872	127
Male attitudes on exclusion	1.9677	.84868	62
Female attitudes on inactivity	2.3307	.79737	127
Male attitudes on inactivity	2.0323	.54224	62
Female attitudes on passivity	1.9134	.91741	127
Male attitudes on passivity	2.0323	.88647	62
female attitudes on anxiety	1.8031	.90008	127
Male attitudes on anxiety	2.0645	.76546	62
Female attitudes on non-reflective teaching	2.3937	.90112	127
Male attitudes on non-reflective teaching	2.2258	.87627	62
female attitudes on non-divergent thinking	1.9921	.76112	127
Male attitudes on non-divergent thinking	2.2903	.87567	62

Such a big number of positive attitudes (Total M= 1.86) towards the use of NDM-oriented strategies to manage obstructive aspects calls for further attention on the side of the scholars to delve more into the potential behind NDM-based learner-centered model in classroom EFL teaching-learning. The mean of the observed standard deviations M=0.772 shows that there is no polarized responses and the majority of the participants believe in the efficiency of NDM-based learner-centered model as a replacement for the teacher-centered and test-oriented EFL teaching-learning-assessment classroom. To find out whether there is a relationship between NDM-based learner-centered model and the elicited responses a correlation analysis was

run and the results were displayed in the following visual representation of the correlation results at two levels of teacher-centered and test-oriented classrooms:
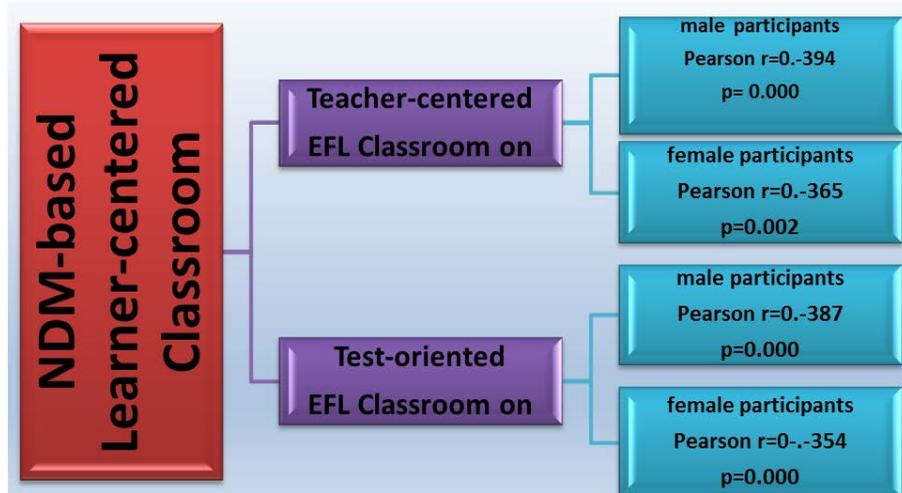

Figure 6 Visual representation of correlations analysis

A correlation analysis was run to assess the relationship between NDM-based learner-centered classroom as a replacement and teacher-centered and test-oriented classroom in L2 learning-teaching setting. The results of the correlation analysis clearly shows a statistically significant relationship ($p=0.000$) between the variables under the study. Fig. 6 shows that there was a negative correlation between NDM-based learner-centered classroom and both variables. This negative relationship shows that when NDM-based learner-centered classroom increases test-oriented and teacher-centered classroom decreases. In other words, when attention to nonlinearity and dynamicity of motivation is increased at individual learner level in an L2 classroom, the negative and obstructive influences of teacher-centered and test-oriented classroom decreases.

Replacement procedures

Based on the obtained results and to facilitate converting a static, linear, and traditionally-established pedagogy into a NDM-B one the following classification of roles and responsibilities are suggested to the NDM-B teachers and learners:

Table 2. NDM-B teacher-learner roles and responsibilities for EFL teaching

Teacher			Learner		
Role	Responsibility	Via	Role	Responsibility	Via
Dialogic Teacher	Fostering Productive Engagement	Giving authority to Learner(s)	Dialogic Learner	Fostering Productive Engagement	Sharing authority with other learner(s)
		Providing required input			Sharing the resources
		Problematizing the content			Argumentation
		Holding learners accountable to each other			Collaborative activities
Collaborative Teacher	Fostering Teacher-learner negotiation	Negotiating the course content with learners	Collaborative Learner	Fostering Teacher-learner negotiation	Collaboratively negotiating the course content with peers
		Valuing learners' experiences			Sharing experience
		Facilitate learning from each other			Consulting with learners
Reflective Teacher	Fostering Reflective Engagement	Avoiding passively following routinized procedures	Reflective Learner	Fostering Reflective Engagement	Constructively getting involved in learning
		Encouraging reflecting on experience and theorizing from it			Emphasizing on commonalities
		Prioritizing learner reflection style over methodological prescriptions			Getting involved in pragmatic reflective activities
Divergent Teacher	Fostering Fluency Flexibility Elaboration Originality	Activating unrelated concepts	Divergent Learner	Fostering Fluency Flexibility Elaboration Originality	Getting engaged in divergent thinking activities
		Encouraging/ eliciting creative behavior			Collaboratively developing creative capacities
		Spreading Activation mechanism			Practicing/establishing more links to the conceptual system

Based on the above classification of roles and responsibilities EFL teachers are suggested to observe the following factors to ensure a successful replacement:

1. Encourage knowledge production rather than knowledge consumption (Engle & Conant, 2002)

2. Encourage learners to consult others to construct their understanding in keeping with accountable talk (Resnick, 1999)

3. Provide required resources to facilitate in-depth learning (Warren, Ballenger, Ogonowski, Rosebery & Hudicourt-Barnes, 2001)

4. Encourage extended series of questioning exchanges (Van Zee & Minstrell, 1997)

5. Encourage learners to express their thoughts, comments, questions, and objections (Van Zee & Minstrell, 1997)

6. Encourage getting involved in understanding the thinking of one another (Van Zee & Minstrell, 1997)

7. Encourage Bakhtinian's persuasive discourse by creating a balance between authoritative and dialogic discourse towards empowering learners (Cornelius & Herrenkohl, 2004)

8. Encourage communicative approach to develop ideas in the classroom (Mortimer & Scott, 2003)

9. Take turns in discourse instead of simply presenting the materials to avoid noninteractive discourse (Mortimer & Scott, 2003)

10. Encourage dialogic approach (i.e. recognizing others' views) in EFL teaching-learning (Bahari, 2018c)

11. Encourage dialogic discourse by being open to different points of view (Scott, Mortimer & Aguiar, 2006)

12. Instead of applying methodological prescriptions move towards experiential learning (Wallace, 1991) to foster interactive teaching-learning

13. Encourage divergent thinking tasks to facilitate fluency, flexibility, originality, and elaboration (Kharkhurin, 2008)

Theoretical Implications

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 anti-ought-to self as a motivational state (Miron & Brehm, 2006), the intertwined model of reactance (Dillard &

Shen, 2005; Eagly, Mladinic, & Otto, 1994; Kim, Levine, & Allen, 2013; Quick & Considine, 2008; Quick & Stephenson, 2007; Rains, 2013; Rains & Turner, 2007) and NDM under a comprehensive model, NDM-based learner-centered classroom, to manage/minimize obstructive factors common to teacher-centered and test-oriented classrooms. Such a model can not only cater for motivational needs of the learner, but also reinforce learner autonomy (Chartrand, Dalton, & Fitzsimons, 2007) without resorting to oppositional behaviors. Accordingly, with respect to the newly introduced teaching-learning horizons for traditional EFL 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 (Bahari, 2018c).

Pedagogical Implications

EFL teaching-learning implications of the study include the need to replace teacher-centered EFL teaching-learning with nonlinear dynamic motivation-oriented learner-centered classroom. This enables the teachers to meet the needs of the main beneficiary of the classroom instead of forcing a dynamic diverse learner group to meet the inflexible, static, and linear requirements of a teacher-centered classroom by pretending a superficial uniformity to please a unidirectional pedagogical system. EFL assessment implication of the study includes the need to incorporate non-human assessment devices to evaluate learner group proficiency without allowing negative influence of the obstructive factors such as stressful and demotivating nature of the tests (Wyse, McCreery, & Torrance, 2008; Harlen, 2007) as well as the counterproductive influence of exams to meaningful knowledge acquisition. 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 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 who dodge their pedagogical responsibilities. Therefore, some pedagogical reformations are needed to address these obstructive features of test-oriented classes which affect EFL teaching-learning environments. NDM-based learner-centered model 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, 2018a). In keeping with the dynamicity and nonlinearity of learner's motivation, the next implication of the study is the

need to foster collaborative meaning-making process through dialogic discourse instead of traditionally established monologic discourse in classroom. While the former discourse type permits argumentative virtues the latter one fosters teacher-centered teaching beliefs.

Conclusion

The present study instead of addressing academic entitlement as an obstructive factor which is the source of frustration in learning context (Chowning, & Campbell, 2009; Ciani, Summers, & Easter, 2008) or addressing its relationship with motivation (Deci & Ryan, 2000; Deci, Koestner, & Ryan, 1999; Greenberger, Lessard, Chen, & Farruggia, 2008) has proposed and contextualized NDM-based learner-centered classroom to reduce the negative influences of traditionally-established teacher-centered and test-oriented classrooms. The results of the study reflect a latent negativity among EFL learners towards both teacher-centered and test-oriented classrooms. Any attempt on the part of the learner to voice this negativity is simply blocked under the pretext of learner reactance, academic entitlement, etc. To solve this problem, replacing the domineering, unidirectional teacher-centered classroom with an NDM-based learner-centered classroom was proposed and contextualized. The study reports the significance of catering for motivational factors at individual level as a valid tool to minimize oppositional behaviors on the part of the learners. To make pedagogical reforms with respect to nonlinearity and dynamicity, future studies are suggested to address teachers' belief systems about teaching practices (Buehl & Beck, 2015; Fives & Gill, 2015; Fives, Lacatena, & Gerard, 2015). The main criticism against any attempt to change the centrality of classroom teaching from teacher to learner is the inappropriacy of polarized labels which may result in counter-productivity in teachers, but the findings of the present study revealed that negative influence of obstructive aspects of teacher-centered and test-oriented classrooms are significant at creating oppositional behaviors and quitting language learning. Therefore, if the goal is to provide learners with language knowledge in a learner-oriented teaching setting free from the reported obstructive aspects of teacher-centered and test-oriented classroom, then there is no place for some teachers' personal preferences for one label or the other.

Acknowledgment

Appendices

Appendix A

Obstructive aspects of teacher-centered EFL teaching-learning questionnaire

Table 3. Obstructive aspects of teacher-centered EFL teaching-learning questionnaire

No.	Focus of statements	Statements	Strongly agree	Agree	Partly agree	Slightly disagree	Disagree	Strongly disagree
1	Incivility	I think teacher-centered classes cause learner incivility which lead to quitting EFL learning						
2	Incivility	I think reactance-inducing statements by teachers act against NDM and increase incivility which lead to resorting to oppositional behaviors						
3	Frustration	I think teacher-centered classes cause frustration which lead to quitting EFL learning among learners						
4	Frustration	I believe that restrictive classes act against NDM and increase learner frustration which lead to resorting to oppositional behaviors						
5	Low achievement	I think lack of novel activities in EFL teaching causes low achievement which lead to quitting EFL learning						
6	Low achievement	I think teacher-centered classes cause low achievement among learners which lead to resorting to oppositional behaviors						
7	Dissent	I believe that ignoring learners' dynamic motivational factors by the teacher can increase the level of dissent among learners which lead to quitting EFL learning						
8	Dissent	I believe that restrictive classes act against NDM and increase learner dissent which lead to resorting to oppositional behaviors						
9	Resistance	Biased delivery of a subject by the teacher increases learner resistance which lead to quitting EFL learning						
10	Resistance	I believe that restrictive classes act against NDM and increase learner resistance which lead to resorting to oppositional behaviors						
11	Demotivation	I think threatening activities/policies in EFL teaching has demotivating effects among learners which lead to quitting EFL learning						
12	Demotivation	I think lack of novel activities in EFL teaching causes demotivation among earners which lead to resorting to oppositional behaviors						
13	Reactance	Reactance-inducing statement by the teachers encourage opposite reactions on the part of the learners which lead to quitting EFL learning						
14	Reactance	Restraining behaviors by the teachers serve to cause reactionary behaviors which lead to resorting to oppositional behaviors						
15	Anger	Anger-inducing statements by teachers obstruct EFL learning and lead to quitting EFL learning						

Table 3. (Devamı)

16	Anger	Teacher anger towards students lead to resorting to oppositional behaviors						
17	Oppositional Behavior	Oppositional behaviors by the teacher obstruct EFL learning and lead to quitting EFL learning						
18	Oppositional Behavior	Teacher-centered classrooms encourage teachers' oppositional behaviors which lead to resorting to reactionary behaviors						
19	Retaliation	I believe that threatening rules/statements in teacher-centered classes encourages retaliation among learners which lead to quitting EFL learning						
20	Retaliation	Humiliating statement by teachers encourage retaliation among learners which lead to resorting to oppositional behaviors						
21	Exclusion	I believe that teacher-centered classes act against NDM and increase feelings of exclusion which lead to quitting EFL learning						
22	Exclusion	I believe that teacher-centered strategies reduces learner self-esteem and lead to resorting to oppositional behaviors						
23	Inactivity	I believe that teacher-centered classes act against NDM and increase feelings of inactivity which lead to quitting EFL learning						
24	Inactivity	I believe that inactivity is common to teacher-centered classes which leads to resorting to oppositional behaviors						
25	Passivity	I believe that teacher-centered classes act against NDM and increase feelings of passivity which lead to quitting EFL learning						
26	Passivity	I believe that passivity is a common feature of teacher-centered classroom which leads to resorting to oppositional behaviors						
27	Anxiety	I believe that teacher-centered classes act against NDM and increase EFL learner anxiety which lead to quitting EFL learning						
28	Anxiety	I think that threatening statements by the teachers increase the EFL learner anxiety which lead to resorting to oppositional behaviors						
29	Non-reflective teaching	I believe that teacher-centered classes act against NDM and increase non-reflective teaching which lead to quitting EFL learning						
30	Non-reflective teaching	I believe that passively following routinized procedures in EFL classrooms lead to resorting to oppositional behaviors						
31	Non-divergent Thinking	I believe that teacher-centered classes act against NDM and increase non-divergent thinking which lead to quitting EFL learning						
32	Non-divergent Thinking	Non-divergent thinking encourages less fluency, flexibility, originality, and elaboration which leads to resorting to oppositional behaviors						

Appendix B

Obstructive Aspects of Test-Oriented EFL Teaching-Learning

Starred terms were explained prior to the distribution of questionnaires

Table 4. Obstructive aspects of test-oriented EFL teaching-learning questionnaire

No.	Focus of statements	Statements	Strongly agree	Agree	Partly agree	Slightly disagree	Disagree	Strongly disagree
1	Test score manipulation	I believe that test-score manipulation* is very common in test-oriented classes						
2	Test score manipulation	I believe that test-score manipulation causes reactance among EFL learners						
3	Test score manipulation	I believe that test-score manipulation causes anti-ought-to-self-orientation* among EFL learners						
4	Test score manipulation	I believe that test-score manipulation causes non-divergent thinking* among EFL learners						
5	Test score manipulation	I believe that test-score manipulation causes passivity* among EFL learners						
6	Test score manipulation	I believe that test-score manipulation causes feelings of exclusion among EFL learners						
7	Test score manipulation	I believe that test-score manipulation causes demotivation among EFL learners						
8	Test score manipulation	I believe that test-score manipulation causes anger among EFL learners						
9	Test score manipulation	I believe that test-score manipulation causes academic entitlement* among EFL learners						
10	Test score manipulation	I believe that test-score manipulation causes dissentive behavior among EFL learners						
11	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards following routinized procedures without argumentation						
12	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards reactance						
13	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards reactance						
14	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards anti-ought-to-self orientation						
15	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards non-divergent thinking						

Table 4. (Devamı)

16	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards passivity							
17	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards feelings of exclusion							
18	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards anger							
19	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards retaliation							
20	Threatening Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards dissentive behavior							
21	Domineering Policies	I believe that test-oriented classes reinforce domineering policies which pushes EFL learners towards reactance							
22	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards academic entitlement							
23	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards passivity							
24	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards demotivation							
25	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards resistance							
26	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards dissentive behavior							
27	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards retaliation							
28	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards demotivation							
29	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards oppositional behaviors							
30	Domineering Policies	I believe that test-oriented classes reinforce threatening policies which pushes EFL learners towards following routinized procedures without argumentation							

Appendix C

The Replacement Potential of NDM-Based Learner-Centered Model Interview

Table 5. Replacement potential of NDM-Based Learner-centered model interview

No	Focus of statements	Statements	Yes	Undecided	No
1	Reactance	Do you think that NDM-based learner-centered classes have the potential to minimize reactance-inducing statement by the teachers?			
2	Monologic teaching	Do you think that NDM-based learner-centered classes have the potential to minimize monologic teaching?			
3	Academic entitlement	Do you think that NDM-based learner-centered classes have the potential to minimize academic entitlement?			
4	Anti-ought-to-self orientation	Do you think that NDM-based learner-centered classes have the potential to minimize anti-ought-to-self orientation?			
5	Non-divergent thinking	Do you think that NDM-based learner-centered classes have the potential to minimize non-divergent thinking?			
6	Non-reflective teaching	Do you think that NDM-based learner-centered classes have the potential to minimize non-reflective teaching?			
7	Test-score manipulation	Do you think that NDM-based learner-centered classes have the potential to minimize test score manipulation?			
8	Summative Assessment	Do you think that NDM-based learner-centered classes have the potential to minimize summative assessment?			
9	Domineering Policies	Do you think that NDM-based learner-centered classes have the potential to minimize domineering policies?			
10	Threatening policies	Do you think that NDM-based learner-centered classes have the potential to minimize threatening policies?			

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