

## My Transformative Edu-political Theories and Liberating Approach to Teaching

Seyed Mohammad Hassan Hosseini\*

Independent Researcher, Iran

Corresponding Author: Seyed Mohammad Hassan Hosseini, E-mail: taghihosseini886@gmail.com

### ARTICLE INFO

#### Article history

Received: March 06, 2022

Accepted: April 12, 2022

Published: May 31, 2022

Volume: 11 Issue: 3

Advance access: May 2022

Conflicts of interest: None

Funding: None

### ABSTRACT

The practical results of even the so-called contemporary innovative pedagogical methods and approaches, which have been formulated based on theoreticians theories, are falling short of expectation in current complicated world's circumstances. This is because they not only have failed to conduce to effective learning, values, skills for personal and moral development, and civilized societies, but have contributed to detrimental-to-peace dictatorial ruling systems also. The present article, as such, sets out to outline this educationist's *seminal approach to emancipatory education (i.e., CTBL)* that opposes with and is a panacea to established doomed-to-failure colonialist didactic methods and approaches. Most importantly, the article brings to the fore this educationist's edu-political theories as the main theoretical building blocks of his revolutionary approach. Having bridged the gap between the-said theories and professional practice at class level, via the application of CTBL, the article seeks to throw into relief CTBL's distinguishing features that make it *a catalyst for transformation and change*. The article also casts light on the howabouts of CTBL's contribution to the decline of the present methods and modes of education, and corrupt regimes as well. The findings of some researchers on the effectiveness of CTBL as well as some tectonic suggestions to the stakeholders have also found a place at the end of this article. CTBL is obviously this educationist's active and strategic reaction to the socio-political circumstances he and his innocent family members along with other marginalized/impooverished communities and nations are suffering from for decades. This educationist's 24<sup>th</sup> resource book has also been introduced.

**Key words:** Colonial Education, Sheeple, Political Socio-cognitive Language Learning Theory, Multiple Input, Output, and Feedback Hypothesis, Competitive Team-based Learning, Catalyst for Transformation and Change, People, Liberating Approach to Teaching

### INTRODUCTION

In sharp contrast with *few* civilized and democratic nations whose education systems are empowering mechanisms that contribute to their happiness and prosperity, most of particularly uncivilized and dictatorial corrupt regimes' didactic systems are indeed mediational *colonial factories*. The products of these dictatorial regimes are citizens who lack crucial knowledge, socio-political awareness and savvy, creativity, critical sensibility, analytical thinking, and some other such decisive higher-order level skills and habits of mind. To vindicate the above-mentioned claim, it should be reminded that before entering schools, our children tend to think creatively and critically, be dubious, curious, fearless, disobedient, and risk taker especially in the course of thinking, ask purposeful big questions and go beyond the red lines. But after they graduate from schools and even universities, they lose this kind of mostly character traits as they have already been transformed into timid *obedient*

*sheeple*, who have been filled particularly with the lack of the knack for critical and analytical thinking and reasoning. Throughout their academic lives, in our so-called ideological education regimes, these *objects* have been trained to accept their leaders' absolute dominance and strong control over every aspects and walks of their lives and even their existence. They have been used to see the world through their leaders' eyes, follow them sincerely, do whatsoever they dictate to them, and in sum admit them as their gods! They are in the habit of repeating like parrots, imitating like monkeys, living like sheep, and being non-sensitive to their surroundings like cows! And this is exactly what the Totalitarian regimes have designed their colonial Education regimes for. – THEY, via their such regimes, and methods and approaches colonize their peoples' minds in order to transform them into sheeple for their further exploitation. But they harness a number of such mean servile blind sheeple/slaves and *lumpen proletariats* for suppressing the people too.

Many of the so-called graduates of this ilk of instructional regimes are brainwashed further and hired in some corrupt organizations at local, national, and even international levels. These inferior-to-animals beings or let this researcher say *prostitutes* do *whatever* satanic as well as fascist jobs their rulers compel them to do. They do such to acquire the mercy of their rulers as a pathway to more comfortable lives and even Heaven! Politicians, senators, and presidents who misuse their positions/power to deceive the people and defame or even terror their critics to meet, build, maintain, and develop their illegitimate dream world are some such prostitutes among us. Judges who betray or oppress the oppressed further by overlooking their very basic rights through their unfair verdicts are also prostitutes. The police commander in chiefs who support and protect the dictators' special burglars, criminals, and murderers are the other ilk of most hazardous prostitutes whose consciences have already been buried alive via our pedagogical regimes. The physicians who report critical thinkers' murders as heart attack or suicide are prostitutes as well. The scholars, lecturers, and scientists who sell their talents/pens to the dominant mafia or party for supporting and generating their favorite culture are some other dirty prostitutes in our maimed societies. The businesspersons whose aim is getting richer and richer by whatever means are also prostitutes, who – as other prostitutes – are trying to guarantee their own survival and prosperity at the expense of humanity. The most vicious prostitutes are prophet-faced clergymen and leaders who pretend to believe in the dominant religion in order to maintain their own as well as their tribes members' invisible dream palaces, on the ruins of the oppressed majorities' lives. Among the most hellish prostitutes of this ilk are some non-sensitive-to-peoples' anguishes so-called Ayatollahs whose main mission is rewriting or even distorting ahadis, ravayat, and even our holy book, Quran. The other misdeed of these inferior-to Satan's beings, who have shamelessly worn our holly prophet's clothes for deceiving people, in the course of betraying our country, nation, religion, and civilization is training professional prostitutes: They send their prostitutes, as traps, to their detractors in order to derail and then prosecute and eradicate them from the arena of politician. The other horrifying fact is that it is let this researcher say these Ayatol Satans who decide who marry whom, who get prosperous or the reverse, who have what kind of fate, and even who die when and how by means of their *murderous secret army*. At times they also issue fatwas/communiques for torturing/poisoning their serious critics and all others who oppose their corrupt, satanic, and fascist regimes and systems of management. If this researcher continues the above list of prostitutes, it would be discerned the people who sell their own bodies for earning their lives and mostly for their survival only must not be considered as prostitutes any further. This is in virtue of the fact that they are not betraying others or their nation/civilization for their own illicit benefits and advantages. They are some deprived incorrigible people who are the very by-products and *wastes* of our corrupt regimes and nations occasioned by our antediluvian dictatorial didactic methods, modes, and regimes.

Regarding our English language teaching system here in Iran, for instance, it is incredulous but even our post-graduates are not able to write two paragraphs or communicate their thoughts, beliefs, and understandings for 10 minutes in English! This is while they have had more than 3000 hours of formal English language education at schools and universities! Nor are they able to have successful lives, careers, and interactions as normal citizens particularly at international level. The same issues are true for our Ayatollahs. (See Hosseini, 2007) In addition to academic calamity, our instructional regime is contributing to an increment in some other disasters in our societies. In Iran, at least 40% of students leave schools and universities before they obtain their certificates and degrees. Upsurge in complicated crimes, selling university seats and academic certificates and positions, bankruptcies, poverty, evacuated villages, inflationary stagnation, robberies, broken lives, suicides, emergence of diverse destructive ideologies, and of course divorce from Islam, as well as brains drain are among other hazardous catastrophic side effects and consequences of our corrupt (education) regime. This regime, which is in service of those who have taken dear Islam as hostage, is ergo the main cause of our socio-cultural, economic, and particularly political hindrances and miseries.

Nonetheless, our rulers do not embrace or even tolerate any form of reform in the arena of their defected regime of education simply because such reforms jeopardize their existence, let alone their benefits. This is inasmuch as it is mostly through their psychological artifact (i.e., Education regime) that they not only establish their favorite culture for controlling their possessions' (i.e., sheeple's) thinking, beliefs, outlooks, behaviors, and destinies, but also suppress and exploit them, for their own survival and prosperity. This is the reason as to why in lieu of making use of our brains and talented critical thinkers for bringing about a thorough overhauling of the present pedagogical regime, our rulers are marginalizing, harassing, and even torturing and poisoning these sustainable future builders to death. They are at the same time intensifying the development of their military force/power for further panicking and suppressing our desperate and frustrated people. What worsens the circumstances here in Iran is that as opposed to Shah's (i.e., our previous King's) era when only those opposing his dictatorial regime were at risk, in our Mullahs' era it is those opposing any sources of perfidy and misdeed and even those who are interested in peace making and civilization building that are at risk! They even target and brutally victimize our beloved to keep us silent slaves! These are because they love controlling and exploiting their possessions, and in the act of such a love affair they kill life. They kill/marginalize our brains to keep our people blind, in the course of looting our national resources. Through this ilk of policies and systems of management, our rulers leave no choice for our independent thinkers and intelligent scholars but to flee the country. Our rulers follow such policies purposefully as they are cognizant of the fact that if our independent thinkers and scholars had the opportunity to serve our betrayed people, they would contribute to a nation that could not be repressed and exploited easily. All this researcher means to say is that under tyrannical kleptocratic kakistocracies, where virtues

like being honest, knowledgeable, and useful are crimes, no Education regime, generation, nation or any civilization could flourish and shine forth. Rather, they all get buried alive in the depth of the history. Therefore, it is not possible to envisage the benefaction of these power-thirsty, prophet-faced, wolf-in-nature, corrupt politicians and rulers to civilized just nations and global peace. (See Hosseini, 2006)

It was in such a backdrop that this educationist put forward the idea that educators, in the present complicated dog-eat-dog world context of racism, injustice, oppression, corruption, suppression, terror and bloodshed, and destruction, should play their roles as intellectual sources of critical awareness, attitudinal change, and empowerment. He emphasizes such a key role for teachers because it enables them to root out any sources of felony, betrayal, and condescending look and Hitlerian outlook from among our societies. Teachers thus could be *Agents* of transformation, *change*, and development. Hence, the necessity of realizing and the very need for redefining ‘teaching as an intricate *edu-political process* that can serve us as the heart of modern democracy and civilization. This process involves democratic thinking – at the global level, and diplomatic acting – at the class level if we want to emancipate our betrayed people, and pave the way to world peace. Teachers thus have no option *but to avail their classes/students of this educationist’s seminal transforming and liberating didactic approach*. This is of strategic magnitude as his approach aims at critically awakening, empowering, and de facto weaponizing the oppressed for dewatering, defeating, and overthrowing tyrannical regimes and any other agents of misdeed and treachery. To this holly end, teachers should try to run their classes democratically and provide such environments and ambiance wherein all today and tomorrow citizenry could feel the taste of democracy under a just system of management. Such system embraces diversity in all aspects, and respects the identity and dignity of *all* individuals, freedom of articulation of thoughts, and equal opportunities for *all*. Teachers, at the same time, should make their best to unlock, decolonize, and turbo charge their wards’ minds with critical approaches to analytical and divergent thinking skills, and proliferate their socio-political knowledge and savvies. In the process, they should also teach some related pro-social and life-long learning and interaction skills and strategies, implicitly or directly, for contributing to their students’/citizens’ dispositions, growth, and dreams. As such strategies and skills reflect the needs of successful working, living, and interaction in today’s world context, teachers should strive to enable their people to

1. Listen and be flexible in thinking, and assay to communicate precisely and effectively;
2. Read even between the lines but beyond them as well, for more accurate understanding and interpretation of what is intended;
3. Discriminate facts from among the ocean of diverse and at times irrelevant, fake or dis-, information, for further comprehension and analysis in the course of (collective) sound responsible decision making about personal and civic affairs;

4. Accept constructive criticisms, and try to censure effectively, with reason, logic, and evidence;
5. Coordinate their efforts to leverage their best potentials to sift through complicated dilemmas and controversial issues, by developing and considering different solutions to them;
6. Refuse to accept false conclusions, and in the meantime make their best to manage conflicts peacefully;
7. Bear a responsibility to others and their societies also;
8. Avoid their ancestors’ ostrich approach in confronting the up-coming tough realities of the present world, and seek to discover and disseminate the *truths*;
9. Anticipate problems and take pro-active measures to protect harmful things from happening, and
10. Dive below danger zones to explore the sources that are impacting their lives in negative ways, and make any wise endeavor and calculated risks to turn threats into opportunities.

#### **A BIT MORE ABOUT COMPETITIVE TEAM-BASED LEARNING (CTBL), THIS EDUCATIONIST’S INNOVATIVE APPROACH – (HOSSEINI, 2000, 2009, 2021, 2023)**

It was in 2007 that this educationist elaborated how our education regime, the bases of which are our teachers’ methods of teaching, is the root of our sufferings. He consequently posited the idea that teaching should be redefined as it could be something more than mere science, particularly in our circumstances: *Teaching is and must be considered as an edu-socio-political oriented art also that can serve us for orchestrating and facilitating a peaceful transition to modern democracy and civilization*. As this educationist is of the opinion that we should bring the *change* we want to have in our societies in our students’ minds first, he formulated his *seminal edu-political theories* and designed and pre-sented CTBL based on them to operationalize his dream. Search for *Dr Hosseini’s Didactic Weapon* in the virtual world and watch the video about the application of his approach in a real classroom situation. Also, watch the videos to this educationist’s initial thoughts that contributed to CTBL at <https://www.aparat.com/v/mfx1q> and at <https://www.aparat.com/v/aeOoI>, the video on the howabouts of the transforming power of CTBL at <https://www.aparat.com/v/fAerU>, and his Ph.D. viva voce video at Mysore University in 2009 at <https://www.youtube.com/watch?v=QBrb0y-SuPH0>

As indicated, in his democratically run classes, this educationist tries to adapt an integrative, rather than a dominating, role to bolster the status quo inherent in his classes’ settings more effectively. This is for he is of the stand that leaders who adapt autocratic roles ignore and even disregard the judgment and desires of their people, and convey the idea that they are nothing but objects/animals. Such groups of teachers also, advertently or unwittingly, obstruct the process of growth in their people but, in the long run though, contribute to dictatorship also. This is because their students, who might be future senators and leaders, consider them as their models. The more horrifying danger is that the

ultimate result of dictatorship is anarchism, bloodshed, and destruction. This is because although authoritarianism, as Freire also eloquently confirmed, ‘leads to apathy, excessive obedience, uncritical conformity, lack of resistance against authoritarian discourse, self-abnegation, and fear of freedom’, it will also cause people to adopt ‘rebellious positions, defiant of any limit, discipline, or authority’. (See Hosseini, 2012, 2020, 2022)

Likewise, this educationist makes himself avail of anything at his disposal like any lesson, opportunity, or even example alike to critically awaken and empower his students. For example, he leads to more effective learning and development by contributing to his students’ *cognitive dissonance* via raising thought-provoking *questions*. As a problem poser, he is on a constant lookout for appropriate opportunities to problematize /polarize the learning context in such a way that they induce doubt, risk taking, critical thinking, conflict, discussion, and wise decision making. As the kind of questions he asks make a world of difference to the quality of ultimate results, he raises challenging and captivating queries to push the edges of his peoples’ thinking and motivate a pursuit of resolution via fostering especially *outside-the-box thinking*. He strives to raise such *questions that lead his wards to a feeling of mental discomfort that facilitates reconsideration or an alteration of their attitudes, beliefs and/or behaviors in order to reduce the discomfort and restore balance!* But this is not sufficient either, he reckons, so he trains his nations in such a way that it ensures their power *to develop and ask pertinent questions too*. These stimulate them to more effectively and comprehensively exercise their brain cells in creative, critical, and analytical thinking and in the process come up with fresher, more innovative, and more powerful ideas. Asking such questions also unleashes his peoples’ dammed creativity and give way to new opportunities and real knowledge. Another point to be reminded is that via his questions, this educationist also makes his best to recalibrate our citizens’ critical attitudes towards agents of wickedness and perfidy. As such the despotic and corrupt agents and regimes would take care of themselves.

As shown in the above introduced videos also, CTBL does not mean to produce *sheeple*, as it is with the traditional banking methods. Nor is it limited to increasing the ability of students merely for appropriate use of language, as it is with methods like Communicative Approach (CA). What adds to the value of CTBL refers to the fact that it is not restricted to developing merely knowledge and social skills of students, as it is with present innovative Cooperative Learning (CL) methods and approaches. CTBL has a far broader and much more realistic outlook as successful survival in the present complicated tough world’s settings and being able to face its realities demands something more than the appropriate use of language/knowledge or being polite in benign environments. The nature and the characteristics of CTBL not only generate short-term results, conduce to excellence in the learning, and provide students with opportunities to acquire and consolidate knowledge and internalize more effective tactics and methods for constructing knowledge and solving impediments. They likewise promote true and

flexible active learning, quality of understandings and what have been learned, productive skills, and accuracy of long-term retention, which is a criterion for real learning. They are also contributive to higher-quality learning strategies, and higher order of incisive, critical and analytical thinking skills chief among which are abstract thinking and critical reasoning, rather than survival strategies and lower forms of thinking and mental behaviour. The mechanisms underlying CTBL are in the meantime conducive to interactive competence and especially to the acquisition of some crucial habits of mind such as objectivity and creative thinking, as well as to the betterment of the style and the quality of reasoning. Another outstanding feature of this world-class approach to ELT/Education refers to the fact that it facilitates our citizenry to instill humanitarian interpersonal skills, *improves their attitudes and socio-political awareness, develops their dispositions, and transforms them* into capacitated courageous Agents of social change and development and the ultimate game changers. (See Hosseini, 2009)

That this researcher lays his foci upon the below, which are the neglected areas in most current particularly techniques and methods of CL, via different mechanisms, activities, techniques, strategies, stratagems, and tactics is the main secret beyond the success of his instructional innovation:

1. *Systematic application of teamwork* in competitive environments with democratic ambience that reassures individual accountability of *all* team members and inter-team competition. This activity of this educationist’s approach to teamwork and capacity building facilitates our people to form different kind of associations and parties at local, national and international levels in real life situations in near future.
2. *Cherishing diversity*. Despite our teachers and rulers who consider diversity an obstacle or even a peril in the course of managing our societies, diversity matters to this educationist as he, as a liberal educator, visualizes it as the cradle to success, development, and prosperity of our citizenry. It is based on such a standpoint that he essays to reap best results out of his technical management of differences and diverse thoughts and communities in his classes via implementing purposefully-arranged *heterogeneous* teams, to cite an example. This tactic, in the long run though, contributes to more progressive civilized nations.
3. *Discussing current socio-political issues* in appropriate moments and matrices in the course of teaching. This strategy accumulates our citizens’ socio-political awareness, knowledge, and competencies which impact their destinies in positive ways.
4. *Using irony* in the course of critical awakening of our citizenry and leaving the opportunity for them to come to the conclusions. To cite an example, differentiating different kinds of ruling systems like those of Islamic and dictatorial/kleptocratic kakistocracies from one another is among such tactics to bring our nations to the point they should have arrived at before.
5. *Democratic management of classes* in order to provide our citizenry significant opportunities to feel the taste of democracy. This technique urges them to take the course

of action for bringing a democratic system of management for their country.

6. *Appreciating democratic and civilized societies' cardinal virtues, principles and norms, and internalizing them in our citizens.* This stratagem promotes the quality of our peoples' lives and interactions particularly at international levels.
7. *Providing appropriate mechanisms, matrices, etc. for improving our citizens' different aspects of thinking.* This tactic enables them to solve their problems, and conquer unpredictable challenges of the real world they face day in day out. Most importantly, it capacitates our people to identify *the truths* from among the ocean of false information that has engulfed them. The truths, as holly Jesus also confirmed, *liberate us*.

All the above CTBL's focal areas are essential requirements for practicing real democracy, successful life-long learning, working, interdependence, and development in today's world context. (Also see the Appendix) Due to the importance this theoretician considers for developing particularly our citizens' *different aspects of thinking* and reasoning abilities, socio-political competencies, and productive skills as well, he presented his below edu-political theories for the ultimate goal of more effective beneficence to peace making, and nation and civilization building.

### Theoretical Building Blocks of Competitive Team-based Learning (CTBL)

#### *Political socio-cognitive language learning theory (PSCLL theory): Theory of language of CTBL – This educationist (Hosseini, 2009, 2010, 2019, 2021)*

As noted, even constructivists' methods and approaches like Cooperative Learning, Interactive Learning, and Communicative Approach (CA) are not contributing to just and civilized societies who are facilitative to world peace. The outcomes of classes run via such methods and approaches are not able enough to think effectively, let alone utilize their language/knowledge for solving their real-world oriented complications. The first and most important reason for the fiasco of such imperfect methods and approaches refers to their theoretical foundations that have been posited by Russian, Western, and American theorizers. Their other main drawback refers to the fact that *they fail to consider the realities of the present complicated competitive world*. Nor are they capacitated and able enough to develop *all aspects of communicative competencies* of our students which include interactive, sociolinguistic, socio-cultural, economic, intercultural, and particularly *thinking, reasoning, political, and productive competencies and savvies* also. Developing *the latter* competencies of our students that have been overlooked even by modern educational theories, methods, and approaches is of critical significance for successful survival and progress in the current world's circumstances. The present methods, approaches, and modes and regimes of education are neglecting the fact that the development of such competencies affects students'/citizens' motivation, zest,

and abilities for learning but for living also, and enables them to have more profound impacts upon their milieus and even upon the world. It is in such a backdrop that as opposed to Constructivists who

1. Deem language as a social phenomenon and as a means for communication,
2. Aim at teaching merely communication skills/knowledge, and
3. Consider learners as social beings, and worse yet expect them to take responsibility for constructing merely knowledge,

This theoretician (Hosseini, 2010, 2019) believes that

1. *Language is an edu-socio-political means for thinking, empowering, and weaponizing* also. *Language is thus a powerful means for any form of transformation, reform, change, and development.*
2. Merely teaching communication/knowledge, learning strategies, and even social skills is not sufficient. We should also equip and empower our students with critical skills and abilities that are indispensable for existence and success in the present world context. *As our classes, as the microcosms, are fractions of the real world, the macrocosm, and as in the real world we have competition – under pressure in stressful circumstance – as well as socio-cultural-economic- and particularly political issues*, we should consider them in the course of teaching. The development of particularly political competence of citizens is of a very high value as *political discourse is an important foundation of modern democracy and civilization*. Additionally, since our students seem to have the right to vote, they should have acceptable understanding and knowledge of politicians, and their political parties and issues in their surroundings alike.
3. *Today world's students are socio-politically situated beings* rather than merely social beings. They are not merely communicators, but are also knowledge seekers, problem solvers, and critical evaluators of ideas, events, persons, and their surroundings. They thereby should be motivated and capacitated to have active participation not merely in knowledge building but in *constructing a better and more peaceful tomorrow* too.

As regards the first distinguishing belief of this educationist, which is the axis of his PSCLL Theory, he is of the view that *language is not only* a means for interaction, communication, socio-political relations and the performance of edu-socio-political transactions among individuals and communities. But it is *a means for thinking*. This is because one may not be able to think without (mental/verbal) use of language. To cite an example, we cannot think about the beauty of a seaside while the equivalent words are not, at least, facilitating the process of our thinking. Even in silent reading we have no alternative but to *use* language, mentally though, as otherwise we cannot succeed *to think* in order to comprehend and proceed. To oppose this theorist's idea, some specialists put the counterargument that having language does not make one more intelligent in and of itself as there are people with no lan-

guage but who are very intelligent human beings! Same as being illiterate is not a sign of unintelligence, they reason! But this theorizer esteems these specialists are of very poor assumptions: Even animals have language, let alone the people they refer to. Animals have language because they can communicate; they *communicate (or verbalize) their thoughts/use language*. (See Vygotsky's *inner speech* notion) The other point is that the more qualified and potent a being's language (i.e., words, structures, etc.) is, the more it would contribute to a more competent and powerful mind they possess simply because language, as a means for thinking, escalates the quality of their thinking /reasoning and in point of fact empowers their minds. And it is the beings' minds that determine the level of their accomplishments, albeit there are exceptions that cannot be referred to for rejecting this generally accepted idea of this theorist. In clear terms, language facilitates, if not manages/ engineers, mental activities/thinking. However, in case this does not seem feasible, we should at least accept that *language and thinking reinforce their interwoven effects*. Keeping this in mind, the fact is that thinking is crucial not just for (language) learning to take place and for successful social interaction. But it is the very requirement, if not the key, for any form of *reform, transformation, change, and development*. This is possible inasmuch as *thoughts* gather together to shape and reorient our attitudes, which in their turn impact on our beliefs. And there is *power* in our beliefs as they influence and go forth in our behaviors and actions, that lead to our kismets. Thus, language, as a means for thinking, impacts upon our destinies. What boosts the *empowering power* of *language* and makes it even a *weaponizing weapon* is in that it *provides us (i.e., we, teachers) a significant channel* through which we have the epochal opportunity to convey our worthwhile thoughts, beliefs, ideas, ideology, dreams, etc. to our audience, to our students. This precious opportunity is of critical value because if we succeed to engineer or influence our citizens' thoughts or even their approaches to thinking and in fact empower/weaponize them, we have already transformed and liberate them and so changed the world to their best advantage!

It is based on such a premise that this educationist tries to awaken his students, and upgrade, reorient, and reshape their thoughts and approaches to thinking in appropriate opportunities and matrices especially by means of his purposeful language/weapon. To cite an example, he, as a thinking model, teaches our citizenry, implicitly or directly, to consider the following vital requirements in the course of thinking, that is perhaps the mere possession over which we, the oppressed, have dreadful control and no authoritarian can deprive us of:

1. Unlocking, decolonizing, and emancipating minds from antediluvian beliefs, and approaching new things, ideas, persons, ideologies, philosophical isms, etc. objectively first, without any kind of presupposition or prejudice, in such a way as if they were new (i.e., not to be adversely influenced by preceding impressions);
2. Being risk taker and going beyond the red lines. This is vital because the truths are usually hidden beyond the red lines, brought about by corrupt rulers and regimes;
3. Thinking from a higher level and not being engaged too much in details that most often derail us, and
4. Attempting to understand not only persons, events, ideologies, etc. but the philosophies, causes and/or secrets beyond them and their relations also.

The kind of thinking this theorizer cheers thereby is something totally different from the ilk of thinking the Imperialist's/despots' favorite conventional methods and approaches induce/exact. The sort of thinking he underlines is a complicated task as he is of the stand that *just as there is nothing easier than to think, so there is nothing more strenuous than to think strategically and effectively*. This kind of thinking is goal-oriented, logical, critical, analytical, and more importantly, holistic, and methodical. Such intricate daunting type of thinking exacts objectivity, creativity, technique, and method also as it involves direction, approach, style, and quality. Such form of strategic and effective thinking helps our citizens have more concrete language and impactful interactions. It also facilitates them to overcome the challenges they face, and resolve their difficulties. Most importantly, it serves them as a strong filter for identifying the truths. It is such sort of *thinking*, as the very result of the application of the purposeful and strategic language, that is the most powerful as well as complex psychological tool or artifact bestowed upon humanity for building organized and civilized nations, compassionate civilizations, and global peace. Might be this is the reason as to why our holly Prophet, Mohammad (PBUH), says that *one our thinking is better than one life-time blind prayer*, particularly in countries under prophet-faced totalitarian corrupt rulers.

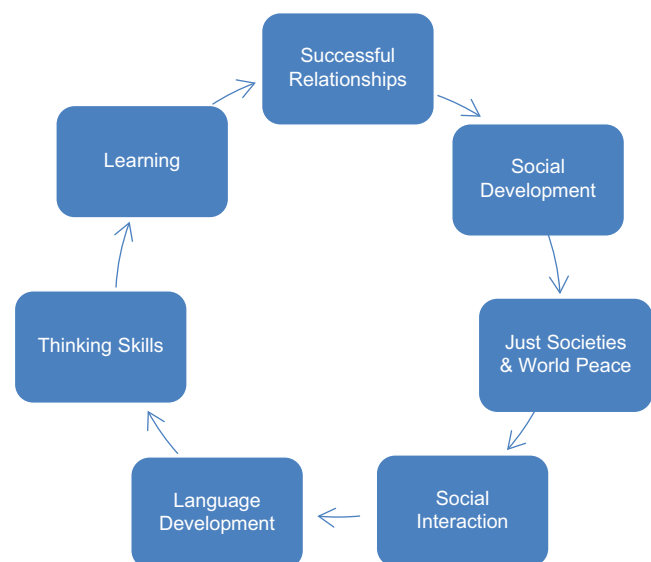
Therefore, from the point of view of PSCLL Theory, *language could be an awakening, empowering, transforming, and liberating means* as well. This is because, as explicated, language is a means for thinking. But, as a significant channel, it is also a weapon for unlocking, deoccupying, and then de facto empowering/weaponizing our citizens' minds, for the ultimate purpose of liberating them. PSCLL Theory and its affiliated approach to various forms of transformation per se could justify the reason as to why the mechanisms underlying CTBL are directed towards promoting *different aspects of higher-order incisive and analytical thinking skills and abilities* of students. To cite an example, this educationist makes it possible via special attention to *the significance of the process of systematic well-organized interaction and thinking in reasoning growth*, in his classes. It is in pursuit of such a goal that he provides *all* students with more *equal opportunities* to obtain knowledge, understand it, analyze it, synthesize it, evaluate it, and make judgments *via the application of language* (i.e., via thinking) to highly motivating genuinely *shared learning environments*. See also the following section on Multiple Input, Output, and Feedback Hypothesis to see how this educationist provides *multiple sources of input, interaction, output, and feedback* to augment supportive-to-students' *thinking and productive skills* opportunities, matrices, mechanisms, etc.

In CTBL's bona fide environments *all* students have significantly more opportunities to listen to their more capable pairs in their teams - while they are thinking aloud,

which allows them to acquire their styles of and approaches to thinking and reasoning. But they also have enormous opportunities to *use language - think* - in such situations, with the scaffold of their partners. Moreover, CTBL supplies *all* students with the significant opportunities to *produce/use language* (i.e., think) in more complicated situations such as in class-wide discussions and team tournaments. In such situations our citizenry are instigated to utilize *more effective language in the course of interaction with others, which requires more purposeful thinking*. This is because they are challenged to support their answers/ideas with reason and logic, that in its turn claims higher levels of cognition. One outstanding feature of CTBL thus refers to the fact that despite the present methods and approaches, it draws on language as a *weaponizing tool for empowering and turbocharging students' minds*. It does so to enable them to have greater impacts on their surroundings/milieus, and transform the conditions of not merely their own existence but that of humanity also. All these are possible as it is language that is the instrument for thinking, negotiating meaning, discussing and understandings ideas, and castigating one another for more comprehensive and effective learning, achievement, growth, and development. Thinking, meaning, reasoning, and social interaction are appreciated as the key to successful (language) learning/living, in CTBL settings.

From the perspective of PSCLL Theory thus language could be the keystone of human prosperity. This is in view of the fact that language develops best in the interaction of the individual with others, and, in its turn, gives way to their thinking/reasoning skills and abilities. And an individual with a powerful mind, who is naturally rational, is more capacitated to have more successful socio-political relationships, career, and life. Such an individual would more effectively contribute to democratic, live, humane, healthy, creative, and prosperous societies, and a peaceful world that is characterized by freedom, security, justice, welfare, and civilization. The reverse could also be the truth. In other words, in case educators fail to realize the paramount magnitude of language in the course of teaching, it could play its role as a devastating tool and even as the cornerstone for human hardships also. Simply put, as indicated in Figure 1, social interaction, language development, thinking/reasoning abilities, learning, successful relationships, social development, and just societies and world peace are inextricably interlacing.

Thus, in spite of the traditional methods' and approaches' theoretical underpinnings that consider language learning as a simple shallow exercise, CTBL's theory of language (i.e., this theoretician's PSCLL Theory) deems language learning as a complicated process. This is the reason as to why in CTBL's environments language is not learned via passively listening, emulating, and reproducing the material already memorized in contrived environments that oversee the oppressed majority. But rather, it is learned best in environments that are interactive and motivating, and provide equal opportunities and freedom for *all* participants. Language learning, in classes run via CTBL, involves active involvement of *all of the students* in semi/authentic edu-socio-politically situated engaging environments where *using the lan-*



**Figure 1.** The cyclical interplay among social interaction, language development, thinking/reasoning abilities, learning, successful relationships, social development, and just societies and global peace proposed by PSCLL Theory (Hosseini, 2006, 2010, 2019)

*guage to learn it* rather than *learn to utilize it* is encouraged. In its theory of language, thereby, CTBL postulates language use and language learning as interactive activities that occur best in contexts that reflect the real world holism and embolden negotiation for meaning, discussion, and learner active involvement and participation in team and class-wide activities. These activities involve risk taking, hypothesis testing, plan/decision making, problem solving, castigating one another, making judgments about one another, logic reasoning and achieved progress (i.e., developmental evaluation), and diplomatic resolution of conflicts. In words of one syllable, CTBL espouses the structural, functional, and edu-socio-political views of language. It, ergo, prioritizes both the *knowledge of suitable use of meaningful language and the ability to manage discourse interactions in edu-socio-political contexts*.

As noted, via implementing CTBL, teachers have enormous opportunities to impact on thinking styles and approaches of our citizenry, redirect their beliefs, advance their socio-political awareness and savvy, recalibrate their attitudes, modify their dispositions and behaviors, and change their fates particularly by means of their strategic purposeful language/weapon. To cite another example, via their language/thinking approaches, teachers can encourage and capacitate students to dive into the depth of the dark ocean of false information that has engulfed them in order to reach or realize the truths. Therefore, teachers should essay to take greater care of the language they use in their classes to play their roles more eventfully and impactfully. This necessitates keeping abreast of the latest findings in the arenas of sociology, psychology, cultural, political and other related disciplines. It is with such a mentality that this educationist believes teaching is more of an art rather than mere science; although they both play their roles as two wings for teachers, without either of which they cannot succeed. – With art, this

educationist means the art of the application of other disciplines for the best advantages of our classes/citizens; the art of using powerful questions and decisive words – instead of bullets – for destroying the ideology of those who are killing humanity, and the art of implementing constructive language for building humane and just civilizations.

**Multiple input, output, and feedback hypothesis (MIOF hypothesis): The present hypotheses are not enough either – The Author (Hosseini, 2010, 2012, 2019, 2021)**

According to the *Input Hypothesis* of Krashen, only the *input* that is *comprehensible* for students could be understood and learned. Later, in her *Affective Filter Hypothesis*, she continued *openness* of the learner to the *input* that depends on the level of affective filter is also a must for the learning (of language) to occur. She explained when affective filter is low (i.e., the learner has a high motivation, normal self-confidence, a good self-image, a low level of anxiety, etc.), the probability that input becomes intake increases. Schmidt, in his *Noticing Hypothesis*, put forward the idea that only that part of the (comprehensible) input which is *noticed* could find a mental home and so become *intake*. In his *Output Hypothesis*, Swain took the stand that input is essential but not enough for adequate development of SLA. He was of the opinion that even using the language, though favorable to fluency, does not guarantee accuracy and language proficiency. That is, for achieving higher and deeper levels of comprehension and in order to augment the language proficiency of learners, the stress should be both on comprehensible input and on *comprehensible output*. Swain meant to say that *output* is also a key means to the development of L2 knowledge. Long raised another issue in his *Interaction Hypothesis* and argued that *interaction* is a vital requirement for effective language learning. He maintained that in the course of interaction or negotiation for meaning, learners come across some communication problems. Through such interactions, they have the opportunities to negotiate the solutions to their obstacles by requesting repetition, explanation, clarification, and paraphrasing for confirmation or comprehension checks. Such activities in such situations, he conceded, *add to the quantity of comprehensible input*, which may result in modified output.

To put the sum total of the above hypotheses another way, provided that the input is sufficient, comprehensible, and noticed, the affective filter is low, the environment is relaxing, and interaction and output or utilizing language/knowledge are encouraged, *then input could become intake or learned*. But the point is that *merely learning and underscoring the importance of using what has been learned is not adequate*. The more problematic issue, however, is that *not all the intake or what has been learned could be mutated into productive skills* (i.e., writing and speaking), albeit they more easily give way to passive skills (e.g., listening and reading abilities) of students. And these hypotheses have not contributed to this kind of *transformation to enable students to use (communicate) what they have learned*. They have not suggested/provided tectonic and even enough *solutions* for helping students to *communicate* their understandings, via *the application of language/knowledge*. Keeping this in mind, as explicated in the

preceding section on PSCLL Theory, given the fact that *the application of language or what has been learned means thinking*, as language is a means for thinking, these mostly Western oriented hypotheses are somewhat - wittingly or unwittingly – overlooking or perhaps *discouraging thinking!* The other problem with the explained hypothesis refers to their negligence of the significance of the feedback learners receive and give in the course of learning. Long's suggestion of *interaction* also is not helpful for filling the-said gap as he has not provided a pragmatic solution for *methodic and well-organized and goal-oriented interactions*. This thought-provoking lacuna in the present related literature inspired this theoretician to propose his *Multiple Input, Output, and Feedback Hypothesis (MIOF Hypothesis)* as under in order to address and fill the gap for converting what has been learned to productive skills, thereby contributing to the success of ELT/Education, and our nations and civilizations:

Although (comprehensible) input, low affective filter, noticing, output, and interaction, even as it is considered by constructivists like Vygotsky, are fundamental, they are not satisfactory requirements for more effective and real (language) learning and particularly for using what has been learned in (language) classes. *Greater and more systematic and strategic focus should be on the provision of the (re) sources and requirements that not only facilitate learning but also give way to the transformation of the intake/passive skills into active/productive skills*, that are signs of real learning. - This should be done for assisting and *enabling learners to use what they have learned*. And the provision of *multiple (re)sources* of facilitative to input, *systematic interaction, output, and feedback* in learning environments and clarifying the howabouts of their contributions is a proper solution for more effective support to this kind of *transformation*. (See Hosseini, 2000, 2012, 2022)

Having realized the significance of such *multiple (re) sources* as the major requirements for more effective and comprehensive contribution to filling the-said lacuna and in fact for successful (language) learning and development, this researcher focused on providing his classes/students with such (re)sources. He considered such (re)sources, activities, tasks, strategies, techniques, tactics, as well as mechanisms, matrices, and opportunities to inspire and assist his students to *use what they have learned (via thinking)*, for communicating their thoughts and experiences, and for solving their (real-world oriented) problems, in CTBL's environments. Some such pragmatic solutions for transforming students' potentials into pragmatic skills in order to fill the-explicated gap are as below:

1. Providing bona fide and highly structured motivational- as well as dialogic-based interactive environments and matrices that stimulate methodical interaction and scaffolding via providing *multiple whos* in *heterogeneous teams*. As such situations encourage negotiation, tutoring, discussion, and *giving and receiving feedback* in different stages (i.e., through pair work, teamwork, and class-wide interactions), they facilitate the development of the Zone of Proximal Development (ZPD) of all students also.



2. Providing pertinent authentic teaching materials, realia, and motivating resources and interactive engaging activities such as role playing and team tournaments.
3. Explicit and indirect teaching of effective (language) learning strategies and social skills, which are contributive to effective learning.
4. Subordinating testing to teaching in appropriate influential ways. To cite an example, students take the quizzes collaboratively, in their teams, in this educationist's classes. - But they take the final exams individually, without the scaffold of their team's members.
5. Utilizing online technologies and spaces like Metaverse, Zoom, Moodle, Skype, etc. (See Hosseini, 2007, 2009)
6. Designing a well- and purposefully-organised multiple level *evaluation system*, that provokes all students to be active throughout semester/academic year because it makes progress a race that has no end: As a motor, this evaluation system heartens all team members to coordinate their efforts, via systematic interaction, for the success of themselves, their teams, and for the cause of being realized as the classroom's best student alike.
7. Valuing language as a whole (viz. integrating all facets of language, which is *not* appreciated in the arena of Language Teaching even today). To appreciate the integration of all (sub-) skills of language even in specific courses for reading, for instance, this educationist assays to consider listening, speaking, and writing as complementary skills to reading. He believes the whole language, rather than its isolated parts, carries more meaning, that should be negotiated and processed in his classes for deeper understanding and learning. What is more, these skills have many characteristics in common, and so their effects are interrelated. The ideas in a text can contribute to more effective communication (i.e., listening and speaking), hence the development of writing abilities of students which in turn are accessory to reading. By the same token, the fact is that in order to prove their academic reading abilities, students, especially at the collegiate level, need to communicate both verbally and in written form properly. These are parts of the reasons for accommodating writing activities such as note taking, outlining, paraphrasing, and summarizing in learning environments that highly stir *oral* negotiation of themes and ideas as complementary activities to reading in reading classes.

As it was explained, all the above 7 considerations conduce to further involvement and active participation and beneficence of all students in CTBL's semi-authentic environments. In such purposeful and well-organized interactive environments, all class participants have tectonic opportunities to *think and learned*. They learn to focus and concentrate on syntactic and semantic components of what this educationist presents to enable themselves to *use what they have learned/the language* (i.e., *to think*) more appropriately and effectively. Such engaging communicative *interactions* that seek mutual input-output and feedback treatment lead to deeper analysis of both input and output not just for meaning but for accuracy and frequency of the output as well. These considerations

thereby serve classes run through CTBL as multiple (re) sources of input, methodic interaction, output, and feedback for real learning, *and for customizing and consolidating what students have learned*. But they also give way to improving their own interlinking effects for soliciting deeper levels of students' cognition and developing their higher-quality cognitive strategies. More importantly, they bolster *various aspects* as well as *the quality of students' thinking and reasoning skills and abilities* in implied and explicit ways. These, in their turn, are supplementary not merely to in-depth *comprehension* and understanding of the material and so long-term retention of information, but to *purposeful learning and the quality of output and productive skills* also. In sum, the nature of CTBL's settings, mostly occasioned by the above 7 considerations, not only provide more opportunities for the cause of learning itself but play their roles as mediators between *input and output* also. They aid to *turn input into understanding* and understanding into output, through written or oral communication. More concisely, they contribute to *transforming what has been learned into productive skills* and in actual fact bridge between them and *fill the expounded gap*.

PSCLL Theory and MIOF Hypothesis of this theoretician are great assets to modern ELT/Education but to nurturing more capacitated citizens for building more humane and civilized nations and civilizations as well. This theoretician does hope that his edu-political theories would involve a paradigm change in the present ideological trends in the arena of Education in general and Language Teaching in particular. It should also be reminded here that apart from the above theories, there are likewise a considerable number of other theories which confirm the relevance of CTBL. Andragogy-, constructivists', socio-cultural-, engagement-, speech-, and motivational theories are among them. (See Hosseini, 2009, 2010)

#### **THE DAWN OF CTBL CONNOTES THE DECLINE OF COMMUNICATIVE APPROACH (CA) AND OTHER CURRENT COLONIAL AND EVEN INTERACTIVE METHODS AND APPROACHES, HENCE THE OVERTHROW OF TOTALITARIAN CORRUPT REGIMES**

The truth is that the results yielded by CA, that is unfortunately strongly recommended even by highly acclaimed specialists in the field, are falling short of expectations in most parts of the world including Iran. There are a number of drawbacks with CA, which has not been a success hitherto. As conveyed throughout this article, CA's first main shortcoming refers to the fact that it falls in the behaviorist extreme of the continuum of approaches to ELT/language teaching just because it focuses on developing merely communication abilities of students. CA's objective is a condescending look upon human race since, as noted, animals too are able to communicate with each other. The other main problem of CA refers to its negligence of the realities of the present world. *It also fails even to consider, let alone ameliorate, thinking-, socio- and particularly political competencies of our citizens!* Watch this educationist's video about

*The Demise of CA* at <https://www.aparat.com/v/zGV3v>. For the other shortcomings of CA, and for more detailed and technical discussions about the mechanisms, features, and characteristics of CTBL that distinguish it from the present colonial methods and approaches, see Hosseini, 2007 and 2020. Thus, what this educationist cannot digest is that why the so-called applied linguists, language teaching specialists/experts and methodologists are still insisting on the application of CA and other defective methods and approaches which have proven to be outdated and even harmful to our (language) classes, nations, and civilizations!

### **SOME RESEARCHES ON THE EFFECTIVENESS OF COMPETITIVE TEAM-BASED LEARNING (CTBL)**

A considerable aggregation of researchers have illustrated effectiveness, significance, and the superiority of this methodologist's instructional approach (i.e., CTBL) vis-a-vis/over other methods and approaches particularly in the arena of CL. Among such methods and approaches are Traditional Lecture Method (TLM), Teams Games Tournaments (TGT), Constructive Controversy or Structured Academic Controversy (SAC), Group Investigation (GI), Reciprocal Teaching of Reading (RTR), Student Teams Achievement Divisions (STAD), and Learning Together (LT), the most popular method of CL, which has been developed by Johnson and Johnson at the University of Minnesota in the U.S. As opposed to LT, that accentuates pure cooperation in intra- and inter- group relations, and so because of these features this educationist has named it Cooperative Group-Based Learning (CGBL), CTBL underscores intra-group cooperation *but inter-group competition*. Below are some such researches:

This researcher (Hosseini, 2000), in his MA research study, compared the effectiveness of his approach to teamwork with the TLM and found more significant results for the effectiveness of CTBL in improving the reading comprehension of Iranian high school students. Also, he detected that his approach contributed to the development of the reading comprehension abilities of *lower performers* more effectively than the TLM. Similarly, in his Ph.D. comparative empirical research study, this researcher (Hosseini, 2009) sought to explore and examine the complex effects of CTBL with LT/CGBL and the TLM on Iranian and Indian EFL/ESL undergraduate learners': (a) reading comprehension in English, (b) language learning strategies, (c) attitudes towards English language learning and the select teaching methods, and (d) retention of information. All these objectives were addressed with respect to different-level achievers of the target groups with the help of field studies and experiments in Iran and India. It became evident from the analysis of the data gathered that participants in experimental groups (CTBL classes) learned more of what was taught and retained it longer than what the same content was presented in control groups. - As noted, retention of information after a long time, indicates depth of learning. CTBL also served to improve the repertoire of language learning strategies and positive attitudes on the part of the target groups more significantly than the TLM and CGBL. Further analysis of the

data revealed that whereas CGBL was substantially more effective in developing the reading skills of the participants, CTBL was more successful in developing their affective and metacognitive strategies, which, as positive attitudes, are of paramount importance for effective learning to occur. It was also found that *particularly lower performers* reaped more benefits out of classes run via CTBL. The outcomes also indicated that it was CGBL, rather than CTBL, that was more successful in Iran. But, in India, it was CTBL. In another study, this researcher (Hosseini, 2012) described that CTBL gave way to the language proficiency of Iranian EFL college seniors more effectively than the SAC method of Johnson brothers at the University of Minnesota in the USA. Besides, in 2014, he compared the effectiveness of his approach with GI, developed by Sharan and Sharan (1992) at Tel Aviv University, in Israel, with reference to the language proficiency of Iranian EFL intermediate students. He found out that his approach was more effective than GI in promoting the language proficiency of the target groups.

Akbarzadeh's (2016) study was an experimental investigation on the effects of CTBL and STAD, developed by Slavin and associates (1977) at Johns Hopkins University, in the US, on the reading comprehension of Iranian EFL intermediate students. After conducting an IELTS Reading test to a total population of 75, sixty students were selected based on their scores in the pretest. Then they were randomly assigned to control and experimental groups – 30 per group. Each class was divided into seven teams of four – the two remaining students in each class worked in pairs. The control group was instructed via the STAD, which is a well-known technique of CL, while the experimental group was instructed via this educationist's approach to capacity building. The reading comprehension test (posttest) was used at the end of the study to assess the probable progress in the reading comprehension ability of the students. The outcomes of the study confirmed more significant effects of CTBL on the participants' reading achievements.

Akbarzadeh and this educationist (2021) differentiate CTBL from STAD as it has been illustrated in the below table:

In another study, Jahanbazian (2015) compared the effects of CTBL with LT or CGBL on the oral performance of Iranian EFL intermediate students. She also measured the participants' attitudes towards language learning, individualistic class structure, CL, and the selected methods before and after the study. The results of the study showed that CTBL had a more significant effect on enriching the oral performance of Iranian intermediate students. Analysis of the quantitative questionnaire's results confirmed that there was more tendencies towards supporting the application of CTBL. More specifically, the participants had more positive attitudes towards CTBL. In her MA thesis, Salimi Bani (2017) studied the effect of CTBL and CIRC on the reading comprehension of Iranian intermediate EFL learners. She figured out tectonic results that proved the superiority of CTBL over CIRC in enhancing the reading comprehension of Iranian intermediate EFL learners. In another study, Derafsh-kaviyan (2017) also compared the effects of CTBL and CGBL or LT on EFL Learners' mastery of structures. He determined meaningful results which proved the bumpiness of CTBL over LT in

**Table 1.** Distinguishing differences between STAD and CTB

| STAD   | CTBL  |
|--|---|
| Team members take quizzes individually.<br>There are no intergroup relationships.<br>Teams are evaluated on their members' improvements over their own past performances | Team members take quizzes collaboratively.<br>Teams compete against each other.<br>Teams are evaluated not only on their members' advancements over their own past performances and over their same-level opponents in other teams, they are also recognized based on the extent to which they outgain other teams. - Special rewards would also be awarded both to the best teams with the highest averages and to the most challenging individuals. |
| Less structured  | More structured   |
| Unsystematic implementation of groupwork   | Methodical application of <i>teamwork</i>   |
| Learner centred  | <i>Learning</i> centred   |
| As a model of teaching does not have its own theoretical footings.   | As an <i>approach</i> has its own theoretical bedrocks.   |
| Ignores (language) learning strategies, social skills, and the realities of the real world.  | Encourages explicit as well as implicit presentation of (language) learning strategies, social skills, and the realities of the real world.   |

**Table 2.** Distinguishing between RTR and CTBL

| RTR   | CTBL   |
|---|--|
| Unsystematic implementation of groupwork  | Systematic application of <i>teamwork</i>  |
| Direct/explicit presentation of four language learning strategies                   | Explicit as well as implicit presentation of effective language learning strategies  |
| The approach to presentation goes through a) teacher presentation, and b) groupwork | The approach to presentation goes through a) teacher presentation, b) individual work, c) pair work, d) teamwork, and e) class wide discussion |
| Considers cognitive aspects of learning   | Mingles and considers cognitive, affective, and edu-, socio-, and political aspects of learning  |

developing mastery of the structures of Iranian intermediate EFL learners.

Finally, Salari (2018, 2019) studied the effect of CTBL and RTR, developed by Palinscar at the University of Michigan and Brown (1985) at the University of Illinois at Urbana-Champaign, on the reading comprehension ability of Iranian EFL learners. She also tried to gauge the attitude of the participants towards these methods before and after the study. In her study, after administering the Interchange placement test to a total population of 85, and after ensuring that the participants were at the intermediate level and that they were homogenous, sixty students were selected based on their scores in the pretest. Then, they were randomly assigned to two experimental groups – thirty per group. Each class was divided into seven teams of four – the two remaining students in each class worked in pairs. Before the experiment, she conducted the Interchange reading test and the questionnaire. In the course of experimentation, while the first experimental group was instructed via the RTR method of CL, the second experimental group was instructed via CTBL. At the end of the study, the questionnaire was applied once again. The reading comprehension test (posttest) was also used to assess the probable progress in the reading comprehension ability of the students. The results on independent samples T-test verified more significant impact of CTBL on the participants' reading comprehension achievements. Strictly speaking, CTBL was more effective than RTR in improving the reading comprehension ability of the

target groups. It was also found that the participants had developed more positive attitudes towards CTBL. Positive attitudes of students toward CTBL is among the main reasons for its success. Salari has tried to distinguish between RTR and CTBL in the below table:

## CONCLUSION AND CLOSURE

Almost all dictators particularly in the Middle East, which entails more than 2 third of the underground resources, are in service of Capitalism and/or Imperialism. They know that because of their illegitimacy, they have no option but to betray their nations, national resources, religions, and civilizations especially by means of their education systems. Among their acts of betrayal are opposing and suppressing any attempt for awakening and transforming their sheeple, and unifying Shia, Sonny, and Jewish in the region. They even wittingly or innocently spark a sense of hatred towards Islam among their own people! With the support of their lords, the super powers of the world, they target and wipe out even Agents of critical awareness and attitudinal change via sensible and insensible fascists and satanic approaches in order to keep their possessions blind! It was partly in such circumstances that this educationist *formulated his transformative thoughts into his edu-political theories* and designed and presented his in actual fact *educational Weaponizing weapon* based on them. As noticed, he did such for a more diplomatic benefaction to the overturn of such traitorous corrupt/authoritative

regimes that are also in the habit of hegemonic presentation and infusion of their antediluvian ideas and barbaric ideologies to the oppressed. CTBL is thus an exceptional systematic edu-political approach to teaching that aims at liberating the oppressed/the weak/the poor majority who have their own identity, ideology, etc. but are almost always purposefully ignored, marginalized and deprived of their very basic rights, and in short victimized by the powerful minority.

As a significant alternative to the present methods and approaches, CTBL focuses upon foundational facets of contemporary education, and aims at tackling the present edu-, socio-, economic-, and particularly political glitches of humanity to facilitate them in the course of operationalizing their dreams for making a better world. CTBL intends to liberate our citizens who have been imprisoned by de facto our banking/totalitarian forms of education that have kept them silent, passive, and incapable obedient slaves. CTBL pursues such a goal by forming and moulding interdependent competent life-long learners who would be able to confront the complexities of the present world successfully and flourish both academically and socio-politically. As noted, what highly differentiates *this inimitable approach to the Education of the Oppressed* from the conventional methods and approaches lies in its magic power for transforming the objects into brave *Agents of change* or the Subjects who would have the capacity to influence their milieus and even the world by decision and policy making, to cite an example. That way, CTBL ensures transforming the present peasant societies into civilized nations and compassionate civilizations.

The import of CTBL, as a fundamentally different approach to ELT/Education, thereby goes beyond academic achievement of our classes' participants. Since as a means to the empowerment of the Oppressed it contributes effectively to nations and civilizations with more social order and cohesion, *it is, in essence, a catalyst for transformation and change* and, in the last analysis, *an ensured pathway to human security, development, and prosperity*. As a highly structured, psychologically and socio-politically based learning-centered strategic approach which mingles all aspects of real learning, *CTBL, this educationist's realistic approach to Systematic Transforming and Liberating Education*, is ergo more than an ordinary teaching method: It is a future oriented *edu-political approach* that responds to the need for a *paradigm shift* in today world's Education, *a remarkable transferal in teaching paradigms, which exacts a radical modification in the way of thinking about teaching and even living, and governing*. (See Hosseini, 2012)

As a major building block to modern democracy and civilization, and as the *saviour of particularly the oppressed*, CTBL, the sum total of this educationist's academic life, derives inspirations from his philosophy. His dreams guide it as its brain in the form of its objective and syllabus. His PSCLL Theory serves it as an spinal column. Its skeleton is the MIOF Hypothesis of him. His sophisticated evaluation system serves it as a heart. His educational materials, tasks,

activities, strategies, and techniques shape its flesh. And his ethical standards manifest in the form of its soul. CTBL is thus this educationist's rebellious *Liberating Brainchild* whose main mission is to unveil totalitarians' real worth after he critically awakens, empowers, and transforms their soldiers and possessions. As a purposefully boycotted driving force in efforts to combat lack of real knowledge, critical thinking sensitivities/skills, and socio-political awareness and savvy of today world citizenry, this educationist gave birth to *his* incommensurable brainchild and introduced him to educators in order to equip and capacitate them. He meant to enable them to strategically recalibrate their teaching process towards building a brighter future. CTBL therefore should not be overlooked particularly by educators in the so-called Third World or developing countries as it insists on defeating the banking concept of education and ceaselessly endeavours to promote learning as a liberating agent that ensures and celebrates freedom and dignity of the learner as a collective experience (Hosseini, 2009, 2012).

To sum up, the illocutionary force of this article is the application of CTBL by teachers in the present world's context if they want to put our future back on the right track by transcending the present top-heavy uncivilized societies towards their dream sustainable just civilized societies. As such, teachers would also give meaning to their sufferings and heal their wounded souls occasioned by the *despots who play the role of oppressive gods*. This researcher has brought himself, by long meditation though, to the conviction that the dawn of his *emancipatory didactic weapon* connotes the demise of the remainders of the ancient barbarous despots/emperors in today world context. This is because he too strongly believes that *the fate of empires depends on teachers' approaches to the education of the youth/students/citizens*. But for the perlocutionary effect of this article to come true, there is a need for teachers to have the courage to transform themselves first. They should convert themselves to *Agents of change* (i.e., change in cognition, thinking styles, attitudes, beliefs, and behaviours of the inhabitants of their classes, and societies) for uprooting any satanic and fascist sources, agents, and regimes from among their countries. That way, they ensure their nations' developments and prosperities and global peace. Therefore, it is essential to realize the very crucial need for a radical reform in our education systems, which, as noted, necessitates redefining teaching. (See Hosseini, 2012, 2020)

For more comprehensive understanding of CTBL's salient features, techniques, evaluation system, syllabus, materials, tasks, activities, and other theoretical foundations, see this educationist's 24<sup>th</sup> seminal resource guidebook (Hosseini, 2022, 2023). This 680-page volume also explicates teachers' as well as students' accountabilities in classes run through CTBL, the rationale beyond the success of CTBL, and much more information. The book has special foci upon:

1. Penetrating deep into the conventional mostly antediluvian didactic regimes, which cherish the Banking Method, and analyzing, evaluating, and excoriating the philosophy beyond their implementation in corrupt despotic regimes;

2. Shedding light on the chronological development of (language) teaching methodology and the trajectory of decline of the present methods and approaches to justify the need for accommodating CTBL in education systems;
3. Engineering the contemporary educational methods and approaches towards CTBL;
4. Differentiating CTBL from other innovative methods/approaches, and discussing the significance and relevance of this holistic approach against the backdrop of on-going globalization that means a great deal of *competitive* spirit in today world context;
5. Bringing to the fore the author's *edu-political theories*, which are the core of the theoretical groundworks of his *weaponizing educational approach*;
6. Implementing CTBL via the emerging online technologies state/country wide;
7. Introducing the author's *Teams Tournaments Method (TTM) of teaching* as well as his *Unplanned Open Tasks and Unplanned Closed Tasks* (see Hosseini, 2007), and
8. Stimulating the readers' critical, analytical, and creative thinking skills, and promoting their personal growth especially through the 14 chapter-end thought-provoking discussion questions.

This invaluable resource manual would be of immense help particularly to those educators who are committed to the cause of peace making, and nation and civilization building. As a goldmine of the latest issues in ELT/Education, it would also be found highly useful for Language Teaching students and experts alike, teachers of all subjects at all levels, and in-service programmes and seminars for instructors. Policy makers, theoreticians, educators/educationists, researchers, syllabus designers, and material developers could also take note of the noteworthy benefits this manuscript along with its accompanying DVD proposes. The first edition of this book could be purchased from Amazon. Or contact this educationist and get the *last* edition of his *masterpiece*, which took 3000 hours to be completed, for free. - All this educationist's bookticles, some of which have been translated to different languages, are available for free on his Research Gate page.

### SUGGESTIONS TO EDUCATORS, THEORISTS, AND RESEARCHERS

This methodologist put forward his seminal approach to compensate the deficiencies of current atypical methods and approaches that cannot be promotive to citizenries who the present real world demands. CTBL intends to decrease the discrepancy between what our present didactic regimes make out of our nations and what the realities of their tough circumstances exact them to be. Just like Almighty God transforms H<sub>2</sub>s and Os into water, which is something totally different from H<sub>2</sub>s and Os, this educationist's approach to capacity building capacitates, empowers and transforms our students into what they could never be compared to their counterparts in other classes run via traditional methods and approaches. Educators are thus *suggested* to adopt CTBL for drawing a better and more sustainable

peaceful world, that would entail a unified nation; a nation with one language, one culture, and one leader. This is possible as the outcomes of classes run via CTBL would be far from hatred, jealousy, hypocrisy, conspiracy, treachery, oppression, discrimination, barbarity, corruption, and so many other antediluvian devilish behaviors and characteristics. This could be in view of the fact that they would be desirous of choosing love over hatred, hope over despair, friendship over enmity, cooperation over conflict, prosperity over poverty and misery, civilization over barbarity, and incarcerating ferocious beliefs and ideologies into the depth of history with their coordinated efforts that cherishes differences and diversities.

More than 50 bookticles and theses have been written about CTBL hitherto. Search the titles of this researcher's approach and theories as well as his own name on the Net to reach some of them. This researcher suggests theoreticians, linguists, and specialists to compare his theory and hypothesis with the present theories/hypotheses from different angles, and discuss their impacts on the prospects ahead of Education in general, and Language Teaching in particular. Also, teachers and researchers at all grade levels in different subjects may compare the effectiveness of his approach to (language) teaching with other methods and approaches like CA and different CL methods. They could have such researches with regard to all skills and sub-skills of language as well as other subjects like Mathematics. Furthermore, the contribution of CTBL to nation building, fairer systems of management and governing, modern democracy, compassionate civilizations, and global peace could also be investigated by researchers in different fields of education. The results of such researches could help the authorities of (language learning and language teaching) in ministries of Education make decisions about the application of CTBL in schools and universities.

One more point that should be borne in mind is that iconic specialists like Freire and respectable political figures like Mandala have *merely articulated* some ideas about the Banking concept of education, and about the fact that Education could be Weapon. But this educationist formulated *a systematic emancipating Educational Weapon based on his own edu-political theories, after rebutting the present theories and methods and approaches, to operationalize our common dream. No specialist in the world has done such a thing.* Usually, linguists/theorists put forward their theories, and methodologists formulate their methods or approaches based on them. This educationist *did the both*. What is more, CTBL is not a method; it is *a modern sophisticated approach*. As noted, this educationist's last resource book, the new edition of which is forthcoming, is a comprehensive introduction to his pragmatic and *Systematic Transforming and Liberating approach*. Another point that should be reminded is that what enabled this educationist to survive out of the agony he went through in the course of giving birth to his child - under brutal pressure and torture - was the glorious horizon he could envisage for humanity after teachers employ his child in their classes the world over.

Finally, you are suggested to study the above-introduced resource book, read this educationist's resume on his weblog and instagram page, and watch his videos on his Youtube and Aparat channels to see whether he is worth being nominated, by you, for Global Teacher-, Mustafa- or even Noble- Prize in Education? If these happen, this educationist's innovations facilitate the process of turning our promising dream (i.e., our limitless utopia) into reality more comprehensively and more effectively, via a diplomatic way.

## REFERENCES

- Akbarzadeh, M (2017). *A Study into the Effects of 'Competitive Team-based Learning' and 'Student Teams-Achievement Divisions' on The Reading Comprehension of Iranian EFL Intermediate Students*. Published MA thesis, Islamic Azad University of Roudehen, Iran.
- Akbarzadeh, M., & Hosseini, S.M.H. (2021). 'Competitive Team-based Learning' vs. 'Student Teams- Achievement Divisions' in a Reading Class, *IJOTL-TL*, 6(1), 73-92.
- Derafsh-kaviyan, Payam (2017). *The Impact Competitive Team-based Learning vs. Cooperative Group-Based Learning on EFL Learners' Mastery of Structure*. Unpublished MA thesis, Islamic Azad University of Roudehen, Iran.
- Hosseini, S.M.H. (2000). *The Impact of Competitive Team-Based Learning on the Reading Comprehension of Iranian High School Students*. MA Thesis, Islamic Azad University of Garmsar, Iran. Published at *Roshd FLT Journal*, 2003; 77(20): 42-49. Available at <http://ensani.ir/file/download/article/20101209160815-599.pdf> Also published at *Iranian Journal of Teaching Languages and Literature*, 2004, 5 (2), 16, pp. 15-34
- Hosseini, S.M.H. (2006). *Prospect of Peace in the Middle East*, the speech delivered by the author as the third (and last) main speaker at the *International Forum on 'Global Peace and Civil Action'* – sponsored by the National Federation of University Co-operative Association, Japan, held at Mysore, India on August 11-12, 2006. – Available at <http://www.hindu.com/2006/08/11/stories/2006081116530300.htm>
- Hosseini, S.M.H. (2007a). Task Based Language Instruction: Unplanned Open Tasks versus Unplanned Closed Tasks with reference to Writing Achievement of Iranian EFL University Students, *Perspectives in Education*, (23), 42-48.
- Hosseini, S.M.H. (2007b). ELT in Higher Education in Iran and India: A Critical View. *Language in India*, 7, 1-11. Retrieved January 15, 2019, from <http://www.languageinindia.com/dec2007/eltinindiaandiran.pdf>
- Hosseini, S.M.H. (2009). Infusion of Emerging Online Technologies into ELT: The Need of the Hour, *Perspectives in Education*, 25 (2), 119-127. Also available at <http://eltweekly.com/2009/06/eltweekly-issue22-research-paper-by-mohammad-hassan-hosseini>
- Hosseini, S.M.H. (2009b). *Effectiveness of Cooperative Learning Methods: A Study with Iranian and Indian Undergraduate Learners*. Published Ph.D. Thesis, Mysore University, India. DIO: 10.13140/RG.2.2.31310.10566
- Hosseini, S.M.H. (2010). Theoretical foundations of Competitive Team-Based Learning. *Canadian International Journal of English Language Teaching*, 3, 229 - 243. doi:10.5539/elt.v3n3p229.
- Hosseini, S.M.H. (2010b). Teams-Games-Tournaments versus Lecture Method with Reference to the Language Proficiency of Iranian EFL Intermediate Students", Not allowed to be presented at the International Meeting on 'ELT in the Islamic World' held at Tehran, Iran on December 2-4. This educationist was dismissed from this conference as he strongly criticized Dr Haji Babaii, Iran's then minister of Education, after his lecture in the inauguration session, and after he announced that he would introduce his instructional weapon in his lecture. – A weapon for the overthrow of the dictatorship.
- Hosseini, S.M.H. (2012b). *Beyond the present methods and approaches to ELT/education: The crucial need for radical reform*. Tehran: Jungle Publication. ISBN: 978-964-981-883-2
- Hosseini, S.M.H. (2012c). A study of the effects of Competitive Team-Based Learning and Structured Academic Controversy on the language proficiency of Iranian EFL college seniors. *The International Journal of Adult Vocational Education and Technology*, 3, (4): 54-69. DOI: 10.4018/javet.2012100105. Available at <https://www.igi-global.com/gateway/article/73802#pnlRecommendationForm>
- Hosseini, S.M.H. (2013c). *Team-Based Learning in Secondary Education*, Germany: Lambert Academic, ISBN: 978-3-659-49797-1
- Hosseini, S. M. H. (2014). Competitive Team-Based Learning Versus Group Investigation With Reference To The Language Proficiency Of Iranian EFL Intermediate Students. *International Journal of Instruction*, 7, 176-188.
- Hosseini, S.M.H. (2015a). Method Engineering: Towards a Strategic Approach to the Empowerment of the Other. *International Journal of SYLWAN*, 4(2), 159-168.
- Hosseini, S.M.H. (2018a). Competitive Team-Based Learning: Beyond Current didactic Methods, Lambert Academic Publishing, ISBN: 978-613-9-88479-7.
- Hosseini, S.M.H. (2018b). Cognitive Socio-Political Language Learning Theory, Multiple Input-Output Hypothesis, and Competitive Team-Based Learning". *Theory and Practice in Language Studies*, 9(4): 411-423. DOI: <http://dx.doi.org/10.17507/tpls.0904.08>.
- Hosseini, S.M.H. (2019a). Dr Hosseini's Catalyst for Transformation and Change", Scholar's Press Publishing, ISBN: 978-613-8-82422-0
- Hosseini, S.M.H. (2020). My Liberating Approach to Teaching and the Howabouts of its Transforming Power. *IJOTL-TL*, 5, 3, 155-168. DOI: 10.30957/ijotl-tl.v5i3.634.
- Hosseini, S.M.H. (2021). My Liberating Approach Edu-Political Theories. *European Journal of Education Studies*, 8 (1), 313-336. Available at <https://oapub.org/edu/index.php/ejes/article/view/3541>
- Hosseini, S.M.H. (2022). *My Liberating EDU-political Theories & Weaponizing CATALYST 4 Transformation & Change*, Scholars' Press.

- Jahanbазian, T. (2015a). A study into the effects of 'Competitive Team-Based Learning' and 'Learning Together' on the oral performance of intermediate EFL Learners. *Iranian Journal of Research in English Language Teaching*, 3, 60-73. Retrieved January 15, 2019, from [http://relp.khuisf.ac.ir/article\\_533624\\_3a87dbba748748e68ba1f08bc20cd106.pdf](http://relp.khuisf.ac.ir/article_533624_3a87dbba748748e68ba1f08bc20cd106.pdf)
- Jahanbазian, T. (2015b). A Study into the Effects of *Competitive Team-Based Learning and Learning Together on the Oral Performance of Intermediate EFL Learners*. Unpublished MA Thesis, Kohgiluyeh And Boyer Ahmad Islamic Azad University, Iran.
- Jahanbазian, T. (2015c). *Competitive team-based learning in conversation classes*. Germany: Scholar Press.
- Salari, F. (2018). The Effect of Competitive Team-Based vs. Reciprocal Program in Reading Comprehension Ability of Iranian EFL Learners. Unpublished MA Thesis, Quchan Islamic Azad University, Iran.
- Salari, F. & Hosseini, S.M.H. (2019). Competitive Team-Based Learning vs. Reciprocal Teaching of Reading: A Study in Reading Classes. *Journal of Language Teaching and Research*, 10(3), 489-500. DOI: 10.17507/jltr.1003.12 Retrieved January 15, 2019, from <http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr1003489500/1898>
- Salimi Bani, K. (2017). *The Effect of Competitive Team-Based Learning (CTBL) and Cooperative Integrated Reading and Composition (CIRC) on the Reading Comprehension of Iranian Intermediate EFL Learners*. Unpublished MA Thesis, Khorasgan (Isfahan) Islamic Azad University, Iran.

APPENDIX

**The Learning Culture this Educationist Developed for DRAWING a Better FUTURE**

Dynamic and comprehensive learning and development, in CTBL environments, does not evolve naturally. Learning, working, and living together in such settings is an art that exacts principles, norms, skills, and of course a broad outlook also. One outstanding, if not unique, feature of CTBL, thereby, refers to the importance it considers for *its learning culture*, which reflects democratic and civilized societies' core values. This is because one vital factor that greatly affects the outcomes of classes run via CTBL relates to the extent classroom participants are willing and could adhere to the learning culture this researcher has developed. Students/citizens are ergo expected to respect it as contents and musts that must not only be learned but internalized, for the sake of peace making and real learning/living, achievement, growth, and development. Otherwise, if they do not value this humanitarian constructive (learning) culture, their teams/parties and classes/nations cannot function appropriately and effectively. Part of the CTBL's learning culture manifests below in the form of 15 basic norms or ground rules that are always pasted as a poster on classrooms walls. This strategy also highlights the importance CTBL considers for peripheral learning. The other parts of this educationist's manifesto could be realized from the mechanisms underlying his approach. (See Hosseini, 2020, 2022, 2023)

.....  
 No one can learn tolerance in a climate of irresponsibility, which does not produce democracy. The act of tolerating requires a climate in which limits may be established, in which there are principles to be respected. That is why tolerance is not coexistent with the intolerable. Under an authoritarian regime, in which Authority is abused, or a permissive one, in which freedom is not limited, one can hardly learn tolerance. Tolerance requires respect, discipline, and ethics.

.....– Paulo Freire

1. Regardless of diversities in our genders, ethnicities, classes/status, and socio-cultural, economic-, and political backgrounds, we are all human, and so are accountable for each other;
2. We learn and develop more holistically and more comprehensively when we work together in more relaxing and at the same time motivating environments;
3. We strive to be active in the course of learning/living, and be aware of the ocean of false and dis-information during decision making;
4. We share all relevant information openly, inspire others to contribute to discussions enthusiastically, listen to them attentively, and provide sensible reasons for the suggestions or ideas we expect them to consider/accept;
5. We co-operate to deepen our knowledge and understanding (of the world), and to coordinate our efforts and

- capabilities to the extent possible in order to capacitate ourselves for future career and life success, either in co-operation with others or without their scaffold, and/or even in isolation;
6. Constructive criticisms are most welcome and valued inasmuch for they lead to our learning, growth, and development;
7. Before criticizing others, we try to be objective and fair first;
8. Everyone has equal opportunities to prove their abilities in action. Those who prove themselves under such conditions deserve the bests;
9. We truly believe in the concept of 'self-effacement', which stems from the Confucian concept of 'face'. Thus, we willingly maintain a certain level of humility in accordance with our more capable peers, and do not elevate ourselves above them;
10. Errors are inevitable. They are natural consequences of the (language) learning/living process, but they are also signs of openness, risk-taking, and perseverance. Errors are thus not final, but rather they are pathways to gaining wisdom, success, and development. We, hence, never cease to take risks in the course of thinking, learning, decision making, working, and living;
11. Losing, especially for risk takers, is unavoidable as it is with winning; therefore, we practise to learn through losing as we do it through winning. Losing strengthens our willpower for winning – winning by the application of the knowledge, lessons, and wisdom we have learned in the course of losing;
12. No one has the right to deprive us of our very basic rights that Almighty God has bestowed upon us, chief among which are freedom of thinking, articulation of thoughts, choice, and decision making;
13. We admire, appreciate, and respect our teams' captains, teachers, and even leaders as long as they have talent and essential qualities, morals, commitments, and academic and leadership ethics;
14. Wining is important *but* not at the cost of academician spirit, moral ethics, and human rights and values, and
15. We bravely go beyond the red lines and our comfort zones, and take the course of action and fight the battle against any satanic and fascist agent and regime by all our potentials and means.

=====

.....  
 ✓ \*\*\*I still believe that the end of life is not to gain pleasure, recognition, reputation, award, position, and/or power, or to avoid pain and miseries. The end of life is to put forward a message, a lesson, a plan – a concrete plan of action - for serving God's own end, which is in need of us. This is all about what God has created us for in today world context. Come what may – death or victory and freedom. –The Author, S.M.H.Hosseini

-----