**My Liberating Approach to Teaching and the**

**Howabouts of Its Transforming Power**

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**Abstract**

This paper attempts to throw into sharp relief my liberal instructional approach, Competitive Team-Based Learning, and shed light on its design, objective, syllabus, materials, and tasks. It also gives a glimpse of the significance of my pedagogical approach for today's world context of globalization, which is characterized by despotism, capitalism, and imperialism. Most importantly, the paper explicates the howabouts of my liberating approach transforming power and highlights its distinguishing features and characteristics with reference to the present methods and approaches like Communicative Language Teaching and particularly Cooperative Learning methods.

**Keywords:** Cognitive Socio-Political Language Learning Theory; Method engineering; Competitive Team-Based Learning; Catalyst for transformation and change; Civilised societies and World peace

**1. Introduction**

# This researcher has always believed that Educators, in the present dog-eat-dog world context of anxiety, racism, injustice, oppression, corruption, destruction and terror and bloodshed should play their roles as intellectual sources of critical awareness and attitudinal change -for uprooting any sources of Hitlerian outlooks, oppression, corruption, injustice, terror and bloodshed, and destruction from among their societies. Teachers are, thereby, from this researcher’s point of view, AGENTS of critical awareness and social CHANGE and development.

Soon after this researcher came to the conclusion that because of his liberating attitude, THEY would not let him continue his study here in Iran, he this researcher decided to pursue his Ph.D. in India. In the incredible biggest democracy of the world, he was amazed how peaceful the people, the feeble were living and flourishing together while we, in the Middle East, have been living under extreme pressure in highly horrifying stressful circumstances which are the very immediate results of massacring one another in the name of Allah and different kind of religions. As an educator, this researcher thought it is the Education systems of different nations and civilizations that are the roots of their miseries or successes.

Having learned about Paolo Frère's notion of the Banking Concept of Education, in Hyderabad university library, this researcher discussed this Brazilian radical educator's view with regard to the Iranian regime of education in one of his Ph.D. thesis's chapters, which is available on the net. He elaborated on how the dictatorial didactic regimes of corrupt countries are, in point of actual fact, Capitalism's artifact for colonizing peoples’ minds and occupying them with antediluvian ideologies for their further exploitation. this researcher continued, our educational environments, which include our schools and universities, are, in essence, factories for producing thoughtless blind slaves who have been filled away with the lack of the knack for creativity, critical thinking and some other such crucial habits of mind.

In October 2006 after this researcher delivered a speech on global peace with a focus on the Middle East, in an international symposium held by Tokyo university at Mysore university, one of his students reminded him Nelson Mandela’s belief on “Education as a WEAPON” for changing the world. - This researcher was teaching undergraduate students at Mahajana First Grade College also. This super idea of Mandela, with the Frère’s notion already in his mind, ignited his mind to recalibrate the goal of his PhD thesis towards developing a DIDACTIC WEAPON, out of his educational approach, for the overthrow of dictatorial corrupt regimes. Therefore, after dissecting and rebutting the theoretical foundations of current instructional methods and approaches, he put forward his own seminal Cognitive Socio-Political Language Learning Theory and Multiple Input Output Hypothesis based upon which he formulated his didactic weapon for awakening, empowering and emancipating our citizens.

# 2. "Competitive Team-Based Learning" (CTBL), This Researcher’s Approach to Teaching

Group learning is of crucial importance not only for learning (language) but for building civilized nations also. The importance of the current innovative interactive methods and approaches like Collaborative Learning, Interactive Learning, and Cooperative Learning refers to the fact that they have come to prioritize the importance of groupwork in (language) learning settings. But such innovative methods and approaches, which have mostly been offered by constructivists to ELT/Education, have many problems with them (see Hosseini, 2012). It is -partly- against such a backdrop that this researcher designed and developed CTBL.

2.1. Competitive Team-Based Learning Defined

CTBL is an approach to teaching that foregrounds the significance of systematic implementation of *teamwork amidst highly competitive environments in highly democratic ambiance*, as the very demand of tomorrow’s citizenry, not only to foster academic progress of students but also to more significantly contribute to their future success, both academically and socially. Before continuing our discussion, please watch the introductory video to this researcher’s initial thoughts, which contributed to his significant seminal approach at <https://www.aparat.com/v/mfx1q>, the video of its implementation in a real classroom situation at <https://youtu.be/cPtOUaIkJlk> and the video on HOWABOUTS OF ITS TRANSFORMING POWER at <https://www.aparat.com/v/fAErU> .

As shown, in classes run through CTBL, students of potentially diverse backgrounds with different attitudes, (language) learning strategies, learning styles, proficiencies, and abilities shape heterogeneous teams of usually 4 members each. They try to work/live together in a highly 'competitive motivational dialogic-based learning environment' in an atmosphere that emphasizes their adherence to some pre-established principles (i.e., the learning/living culture or my ethos and manifesto –see Hosseini, 2018). The mechanism underlying this educational approach holds each team member accountable for their learning, growth, and development and encourages them to do their part of the work effectively. It, at the same time, spurs them to ask other members to do likewise and also help them enthusiastically to improve their learning towards achieving their common learning goals. Team members are likewise systematically spurred into further collaboration and scaffolding the learning of each other in order to compete not merely against their same-level opponents in other teams, as it is in Teams-Games-Tournaments (TGT), developed at Tel Aviv University, but also against their teams. *All* team members, therefore, engage themselves fully (cognitively, emotionally, and intellectually) and actively participate and tactfully contribute in the process of shared learning in order to solve a problem, complete a task, or create a product through activities like exchanging ideas, clarification of meanings to each other, and diplomatic resolution of discrepancies. They try to be sure that each member has mastered the assigned material for this researcher would randomly call upon a student to represent his team. In such occasions, the selected member of the respective team should also provide *reasons* for his answer(s) to this researcher, as their teacher.

Therefore, considering the nature and the mechanisms in the innovative methods and approaches like Collaborative Learning as well as in the traditional teacher-centered methods, which is cherished by our present antediluvian dictatorial didactic regimes, CTBL implies amiddle path with the presumption that balance is a word of order. CTBL comes to mediate between the traditional teacher-centered methods that merely put the accent on competition and CL learner-centered methods which entirely lay the stress on pure cooperation. As *a learning-centered approach* to teaching and learning, CTBL focuses upon the significance of *inter-group competitions* in lieu of inter-group cooperation, in addition to intra-group cooperation and within-group comparisons, in order to motivate individuals for further perseverance and co-operation with their team members to vie with other teams. In contrast with methods like Teams Games Tournaments (TGT) and Student Teams-Achievement Divisions (STAD), developed at Johns Hopkins University, wherein the key is to spur individuals to help their teammates to achieve their individual goals, one of the main keys in CTBL is to win the competition against other teams. The importance and of course the synergy of winning is among the main variables in CTBL that bring team members together. Team members are aware that their success is correlated with that of their team.

Another distinguishing feature of this researcher’s approach is that, unlike the present innovative methods and approaches to ELT/Education, it pays special attention to the levels of contribution of individual team members to the success of their teams through the application of some mechanisms, especially his evaluation system (see Hosseini, 2018). Healthy competition -as a magic motivator, and fair evaluation– as a motivation-driven device, are emphasized in CTBL in order to encourage all of the students for further perseverance, achievement, progress, growth, and development in motivating and engaging learning/living-for-all environments that ensure fairness to all rather than merely to the powerful minority. CTBL, therefore, focuses upon addressing and solving certain damaging problems of conventional methods and approaches particularly in the arena of CL so as to suit the specific requirements of learning/living environments and particularly language classes in the present world context.

2.2. Competitive Team-Based Learning and the Syllabus

In its communicative syllabus, CTBL prioritises the significance of the 'interactional' view of language, the developed combination of structural and functional views of language inherent in functional-notional syllabus, which was originally proposed by Wilkins in 1971. CTBL, thereby, appreciates both the knowledge of ‘appropriate use of meaningful language’ and the ability to ‘manage discourse interactions’. For a more comprehensive discerning the sort of the syllabus suggested for CTBL, see Hosseini (2018). For primary information about this manual watch the introductory video to this manual at <https://www.aparat.com/v/fGYKb>

2.3. Competitive Team-Based Learning and Instructional Materials

Students will not get motivated unless they feel engaged and stimulated in the language learning situations where they are exposed to the target language and are encouraged to put it into practice. Materials have significant roles in fulfilling such goals. Therefore, the materials used in CTBL environments should have the capacity to increase the quantity, quality, frequency, and variety of language practice, and more importantly, promote the power of team learning (e.g. via generating mutual interaction among team members and encouraging their active involvement in the process of shared learning). Such materials enhance students' course of acquisition of language skills and strategies and refinement of their knowledge more effectively. Therefore, the materials, in CTBL atmospheres, should be interesting, varied, conceptual, appropriately authentic, communicative, interactive, goal oriented, and engaging. The important point that should be born in mind is that this kind of materials needs to be supported with specific tasks, activities, and evaluation system in an environment which encourages adherence of participants to CTBL learning culture if we want to reap the best results out of the implementation of CTBL.

2.4. Competitive Team-Based Learning and Tasks

Learners, in CTBL situations, learn language by, in fact, working with it on tasks. Tasks thereby play a privileged role in CTBL environments. Generally, in CTBL, tasks should integrate life experiences of students, and heighten interest. They should have the capacity for infinite interpretations. But they should also have the capacity to render students to focus on them more precisely and collect their thoughts more effectively, with more concentration. Importantly, they should be discursive and challenging in nature, incorporate an *information gap*, ensure and scaffold immersion of all learners in the process of shared (language) learning and exact the flow of information between those involved/discussants, and of course stimulate more *useful* interaction and communication among team members/class participants.

Another main distinguishing feature of tasks in CTBL environments is that they should be beyond the developmental level of some, if not all, of team members if we want them to have the potential:

1. To generate authentic opportunities for learning;
2. To provide the need for cooperation and joint activity;
3. To be favourable to critical and divergent thinking or creativity of mind;
4. To cause a motive for competition among teams and keep all teams in

a state of dynamic perseverance, and

1. To contribute to higher level learning and reasoning strategies, quality of performance, and long-term retention.

Therefore, the use of tasks that can be completed by independent individual work is strongly prohibited in CTBL settings in view of the fact that they decrease the level of team interaction and so have adverse effects on team functioning. By contrast, tasks that require students to use course concepts to make difficult choices, for example, are recommended because they are believed to produce high levels of interaction, learning, and cognitive and social development. It goes without saying that such tasks enable students to stretch their inter language resources to the extent possible, in order to produce more rich, complex, accurate, and to-the-point language. Reflecting upon reflective discussions, lectures, and interviews in (online) journals and in videos, for instance, are among tasks which could be used by educators who employ CTBL.

2.5. Design of CTBL

Being able to perform technical skills such as reading, writing or any other problem solving activities and applying them in interaction with others is essential but of little use when the dominant minority is not willing to listen to, let alone communicate with, the Other. Teaching students how to function as responsible members of their societies and gain the ability to work with others is essential but of little use if they are living in a dog-eat-dog racist world. CTBL has a much more realistic and beneficial-to-human being objective: It aims at empowering today and tomorrow citizenry for successful confrontation with today tough and complicated competitive world which would be tougher and more complicated and more competitive in years to come.

2.6. The Significance of CTBL vis-à-vis Other Methods and Approaches in the Field of ELT

*Like* Lexical Approach, CTBL appreciates the importance of functional words for effective communication and focuses upon providing sufficient and appropriate input for empowering students with essential words. As in Natural Approach, it foregrounds the significance of comprehensible input, based on strategies driven from this researcher’s Multiple Input Output Hypothesis and learning environments. CTBL is not negligent of Audio Lingual Method’s principles and techniques in the sense that it avails itself of various kinds of drills, whenever needed. As it is in Task-Based Language Teaching, CTBL realizes the critical importance of tasks and activities that incorporate real naturalistic communication and encourage students to negotiate meaning and discuss their ideas. Tasks are designed to provide better contexts for the activation of not only input-output practice and the learning process but also students' critical sensitivities, which are conducive to more effective language learning. Like Whole Language Approach, with the presupposition that meaningfulness of the language to the learner supports the learning process, CTBL relishes teaching language as a whole and not in the form of isolated (sub) skills. This is as this researcher is of the stand that whole language, rather than its isolated parts, carries more meaning, which should be negotiated and processed in his classes. This researcher is also of the opinion that students can best learn and remember the kind of material that they understand; and that meaningfulness of material and learning situation is conducive to understanding. Therefore, the mechanisms underlying CTBL intend to make the material and the learning situations more meaningful to the students through different strategies, activities and stages.

Just as CLT stresses the development of communication skills of students, so CTBL intends the development of such skills in well-designed relaxing as well as motivating dialogic social frameworks. It cherishes communication for real purposes, encourages risk taking, and accepts errors as signs of learning. As it is in the Silent Way, CTBL encourages discovery learning and knowledge construction to make learners more independent and self-reliant. CTBL is also consistent with Multiple Intelligence as it values uniqueness of the learner and takes care of individuals’ differences. By shifting the roles of students in their heterogeneous teams, it aims at not just accommodating diversity in intelligences but also improving their multi intelligences simultaneously. CTBL is aligned with Cognitive Academic Language Learning Approach as it lays the stress on teaching of learning strategies whenever possible, not just implicitly but explicitly also. As in Suggestopedia, CTBL focuses upon desuggesting psychological barriers and making the learners feel totally relaxed and open and, consequently, more receptive to what is learned. It also prioritises the importance of peripheral learning. Like Counselling Learning, CTBL accentuates both cognitive and affective aspects of learning. It tries to make the learner feel comfortable as a member of a team. Spontaneous exploratory discussion and confidence building within the privacy of small teams in a friendly ambiance contribute to the development of such a feeling and lowering their affective filters. And CTBL is similar to Neurolinguistic Programming in view of the fact that it aims at empowering students with techniques and strategies for personal growth and change.

On the other hand, *unlike* the conventional methods and approaches, particularly those in the realm of seat-work teacher dominated methods and approaches such as the Traditional Lecture Method or the Banking Method, CTBL underscores the value of some pivotal factors of critical importance to language learning and language use. Among such factors are meaningful interaction, exposure of students to comprehensible input in the target language and language learning strategies, attention, purposeful communication, and affective aspects of learning (e.g. students' affective filter including their emotional state of minds and attitudes, learning environment, etc.). Unlike Suggestopedia, CTBL is not merely focused on vocabulary at the expense of other (sub) skills. In comparison to Community Language Learning, CTBL can be employed for large groups of learners. Considering Total Physical Response Method, CTBL can be applied to all levels of proficiency and for all skills. Unlike the Silent Way, CTBL is not boring. In direct contradiction to Grammar Translation Method, CTBL focuses upon the process of learning in semi/authentic, analytical, and suggestive feed back-rich relaxing environments, rather than products of teaching in contrived environments. In sharp contrast to Audio Lingual Method as well as the Banking Method, CTBL respects and treats students as whole persons rather than animals and gives prominent importance to their creativity and higher order thinking abilities. As opposed to Direct Method, CTBL makes students accountable for their own learning and pays specific attention to the realities of classrooms by contrast.

2.7. The Dawn of CTBL connotes the demise of “Communicative Language Teaching (CLT)” and other Current Interactive Methods/Approaches

The truth is that the results yielded by CLT, which is, unfortunately, strongly recommended by even highly acclaimed specialists in the field throughout the world, are falling short of expectations in most parts of the world. Therefore, what this researcher cannot digest is that why the so-called language teaching specialists and experts are still insisting on the application of this approach to our language classes. There are a number of drawbacks with communicative approach, which has not been a success hitherto. The first major weakness of CLT refers to the fact that, in contrast with CLT, CTBL is not limited to a particular shallow and restricted view of (language) learning or a particular type of syllabus: CTBL has a wide range of strong and unique theoretical foundations and is open and flexible enough for designing different kind of didactic resources, materials, activities, tasks, textbooks and syllabi for today world students. This latter is possible as the theoretical foundations of CTBL convey crystal-clear views regarding the learning process and the mechanisms under which effective (language) learning occurs.

As opposed to CLT, CTBL has the potential to develop all aspects of communicative competencies of students. That is, in practice, CTBL succeeds to develop grammatical, discourse, strategic, sociolinguistic, sociocultural, and particularly sociopolitical competencies of students, which have been overlooked by even modern educational theories and approaches, in parallel.

In contrast with CLT, CTBL appreciates the local economic, historical, cultural, and particularly political factors of countries like Iran and takes great care of moral and human values. Contrary to CLT, CTBL is not negligent of the fact that “the very act of teaching pre-supposes some kind of moral position about the way knowledge and skill are passed on and acquired, and about the relationships that should exist in such an environment”. It is cognizant of the fact that successful living in the present real world settings and being able to face the realities of this complicated competitive world demands something more than the appropriate use of the language in benign environments.

In sharp contrast with CLT, CTBL does not fail to supply pragmatic guidelines to effective and systematic implementation of groupwork, which is of pivotal importance for the success of language classes. Nor does it fail to realize the significance of multiple sources of input and output and some other crucial context variables like motivation and active as well as simultaneous and equal total engagement of all learners in the learning process, in highly motivating and relaxing environments.

In sharp contrast with CLT, CTBL is a flexible and realistic context-focused approach which puts the accent on learner, learning process and learning environment and systematically caters to learners with different ability ranges and learning styles: It does not benefit merely higher achievers, the extroverts and talkative students at the expense of particularly lower performers, the introverts and shy students, who are almost always the majority in our classes. Furthermore, CTBL respects the significant role of affective aspects of learning (e.g. students' affective filter which includes their emotional state of minds and attitudes, learning environment, etc.) and other effective variables in the learning process such as socio-cultural/political expectations. This is, perhaps, in lieu of the fact that CLT does not fail to consider such variables as important as the teaching method.

As opposed to CLT, CTBL is not restricted to the PPP (Present, Practice, Produce) model of presentation as this researcher have introduced another P which stands for Personalising and using what is learnt. CTBL considers teaching more than science as from this researcher’s point of view, teaching is and must be appreciated as an art. The art of the application of other disciplines’ principles is the best advantage of our classes. CTBL, thereby, considers teachers not as mere predominant sources of information and transmitters of knowledge but also as artists who are frontiers of knowledge, facilitators, orchestrators of learning opportunities, models of criticism and innovation and most importantly, agents of critical awareness and social transformation, change and development.

In sharp contrast with CLT and other present even innovative methods and approaches, CTBL does not fall in the behaviourist extreme of the continuum of approaches to ELT. This is in lieu of the fact that CTBL does not focus on developing merely communication abilities of students as it does not deem students as animals. CTBL's objective is not a condescending look upon human race as animals too are able to communicate with one another, sometimes even more effective than us. CTBL considers students as human beings for it deems them not as mere communicators but also as knowledge seekers, problem solvers, and critical evaluators of ideas, events and persons, who should have active participation in constructing civilized societies also.

CTBL is thereby of high value particularly for today world language classes in the sense that the mechanisms underlying it are naturally favourable to language acquisition, the development of higher order of analytical thinking skills, critical sensitivities and the quality of their understandings and reasoning all of which are conducive to increasing the quality of what they learn, the accuracy of their long-term retention, productive skills and even personal growth, and disposition.

What is more is that CTBL compensates the major deficiencies of cooperative, collaborative and interactive learning methods also. Contrary to such methods and approaches, CTBL

1. Is goal oriented, scientific, systematic and strategic;
2. Focuses on transforming groups into teams and educating students for better teamwork;
3. Helps the higher achievers feel satisfied and puts an end to their objection and unwillingness to contribute their efforts into the success of their groups;
4. Enforces individual accountability of all team members, and thus limits the scope for social loafers and free-riders;
5. Brings for students not merely a zest for true and active shared learning but further opportunities to be more clearly aware of their capacities and capabilities in a broader sense also;
6. Equips students for current globalized environment which requires workforce and citizens who are competent in skills like teamwork, conflict management, and successful collective decision making amidst competitive environments, and
7. Contributes to learning humanitarian democratic values all of which mean the development of live, humane, healthy, creative, and civilized societies and world peace (Hosseini, 2012, 2018).

**2.8. Some Projects on the Effectiveness of this Researcher’s Innovative Revolutionary Approach to Teaching**

A number of researchers have illustrated the significance and effectiveness of this researcher’s instructional approach, CTBL. In his MA research study, this researcher (Hosseini, 2000) compared the effectiveness of his own approach (CTBL) with the Traditional Lecture Method (TLM). He found significant results for the effectiveness of CTBL in improving the reading comprehension of Iranian high school students. Also, he found that CTBL contributed to the development of reading comprehension abilities of lower performers more effectively than the TLM.

In his PhD research study (Hosseini, 2009), which was a comparative empirical research study, he sought to explore and examine the complex effects of CTBL with Learning Together and the Traditional Lecture Method (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 should be mentioned that Learning Together or Cooperative Group-Based Learning (CGBL), which is the most popular method of CL, has been developed by Johnson and Johnson at the University of Minnesota in the USA. It became evident from the analysis of the data gathered that CTBL and CGBL served to (a) increase acquisition of texts contents, (b) widen repertoire of language learning strategies, (c) generate positive attitudes, and (d) improve retention of information, on the part of the target groups more significantly than the TLM (Hosseini, 2014). 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 metacognitive and affective strategies. It was likewise noted that CTBL facilitated the participants’ long-term retention of information or their depth of understanding of the texts contents more effectively than CGBL. The results 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, 2012b) found that CTBL contributed to the language proficiency of Iranian EFL college seniors more effectively than Structured Academic Controversy method of Johnson brothers at the University of Minnesota in the USA. Also in 2014, in another study, this researcher compared the effectiveness of his method with Group Investigation, developed by Sharan and Sharan (1992) at Tel Aviv University, in Israel, with reference to the language proficiency of Iranian EFL intermediate students. this researcher found that his method was more effective in promoting the language proficiency of Iranian EFL intermediate students.

In her study, Jahanbazian (2015) intended to look and compare the possible effects of CTBL with Learning Together (LT) on oral performance of Iranian EFL intermediate students. She also wanted to measure 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 improving the oral performance of Iranian intermediate students. Analysis of the quantitative questionnaire results confirmed that there was more tendency towards supporting the implementation of cooperative strategies. More specifically, the participants had more positive attitudes towards CTBL rather than LT.me

Akbarzadeh's (2016) study was an experimental investigation on the effects of CTBL and Student Teams Achievement Divisions (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 – thirty per group. Each class was divided into seven teams of four – the two remained students in each class worked in pairs. The control group was instructed via STAD technique, which is a well-known technique of cooperative learning, while the experimental group were instructed via his approach to (language) teaching (i.e., CTBL). 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 results of the study confirmed the significant effects of CTBL on the participants' reading achievement.

In another study, Salimi Bani (2017) studied the effect of CTBL and Cooperative Integrated Reading and Composition (CIRC) on the reading comprehension of Iranian intermediate EFL learners. She found significant results which proved the superiority of CTBL over CIRC in improving the reading comprehension of Iranian intermediate EFL learners. Derafsh-Kaviyan, Payam (2017) also compared the effects of CTBL and Cooperative Group-Based Learning or LT on EFL Learners’ mastery of structure in his MA thesis at Islamic Azad University of Roudehen, Iran, under the supervision of Dr. Hamidreza Fatemipour. He found significant results which proved the superiority of CTBL over LT in developing mastery of structure of Iranian intermediate EFL learners.

Finally, Salari (2018, 2019) studied the effect of CTBL vs. Reciprocal Teaching of Reading (RTR) ), developed by Palinscar, at the University of Michigan, and Brown (1985), at the University of Illinois at Urbana-Champaign, on reading comprehension ability of Iranian EFL learners. She also tried to gage the attitude of the participants towards these methods before and after the study. In her study, after administering Interchange placement test to a total population of 75, 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, we conducted the Interchange reading test and the questionnaire. In the course of experimentation, while the first experimental group was instructed via 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 the significant impact of CTBL on the participants' reading comprehension achievements. That is, CTBL was more effective than RTR in improving the reading comprehension ability of Iranian EFL intermediate students. It was also found that the participants had developed more positive attitudes towards CTBL.

3. Conclusion

This researcher introduced CTBL to compensate for the deficiencies of the present teacher-led modes of instruction in Education in general, and in ELT sphere in particular. CTBL has been offered to the arena of education to make learning a more interesting, motivating, and goal oriented exercise. It has been offered to language classes in order to enrich and enhance the process of language learning through a win-for-all dynamics ushered in by the role of the teacher as learning facilitator, and creator and orchestrator of opportunities for comprehensible input-output treatment. This is for learners’ comprehensive development and growth, which comes about with their active involvement, participation, and contribution in class activities. English language learning via CTBL has been viewed as an act of learning the language together to share language learning skills and strategies through activities like negotiation, clarification, elaboration, and personalisation and by equipping students to learn it as a FL or as an L2 through critical and creative thinking.

CTBLhas been designed in such a way that the mechanisms underlying it provide all team members not just with the opportunity but also with the need for perseverance, collaboration, and joint activity in a learning-for-all situation. CTBL also intends to keep all teams in a state of dynamic diligence in a win-win learning and social atmosphere in the classroom which is highly supportive, relaxing, communicative, referential, effective, and developmentally motivating and appropriate. Such productive and engaging learning conditions, which ensure and scaffold total involvement of all learners in the process of shared (language) learning, are conducive to more effective (language) learning strategies as well as high quality cognitive strategies, communicative competence, long-term retention, academic success, social behaviours, and higher order analytical thinking skills.

The significance of CTBL for the present world context refers to the fact that, as a more reasonable pedagogic innovation, it has the capacity to enable tomorrow’s citizenry to work, learn, live, and develop together. This is possible in the spirit of co-operation and fair competition on the basis of a respect for the culture of learning, living, and growing together. In CTBL situations, which exercise students in humanitarian ways for interaction and competition, students develop more essential social skills and habits of mind and capabilities for more effective inter-personal relationships in the real world environments.

The outcomes likely to be reaped out of CTBL, which prioritizes competitive teamwork as the very demand of tomorrow’s citizenry, are immense. This researcher believes that CTBL potentially addresses and solves the deficiencies found in the conventional ways of teaching in Education in general, and in ELT sphere in particular, in view of the emphasis it lays on socio-'political' context of learning/living and systematic implementation of teamwork in semi/authentic democratic learning situations.

This researcher strongly suggests the implementation of the sum-total of his academic life to all teachers and educators who are willing to contribute to radical reforms or CHANGEs in social, cultural, academic and particularly political and even economic arenas in their societies. The implementation of his liberating approach to teaching at local, national and international levels is of crucial importance if we *do not want to continue to give birth to maimed detrimental-to-global-peace societies* and *i*f we want to transform the present peasant maimed communities into liver, more humane, healthy, vibrant and civilized nations and compassionate civilizations. This researcher believes such nations and civilizations would more effectively contribute to world peace, which is the ultimate dream of humanity in today world context of despotism, capitalism and imperialis

**4. Suggestions**

This writer suggests teachers and researchers at all grade levels in different subjects to compare the effectiveness of his approach to (language) teaching with other methods and approaches with regard to all skills and sub skills of language and other subjects. Furthermore, this researcher believes that CTBL has more significant impacts on the development of more civilised nations as it contributes to students' higher-qualitycognitive/learning strategies and higher order of incisive, critical and analytical thinking skills, creativity, and social skills more effectively than the present methods and approaches. These areas too are worth investigating.

For a comprehensive analysis, evaluation, and understanding of the Banking Method, Interactive Learning methods, CTBL, and the philosophies beyond their implementation in the present didactic regimes, see Hosseini, 2018 or watch my introductory video to this 17th book of mine at <https://www.aparat.com/v/fAErU>

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