

## Original Paper

# Competitive Team-Based Learning and Teachers' and Students' Responsibilities

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### Abstract

*The present article brings to the fore teachers' as well as students' responsibilities in my innovative approach to teaching, Competitive Team Based Learning (CTBL), situations. Some of ver high significant guidelines and hints have been provided for more effective (language) learning and teaching via CTBL. These noteworthy guidelines and hints would be of immense help to educators, for more effective (language) teaching via my instructional approach. The paper also elaborates the initial process I went through in the course of developing my seminal approach based on my own edu-political theories. (Hosseini, 2023) This would, I hope, give teachers a sence of how they can contribute to the development and to the quality of their teaching.*

### Keywords

*The Oppressed Majority, Colonial Education, Sheeple, Theory and Method Engineering; Political Socio-Cognitive Language Learning Theory (PSCLL Theory), Multiple Input, Output, and Feedback Hypothesis (MIOF Hypothesis), Competitive Team-Based Learning, Catalyst for Transformation and Change, Agent of Change, People, Liberating Approach to Teaching, Civilised Societies, Compassionate Civilizations, Coherent World, World Peace.--See the INDEX at the end of the book for more terms.*

### 1. Introduction

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 for uprooting any sources of misdeed, betrayal, condescending look and Hitlerian outlook from among their societies. Teachers are,

thereby, AGENTS of transformation and CHANGE and development. Hence, the necessity of realizing and the very need for redefining “teaching”, which is the heart of modern democracy and civilization, as an intricate “edu-political process”. This process involves democratic thinking – at the global level, and diplomatic acting – at the class level, if we want to civilized nation building and contribute to global peace.—The Author, Hosseini In the current scenario of on-going globalization, which is highly multicultural, incredibly complicated, and of course developmentally and fiercely competitive, teachers need to view their tasks from a more panoramic perspective. This is possible as it solicits an understanding of pedagogical and socio-political objectives and commitments. Today teachers are on the frontline of the greatest challenges on their way towards leading humanity to security, development and prosperity. As agents of critical awareness and social change and development, teachers should make themselves avail of whatever at their teaching repertoire and do any efforts to improve the condition of humanity particularly via awakening, empowering, and emancipating the other. As an educator, I thought that if our citizens had the opportunity to feel the taste of civilization and democracy, they would willingly take the course of action for building their utopia. Via implementing his seminal liberal approach to democratic education, I tried not only to give our citizens (in his classes) such a feeling but also to empower them towards fulfilling their dream world.

I have availed myself of the most effective principles of the present innovative methods and approaches particularly in the arenas of Cooperative Learning (CL) and Language Teaching, in the process formulating my approach to teaching based on my own edupolitical theories (Hosseini, 2023).

Before continuing our discussion, let me shed light on the initial process I went through in the course of developing my significant approach.

I entered Teacher Training Centre in Mashhad, Iran, in 1992. In 1994, when I was finishing his study towards his Associate Diploma in the Centre, I was accepted in Mashhad non-governmental Azad University to continue my education towards my Bachelor of Art. Initially, this made me happy but when I considered his (financial) problems, it appeared to be a tragedy! Worse yet, not long after his graduation from the Centre, I had to teach in a junior high school in a remote village in a desert area of a discarded desert far from Mashhad. This was a predicament, especially for me, in view of the fact that, on the way towards his Ph.D., I had decided to get his Bachelor of Art in three years, in lieu of four years as it is common in Iran. Upon his arrival at that alone village, however, I was shocked when I realized that all his classes included more than 30 multilingual naughty, though lovely, students with huge gaps in their knowledge of the English language and particularly in their reading proficiencies. - Unfortunately, as it was elaborated in Chapter 2, in Iran, the focus of English Language Teaching (ELT) was still on developing merely the reading abilities of students. However, I had no choice, in such a circumstance but to make his professional debut before his multilingual naughty students. In addition to teaching, I had to cook, launder, shop, manage his martial classes, and of course study hard also.

My colleagues had already brought it to his attention that the only way to be transferred to a more comfortable place nearby the university was to prove his professional capabilities in his career, in

teaching, in the village. This was a big challenge as his main concern was to prove his command of language teaching methodology, let alone his language proficiency, not only before his classmates but also before his teachers, at the university. In that ilk of circumstance, which, at first sight, seemed to be insurmountable, I had to try to tackle the problem of shortage of his time in some way in order to meet I twin goals (i.e. management of his classes as well as his university assignments) successfully. Therefore, I thought of a specific strategy the implementation of which in his classes could facilitate my students and I to achieve our up-to-some-extent shared goals. The way this strategy worked was as below:

I taught a whole unit, that he was supposed to teach in a session of 90 minutes, within 15 to 20 minutes using all his potentials in teaching, and then wanted my students to practice the related exercises and take the quizzes while I was studying his university textbooks! In consequence of his class management principles, my students soon adopted the fact that they had to do their best because I was in the habit of randomly selecting two to five of them to evaluate their learning and understandings, at the last minutes of class time, to grade them. After some time, I noticed a paradigm shift in the patterns of interactions among my students, in his reading classes. Some communities of readers in which low performers were insistently soliciting high achievers' help had emerged. Keeping this in mind, in such a context, I remembered the question I had asked these multilingual students at the initial stages of the academic year: "How have you learned your second languages?" I then remembered their for-them simple response that they learned them in the same way they had learned their mother tongues. They meant to say that they had learned their mother tongues as well as their second languages with the scaffold of their parents, friends, etc. in interactive environments wherein they had been exposed to the languages.

It was at this juncture that I thought of using interactive learning for achieving his academic goals. I felt establishing communities of learning was essential to my students' successful language development. I, thereby, decided to avail his classes of the magic role of social interaction in language learning. I randomly assigned some groups and wanted them to help one another in the course of learning as I had come to the conclusion that such communities had the potential to benefit particularly his less intellectual students. At the time, in 1994, I was not cognizant of the fact that such kind of learning together strategy was known as CL in the academic arena, in the West. I had nothing about Cooperative Learning (CL) in his repertoire of language teaching methodology as such methods had not been accommodated in our university textbooks. Nevertheless, after some time, it seemed to me that the strategy (cooperative learning) could not be effective enough because of the chaos, for instance, it brought with it in his classes. It was then that I made his mind to employ the kind of teamwork I was implementing in his martial classes in his language classes.

I, thereby, formed some heterogeneous teams each of which included one high-, one medium-, and one low-level ability student, and heartened them to scaffold the learning of one another towards defeating other teams in the class. To his surprise, this time, his cooperative learning classes, in which all teams

were encouraged to compete against other teams in to prove their superiority over them, resulted in significantly further involvement of the students in the learning process. This instructional strategy, which I named it CTBL, brought with it a very appealing as well as motivating ambiance among classroom participants.

Nonetheless, at the initial stages of conducting his instructional method, I was also confronted with the reasonable objection of bright students—the teams' captains. They complained about being held back by their slower teammates. They believed they were, in effect, treated as workhorses, and that they were losing opportunities of working for themselves. To cope with this dilemma and in so doing to save his time for his own study, I promised the captains to award them all the highest grades (i.e., 20 out of 20), regardless of their actual grades on the condition that their team members secured the minimum standard. His stratagem worked!—I succeeded to harness diversity to the best advantage of all of my students/people. It was impressive to notice how enthusiastically the captains were putting all their efforts into the success of their team members. At the end of the academic year, almost all of the students passed the course, and, as a result, I was transferred to a small town near the university.

Again, in 1997, when I was a senior at the university, I was accepted to continue his study towards his MA, in TEFL, by another nongovernmental expensive university, in Iran. I had to struggle with the same problems once more—I had to teach, cook, launder, shop, manage his martial classes, study hard, and so forth. This time too I had to teach/work in order to earn his crust and to enable myself to continue his study in an expensive university. Nonetheless, I harnessed his especial team learning method (CTBL) in his classes—in high schools and pre-university centers this time—with a more structured plan of action, in order to save his time. Although I used all his experience from the years before in his classes, this time I had the objection of some students who were complaining about the unwillingness of some of their team members (i.e., free riders and social loafers) for co-operation. They were of the opinion that the mentioned members were, de facto, hitchhiking on their work. It seemed that effective implementation of teamwork was not that easy, at least in some classes. At that stage in his academic life, I felt a need for a comprehensive investigation into the mechanisms underlying effective groupwork and cooperative learning. It was then that I recognized the existence of some interesting educational methods and approaches like the Communicative Approach (CA), Interactive Learning (IL), Collaborative Learning (CoL), and particularly CL. I realized that CL has an extensive variety of techniques, strategies, activities, and methods like Learning Together (LT) and Academic Structured Controversy (ASC). He also found that, apart from their advantages, each of these methods and approaches have its own deficiencies and quandaries. As a consequence of his study, I succeeded to develop his method in such a way that it could tackle the common problems of CL methods in his own classes. The modified version of CTBL contributed to much more interesting interactive learning environments as it brought with it active involvement of all the participants, even in his university classes which included more than 60 students. It is well worth a note that I received his MA, in Iran, for proving the superiority of his innovative approach, at the school level, over the Traditional Lecture

Method (TLM). See Hosseini, 2023.

However, after some years, after I came to the conclusion that because of his liberating attitude, THEY would not let me continue his study in a governmental university here in Iran, I decided to pursue his Ph.D. in India. I received his Ph.D. in point of actual fact, for the thorough introduction I had to the modified version of his approach to Language Teaching /Education. In the incredible biggest democracy of the world, I was amazed how peaceful the people 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 holly names of Allah and different kind of religions. Here in the Middle East, as in some other parts of the world, people are suffering from a number of socio-cultural as well as economic and particularly political problems. As noted, I thought it is the Education systems of different nations and civilizations that are the roots of their miseries or prosperities.

Having learned about Paolo Frère's notion of the Banking Concept of Education, in Hyderabad university library, I discussed this Brazilian radical educator's view with regard to the Iranian regime of education in one of his Ph.D. thesis's chapters. I elaborated how the current dictatorial didactic regimes of corrupt regimes are the Imperialism's/Capitalism's/Totalitarianism's artifacts for colonizing and occupying peoples' minds with antediluvian ideologies for their further exploitation. I continued, our educational environments are, in point of actual fact, 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 I delivered a speech on global peace with a focus on the Middle East, one of my students reminded me of Nelson Mandela's belief that "Education could be used as a weapon". At the time, I 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 reorient the goal of my Ph.D. thesis towards developing a liberating approach, out of my educational approach, for the final goal of overthrowing dictatorial corrupt regimes.

Before continuing our discussion, search for Dr Hosseini's Didactic Weapon in the virtual world and watch the introductory video about the application of his approach in a real classroom situation. Also, watch the videos to my 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 his approach 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=QBrb0ySuPH0>.

The art of living and working together amidst diversity of

As exhibited in the videos, CTBL foregrounds the significance of systematic teamwork in highly competitive as well as exciting environments amidst democratic ambience that emphasises adherence to a learning culture not only to foster academic progress of students/people but also to more significantly contribute to their future success, in their interactions, careers and lives. In CTBL

environments, students of potentially diverse ethnic-, and socio-political backgrounds with different attitudes, (language) learning strategies and styles, social skills, dispositions, and abilities shape heterogeneous teams of usually four members each. They attempt to work/live together in a highly motivational dialogic-based learning environment, in an atmosphere which emphasises their adherence to some pre-established learning/living culture, which is in point of fact my ethos and manifesto. (See Hosseini, 2023)

As indicated in the above videos, in CTBL settings, the stress is not on translation, repetition, memorization, recitation, and reproduction of factual or descriptive statements in contrived circumstances that are negligent of the majority. Rather the emphasis is on higher order of incisive and analytical thinking skills such as clarification, evaluation of causes and effects, analysis, prediction, comparison, synthesis, elaboration, generalization, and application of concepts during problem solving activities. These happen via activities such as role playing, negotiating, questioning, criticizing, challenging, note taking, outlining, paraphrasing, and summarising, to cite some examples. These activities are scaffold by authentic, interactive, relaxing, and motivating environments which ensure the involvement of all learners in the process of shared (language) learning. Such environments are most likely to contribute to the development of not only leaning strategies and language and social skills, but also some crucial habits of mind such as objectivity and critical and creative thinking, which in their turn have positive relationship with language learning. This is possible because, as Angelo (1995) also confirmed, “intentional application of rational higher-order thinking skills such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation” (p. 6), that are common practices in CTBL situations, are characteristics of critical thinking. Language learning via CTBL is hence viewed as an act of learning to share language learning skills and strategies by equipping students to learn it as an FL or as an L2 through critical and creative thinking, with the scaffold of their teams’ members.

#### Competitive Team-Based Learning and Teachers’ Accountabilities: A Comprehensive Overview

If one attempts to construe the philosophy beyond the politics of education systems implicit in today education, we may, I reckon, discover certain mysterious shocking principles:

1. To talking to/lecturing and dictating from the above in contrived environments, which contribute to negation of negotiation/discussion and boost passivity, is opposed to talking with in semi/authentic environments that cheer democratically learning/living, collaboration, contribution, and development;
2. To learning through survival skills and stratagems in order to pass the course and get a degree towards a dream job is opposed real learning, practicality, and usefulness;
3. To repeating, parroting back and syllogistic reasoning is in sharp contrast to the development of metacognition and critical and creative thinking which are the essential requirements for mind empowerment and emancipation of the other;
4. To training students to be blind slaves for Imperialism/Capitalism/Totalitarianism is in direct contradiction to the principles of modern humanitarian democracy;

5. To insisting upon antediluvian syllabi and textbooks is opposed to having integrity in serving God's ends;
6. To envisaging the future based on Hitlerian outlooks is opposed to building sustainable futures based on the realities of today's and tomorrow's world, and
7. To passively learning from experiences is opposed to actively learning from reflecting upon experiences.

As educational goals are being broadened to include teaching metacognitive knowledge, higher-level thinking and reasoning skills, and problem solving for successful life-long learning, interaction, working, and living, new challenging expectations, and multifarious responsibilities and roles are being expected from the present world teachers. Today teachers are expected to play key roles in ensuring not only true learning and academic success of students but also the development of humane and compassionate societies and civilizations. This is possible via CTBL as it suggests teaching our citizenry humanitarian ways of interaction, learning, competition, working, and living.

Teachers should also bear it in mind that they are not the predominant source of information and transmitters of knowledge who try to infuse knowledge into vacuumed minds as it is in traditional teacher dominated methods like the Lecture Method/the Banking Method, through which teachers take the role of interveners/depositors. Nor are they merely fellow facilitators of the learning process and scaffold providers in the course of teaching knowledge and facts as they are in the so-called innovative modern methods and approaches like those in the arena of CL. Nor are they merely communication models and facilitators of the communication tasks for (language) learning, as their counterparts are in Communicative Language Teaching (CLT) settings. But rather, teachers in CTBL settings are expected to perform several roles simultaneously. Besides the good part of the above-mentioned roles, teachers should play their roles as moderators, facilitators, and orchestrators of learning opportunities. They should also play their roles as psychologists, discerners of current needs and demands, interactors, frontiers of knowledge, models of innovation and criticism, and most importantly, their peoples' minds surgeons, dissectors, and engineers. They should try to engineer their citizenries' schools of attitudes, thoughts, approaches to thinking, reasoning as well as their ideation, disposition, characteristic traits, and behaviors. They should do these for our citizens more effective growth, for the cause of building more sustainable futures for humanity.

Teachers, in CTBL settings, have plenty of opportunities to plant, nurture, and develop human values, morals, and attitudes in their wards, who are today's and tomorrow's citizens of the globe. Below are some related pro-social and life-long learning and interaction skills and strategies, which reflect the needs of working and living in today's world context, emphasized by me:

- 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 endeavour and calculated risks to turn threats into opportunities.

To meet such ends, teachers should first and foremost accept the fact that our classes are fractions of the real world and we should prepare our students for successful interaction, career and life in the real world environments. And in the real world, we have cultural, economic, and socio-political issues that should not be overlooked in our classes. Merely teaching knowledge and learning and even social skills is not enough. It is also crucial to focus on empowering our citizens with whatever they need in the real world for confronting and solving problems. As civilization building architects we should bring the change we wish to bring in our surroundings in ourselves first. We should learn and obtain any effective knowledge and strategy that is relevant and conducive to effective teaching, learning and our students' success and progress. We should make efforts to contribute to the critical thinking and sensibilities of our students, the creativity of their minds, and to their socio-political knowledge and thinking and reasoning savvies, if we want to enable them to learn and live successfully and influence their surroundings in positive and constructive ways.

The success of CTBL, as any other pedagogical practice, is essentially accompanied by the kind of relationship teachers have with learners. In CTBL classes, teachers should adapt an integrative, rather than a dominating, role to bolster the status quo inherent in his classes' settings more effectively. This is for i am 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 in view of the fact that 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".



(Hosseini, 2012, 2020, 2022)

On the other hand, teachers who are integrative in behavior are open-ended in their outlook, flexible and logical, and attempt to understand their people. They are able to convert their classes to appropriate matrixes for practicing citizens in democracy. They listen to students patiently, show genuine interest in their ideas, respond tactfully, and observe and evaluate their progress/development carefully. Such groups of leaders are able to think democratically and so are open to divergent, yet productive thoughts, and intact solutions based on the discussions, in environments that involve mutual trust and respect. They are likewise able enough to welcome constructive criticism diplomatically, with a broad outlook, and evaluate and modify their own strategies of class management and teaching/leading from the authentic feedback they receive in the course of their interactions with their people. They never hesitate to acknowledge/reward the value of individual suggestions and particularly constructive criticism. It is such characteristics of I that encourage people to trust, and respect me and follow my students' instructions enthusiastically.

As it is the context that gives meaning to content in CTBL environments, the provision of a warm, embracing, motivating, and psychologically safe social climate and rapport that reflects acceptance, care, genuineness, reciprocal and interpersonal trust, tolerance, and respect should be given top priority. Such environments and atmospheres inspire students to engage in the process of learning and communicate their thoughts and understandings more effectively. Such environments wherein teachers show interest in students' ideas, naturally impetus risk taking, giving and receiving influence, creativity, and critical and analytical thinking. Teachers, therefore, at the initial stages of conducting their courses, must sincerely introduce themselves and explain about their expertise and CTBL, define academic and social objectives and skills that students are to master and apply, discuss CTBL's learning culture, identify norms, and specify and model desired behaviors. They should also elaborate on the criteria for success and evaluation procedures for the appraisal of the team and member performance. Importantly, they ought to take heed of team formation and composition, the arrangement of classrooms, tasks, and activities. They should structure teams and the learning tasks and class activities in such a way that they promote the cohesion of teams and bring reciprocal meaningful interaction among team members, and inspire their individual responsibility for their own learning and the learning of their teammates, in relaxing environments.

As models of agents of critical awareness, change, and development, they should be able to problematize the learning/living contexts in such a way that they cheer doubt, negotiation, conflict, and discussion. Such contexts contribute to cognitive disequilibrium in students' minds also, which is the key to their effective learning and creativity of their minds. Teachers should be able to aware students of problems, help them develop ideas to solve it, encourage them to try out a response, experience the consequences, and confirm or modify their previous knowledge. They must actively get their students involved in such a complicated process that cherishes developing political competence of our citizens also. This latter is very important as it is the political discourse that is the heart of democracy and

civilization. Furthermore, the other fact is that as Bertolt Brecht states

The worst illiterate is the political illiterate, I don't hear, doesn't speak, nor participates in the political events. I don't know the cost of life, the price of the bean, of the fish, of the flour, of the rent, of the shoes and of the medicine, all depends on political decisions. The political illiterate is so stupid that he is proud and swells his chest saying that he hates politics. The imbecile doesn't know that, from his political ignorance is born the prostitute, the abandoned child, and the worst thieves of all, the bad politician, corrupted and flunky of the national and multinational companies.

As leaders of their classes, teachers should also be able to tactfully unlock, decolonize/de-occupy, and empower their students' minds, through training them in effective approaches to thinking, and re-orienting their attitudes towards their surroundings. In the process, they should actively monitor their people's behaviors, achievements, and the functioning of teams and their dynamics, and provide continuous authentic feedback on individuals' as well as communities'/teams' progress in order to tactically engineer and soften the learning/development process. Meanwhile, they should ensure there are enough and equal opportunities for all team members, in their heterogeneous teams, to think, brainstorm, discuss, and solve problems collectively—in a congenial ambiance. In providing assistance, they should act as midwives to give birth to challenging ideas, and new horizons in their students' minds and assist them to discover new knowledge and generate their thoughts and understandings actively, and creatively.

Teachers should ensure that emphasis is laid on authentic tasks and strategy training so that internalization occurs through scaffolding and application of newly acquired knowledge and strategies, in contexts that value dialogue, in lieu of monologue. Such context involves trust, respect, mutual negotiation of ideas, and development rather than issuing communiqués and negation of negotiation, and critical thinking and reasoning. Other effective variables such as vocabulary and grammar acquisition through, for example, reading of authentic texts and most important of all adhering to the CTBL's learning culture should not be neglected in language classes if teachers want to have more effective (language) courses via CTBL. The point is that teachers should teach the academic concepts and strategies and social norms and principles simultaneously - as a whole - in appropriate contexts (i.e., contextualized teaching) with an eye to the outside of the classroom, to the real world. Teachers need to make students be aware of the full range of tactics and strategies available to them. They should train them to learn to think about what happens during the language learning process (meta-cognition), which in turn will enable them to develop more effective learning strategies, especially monitoring strategies. But they should also raise their students' awareness of the patterns of interaction in their milieu, outside the classroom, at local, national, and international levels. Teachers should analyze such patterns, directly or indirectly, and shed light on their consequent or side-effects on the condition of their students' existence. To put it another way, teachers must increase their peoples' socio-political awareness and contribute to their socio-political competencies in their classes. Students' reactions to the agents of such patterns in their milieu will take care of themselves, in the long haul though. Therefore,

as noted, merely focusing students' attention on learning the subject or the language is never sufficient. The stratagem of teaching students to retell and then forget is also strongly prohibited in CTBL settings. But rather, teachers must try their utmost to immerse students in the learning process not merely to learn the subject but also to learn how to learn, compete, defeat or even fail, at class and social levels. Classes run via CTBL thus could serve teachers as clubs for practising our citizens in democratic and humanitarian values and principles chief among which are tolerating and respecting each other.

More specifically, teachers should know that they must be active and prepared: they should never ever enter a class without preparing beforehand; they must adhere to a lesson plan as otherwise they would find no option but killing the time, which is harmful to students' learning and as the result to their reputation. Teachers are in the class to teach – not to show off. They should not talk too much, —they should, instead, let students talk and attempt to engross all of them simultaneously.

They should effort to motivate students for further involvement in the process of learning and then go from unknown to known, in the course of teaching. That is, they should use what students know to teach them what they do not know. As I believe a word out of the text is like a fish out of water, teachers should try to contextualize whatever they want to teach and provide authentic language and information via different activities, tasks, materials, etc. in meaningful contexts. In the course of teaching, teachers should be able to create gaps in students' minds and then, after some time, fill those gaps through appropriate strategies. For example, after asking a question from a student, let me or her think for some time, and then, after the wait time, try to assist them to give birth to or come to the answer. It is not a good idea to let them know the answer soon after asking a question – the significance of wait time should be appreciated. This is the reason as to why I let my students share their answers to questions at the end of the quiz sessions in his classes. I strongly recommends teachers to try to subordinate testing to teaching. This strategy also is very effective and useful.

As elaborated, in the case of teaching language, teachers should consider language as a whole as its components are interrelated and influence one another. To put it another way, teachers should try to integrate all main skills (i.e., listening, speaking, reading, and writing) and sub-skills (i.e., vocabulary, grammar, and pronunciation) of the language. Another golden rule of mine for teachers to adhere to in the course of teaching is that they should try to follow his “4P” procedure, in the course of teaching different skills and sub-skills: They must

- 1) Present the material which is to be learned,
- 2) Hearten students to Practice it,
- 3) Produce it, and
- 4) Motivate them to Personalize and consolidate it by practising students in using their knowledge and language with regard to their own experiences and understandings, in authentic real-life situations.

Importantly, teachers should avail themselves of anything at their disposal and in their repertoire of (language) teaching methodology to engage all five senses of their students (i.e., their eyesight, hearing, sense of touch, verbal, and Olfactory, sense of taste) in the course of teaching in all the-above-4-P

mentioned stages. To cite an example, if you teach the name of a flower, let your students see/watch it, listen to your mentioning its name and your explanation about it, touch it, repeat its name, smell it, taste it, and talk about it, while a soft music is on the go. This strategy activates both hemispheres of students' minds that in its turn contribute to their more effective learning.

Another thing of highly significant importance is that teachers should make themselves avail of anything at their disposals like any lesson, opportunity, or even example alike to critically awaken, empower, and emancipate their people. They can lead to more effective learning, development, and growth by contributing to their students' cognitive dissonance via raising captivating and though-provoking questions, to cite an example. Such questions conduce to environments that induce doubt, risk taking, critical thinking, conflict, discussion, and wise decision making, and lead students to a feeling of mental discomfort that facilitates reconsideration or an alteration of their attitudes, beliefs and/or behaviors to reduce the discomfort and restore balance! 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. Such questions and ideas reinforce their students' meta-cognition and tap into and activate the innate skills and abilities assumed to be potentially present in them all also. As the kind of questions teachers ask make a world of difference to, for example, the quality of ultimate results, teachers should raise challenging and captivating queries to push the edges of their peoples' thinking and motivate a pursuit of resolution via fostering especially outside-the-box thinking. Such questions not only give students a voice, and stimulate effective and authentic discussions. But they also broadcast respect for their opinions, expertise, and communicates value. They thus lend themselves well to various settings like creative problem solving, team building, more effective participation, and teamwork, a successful learning ethos and direction-setting, and valuable learning/living. To be successful in CTBL classes, thereby, teachers should learn to ask genuine powerful questions that target activating the critical attitude of students' minds (critical thinking) and encourage risk taking in thinking (creative thinking). But the imperative point is that merely posing questions is not enough. So, teachers should train their 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 our citizens dammed creativity and give way to new opportunities and real knowledge. Another point to be reminded is that via their questions, teachers can recalibrate our citizens' critical attitudes towards agents of wickedness and perfidy. As such the totalitarian and corrupt agents and regimes would take care of themselves.

One more point of crucial importance that teachers should bear in mind is that merely enabling students to answer their strategic questions is never sufficient. They need to train their wards in such a way that it ensures their power to formulate and develop as many pertinent questions as possible also if they want them to influence the world. Such questions stimulate our citizenry to more effectively and

comprehensively exercise their brains' cells in critical thinking and, in the process, come up with fresher, more innovative, and more powerful ideas. Asking such questions unleashes their dammed creativity and paves the way to new opportunities and real knowledge and understandings.

As noted, it is also very fruitful to suggest the most effective strategies or approaches to improving different skills and sub-skills of students. To cite an example, teachers should require students to expose themselves to the language through movies, bookticles, the internet, chat rooms, and the news. It is also beneficial to suggest them useful (online) dictionaries, textbooks, and other resources for improving their lexical and grammatical competence. When students are trying to say something, write down extra vocabularies, idioms, phrasal verbs, and proverbs related to what they are saying to help them develop their speech with an active and live language. Teachers should also explain and differentiate American and British styles and accents – whenever needed.

Leaders, who run their lands through CTBL, must, at the same time, be able to diagnose and even predict the affective, cognitive, and environmental oriented problems and barriers to learning and be ready to resolve them proactively and through appropriate strategies, whenever they arise. They need to know how to tackle different unpredictable problems with extremely disruptive citizens, to cite an example. They must be able not only to manage diversities and conflicts but to harness them to fulfill their socio-pedagogical/political goals. Most importantly, they must pay special attention to low status, timid, shy, slow, and weak learners/people, and take care of the fact that not every person can be fitted with any team. Teachers can give their target students some specific responsibilities to gain their trust and increase their confidence. Through his proposed systematic teamwork, teachers will be able to deliver and make best results out of diversity. They can put students with specific problems in intended-made teams to modify and improve their behaviours and dispositions.

Another point which needs to be reminded is that because of the deficiencies in teaching (English) at primary and secondary levels, particularly the college teachers have another important professional challenge which must be met. They ought to fill the gaps in the knowledge of students and wipe out the fossilized deterrent strategies of learning and the effects of bad learning. They should also modify their people's attitudes towards the subject area, learning/living, and their milieu which if allowed lingering would barricade further learning and social/nation development. Teachers should also instigate citizens to participate and use English, as an international lingua franca, in their state/small team discussions with the proper accent, which requires patience and strategies.

At the end of each class, they should want students to write a summation, or their understandings, of the lesson. This is because of the fact that writing is an effective strategy for encouraging students to organize their thoughts and understandings. It is also a very good activity for developing the critical and creative thinking abilities of the students. It is very important to provide appropriate feedback and correction, in the course of teaching. Teachers should treat global errors as otherwise students cannot convey or comprehend thoughts/ideas. I means to say, teachers should make students notice their global/main errors and then help them correct them. But teachers should not correct local errors - the

errors that do not corrupt the theme and the meaning of utterances/lessons. The point is that too much correction interrupts students in the flow of productive communication.

One more thing which needs to be reminded is that teachers should not take attendance in their classes as they should not teach those who are not interested in learning. Furthermore, as I am of the view that the more teachers do for students, the less they will do for themselves, teachers should teach everything they feel is required no more than one time. They should not care whether students get it or not! This stratagem makes all students concentrate on teachers' presentations more meticulously. Students should learn the real tough world principles in their classes. Meanwhile, teachers should try to be facilitator of the learning process rather than the predominant mode of dispensing knowledge. But they should always actively monitor their students by circulating among teams, while they are carrying out the activities. To facilitate the process of learning, teachers should supply assistance via, for example, teaching or modelling academic strategies as well as social skills and certain habits of mind for purposeful living in the real world. The point is that, as a model, most of the time, they should endeavour to approach everything critically. They should also try to convey, and if necessary excoriate, the norms of the real world whenever appropriate and through whatever strategy possible. Using proverbs, short stories, and even jokes and meta-messages, and posters could be among these strategies. One more thing that should be reminded is that, as teachers want to influence the world, they should practice their students' brain cells in developing powerful, challenging, and thought-provoking critical questions that target outside-the-box arena.

Some other parts of teachers' responsibilities in CTBL's settings could be discerned throughout this book, particularly through the foregoing Chapter. Finally, I should also like to suggest teachers to introduce their students to an at least one-session workshop prior to the implementation of CTBL in their classes. This is very important as whether a method or approach is beneficial or not depends not only on its intrinsic educational worth but also on if students accept it as a valid and valuable instructional method or approach. In such workshops, thus, teachers should give a comprehensive elaboration about the approach and its principles and basic elements. They should also make students aware of the long-term benefits of this method not only from a personal outlook but from societal and political perspectives, and bring light to the relevance of this method to successful living in real life situations and also to world peace. As such workshops familiarize students with the importance of this method more effectively, they motivate them for more effective cooperation, which in turn contributes to the success of the classes run through this method. From among other skills that teachers should try to illustrate could be a) the ability to focus on what is discussed, b) the ability to ask for clarification, c) the ability to consider divers ideas, and d) the ability to be willing to reconsider one's own judgments and opinions. The responsibilities put forward in the following section should be reminded or taught to students in such workshops. Also see Appendix F for some other hints for more effective teaching in classes run via CTBL.

All the suggestions throughout this chapter enable teachers to bring the students' cognitive, emotional, and intellectual involvement as well as their active participation and contribution in the learning process in class activities for their comprehensive awareness, empowerment, and growth for life-long successful learning, living and working.

#### Competitive Team-Based Learning and Students' Responsibilities: A Thorough Overview

I cannot teach you violence, I do not myself believe in it. I can only teach you not to bow your heads before anyone even at the cost of your life. -- Mahatma Gandhi

Students, in classes run via CTBL, should know that to guarantee their future career and life success exacts that they have a plan, a concrete plan of action. This is very important because having a purposeful strategic plan necessitates they be capable enough to create a motor within them. With the motor I means motivation: Motivation acts like a motor that accelerates and boosts their movement forward, towards their dreams. The point, however, is that to motivate themselves needs that they draw a goal in their minds for their life first. Once they set a goal in their minds, they have already facilitated the process of reaching out their dreams. But what students need to bear in their minds and is of a very high significance is that the bigger and more meaningful and notable their goal is, the more would be the probability that they would work harder in the course of pursuing their goals. Hard work is the key and of crucial importance for success as strategic and systematic hard work and perseverance combined with dogged determination, continued dedication, and sustained inspiration and patience make an invincible combination for success, in regimes that are not corrupt though.

Students should know that for effective learning to occur best, they are supposed to be committed to the learning culture I have put forward. (See Chapter 5 and Appendix H) This culture expects them to be risk takers, but realistic, logical, fair, caring, sharing, flexible, and open to reasonable and constructive criticisms. They ought to be tolerant of but sensitive to uncertainties along the path of learning and constructing knowledge in the classroom as an academic situation. They need to actively contribute to the negotiation of meaning and pool resources with their partners as well as their teachers in order to pursue the development of both their academic and their social skills in parallel. They must feel responsible for necessary how-to-find-out tactics and methods for more effective knowledge acquisition not only for themselves but for their teammates as well. Johnsons' (1975) suggestions to students in cooperative learning settings are also worth considering by students in CTBL environments:

- 1) Initiating and contributing ideas, and information;
- 2) Giving and asking for information, ideas, opinions, and feelings;
- 3) Clarifying, synthesizing, and giving examples;
- 4) Periodically summarizing what has taken place and the major points discussed;
- 5) Encouraging and supporting participation by all members;
- 6) Evaluating the effectiveness of the group and diagnosing difficulties in group functioning;
- 7) Observing process;
- 8) Giving direction to the discussion;

- 9) Energizing the discussion;
- 10) Helping the sending as well as receiving skills of the members;
- 11) Being an active listener;
- 12) Testing whether discussions have been made and what the procedure has been;
- 13) Moderating controversies by disagreeing with others in ways that promote intellectual disagreement without personal rejection and helping other members disagree in the same manner, and
- 14) Beginning, ending and keeping on time during the session. (p. 281)

The important point which needs to be considered in CTBL classes is that passivity and abdicating responsibilities and hitchhiking on the work of others are not accepted. Everyone should be active and accountable. Students should consider the fact that the provision of opportunities for every team member to contribute their ideas and information is of crucial importance for the attainment of shared goals. It is essential for them to support contributions, challenge assumptions, refocus discussions, ask for evidence, and harmonize conflicts in pursuance of arriving at a solution. Otherwise, all members, as a family, as a nation, may lose together. They will lose at least some parts of their grades, and of course, in the long run, their lives and dream futures.

Especially high achievers/team leaders should do whatever possible to double the synergy of teamwork and make their team members shine. Their primary responsibility is to provide their team members with the support, encouragement, and assistance needed for their academic progress and personal growth. They ought to be patient and elaborate on the ways they approach the problems in the process of making their inferences based on the text (e.g., in a reading course) for their teams' members. They should try to balance the flow of communication among their team members. They should also not miss any opportunity to transfer their effective learning strategies to their team members. They can do this through the implementation of introspective (i.e., think-aloud) and retrospective (i.e., stimulated-recall) procedures, and motivate their team members to practise applying such strategies during team instruction. They must be aware that the brains' (i.e., one or two most talented students who have been elected as the teachers' representatives) main duty is to assist them whenever they confront problems they are not able to tackle. The brains should also reflect upon team leaders' approaches to managing their team members. They should negotiate with them patiently and try to guide them towards the best interpretations of the material availing themselves of their most effective strategies.

Today's and tomorrow's citizenry, in classes run via CTBL, should first and foremost forget about their roles as numb depositories whose focal area of concern is to be filled by teachers in order to enable themselves to pass the courses as it is with their counterparts in classes run via the traditional methods like the Banking Method/the TLM. Nor are they merely enthusiastic interlocutors whose main concern is to enable themselves to communicate fluently in order to duplicate their chances of getting good jobs or for increasing their income, as it is with their fellows in classes run via CLT. Nor are they merely active participants and accumulators of knowledge whose main concern is to gain grades, rewards, awards, and recognition as it is with their counterparts in classes run via the so-called modern methods



and approaches like CoLL, InL, and CL. But rather students are also sophisticated discussants, active co-investigators and knowledge seekers, and more importantly skilful critical processors, analyzers, and evaluators of concepts, information, norms, principles, issues, events, and explorers of new knowledge. They should show a great zest for exploring and internalizing not only effective learning strategies and social skills but also some crucial approaches to effective thinking, reasoning, and living. One last point I should remind is that students ought to digest the fact that learning is a profession. - It is not merely a collaborative venture. But it also is a very complicated edu-socio-political process. It thus necessitates diplomatic relationships not only with their classmates and teachers but also with their milieu. In sum, students ought to consider the fact that CTBL is an approach not merely to learning but to living as well. It suggests working, learning, growing, winning, or even losing together, in teams. In their teams—in systematically structured competitive environments, everyone attains much more than he could otherwise. CTBL is an efficient tool that conduces to the development of their higher forms of mental behavior which include higher-order rational and dialogic thinking abilities, equips them with the required academic and social skills, and imbues them with a desire not only to surpass all their contemporaries but also to transform their world for a brighter future. Of course, there would be obstacles and pitfalls along their way that would deter their progress, but they are capable of achieving their goals since they are together, since they focus on what unites them – rather than what divides them; since they tolerate, respect and support the rights and diverse dignities of one another. These are the reasons as to why if they want to shine in their future life and career, they are expected not to accept except the best. This is the key to achieving triumphs.

## 2. Conclusion

Not only are we, the marginalized thinkers, unable to feel the taste of real life, but we are also hardly able to confirm the idea that we exist! It is in such circumstances that we should make any effort to enable ourselves to continue to exist not merely for ourselves but for the Other (i.e., the oppressed, the impoverished, the betrayed, etc.), who have the illusion of even existence in the present complicated dog-eat-dog world context. Such a holly goal gives us resistance and drive, and of course meaning to our sufferings. We must thus never cease to fight the battle for transforming the condition of our betrayed people's existence. We must equip and empower them towards their emancipation in order to contribute to our nations' security, development, and prosperity.

In CTBL settings, thereby, teachers must be able to think like scientists who have sufficient knowledge in the components of their profession such as subject matters, psychology, applied psycholinguistics, social and cognitive psychology, sociology, economics, philosophy, and particularly teaching methodology and political sciences. They should be well informed of the principles as well as the latest issues and theoretical perspectives in such related disciplines. Furthermore, they should be cognizant of their people's socio-political/cultural backgrounds, and have a comprehensive understanding of their demands and expectations, personalities, competencies, learning/living styles. Meanwhile, they should know the

nature of learning and the contexts and processes under which it occurs more effectively. It is necessary for teachers to be adaptable and flexible enough to make the best use of the latest findings in their fields of concern. It is, then, that they could enable themselves to act like artists for harnessing their knowledge for meeting CTBL pre-established objectives and goals, which is critically awakening, transforming, empowering, and liberating our people. CTBL attains such goals in such a way that it not only enables our citizens to survive in the face of untoward circumstances (occasioned by the side effects of today world context) but also capacitates them to have significant impacts upon their milieu and even upon the world.

Therefore, educators who would like to employ my approach and run their classes via it must *transform* themselves first, if they want to reap the best results out of its implementation. A thorough understanding of CTBL's spirit, its origin, objectives, etc. would give them the willpower and the courage to transform themselves into intellectual agents of critical awareness, attitudinal social *change* and development. This is essential if they want to contribute to our shared final goal of constructing a better and more promising tomorrow through targeting and uprooting any sources of treachery and crime from among our societies. This way, teachers could conduce to security, development, and prosperity of our people at local, national, and international levels. in a peaceful world.

These are part of the reasons as to why I am of the stand that teaching must be appreciated as a complicated *edu-socio-political process*. Particularly in today's world context, teaching is more of an art, rather than science: Teachers must be able to integrate the two (i.e., art and science) in harmony, in the course of teaching. If they have one to the extreme, they would be very unscientific. If they have another to the extreme, they would become mechanical teachers; no longer sophisticated ones. So effective and impactful teaching is the ability of a successful combination of the both for synthesizing class team members' and participants' efforts for fulfilling their shared learning goals. This is in view of the fact that as I elaborated in an international symposium in India in 2007, science and art are two strong wings for teachers, without either of each they could not succeed to proceed. It is with such a mindset that I believe teaching, as a complicated profession, exacts not merely natural responses to naturalness in benign situations, but controlled tactful unnatural pro/active re/actions to instant unnaturalness or even to forthcoming unnatural actions and misbehaviors of students in tougher circumstances as well.

It is such transforming art of teachers that empowers and equips our citizens with the art and the howabouts of learning and living together amidst diversity and complicated circumstances. Through availing themselves of my seminal approach, teachers enable our citizens to understand the fact that *together* they can achieve goals they could never attain otherwise. They should also assist their people in making sense of what I mean when I say  $2 + 2$  is much bigger than 4: They should remind them that this is as it is with the result of  $H_2 + O$ , which is much more significant than  $H_2 + O$ . As such, students would more easily acquiesce to the idea that the solution to a problem that comes through their collaborative venture in their 4-member teams in our classes is much more noteworthy than the solutions that come from their individual counterparts in other classes that are run via antediluvian colonial or dictatorial

didactic regimes. All these, in their turn, contribute to escalating intrinsic motivation of our citizens for more effective teamwork in competitive environments, which is of high importance for their comprehensive success (i.e., academically, socially, and in life and career).

Finally, teachers should never neglect the remarkable contribution of the Cyber Age to the attainment of CTBL objectives, if they want to implement CTBL as the major building block to modern democracy and civilization, for the sake of its magical contribution to human prosperity. They should avail themselves of the significant artifacts the virtual world or the second life (internet) provides for teaching (language). Teachers should connect learners to virtual learning environments through their classes' Blogs, Wikies, Instagrams, Websites, and Moodles, which are supported by online technologies like podcasting, vodcasting, Metavors and particularly Artificial Intelligence applications. In doing so, teachers can facilitate the attainment of the CTBL's edu-, socio-political objectives. (See chapter 10 which also presents some effective hints for online teaching, and chapter 14 or Hosseini 2023)

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