

**Competitive Team-Based Learning:
Beyond the Present Educational Innovations**

Seyed Mohammad Hassan Hosseini

This significant seminal guidebook of mine has already been published by Lambert Academic Publishing in Germany, 215, 2018. This is one of my books for which the Iranian Intelligence service destroyed my life and wiped out my generation! Search it Online and buy it for 110 Euros!

.....
✓ ***"Dr S.M.H.Hosseini is interested in Liberal Education and has a zest for awakening, empowering, and emancipating the oppressed majority. He could be an effective team-leader and facilitator. He could be a valuable asset to any institute of higher learning committed to academic excellence and to the cause of nation building. He has also the capacity for hard work".

-- Prof. S.S.Dasan– *Dr Hosseini's (PhD) Guide, India*

.....
✓ ***As we are living under a tyrannical regime, here in Iran, i have always been extremely interested in improving human condition particularly via awakening, empowering and emancipating the Other/the deprived communities. It was in such a circumstance that i decided to be a teacher. And as an educator, i thought if Iranian had the opportunity to feel the taste of democracy, they would willingly take the course of action against totalitarianism. Therefore, through creating my seminal liberal approach to democratic education, i tried not only to give tomorrow citizenry (i.e., my students) such a feeling but also to empower them towards their emancipation, which leads us towards democracy.

-- Dr S.M.H.Hosseini

.....
The ink of the scholar is holier than the blood of the martyr.

-- Holy Prophet Mohammad (PBUH)



As an Iranian liberal educator, i am interested in democratic Education and have a zest for awakening, empowering, and emancipating the oppressed majority. I succeeded to publish more than 130 bookticles during my stay in India, in the course of pursuing my PhD, in ELT, amidst a horrifying hell the IRI Intelligence Service occasioned for me. In the present book, I have suggested ‘language’ as a ‘liberating agent’ in my seminal ‘Cognitive Socio-Political Language Learning Theory’ based upon which i introduced my instructional weapon, a weapon for the overthrow of dictatorial regimes. But THEY did not let me introduce it to Iranian educators and teachers. Particularly, since i recalibrated the critical attitude of my mind towards the philosophy beyond curricula in corrupt regimes, and since i focused upon the importance of his didactic weapon for educators in today world context of tyranny, i have been under extreme brutal pressure here in Iran. Although i have the experience of teaching in different universities, both in Iran and overseas, i have been obliged to teach at a ‘school’ ‘for backward students’ in Mashhad! My Weblog: <http://beyondelt.blogfa.com>

.....
... I have never revolted in vain, as a rebel. I want to fight for the sole goal of seeking reform for the nations of my grandfather, Mohammad (PBUH), the Prophet of Allah. I want to shed light on good, forbid, and evil and exercise people to think and act according to the traditions of my grandfather, and my father Ali Ibn Abi-Talib. I want to remove corruption from your lands, so that the oppressed feel secured.

-- Imam Hossein (AS), Shia's Third Holy Imam

.....
آری،
مسلمانم / مسلمانم ولی پیغمبرم تنها قلم باشد / اگر دستم قلم گردد [و یا اینکه زندگیم تبدیل به ویرانه ای بشه و یا باقی مانده عزیزانم هم بطور نامحسوس به قتل برسند] به دست جاهلان جور پیشه / لحظه‌ای دست از قلم من بر نخواهم داشت / قلم را دوست دارم بیشتر از جانم / و او را می‌ستایم چون خدای خویشتن / اما او را خرد خواهم کرد اگر نیشش نتازد بر تن و جان ستمکاران / مسلمانم ولی قرآن من تنها کتاب شاعری ژولیده می‌باشد / که اشعارش بجز فریاد از جور و جهالت نیست / من اکنون می‌روم با شعر او تا اوج تا معراج و می‌پیچد طنین اقرا بسم ربک ... / اینک در فضای جان من اما / به آتش می‌کشم دیوان او را گر بیابم مصرعی در مدح سلطانی / نمازم شعر / اذانم نغمه مرغ سحر / سجاده‌ام خاک در میخانه می‌باشد / [و حبل الله من بر چوبه دار است] / و نون والقلم سر لوحه آیات ایمانم / من اهل خطه سر سبز ایرانم / ولیکن موطن من جای جای عالم هستی است / و در هر جا کسی در زیر شلاق ستم باشد / چه افغانی / چه لبنانی / و در هر جا کسی بر ضد استکبار و استبداد بپا خیزد / [چه گاندی یا که ماندلا] / من او را هموطن باشم / مرا موسیقی و شعر است پیشه چون که در آن کم فروشی نیست / و دیگر هیچ بهتر آنکه در گمنامی خود غوطه ور باشم.

-- استاد علی طلب

An Introduction to the Book

The dawn of the third millennium shines forth not only as an epoch of expanded globalisation but also as an era of interdependence. The era of globalisation has made interdependence an inevitable value. In the process, the spread of Information Technology has also facilitated English language as a multi-purpose instrument enabling human beings not only to use it for communication in trade, business, administration, and science education but for influencing human behaviour and facilitating social cooperation as well.

English is the most widely used language today in international communications. Enabling students, especially students of developing countries, to effectively communicate in English could be one way of facilitating cross-cultural communication and promoting mutual understanding and interdependence. As prospective travellers, entrepreneurs, public servants, and promoters of multilateral relations and international peace and fellowship, they need to be equipped to communicate effectively and successfully. But learning the English language alone is not enough. Educators should take account of the fact that *capacity building* in terms of interactive and participative learning and critical thinking lest hegemonic forces should overwhelm and overpower interpersonal or international discourses is a must. This

is a prerequisite for ushering in a mutually benefiting era of interdependence, and this calls for new pedagogies and new approaches to learning.

Field study and research point out that the new generation of students, aspiring to be proficient in English and committed to achieve in life, are no longer satisfied with the present traditional modes of education, which are not effective enough to equip and enable them to attain the goals they have in mind or they have set as targets in the context of ongoing globalisation, migration, and cross-cultural communication. Dramatic changes in theoretical foundations of learning in general, and language learning and language teaching in particular, happening in different parts of the world, may be viewed as a timely response to students' expectations. These changes have brought about a drastic shift in the ELT from behaviourists' regimes of instruction to more context-based, innovative, interactive, and experiential ways of learning (see Chapter 1). Such innovations are appreciated better in developed countries where teachers and students have greatly understood the importance of interactive and cooperative learning and the immense benefits they are likely to reap out of such innovations. A number of language specialists have directly or indirectly appreciated the significance of these innovative

approaches to language learning and language teaching in view of the emphasis they put on the role of the learner and learning activities in language learning process. Yet, teacher-centred methods continue to prevail in didactic regimes of many countries in several parts of the world including the Middle East and South Asia, Africa, and even Europe and America.

The clumsy policy of the stakeholders in our education systems – the world over – and the indifferent attitude of the persons in charge towards such systems' deficiencies have recently occasioned *severe* critiques from out of the arena of ELT/Education. In Iran, for instance, in *a rare event*, Mohammad Reza Sepehri (2008), the chief executive of Labour and Social Welfare Office, has eventually 'succeeded'! to trace the main reason for unsatisfactory competencies of Iranian workforce at *national and international* workplaces to the inability of our education regime, especially at universities, in effective teaching of

1. English, as international lingua franca(ELF), and
2. Essential skills for groupwork.

After shedding light on the chronological development of language teaching methodology, the present volume endeavours to analyse the reasons as to why the present educational methods and

approaches are ineffective/defective. Importantly, the book attempts to put forth my special educational solution, which has been developed based on my ‘Cognitive Socio-Political Language Learning Theory’, for tackling the above-mentioned problems as its primary goals. My instructional solution lays the emphasis on *co-operation* and negotiation not only as a useful strategy for facilitating the acquisition of the material (language) but also as a value that must be learnt. This strategic pedagogic approach best suits Education in general, and ELT in particular, in today world context of globalisation as it foregrounds the significance of effective teamwork amidst competitive environments, in addition to fostering academic progress of students. Furthermore, it intends to practise students in qualified higher level thinking and reasoning rather than syllogistic methods to thinking and reasoning, which are prioritised by the present methods and approaches like the Banking method. The nature and the characteristics of this world-class innovative approach, therefore, not only contribute to language learning (strategies) and excellence in the learning. They likewise promote true and flexible active learning, interactive competence, long-term retention, and especially the acquisition of some crucial habits of mind such as objectivity, and critical and creative thinking. Another outstanding feature of this

fundamentally different approach to ELT refers to the fact that it facilitates tomorrow citizenry to instil humanitarian interpersonal skills and democratic values, principles, and norms, which are essential requirements for successful life-long learning, working, interdependence, and survival in today world context, in order to address the present socio-educational/cultural/economical/political problems. Considering its magic transforming power for converting today students/objects to Agents of change or the Subjects who have the capacity to influence the world, my innovation is in essence a 'catalyst for change'. It is an exceptional edu-political approach to the empowerment and the emancipation of the oppressed, and in fact, an apt strategic instructional 'weapon' for the elimination of dictatorship/apartheid. CTBL, my realistic liberal approach to democratic education, to be to the point, is an ensured pathway to human security, development, and prosperity.

This seminal 680-page volume has special foci upon:

1. Penetrating deep into the conventional antediluvian dictatorial didactic regimes, which cherish the Banking Method, and excoriating the beyond;

2. Shedding light on the chronological development of language teaching methodology for justifying the need for accommodating Dr Hosseini's innovation in education regimes;
3. Engineering the conventional educational methods and approaches towards CTBL;
4. Differentiating CTBL from other innovative methods/approaches, and discussing the significance and relevance of this holistic approach against the backdrop of ongoing globalisation;
5. Bringing to the fore the author's Multiple Input-Output Hypothesis and Cognitive Socio-Political Language Learning Theory, which is the core of the theoretical foundations of CTBL;
6. Implementing CTBL via the emerging online technologies state/country wide, and
7. Stimulating the readers' critical, analytical, and creative thinking skills, and promoting their personal growth especially through the 13 chapter-end thought-provoking discussion questions.

Dr Seyed Mohammad Hassan Hosseini

This invaluable resource manual will be of immense help particularly to those educators who are committed to the cause of peace building. As a gold mine of the latest issues in ELT, it will also be found highly useful for ELT students, teachers at all levels, and in-service programmes and seminars for instructors. Policy makers, educationalists, researchers, syllabus designers, and material developers could also take note of the noteworthy benefits this manuscript along with its accompanying DVD proposes. The 17-minute Video is available at <https://youtu.be/cPtOUaIkJlk>

Seyed Mohammad Hassan Hosseini

August, 2018, Mashhad, Iran

=====

.....

I cannot believe that the purpose of life is to be ‘happy’. I think the purpose of life is to be useful, to be responsible, to be honourable, to be compassionate. It is above all, to matter: to count, to stand for something [worthwhile], to have made some difference that you lived at all.

-- Leo C. Rosten

Dr Seyed Mohammad Hassan Hosseini

**In memory of my grandfather, Seyed Mohammad Hosseini,
with heartfelt gratitude for his love and encouragement**

**This book is also dedicated to
those who are willing to fight the battle against any sources of
injustice, Hitlerian outlooks, oppression, corruption,
destruction, and terror and bloodshed thereby contributing to
live, humane, healthy, creative, and more civilised societies,
and world peace**

Contents

.....
✓ *** Education system must not simply teach knowledge; It must teach work and life; it must teach what is worth learning in the present competitive world context of globalization and explosion of information.

-- Dr S.M.H.Hosseini, Iran

AN INTRODUCTION TO THE BOOK	v
DEDICATION	xii
LIST OF ABBREVIATIONS	xxv
ACKNOWLEDGMENTS	xxvii
PROLOGUE	xxix

ORGANISATION OF THE MATERIAL.....	1
-----------------------------------	---

Section I A Historical Overview of English Language Teaching

I PARADIGM SHIFTS ON THE WAY TOWARDS A STRATEGIC APPROACH TO CONTEMPORARY ELT

Advance Organiser Questions	12
Introduction	13
The Method Era.....	17
Wartime Methods	23
Innovative Methods	26
The Concept of Communicative Competence and ELT	33
The Influence of Constructivism on ELT	37

The Impact of Hosseinian Edu-Political Perspective on ELT/Education	39
The Cyber Age and ELT	43
Conclusion.....	43
Discussion Questions	45
Food for Thought.....	46
Notes.....	46
References	49

Section II The Banking Method

II **PENETRATING INTO THE BANKING METHOD AND THE BEYOND: TOWARDS THE STRATEGIC APPROACH TO ELT**

Advance Organiser Questions	54
Introduction	54
Traditional Lecture Method/the Banking Method in Real Classroom Situations: An Analysis of the Mechanisms Underlying ELT in Higher Education, in Iran	57
Justifying the Failure of ELT in Iran.....	62
The Confession.....	64
My Questions.....	65
Some Other Main Reasons for the Big Failure	69
Some other Drawbacks of ELT in Iran: A More Analytical Look inside the Classrooms.....	70
Some other Causes for the Fiasco	74
A bit more about the ‘Banking’ Concept of Traditional Regime of Education	79
The Washback Effect: Another Major Problem for Iranian Education System	81
Danger	82
Society: The Ultimate Victim	83

Affected Globe: On the Vicious Implication of the Banking Method at International Level	87
What of that?	89
Is Communicative Language Teaching Pragmatic Enough? ..	91
Conclusion.....	96
Discussion Questions	99
Food for Thought	101
Notes.....	102
References	105

Section III Cooperative Learning Methods

III COOPERATIVE LEARNING

Advance Organiser Questions	110
Introduction	111
Different Interpersonal Goal Structures	112
Individualistic Learning	114
Individually Competitive Learning	115
Collaborative Learning, Interactive Learning, and CL.....	116
Cooperative Learning Defined	117
Cooperative Language Learning	119
Conclusion.....	123
Discussion Questions	125
Food for Thought	126
Notes.....	126
References	127

IV COOPERATIVE LEARNING METHODS

Advance Organiser Questions	130
Introduction	131
Group Investigation	133
Learning Together	136
Jigsaw I.....	138
Jigsaw II.....	141
Constructive Controversy	143
Reciprocal Teaching of Reading	146
Cooperative Integrated Reading and Composition	148
Student Teams-Achievement Divisions	150
Teams-Games-Tournaments	152
“Teams Tournaments”	156
Conclusion.....	158
Discussion Questions	160
Food for Thought.....	160
Notes	161
References	161

Section IV Method Engineering

V "COMPETITIVE TEAM-BASED LEARNING": THE REVOLUTIONARY APPROACH TO CONTEMPORARY ELT

Advance Organiser Questions	164
Introduction	165
Competitive Team-Based Learning	168
Competitive Team-Based Learning Defined.....	176
Competitive Team-Based Learning in Practice/Classroom Procedure	181
Teachers' Roles in CTBL Environments: A Brief View.....	196

Learners' Roles in CTBL Situations: An Overview.....	201
Design of CTBL.....	203
Competitive Team-Based Learning and the Syllabus.....	205
The Significance of Motivation in CTBL Settings.....	205
Competitive Team-Based Learning and Instructional Materials.....	206
Competitive Team-Based Learning and Tasks.....	207
Activities in CTBL Classes.....	209
Competitive Team-Based Learning and Evaluation System.....	212
Competitive Team-Based Learning as a Motivating Agent in Evaluation System.....	219
Conclusion.....	223
Discussion Questions.....	227
Food for Thought.....	228
Notes.....	229
References.....	234

VI FURTHER INSIGHT INTO SALIENT FEATURES OF COMPETITIVE TEAM-BASED LEARNING

Advance Organiser Questions.....	236
Introduction.....	237
Salient Features of CTBL.....	239
Competitive Team-Based Learning and "Learning/Living Culture".....	240
Criterion-Based Team Formation.....	245
Face-to-Face Mutual Interaction.....	252
Interpersonal and Collaborative Skills.....	253
Positive Interdependence.....	254
Strategies for Creating/Enhancing Positive Interdependence in CTBL Settings.....	255

Individual Accountability.....	258
Strategies for Encouraging Individual Accountability in CTBL Situations.....	259
Equal Participation.....	260
Simultaneous Interaction.....	261
Team Processing of Interaction.....	262
Continuity of Team Interaction.....	263
Competitive Team-Based Learning and Teachers’ Accountabilities: A Comprehensive Introduction	264
Conclusion.....	276
Discussion Questions	278
Food for Thought.....	279
Notes.....	280
References	281

VII BOOSTING THE EFFECTIVENESS OF COMPETITIVE TEAM-BASED LEARNING

Advance Organiser Questions.....	283
Introduction	284
Techniques for Enhancing the Success of CTBL	286
Three-Minute Review.....	287
Drill Review Pairs	287
Thinking-Aloud Pair Problem-Solving	287
Three-Step Interview	288
Team Pair Solo	289
Think-Pair-Share	289
Solve-Pair-Share.....	290
Send-A-Problem.....	290
RoundRobin.....	291
RoundTable	291

Circle the Sage	292
Numbered Heads Together.....	292
Structured Problem Solving	294
Some Relaxing (Social) Activities for Classes Run via CTBL.....	294
Songs/Lectures/Interviews/TV or Internet Shows	295
Proverbs.....	295
Games.....	296
Comparisons.....	297
Critical Evaluation.....	298
Role Playing	299
Competitive Team-Based Learning and Students' Responsibilities: A Thorough Overview	300
Conclusion.....	305
Discussion Questions	308
Food for Thought	309
Notes.....	310
References	310

VIII THEORETICAL FOUNDATIONS OF COMPETITIVE TEAM-BASED LEARNING

Advance Organiser Questions.....	312
Introduction	314
Approach	315
View of Learning.....	316
Constructivists' Theories.....	317
Cognitive Theories	318
Socio-Cognitive Theories.....	325
Cognitive Socio-Cultural Theories	330
Differentiating Piagetian and Vygotskian Views	334
"Cognitive Socio-Political Language Learning Theory":	

Theory of Language of CTBL.....	336
Andragogy Theory	345
Motivational Theories	350
Behavioural Learning Theories	354
Elaboration Theory	355
Speech Theory	358
The Input Hypothesis	360
The Output Hypothesis.....	363
Noticing Hypothesis	365
Affective Filter Hypothesis	366
Interaction Hypothesis	368
"Multiple Input-Output Hypothesis":	
The Present Hypotheses Are Not Enough	370
Socio-Linguistic Theory.....	375
Sociological Theory and Social Learning Theory	376
Engagement Theory	377
Conclusion.....	378
Discussion Questions	381
Food for Thought.....	383
Notes	384
References	388

IX INTEGRATING ONLINE TECHNOLOGY WITH COMPETITIVE TEAM-BASED LEARNING SITUATIONS

Advance Organiser Questions	396
Introduction	397
Control Centre	400
Teaching Sector	404
Evaluation Sector	409

Logistic Sector.....	410
Some More Hints for Online Teaching.....	411
Conclusion.....	412
Discussion Questions	416
Food for Thought	416
Notes.....	417
References	422

Section V Review Of Literature Of Cooperative Learning

Methods

**X REVIEW OF LITERATURE OF COOPERATIVE
LEARNING METHODS/APPROACHES: WHAT WE
KNOW AND WHAT WE MUST KNOW**

Advance Organiser Questions.....	425
Introduction	426
An Overview of the Effectiveness of CL.....	428
Cooperative Learning and Language Classes	430
Cooperative Learning and Reading Comprehension	435
Cooperative Learning and Oral Performance	441
Cooperative Learning and (Language) Learning Strategies	442
Cooperative Learning and Attitudes of Students	444
Cooperative Learning and Retention of Information.....	446
Cooperative Learning and Undergraduate Learners	448
Summary of Researches on the Effectiveness of CTBL (my Instructional Innovation).....	452
The Other View	458
Inter-Group Cooperation versus Inter-Group Competition ..	461
Conclusion.....	470

Discussion Questions	472
Food for Thought.....	472
Notes.....	473
References	480

Section VI Behind Competitive Team-Based Learning

XI BEHIND THE SUCCESS OF COMPETITIVE TEAM-BASED LEARNING

Advance Organiser Questions	499
Introduction	500
Behind the Success of CTBL	501
Globalisation and the Significance of CTBL	509
Conclusion.....	511
Discussion Questions	514
Food for Thought.....	514
Notes	515
References	515

Section VII Method Analysis

XII THE SIGNIFICANCE OF COMPETITIVE TEAM-BASED LEARNING IN COMPARISON TO THE PRESENT METHODS AND APPROACHES

Advance Organiser Questions	518
Introduction	519
The Significance of CTBL vis-à-vis Other Methods and Approaches in the Field of ELT	520

Differentiating CTBL from Interactive Approaches Like Collaborative Learning, Interactive Learning, and CL.....	526
The Significance of CTBL in Comparison with Other Methods in the CL Sphere	529
Competitive Team-Based Learning versus CL Methods with Reference to the Concept of Teacher-/Learner-Centeredness	530
Competitive Team-Based Learning versus CL Methods with Reference to Techniques Applied for Bringing Positive Interdependence	531
Competitive Team-Based Learning versus CL Methods with Reference to Individual Accountability	535
Competitive Team-Based Learning versus CL Methods with Reference to Pattern of Interaction among Classroom Participants	537
Competitive Team-Based Learning versus CL Methods with Reference to Evaluation Systems	539
Competitive Team-Based Learning versus CL Methods with Reference to Tasks	541
Competitive Team-Based Learning versus CL Methods with Reference to Feasibility of Application	542
Distinguishing Features of CTBL in Comparison With the TLM/the Banking Method, Conventional CL Methods and Approaches, and CLT.....	545
Conclusion.....	549
Discussion Questions	551
Food for Thought	552
Notes.....	552
References	553

Section VIII Recommendations

XIII SUGGESTIONS TO THE INVOLVED STAKES

Advance Organiser Questions	556
Introduction	557
(Educational /Curriculum) Policy Makers	562
Resource Material Developers and Syllabus Designers	567
Methodologists	568
Teachers.....	569
Test Constructors and Examiners.....	575
Researchers.....	577
Conclusion.....	580
Discussion Questions	583
Food for Thought.....	584
Notes.....	584
EPILOGUE.....	588
APPENDICES	595
A: A Sample Lesson Plan Outline, Based on Jigsaw II.....	595
B: A Sample Lesson Plan Outline, Based on CTBL.....	597
C: Another Sample Lesson Plan.....	602
D: Appreciating India/n, Developed by the Author.....	606
E: Students' Opinions about CTBL.....	610
F: Web-Based CTBL: Enhancing the Efficiency of Distance Learning.....	615
G: Some Effective Hints for Teaching Language.....	617
INDEX.....	620

.....
**What man actually needs is not a tensionless state but rather the
striving and struggling for a worthwhile goal.**

-- Victor E. Frankly

List of Acronyms

AD	Associate Diploma
ALM	Audio-Lingual Method
BA	Bachelor of Art
CALLA	Cognitive Academic Language Learning Approach
CBI	Content-Based Instruction
CGBL	Cooperative Group-Based Learning
CI	Complex Instruction
CIEFL	Central Institute of English and Foreign Languages
CIRC	Cooperative Integrated Reading and Composition
CL	Cooperative Learning
CLL	Community Language Learning
CLT	Communicative Language Teaching
COUL	Counselling Learning
CS	Cooperative Structures
CSPLLT	Cognitive Socio-Political Language Learning Theory
CTBL	Competitive Team-Based Learning
DM	Direct Method
EFL	English as a Foreign Language
ELF	English as (International) Lingua Franca
ELT	English Language Teaching
ELTAI	English Language Teachers of India
ESL	English as a Second Language
ESP	English for Specific Purposes
FL	Foreign Language
GI	Group Investigation
GTM	Grammar Translation Method
L2	Second Language
LA	Lexical Approach
LAD	Language Acquisition Device
LT	Learning Together
LTD	Learning Through Discussion
MA	Master of Art
MI	Multiple Intelligences
MIOH	Multiple Input-Output Hypothesis
NA	Natural Approach
NM	Natural Method
NP	Neurolinguistic Programming

Dr Seyed Mohammad Hassan Hosseini

PhD	Doctor of Philosophy
PPP	Presentation Practice Production
RM	Reading Method
RTR	Reciprocal Teaching of Reading
SAC	Structured Academic Controversy
SLA	Second Language Acquisition
SLT	Situational Language Teaching
SO	Suggestopedia
STAD	Student Teams-Achievement Divisions
SW	Silent Way
TAI	Team Accelerated Individualization
TBLT	Task-Based Language Teaching
TEFL	Teaching English as a Foreign Language
TESOL	Teaching of English to Speakers of Other Languages
TGT	Teams-Games-Tournaments
TLM	Traditional Lecture Method
TT	Teams Tournament
TPR	Total Physical Response
UG	Universal Grammar
USA	United States of America
WLA	Whole Language Approach
WWW	World Wide Web
ZPD	Zone of Proximal Development

=====

.....

✓ *** We unlearn, learn, explore further, relearn, deepen our understandings and knowledge, and above all consolidate them not merely through our/others' ideas, knowledge, and experiences, but also via reflecting - proactively rather than reactively - upon them.

--The Author, Dr S.M.H.Hosseini, Iran

Acknowledgments

My gratitude is first and foremost to the Supreme Almighty whose inspiration strengthened my willpower and determination and of course my intellectual capacity to complete the daunting task of writing the present manual amidst a horrifying hell the Iranian Intelligence Service occasioned for me in India -- THEY were incessantly torturing my mind, intervening my PhD level research study, barricading my progress, and in the meantime proposing me - through their meta messages - to commit suicide!

Many people have contributed to completing the stupendous task of giving birth to this child of mine. Especially, i owe special thanks to Professor A.S.Dasan, University of Mysore, India, because of a BIG favour he did for me: Despite the fact that he had a PhD in Literature, he KINDLY accepted my request to guide me towards getting my PhD in English Language "Teaching" as no other Indian professor granted my request at that tough time of my life! I should also thank Dr Dasan because of his careful reading and feedback throughout various stages of finalising this typescript which contributed to my knowledge building as well. More particularly, i should like to thank my students, in Iran and India, for their encouragement, over the years, as i struggled to produce the penultimate draft of this manuscript and of course for their

Dr Seyed Mohammad Hassan Hosseini

forbearance, goodwill, and interesting suggestions for more effective implementation of my pedagogical innovation in our classes.

Last but not the least; i must express my sincere appreciations and gratitude to my dear family. I am particularly grateful to my mother whose strong belief in the power of the Supreme Almighty has always been such an inspiration for me propelling me to go forward far beyond my comfort zone, incessantly and with all my potentials, amidst untoward circumstances THEY are occasioning for me here in Iran.

=====

.....

- ✓ ***** Since i was a child, in Iran, I have been exposed to the following words, which have acted as razor to my feelings and wounded soul: war, attack, terror, hypocrisy, resistance, big Satan, deception, death, fraud, sword, missile, betrayal, hell, bribe, corruption, robbery, captive, non-religious, prison, threat, murder, execution, etc. BUT the soul attraction words i heard during my four year stay in India, the biggest democratic as well as non-religious country in the world, in the course of pursuing my PhD were: love, friendship, honesty, joy, happiness, peace of mind, global village, mutual respect (among governors and people), democracy, freedom, development, world peace, etc. The bitter truth is that though it seems that our rulers (in Iran) do not worship idols, they do not worship Muslims' god in action. They do not believe in God as they even murder agents of critical awareness, mostly in non-sensible ways, in order to keep the society blind/slaves.**

– The Author, Dr S.M.H.Hosseini, Iran

In God i Trust

prologue

.....
We work from a perspective of teaching that is situated in particular settings, anchored in the daily realities of participants. There is an ongoing interplay between what we observe and what we believe, but when the two are in conflict, observation takes priority over ideological or methodological commitment...and it is essential that we construct our understanding from what we see happening. Although it may be true that the future must be built on a vision, it is equally true that action must be based on the realities of the present.

--M. Clarke

In sharp contrast with democratic and civilized societies whose education systems are liberating agents that contribute to the prosperity of their people, in dictatorial regimes, education systems are, indeed, mediational artefacts for exploiting people. The education systems, in such regimes, are designed in such a way that their outputs are citizens who lack socio-political awareness, critical thinking/sensibility and some other such crucial habits of mind. These people are, in point of actual fact, blind slaves of the powerful minority as they see the world through THEIR eyes, do what THEY dictate to them, and accept THEIR dominance and strong control over their existence throughout their lives. To justify such claims, it should be reminded that before entering schools,

our children tend to think critically, ask purposeful big questions, take risk, and go beyond the red lines, at least in the course of thinking. But after they graduate from schools and even universities, they lack this kind of characteristics as they have already been transformed into sheep-in-nature reticent adaptable-to-the-world recipients/objects who tend to be blind imitators and followers of their leaders. And this is exactly what THEY have designed their education regimes for!

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 economical and particularly political problems. As noted, the root to our problems refers to our regimes of education. In addition to academic calamity, the present imperialist mode of educational regimes is contributing to an increment in some socio-cultural as well as political disasters. In Iran, for instance, at least 30% of students leave schools and universities before they obtain their certificates and degrees. Upsurge in complicated crimes, robberies, broken lives, suicides, and more importantly emergence of diverse destructive ideologies and of course divorce of Islam and brain drain may be considered as some other hazardous by-products of our purposefully ill-designed dictatorial didactic regimes, the ultimate products of which are maimed societies, dictatorship, and

eventually anarchism. It is in such a circumstance that, instead of focusing on bringing about a thorough overhauling of the present antediluvian instructional regimes, which have already failed to bring their practitioners effective learning, values, and skills for personal and moral development (Hosseini, 2007), our rulers are recalibrating their attention towards developing their military force/power for threatening their unsatisfied and angry people. Needless to say that our rulers do not embrace or even tolerate any form of reform, particularly in the arena of education, as they are well aware of the fact that such reforms endangers their existence. This is because of the bitter truth that it is through their psychological tool (Education system) that they have enabled themselves to establish their favourable culture for controlling their possessions' (people) thinking, beliefs, outlooks, and behaviours. What worsens the circumstances here in Iran is that as opposed to Shah's (our previous King) era when only those opposing his dictatorial regime were at risk, in Mullahs' era it is those opposing corruption, injustice, and apartheid who are at risk! THEY even target and brutally victimize our beloved to keep us silent/slaves!!

<http://iranglobal.info/node/66352>

All I mean to say is that it is not possible to envision the contribution of these power-thirsty corrupt wolf-in-nature but

sheep-like politicians to their nation's prosperity - to live, humane, healthy, creative, and civilised societies. It is in such a context that, as a liberal educator, I thought if students/tomorrow citizenry, who live under tyrannical/fascist regimes, have the opportunity to feel the taste of democracy, and if their teachers could contribute to empowering and turbo charging their minds with critical approaches to analytical and divergent thinking skills, then they would willingly and systematically take the course of action against totalitarianism/corrupt regimes. I, thereby, designed and developed my *didactic weapon*, which is known as Competitive Team-Based Learning (CTBL) based on my own edu-political theories to meet my dreams. I, sincerely, suggest the implementation of my seminal liberal approach to democratic education (CTBL), which is in fact an approach to the education of the Oppressed, to teachers/educators particularly in dictatorial regimes in order to enable themselves to orchestrate/facilitate a peaceful shift to democracy in their countries.

Let me suggest you here, at the very outset of the present volume, to read the back cover and particularly the Epilogue to see if this book is worth being included in your library or gifted to a friend/teacher.

Dr Seyed Mohammad Hassan Hosseini

This third edition of my resource book is a revision of the 2012 edition the title of which was “Beyond the Present Methods and Approaches to ELT/Education: The Crucial Need for a Radical Reform”. Some modest revision has been made throughout this volume. It should be mentioned here that this seminal book was selected as the best book in the field of ELT in ‘Roshd Book Festival’ in Tehran, in January 2014. It was also strongly recommended to teachers and student teachers by Iran's Ministry of Education.

This volume represents my effort to put together a comprehensive introduction to the emerging innovations in the sphere of Education in general and ELT in particular. It deals with statements of facts, theory, research, innovation, and practice. This book covers all of the areas that are considered critical to knowledge of chronological development of language teaching methodology, language learning theories, language teaching, teaching methods, language teaching strategies, and classroom management techniques. Most important of all, this book is designed to provide a thorough depiction of my modern innovative approach to language teaching which truly reflects the real world holism. This holistic approach, which has been developed based on my ‘Cognitive Socio-Political Language Learning Theory’ and

Dr Seyed Mohammad Hassan Hosseini

‘Multiple Input-Output Hypothesis’, is introduced to the arena of ELT concurrent with the emergence of the philosophy of ‘post modernism’ in Education.

The present book has been written for all who want to consider the realities of the real world in the course of (language) teaching in their classes in order to satisfy today world students. This volume could be as part of a course in methods of language teaching as it intends to escalate the readers’ methodological savvy and serve them as a model for criticism, creativity, innovation, and change in the field of language teaching. This must-read book is a source of ideas for discussion in academic and non-academic situations and a guide for further study.

At this stage, let me explain the initial process i went through in the course of developing my instructional weapon for the empowerment and emancipation of the Other/the oppressed. I entered Teacher Training Centre in Mashhad, Iran, in 1992. In 1994, when i was finishing my study towards my AD in the Centre, i was accepted in Mashhad Azad University to continue my education towards my BA. Initially, this made me happy but when i considered my (financial) problems, it appeared to be a tragedy. Worse yet, not long after my 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 my PhD, i had decided to get my BA in three years, in lieu of four years as it is common in Iran. Upon my arrival at that lone village, however, i was shocked when i realised that all my classes included more than 30 multilingual naughty, though lovely, EFL students with huge gaps in their English language and particularly reading proficiencies – Unfortunately, as it will be elaborated in the second chapter of this book, in Iran, the focus of ELT is still on developing merely reading abilities of students. At any rate, i had no choice, in such a circumstance but to make my professional debut before my multilingual naughty students. I had to, too, cook, launder, shop, manage my martial classes, and of course study hard.

My colleagues had already brought it to my attention that the only way to be transferred to a more comfortable place nearby the university was to prove my professional capabilities in my career, in teaching, in the village. This was a big challenge as my main concern was to prove my command of language teaching methodology, let alone my language proficiency, not only before my classmates but also before my teachers at the university. In that ilk of circumstance, which, at first sight, seemed to be

insurmountable, however, i had to try to tackle the problem of shortage of my time in some way in order to meet the twin goals (i.e. management of my classes as well as my university assignments) successfully. Therefore, i thought of a specific strategy the implementation of which in my 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, which i was supposed to teach in a session of 90 minutes, within 15 to 20 minutes using all my potentials in teaching, and then wanted my students to practise the related exercises and take the quizzes while i was studying my university textbooks! In consequence of my class management principles, my students soon adopted the fact that they had to do their best because i randomly checked two to five, at the last minutes of class time, and decided whether they should pass the course! After some time, i noticed a shift in the patterns of interaction among the students, in my 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 course: "How have you learnt your second languages?" I then remembered their for-

them simple response that they learnt them *in the same way they had learnt their mother tongues*. They meant to say that they had learnt their mother tongues as well as their second languages with the *scaffold* of interactive environments wherein they had been *exposed* to the languages. It was at this juncture that i came to think of gearing this natural tendency of my students (to interactive learning) towards academic goals. I felt establishing such communities in social learning atmospheres was essential to their successful language development. Therefore, i decided to avail my 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. At the time, in 1994, i was not cognisant of the fact that such kind of learning together strategy is known as cooperative learning in the academic arena, in the West. I had nothing about CL in my repertoire of language teaching methodology as such methods and approaches had not been accommodated in our university textbooks. However, 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 my classes. It was then that i decided to employ the kind of teamwork i was implementing in my martial classes in my language classes.

I, thereby, formed some *heterogeneous teams* each of which included one high-, one medium-, and one low- level ability student and encouraged them to *scaffold the learning of one another towards defeating other teams in the class*. To my surprise, this time, my cooperative learning classes, in which all teams were encouraged to compete against other teams in order to prove their superiority over them, resulted in significantly further involvement of the students in the learning process. This instructional 'strategy', Competitive Team-Based Learning (CTBL), brought with it a very appealing as well as motivating ambience among classroom participants. Nonetheless, at the initial stages of conducting my instructional method, i was also confronted the reasonable objection of bright students -- the 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 my time for my own study, i promised the captains to award them all the highest grade – 20 out of 20 – regardless of their actual grades on the condition that their team members secured the minimum standard. My 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. And, 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 my study towards my MA, in TEFL, by another nongovernmental university, in Iran. And i had to struggle with the same problems once more -- I had to teach, cook, launder, shop, manage my martial classes, study hard, and so forth. This time too i had to teach/work in order to earn my crust and to enable myself to continue my study in an expensive city. However, i harnessed my especial team learning method (CTBL) in my classes -- in high schools and pre-university centres – with a more structured plan of action, in order to save my time. Although i used all my experience from the years before in my classes, this time i had the objection of some students who were complaining about unwillingness of some of their team members (i. e., free riders and social loafers) for collaboration. They were of the opinion that the mentioned members were, in effect, hitchhiking on their work. It seemed that effective implementation of groupwork was not that easy, at least in some classes. At this stage in my academic life, i

felt a need for a comprehensive investigation into the mechanisms underlying effective cooperative learning and groupwork. It was then that i recognised the existence of some interesting educational methods and approaches like Communicative Approach, Interactive Learning, Collaborative Learning, and particularly Cooperative Learning. Furthermore, i realized that CL has an extensive variety of techniques, strategies, activities, and methods. I also found that, apart from their advantages, each of these methods and approaches have its own deficiencies and quandaries. In consequence of my study, i succeeded to develop my own instructional approach in such a way that it could tackle the common problems in my own classes. The modified version of CTBL, which appeared to be an 'approach' rather than a strategy or a method, resulted to much more interesting interactive learning environments as it brought with it active involvement of *all* the participants, even in my university classes which included more than 60 students.

It is well worth a note that i received my MA, in Iran, for proving the superiority of my instructional innovation, CTBL, over the TLM in improving the reading comprehension of Iranian high school students in 2000. Furthermore, i obtained my PhD in ELT, in India, in fact, for proving the superiority of my innovative

approach -- at the graduate level -- both over the TLM as well as over the most popular CL method, which has been developed at the University of Minnesota in the USA by Johnson's brothers. I have also succeeded to present/launch a number of articles about my innovative approach at national and international symposia and journals.

This guidebook is an attempt to give a thorough depiction to my innovation, CTBL. It casts light on CTBL's superiority not only over the traditional methods in the field of ELT like Communicative Language Teaching (CLT) but also over conventional innovative methods and approaches in the arena of Education like Collaborative Learning and Interactive Learning. Importantly, it also tries to compare CTBL with CL and the methods in the sphere of CL, especially with reference to today world context of globalisation, which is highly multicultural, incredibly complicated, and of course developmentally and fiercely competitive.

In brief, the significant contribution of structured mutual interaction in competitive learning environments, which is the focal point of my pedagogic approach, to effective (language) learning inspired me to have a comprehensive introduction to CTBL in the present manual. The importance of interaction in

language classes lies on the fact that it has the potential to mediate between teaching force and learning effect which contributes to language development, metacognition, and personal growth. The message of the Almighty to our prophets like Mohammad (PBUH), for example, which asks them to 'oblige' people to co-operate and negotiate with one another in course of problem solving and decision making for human development and prosperity (وامرهم شورا بينهم) was another major inspiration. It is unfortunate but the truth that the principles of real Islam are being neglected by many people and leaders particularly in the arena of Islamic countries in the Middle East. The true spirit of real Islam is that it encourages co-operation and consultation, and appreciates accommodation of different ideas, beliefs, and perspectives in the course of negotiation for decision making and learning/living. Iranian former president's proposal for 'the dialogue among civilizations' was a fine manifestation of such an outlook and attitude in the backdrop of Western concerns about clash of civilizations. CTBL has been introduced to remind the fact that the diverse communities, cultures, and civilisations should serve as a platform for holistic dynamic development of humanity rather than for destruction, which originates from the inability of today peasant communities for effective thinking and interpersonal

relationship. This is perhaps the reason as to why our holy prophet has reminded us that "one hour thinking is better than 70 years prayer"! The truth is that like any other religious movement that is conscious of realities, Islam too is aware of hegemonic forces that cause marginalization, alienation, and oppression, which are detrimental to world peace and human prosperity. I am of the view that CTBL, with its emphasis on accommodation of diversity amidst competitive environments as the very demand of living/survival in the present world context, could serve particularly educators in Islamic, underdeveloped, and even developing countries as the most effective instructional approach for practicing tomorrow's citizenry in essential interpersonal skills, humanitarian principles and norms, and *effective thinking* for successful interaction and peace building in today world context.

By virtue of the nature and the characteristics underlying my instructional innovation, which develops skills essential for effective thinking, humanitarian ways of interaction, achievement, and more importantly, competition and development, i believe that CTBL, as a level-headed and unique approach to learning and even living, will provide a powerful tool for educational reforms, and for certain humanist orientations in educational pedagogies, towards sustainable futures especially in the present world context.

Dr Seyed Mohammad Hassan Hosseini

I hope the suggestive and associative qualities of this book, which brings to the fore the importance of collaboration in today world context that cherishes interdependence in competitive environments, contribute to more civilised social order, compassionate civilisations, and world peace.

I would be delighted to hear from all those visionaries as well as tomorrow citizenry who are interested in promoting the quality of this volume. Please send your suggestions, critical comments, and answers to my FFT questions to my e-mail box 'mhhosseini2020@gmail.com' or contact with me via my mobile: 0098 915 385 2599.

S.M.H. Hosseini

=====

.....

For a king, the worst characteristics are three: fearing enemies, oppressing the weak, and being ungenerous.

-- Imam Hossein (AS)

Organization of the Material

.....
The most important thing about a man is what he believes in the depth of his being. This is the thing that makes him what he is, the thing that organizes him and feeds him; the thing that keeps him going in the face of untoward circumstances; the thing that gives him resistance and drive.

-- Hugh S. Tigner

The present volume penetrates into the history of language teaching and language learning and excoriates the TLM/ the Banking Method in order to justify a turn from the traditional methods towards more humanistic approaches to ELT/Education like CLT, Interactive Learning, Collaborative Learning and particularly CL methods. After analysing such interactive approaches and elaborating my Cognitive Socio-Political Language Learning Theory, the book focuses exclusively on my innovative instructional approach, CTBL, through different dimensions.

To be more specific, this manual consists of 8 sections with 13 chapters. The first four chapters intend to lay the grounds to a thorough introduction to my innovation. And the last nine chapters dwell – at length – elaborating my instructional approach. Each chapter begins with a set of 'Advance Organiser Questions' and

CTBL: Beyond Current Didactic Methods

ends with a set of 'Discussion Questions' followed by few questions, which are in essence some 'Food for Thought'. The thought-provoking questions included in these three sections aim at stimulating critical sensibility, analytical thinking, creative reasoning, and professional and personal growth of the readers. It should be noted that although, at first sight, some of these questions may be found a little bit more challenging, they would seem easier after the book is studied cover to cover. Some questions, particularly in the last chapter, may also, i hope, inspire readers to consider further investigation and research, in the concerned areas.

The First Chapter is a significant tour through the chronological development of language teaching methodology. It brings into sharp focus such a development in an attempt to illuminate the dynamics and flexibility of the profession in the ever changing context of our planet. The chapter elucidates the process under which interactive approaches like CL have emerged. Prominent characteristics as well as major deficiencies of widely adopted methods and approaches like CLT have also been elaborated. More importantly, the chapter highlights the impact of my ideology on the field of education in general and ELT in particular. The chapter prioritizes the vital significance of CTBL,

CTBL: Beyond Current Didactic Methods

as a totally different systematically structured approach to ELT/Education, for the present context of globalisation. The Chapter also brings to light the impact of the Cyber Age on ELT/Education, and emphasises the need for the rapid calculated adaptability of the profession with the emerging research-oriented trends and innovations.

Chapter 2 endeavours to justify the relevance and the significance of a pragmatic overhauling of the present antediluvian dictatorial didactic regimes not only in the present-day context but also for the future, for the benefit of future generations. After bringing to the fore the significant role of English as the international lingua franca in today world context, this chapter presents a view of the language classes that are run through the TLM or the Banking Method. It seeks to dissect and mirror the present contexts of learning in Education in general, and in ELT sphere in particular in most parts of the world, including the Middle East, Asia, Africa, and even Europe and America. The chapter deals with statement of bare facts and tries to profile the deficiencies of (language) learning classes occasioned by the present traditional didactic modes of instruction like the Banking Method. The destructive results of the implementation of such educational methods and approaches have been spotlighted both at

class level and at social/global level. Against this backdrop, i try to recalibrate (educational) policy makers and language specialists' attention from the traditional expository or even interactive methods and approaches like CLT, which is - unfortunately - strongly recommended even by some eminent professors, towards the approach i have developed as a pragmatic solution to our present socio-educational/cultural/economical/political problems.

The 3rd chapter casts light on different interpersonal learning goal structures in order to lay the grounds to an introduction to Cooperative (Language) Learning. Also, after introducing Collaborative Learning, Interactive Learning, and CL, the chapter highlights the main differences between cooperative language learning, the major focus of which is on groupwork - a factor of paramount importance in language classes, and the traditional language teaching methodology.

The Forth Chapter is a significant attempt for bringing together some popular CL methods. It also brings into focus the method (TT) i have developed. After a brief but to the point introduction to each method, the chapter discusses their main characteristics - at the class level - and then explicates their evaluation systems.

CTBL: Beyond Current Didactic Methods

Having dissected part of the socio-educational/political background to my instructional innovation, Chapter 5 clarifies certain misgivings regarding integrating the element of competition within cooperative learning settings in order to pave the way to a to-the-point introduction to CTBL, my instructional catalyst. The chapter also discusses – at length – distinguishing features and characteristics of my approach with reference to the present methods and approaches like CLT and particularly CL methods. The chapter throws light on the mechanisms underlying the implementation of CTBL in real classroom situations and illustrates presentations and classroom techniques in classes where this approach may be applied by teachers. It also highlights the kind of objectives, the syllabus, materials, tasks, and activities proposed for CTBL. Teachers' roles as well as students' responsibilities in CTBL situations have also found a place in this chapter. More importantly, the chapter gives a glimpse of the significance of my pedagogical approach for today world context of globalisation, which is highly complicated and fiercely competitive.

The 6th chapter underscores salient features of CTBL in an attempt to give a more clear portrayal of my world-class approach to ELT/Education. It gives a glimpse of the significance of

interpersonal skills, mutual face-to-face promotive interaction, and (continuity of) team processing, and highlights the importance of adherence of all class participants to CTBL's culture. The strategies which could be applied for ensuring positive interdependence, individual accountability, equal participation, and simultaneous interaction of all team members have also been elaborated. The chapter also differentiates different criteria for team formation and sheds light on the distinguishing features of team formation plan in CTBL situations. Most importantly, the chapter elaborates CTBL teachers' roles, both at class and at global level.

Chapter 7 intends to put forward certain techniques for boosting the effectiveness of CTBL. It also suggests some relaxing but influential activities for accelerating further the efficiency of teamwork in classes run through CTBL. Importantly, this chapter puts forward a comprehensive introduction to students' responsibilities in CTBL settings.

Chapter 8 serves as a platform to precisely substantiate the success of CTBL as an effective strategic socio/edu-political instructional approach. To that end, it lays out part of the (didactic) theories and hypotheses - both in general education and in ELT - which in one way or another delineate, confirm, and support the

CTBL: Beyond Current Didactic Methods

mechanisms under which successful (language) learning/living occurs and then tries to correlate them to the components, mechanisms, and objectives of CTBL. My "Multiple Input-Output Hypothesis" and, more importantly, my "Cognitive Socio-Political Language Learning Theory" have also been thrown into sharp relief. The bridging the gap between theory and practice in this chapter, would, i hope, enable educators to better recognize the true essence of my approach and consequently its pivotal significance especially for today world context not only as a sophisticated, modern, super-flexible, inclusive, and relevant and realistic approach to ELT/Education, but as a 'weapon' as well. The chapter eloquently implies how my 'unique' instructional innovation is, in the last analysis, an approach to empowering and liberating the Other/the oppressed and, in point of fact, an approach to the elimination of dictatorship and apartheid.

Considering the multitude of benefits (language) learners could derive from an online technology-enriched curriculum, the task of the application of such technologies in classes/courses run through CTBL is a challenge that must be addressed. The Ninth Chapter, as such, suggests the inclusion of online technology, as an effective educational apparatus, into CTBL language classes/courses via a concrete plan of action. The Chapter also

gives glimpse of the emerging online technologies and presents pragmatic guidelines for successful implementation of such innovations. Educational institutes – from primary to post secondary – could consider the proposed programme for enhancing the attainment of CTBL/their educational objectives. The project may also be implemented state-/country-wide.

Chapter 10 presents an overview of evaluation of CL (methods) done by researchers throughout the last decades with reference to eight distinct domains of research. These domains include

1. General education,
2. Language learning,
3. Reading comprehension,
4. (Language) learning strategies,
5. Attitudes of students,
6. Retention of information,
7. Undergraduate learners, and
8. The kind of inter-group interdependence.

Of these, i will briefly survey the first six, and pay closer attention to the remaining two, which are more directly relevant to current research on CL methods particularly on CTBL. The last

part focuses upon research findings which are divergent vis-à-vis efficacy of CL methods.

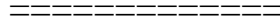
Chapter 11 is an attempt to bring to the fore my MA and PhD level research findings regarding the effectiveness of my instructional innovation in comparison to the TLM as well as to the most popular method of CL which has been developed by Johnson and Johnson at the University of Minnesota in the USA. More importantly, the Chapter elaborates the reasons as to why CTBL has been more effective than the traditional methods even in the arena of CL methods in terms of its contribution to effective learning. The chapter then substantiates the relevance of my pedagogical approach against the backdrop of ongoing globalisation, which means a great deal of competitive spirit in the present world context.

The 12th Chapter presents a cogent and critical analysis and comparison of CTBL and other popular methods and approaches in the arena of Education in general and ELT in particular in terms of their distinguishing features and characteristics. Among such methods and approaches are ALM, CLT, Collaborative Learning, Interactive Learning, and CL/methods. A synthesis of the distinguishing drawbacks of the comparison methods and approaches is part of the chapter. The chapter also explicates how

my educational approach is, in the last analysis, an approach to human prosperity and world peace. I hope this chapter would contribute to making a sound decision on a method/approach for the benefit of today Education regimes.

In the light of the importance attributed to interactive methods and approaches and particularly CTBL, suggestions to prospective stakeholders (viz. policy makers, resource material developers, syllabus designers, methodologists, teachers, test constructors and examiners, and researchers) have been put forth in the last chapter, Chapter 13. The contribution of this volume to new knowledge and information on the subject in question and the journey or evolution CTBL vis-à-vis ELT/Education is likely to take in the near future is indicated. Some pragmatic guidelines for the inclusion of a head university for promoting the quality of ELT particularly in undeveloped and developing countries have also been provided in this last chapter of the book.

Appendices, a detailed bibliography of the select list of books, articles, journals, internet- resources, and the index have also been included, at the end of the present volume, for the benefit of students, teachers, and researchers. Finally, as noted, you will not get a comprehensive picture of my message unless you go through the 'Epilogue', and even 'Appendices'.



SECTION I

CHRONOLOGICAL OVERVIEW OF ENGLISH LANGUAGE TEACHING

-
- ✓ *****Whenever i turn over the history of mankind, i come across to some kind of truth: Once THEY deduce you as a intellectual source of critical awareness and attitudinal change who possesses a powerful mind, or as the one who has the courage to defend the Other and fight the battle for the underdogs, or as the one who has the power to show behind the facade and critically aware and awaken their possessions (i.e., people) and transform them into agents of change, THEY enclose you in their labyrinth-like power system and send you through the below trajectory of decline:**
- 1. THEY target you;**
 - 2. THEY investigate your past and personal life, invest in matters that may derail you, and design dirty plots against you – THEY betray you;**
 - 3. THEY trap and defame you;**
 - 4. THEY ridicule and scold you, and**
 - 5. THEY exile you, marginalize you, and even target/assassinate your beloved and eventually victimize you, with incredible barbarity and brute force in order to sustain their power, positions, possessions, and dream world forever!**

All i mean to say is that **THEY love controlling and exploiting people – their possessions - and in the act of such love affair, THEY kill life. THEY marginalize/assassinate people like me to keep the society blind.**

--The Author, Dr S. M. H. Hosseini, Iran

I **Paradigm Shifts on the Way towards My Strategic Approach to Contemporary ELT**

.....
I shall pass through this world but once. Any good therefore that I can do or any kindness that I can show to any human being, let me do it now. Let me not to defer or neglect it, for I shall never pass this way again.

-- Anonymous

Advance Organiser Questions

1. Define methodology, approach, method, and technique.
2. What is your opinion about ALM?
3. Can the DM be considered as an appropriate alternative to GTM? Why?
4. What was the contribution of Halliday to the emergence of CLT?
5. Explicate different aspects of communicative competence.

6. What is your opinion about CLT? Is it good for today world of globalisation?
7. Discuss the main reasons for the shift of the profession towards constructivism

Introduction

The history of language teaching methods and approaches has undergone periodic changes and paradigm shifts. These changes could be considered as strategic responses to learners' needs and expectations. They have also reflected shifts in the goal of language teaching and in theories of the nature of language and language learning. This kind of adaptability and flexibility is a proof of the dynamism and creativity of the profession and the commitment of its professionals. Richards and Rodgers (1986) have also confirmed the idea that proliferation of approaches and methods, a prominent trend in contemporary L2¹ and FL² teaching, reflects a commitment to finding more efficient and more effective ways of teaching languages. Many of these methods and approaches, however, have their acknowledged or unacknowledged affinities with linguistic, psychological, or educational traditions, besides underlying theories of language and

language learning. An overview of the history of language teaching and language learning clearly indicates that as educational goals have become wider to include the acquisition of metacognitive knowledge and skills, global interaction, and life-long learning, ELT profession has experienced an exponential movement from behaviourism towards constructivism. As it is illustrated in Table 1.1, the focus has shifted from transaction and transference of knowledge towards an emphasis on creation of knowledge, from a stress on products of teaching towards prioritising process of learning and achieving the objectives, and from passive intake in text-based learning environments towards active inquiry in problem-based learning situations wherein students are held accountable for their learning.

Inconstructivism	Constructivism
Survival skills	Metacognitive skills
Passive intake	Active inquiry
Text-based learning	Problem-based learning
Transfer of knowledge	Creation of knowledge
Product of teaching	Process of learning

Teacher-centred/Teacher-dominated approaches to language teaching and learning	Student-centred/Interactive approaches to language teaching and learning
--	--

Table 1.1 Differences between inconstructivism and constructivism

English Language Teaching, today, takes heed of affective factors of learning, and the ripple effect can be noticed in the paradigm shift in the profession from teacher-dominated methods towards learner- and learning- centred approaches. Although not free from controversies, these paradigm shifts may be viewed as contemporary responses to concerns according to the signs of the time.

Before going back into the past, it might be of help to have brief but to the point operational definitions of relevant terms such as ‘methodology’, ‘approach’, ‘method’, and ‘technique’ (see Figure 1.1), albeit they have already been defined in variety and of course sophisticated ways.

CTBL: Beyond Current Didactic Methods



Figure 1.1 Relation of approach, method, and technique

Methodology, according to Rodgers (2001), comes to make class-level activities and practices avail of theories available in the field. Different approaches can be deemed as the results of the attempts towards establishing this kind of linkages. An approach, therefore, as Richards and Rodgers (2001) also put it, is a set of correlative suppositions and beliefs that deal with the nature of language teaching and learning which may be applied in variety of ways. To cite some examples, CLT, CBI, MI, WLA, NP, TBLT, and CL are considered as approaches. A method, on the other hand, as they posited, is a particular way for application of suppositions and beliefs inherent in an approach in real classroom situations. To put it another way, approaches are the potential bases from which various methods can emerge. Thus, the notion of

CTBL: Beyond Current Didactic Methods

method implies prearranged systematic sets of teaching principles and practices, which are based on a particular approach. Methods, thereby, are inflexible on the grounds that they encompass a specific definition for language, the procedures for language learning, the roles for teachers and learners, the types of learning activities, and the instructional materials as well as their orderly presentations. SLT, CLL, CouL, the SW, SO, and TPR are recognized as methods. The prescription of predetermined techniques for use is another characteristic of methods. Technique, as Anthony (1963) confirmed, refers to a particular practical strategy or even stratagem which can be applied for achieving an immediate instructional objective, in course of teaching. Using *cuisinaire rods* in the SW or different kinds of drills in ALM, for instance, are considered as techniques.

The Method Era

In the 17th, 18th, and early 19th centuries when the learning of Latin and Greek as foreign languages was of crucial importance in the Western world, the focus of language teaching was on the structure of language so as to enhance the quality of literary research and translation – the then focused areas of general

education. GTM was the dominant mode of presentation in language classrooms in such a context. An offspring of German scholarship, and known as the Prussian Method in the USA, GTM stressed deductive presentation of grammar via students' native language as the medium of instruction, memorization of lists of words and grammar rules, and translation of classic ancient texts with a focus on accuracy in order to enable students to attain high standards in translation. Reading and writing rather than listening and/or speaking were insisted upon as the syllabus was based on linguistic structures. Although no specific theoretical foundation or learning philosophy was originally mentioned for its implementation, this 'Classical Method' was gradually applied for teaching modern languages across the globe (Schütz, 2006). Recently, however, the belief is that the theory of language of GTM could be related to *prescriptive grammars* as it views language as a set of lexis and grammar rules inherent in text-based materials. The theory of learning of this ancient method has also been traced to *faculty psychology* which considers the development of learners' intellectual faculties (e.g. remembering, reasoning, analysing, critical thinking, etc.) as the result of grammar analysis and memorization of lengthy lists of vocabularies which are associated with their translation,

synonyms, and antonyms. Among the techniques applied in classes run through GTM are translation, reading comprehension questions, antonym/synonym, fill in the blanks, memorization, and composition. However, the major problem with GTM is that it overemphasizes language itself (*usage*) at the expense of creative application of language (*use*). That is, GTM focuses on learning *about* the language rather than the language. This made students spend their class time talking about the language instead of talking *in* the language. Nonetheless, like many other traditional methods, this method is also used in modified forms in some parts of the world, especially in Iran, even today.

In the mid -19th century, burgeoning opportunities for communication among Europeans inspired those involved in FL/L2 teaching to renovate the teaching of foreign languages in more effective ways. The curiosity of some experts, in Europe, made them investigate the ways by which children were learning their mother tongues which, in turn, shifted the focus of language teaching specialists towards the importance of *meaning* in learning. This breakthrough and significant movement in the profession came to be known as The Reform Movement. The Reform encouraged language teachers to focus upon the importance of speech and so phonetics training, use of dialogues,

inductive teaching of grammar, and the study of the spoken language with a focus on oral proficiency were prioritized. The progress of the Reformation brought within its wake change in methods of teaching foreign and classical languages. As part of the Reform Movement, in the last decade of 19th century, the attempts of some reformists like Henry Sweet (1899) contributed to the emergence of some oral-based methods. Gouin, for example, based on his own experience of learning German through memorization of some limited grammar rules and vocabularies, argued that language learning is a matter of transformation of ‘perceptions’ into ‘conceptions’ and then using language to represent these conceptions. It was against this backdrop that he created the Series Method. The accent, in this method, was on teaching language through introducing a series of graded contextualized sentences. Nevertheless, the proliferation of demands for a more realistic method for improving oral proficiency of learners recalibrated language specialists’ attention towards more accurate study of the natural ways of the acquisition of language by children. The final result of such studies was NM which paved the way for the emergence of oral method or DM of Maximilian Berlitz. Hilfertys' (1985) described the NM as under:

CTBL: Beyond Current Didactic Methods

Since children learn naturally to speak before they read, oracy [should] proceed literacy and that receptive skills precede productive ones. Proponents of the method tended to avoid the use of books in class.... Like the child in his home, the student was to be immersed in language and allowed to formulate his own generalizations...it consists of a series of monologues by the teacher, interspersed with exchanges of question and answer between instructor and pupil - all in the foreign language.... A great deal of pantomime accompanies the talk. With the aid of gesticulation, by attentive listening, and by dint of repetition, the beginner comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words or phrases.... The mother tongue is strictly banished. (p. 21)

Based on the premise that any target language should be learnt just as the L1 is learnt, Berlitz, in his method (DM), which was indeed an extension of the NM, prioritised the idea that language is primary speech. He encouraged teachers to create a natural learning environment within the classroom. He believed in the comprehensive use of the target language in L2 classrooms and strongly recommended teachers to avoid the application of learners' native languages and translation in the course of L2

teaching. The belief was that L2 would gradually be acquired through question and answer dialogues. Meanings, in this method, were recommended to be communicated 'directly' [hence the name of the method] through the target language and by demonstration and visual aids, and by associating speech forms with actions, objects (realia and pictures), mime, gestures, and situations, with no resource to students' native language. Learners were expected to think in the target language, rather than their native language, in course of communication. In his method, Berlitz emphasised on vocabulary acquisition through exposure to its use in situations. He was also basically against explicit grammar instruction and analysis of grammatical rules and terminology and syntactic structures in L2 pedagogy. Therefore, DM, in this regard, was also an attempt to compensate the deficiencies of GTM. One feature of DM that distinguishes it from NM is the attention it pays to 'sophistication of knowledge of linguistics'. Furthermore, it places a great deal of emphasis on good pronunciation, before introducing standard orthography. One more thing that should be reminded is that the syllabus, in DM, is based on situations and topics not on linguistic structures. Reading aloud, question and answer exercise, conversation practice, map drawing, and paragraph writing are among the techniques applied in classes run through DM. The

opponents of DM, however, argued that this method put extra burden on the part of the teachers and did not consider the practical realities of the classrooms. They were also of the opinion that the complete elimination of the use of students' native languages in the course of L2 teaching was unrealistic by virtue of the fact that adults do not learn exactly like children, and they express the need for explicit instruction in grammar and other aspects of the L2 (O'Grady, Dabrovolsky, & Aronoff, 1993). The other big quandary with this method was the overemphasis it put on fluency, which was at the expense of accuracy.

Wartime Methods

The post-World War I era witnessed colossal demands for introducing more practical and pragmatic methods for language teaching. The magnitude of reading comprehension for academic purposes and scientific studies also came to light in this period. And Coleman's report on the pivotal role of reading comprehension in academia escalated the demand for an effective reading approach which eventually gave birth to RM. Not long after the emergence of RM, the entry of America into World War II in the 1940s resulted in another turn in the field. Thanks to the

wartime conditions, the inevitable need for fluent speaking of different languages inspired experts to focus on the importance of oral communication. Strong criticism from scholars like Bloomfield against RM aggravated further the negative attitudes of specialists towards this method. This context of the wartime, as Stern (1991) has argued, drew language-teaching specialists' attention towards the importance of not only communication but also the 'instantaneous mastery of learners in communication'. Therefore, some new methods like Aural-Oral Approach, which was later formalized into Army Method (informant method) and then ALM, evolved in such circumstances.

Audio Lingual Method, which is also known as mim-mem method, was an oral-based approach. It aimed at internalization and automatic production of sentences by learners through mimicry (parrot-like imitation), memorisation, and repetition. Underlying this method, as cited in Thirumalai (2002), is the notion that "L2 learning should be regarded as a mechanistic process of habit formation.... Audio-Lingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills or patterns are to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits." Translation and

reference to L1 were not permitted either. The belief was that the more often something is repeated, the stronger the habit and the greater the learning. Furthermore, proponents of ALM were of the stand that errors lead to bad habits and so should be corrected immediately. As Richards and Rodgers (2001) observed, the provision of ‘intensive’, ‘structured’, and ‘graded’ input through activities which emphasized ‘association’, ‘imitation’ and ‘reinforcement’, as primary features in the acquisition of language, was the foremost concern of ALM proponents, who were the followers of the school of behaviourism.

Audio Lingual Method was, in fact, an extension as well as a refinement of the DM inasmuch as it drew many of its principles from this method in order to facilitate the development of native-like speaking ability in learners. ALM could also be considered, in part, as a reaction to the lack of stress on speaking skills of the RM. But one distinguishing difference between this method and DM refers to the fact that ALM emphasises on teaching through conditioning and habit formation and drilling students in the use of grammatical sentence patterns rather than emphasising on vocabulary acquisition through exposure to its use in situations. Among the techniques applied in classes run through ALM are dialogue memorization, backward build-up drill, complete the

dialog, single-slot substitution drill, and multiple-slot substitution drill. However, the major deficiency of this grammar-based approach to language teaching, which was widely adopted by language teachers, was that it just filled students with the lack of the knack for creative use of the language in real life situations. In addition, students found the classes run through this method boring and frustrating.

Concurrent with the popularity of ALM in the US, some British scholars such as Palmer, West, and Hornby were studying on the significance of ‘context of situation’ for language learning. They argued that mere linguistic units, as it is believed in ALM, are not sufficient for arriving at meanings. Therefore, they introduced SLT, which was to some extent a kind of modified DM, to the repertoire of ELT profession in England. According to Richards and Rodgers, one main feature of this method, which distinguished it from methods like DM, was that it “involved systematic principles of selection [of lexical and grammatical content], gradation [of organisation and sequence of content], and presentation [of items and material in a course]” (op.cit.).

Innovative Methods

By the 1950s, language teaching profession experienced considerable departures from traditional views on the nature of language and language learning. The dawn of cognitive learning theories³ triggered the decline of behaviourism, which deemed learning as the result of conditioned responses to outside stimuli, and led to the emergence of Cognitive Code Approach. As Meskill (2000, cited in Arslan, 2008) put it, advocates of cognitive theorists are of the view that

Learning a language is a unique psycholinguistic process. This process motivates language learners to construct a mental model of a language system, based on innate cognitive knowledge in interaction with comprehensible, meaningful language rather than on habit formation. Errors are accepted not as bad habits to be avoided but as natural by-products of a creative learning process that involves rule simplification, generalization, transfer, and other cognitive strategies. (p. 12)

Stanch advocates of cognitive theories considered *language learning as a complicated mental process* that demands learner's active part, creativity of mind, and novel utterances in the process of language learning and language use. They suggested schema

and meaning as the distinguishing characteristics of language learning. Based on the premise of schema theory of Bartlett (1932) which considered learning as problem solving, they also proposed the idea that it is through applying cognitive strategies for integration of prior knowledge with new information that learning or finding a mental home for the accommodation of new information occurs. It was in such a context that Noam Chomsky and his followers attacked the bases of ALM, by putting the idea of *meaningful language learning* and *rule formation* in lieu of *parrot-like imitation* and *habit formation*. Explicit teaching of grammar was re-emphasised as the basis for creative use of language in Chomskian approaches to ELT in this era.

In parallel with the development of cognitive theories, affective psychologists put the emphasis on learners as *whole persons* and thus insisted on the need for more learner-centred methods and approaches. They believed that a learner cannot be considered merely as a *big brain* (black box) which can process the information without being affected by affective factors. The confluence of these ideologies (those of cognitivists and affective psychologists) paved the way for 'the designer methods of 1970', which were some new natural-communicative methods like the

SW, SO, CLL, and TPR. Below is a brief view on the major principles and techniques of such innovations:

The Silent Way (SW)

1. Teaching should be subordinated to learning. That is we should devote teaching to our students' learning. We should provide them opportunities for learning. We should also assist them in the course of learning.
2. Teachers should teach from known to unknown. In other words, if we want to teach conditional sentence type 2, we should first have a review on conditional type 1.
3. The more the teacher dose for students the less they will do for themselves. This means we should motivate students to take responsibility for their profession, which is learning.
4. The teacher should work with the students while the students should work on language. That is, the teacher should observe students in the course of learning and provide guidance whenever it is necessary.
5. Silence is a tool. It encourages students to think and work together, and explore. In other words, the teacher's speech should not dominate the class. The teacher should provide encouraging opportunities for students by his silence.

CTBL: Beyond Current Didactic Methods

6. Errors are important. They show the teacher where is unclear for students. This conveys the idea that teachers should provide such an environment that encourages risk taking in the course of learning.

*Techniques

Sound-color chart, teachers' silence, peer correction, word chart, and structured feedback.

Suggestopedia (SO) or Super Learning

1. For faster acquisition of language by students, teachers should try to desuggest students' psychological barriers by, for example, providing relaxing environments, soft music, etc.
2. Translation is allowed.
3. Teaching vocabulary and speaking should be prioritised.
4. The emphasis should be on using the language.

*Techniques

Peripheral learning, positive suggestion, choose a new identity, role play, singing, dancing, dramatization, and games.

Community Language Learning (CLL)

Community Language Learning takes its principles from Counselling Learning.

1. The teacher is counsellor or understander of students' problems and feelings.
2. Students are 'whole persons' – both cognitive as well as affective aspects of learning should be considered in the course of teaching.
3. Students should take responsibility for their own learning.
4. Students will *gradually* become independent, in the course of learning.

*Techniques

Tape recording student conversation, reflection on experience, reflective listening, and human computer.

Total Physical Response Method (TPR)

Total Physical Response takes its principles from Comprehension Approach, and Krashen and Terrel's Natural Approach. TPR "takes into consideration the silent period deemed necessary for some L2 learners. During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. These demands eventually become more complex. For example, Walk to the door

becomes Stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts” (O’Grady, et al. 1993). In TPR:

1. The emphasis is first on understanding (receptive skills i.e. listening and reading) and then production (productive skills i.e. speaking and writing).
2. Vocabulary and grammatical structures are emphasised.
3. The teacher teaches through imperatives: He issues commands and students act. At the initial stages, these commands are simple but later they will gradually become more complicated.
4. Students speak when they are ready.

*Techniques

Using commands to direct behaviour, role reversal, and action sequence.

At this juncture, it should be reminded that the practical results of these for then innovative methods e.g. the SW, SO, CLL, and TPR fell short of expectation in real world situations. Consequently, as their ancestors, they went through the same trajectory of decline, after their short-lived popularity.

The Concept of Communicative Competence⁴ and ELT

Between the 1960s and 1980s, language teaching profession experienced another major paradigm shift. The realities of rising independent European countries made language experts focus their attention upon functional and communicative aspects of language rather than mere mastery of structures and linguistic competence of learners which was defended by Chomsky and his associates. This, in turn, increased the demands for alternatives to grammatical and situational approaches and methods which failed to satisfy the then context of educational realities in Europe. On the other hand, dramatic changes in theoretical bases of language learning and language teaching like those of socio-linguistic theories as well as cognitive theories accelerated the propagation of demands for more effective innovations. The new theoretical perspectives gave special prominence to the social context within which the formal features of language could be associated with its functional aspects and also to the relationship between language and meaning. Such a context inspired professionals like Hymes (1972) to redefine the traditional notions of language, language

learning, and language teaching. Hymes posited the idea that language learning should incorporate not only mastery of language structure but also what to say to whom and how to say it appropriately in any situation. Such an idea contributed to Hymes' theory of communicative competence which in actuality situated language in its social context, and contributed to the development of situational syllabus, underpinned the work on notional syllabus of Wilkins, and Finocchiaro and Brumfit, and the results of works of some scholars like Candlin and Widdowson and eventually led to CLT, the most popular approach until now. The contribution of Halliday's functional account of language use to the evolution of this approach is also worthy of note. Advocates of CLT argue:

Merely knowing how to produce a grammatically correct sentence is not enough. A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication. 'Hey, buddy, you fix my car!' is grammatically correct but not as effective in most social contexts as 'Excuse me sir, I was wondering whether I could have my car fixed today.... [Communicative competence] includes having a grammatical knowledge of the system,... knowledge of the appropriateness of language use...[such as] sociocultural knowledge,

paralinguistic [facial and gestural] and proxemic [spatial] knowledge, and sensitivity to the level of language use in certain situations and relationships... (O'Grady, Dabrovolsky, & Aronoff, 1993)

In other words, from the view point of CLT advocates, the stress in language classes should be on all aspects of communicative competence of students and not merely on linguistic competence: That is, language classes should develop grammatical/linguistic competence, strategic competence, sociolinguistic competence, socio-cultural competence, and discourse competence of students in parallel. Therefore, in CLT classes, authentic language is recommended to be used. It is *use* but not *usage* of the language that is of crucial importance. One more thing which should be mentioned is that from the view point of CLT advocates *communication* should include three features:

1. Information gap: When two persons are communicating, one should have the knowledge the other lacks.
2. Choice: Interlocutors should have the choice of uttering their utterances through different patterns, and

3. Feedback: Interlocutors should have the opportunity to receive genuine feedback in the course of communication.

Among the techniques applied in classes which are taught with CLT are: scrambled sentences, language game, picture strip story, and role play. However, as it will be elaborated in Chapter 2, the fact is that the results facilitated by CLT are not satisfactory in real world situations, especially in the present world context. Consequently, despite its present worldwide status, CLT is losing its popularity in language courses.

It should be reminded at this juncture that concurrent with the development of CLT some other methods and approaches to ELT like Content-Based Instruction (CBI), Task-Based Instruction (TBI), and CL emerged. According to such innovations, as Larsen-Freeman (2003) put it, rather than ‘learning to use English’ students should ‘use English to learn it’. That is, the emphasis was on teaching through communication rather than for it. To be to the point, in CBI, for example, the content which is to be taught in language courses is taken from other disciplines. That is to say, CBI integrates the learning of language with the learning of some other content. In CBI, therefore, academic subjects provide natural content for language instruction. As regards TBI, the belief is that

when learners work on tasks, they interact with one another which facilitates SLA. Therefore, authentic and meaningful interaction is prioritised in an attempt to bring about authentic speaking and listening, and opportunities to develop comprehension and speaking skills.

The Influence of Constructivism on ELT

Of the many sophisticated theories in Education, theories of discourse have recently exposed ELT sphere to another drastic change at the dawn of the third millennium. Constructivists' ideas like those of John Dewey, Jean Piaget, Lev Semenovich Vygotsky, Jerome Bruner, and Herbert Simon have found their ways into language classes. Constructivists have come to appreciate humanistic views of learning, and take account of affective aspects and interpersonal nature of learning in its socio-cultural context, in addition to its cognitive aspects. They have come to emphasize acquiring meta skills and knowledge for a lifelong learning, and accentuate the responsibilities of learners for their own learning. The main argument is that socio-cultural factors in the context in which language happens should not be taken for granted in language learning environments in virtue of the fact that language

is a social phenomenon. The importance of well-designed context of learning for language classes refers to the fact that it could be in support of the development of all aspects of communicative competence specially socio-linguistic and socio-cultural competencies of learners. As noted, the belief is that the attainment of such competencies, which are essential for effective interdependence in the present context of ongoing globalisation, cannot be obtained through conventional instructional methods like TLM, MI, WLL, CBI, CALLA, and even CLT. It is in such a context that the implication of some new methods and approaches like Experiential Learning, Problem-Based Learning, Collaborative Learning, Interactive Learning, and CL are suggested for language classes in recent years. The dominant belief among the advocates of such innovations, as Ellis (2003) has also argued, is that "interaction" is "central to the course of acquisition in SLA" (p. 69). However, such innovations, in my view, have their own problems. One of their major problems refers to the fact that they cannot reflect a thorough depiction of the real world norms and principles in the classroom situations. Therefore, as their ancestors, these so-called innovative interactive methods and approaches are doomed to failure.

The Impact of Hosseinian/My Edu-Political Perspective on ELT/Education

.....
The ability of humans to plan and shape the world for their future needs is what separates man from animals. The oppressed majority must be taught to imagine a better way so that they can shape their future and thereby become more human.

-- Paulo Freire

As it will be explained, the practical results of innovative interactive methods and approaches like Collaborative Learning, which have been introduced by constructivists, fell short of expectation in real world situations as they are not able to mirror the real world holism. The fact is that teaching is a complicated 'socio-political' process. Therefore, in addition to sociolinguistic/socio-cultural factors, economical and particularly *political factors* in the context in which learners live/learn should be prioritised in (language) learning environments in view of the fact that they affect students' motivation and zest not only for living but for learning as well. I mean to say that 'socio-political' competency should be added to students' communicative competence.

The realities of my milieu contributed to my 'Cognitive Socio-Political Language Learning Theory', which has been ELABORATED in Chapter 8. As opposed to constructivists who deem language as a social phenomenon and as a means for communication, i believe that *language is a socio-political phenomenon* and is *a means for any form of reform*. To put it another way, *language is a means for thinking* as without the application of language (either verbally or mentally) we are not able to think. And it is our thoughts that shape our attitudes. The point is that there is POWER in attitudes as they have enormous impact upon our beliefs, and beliefs influence and go forth in our actions, and actions lead on to our destiny. This theory resulted in my unique revolutionary approach, CTBL. Through this instructional innovation, we, as language teachers, have enormous opportunities to impact upon thinking styles and approaches of tomorrow citizenry. We have the opportunities to teach them to think creatively, critically, and democratically. This approach will be elaborated latter in Chapter 5.

The truth is that the dawn of my instructional weapon connotes the demise of the present methods and approaches which are not able to reflect the real world holism. It should be cristal clear here at the very outset of this manuscript that what makes

CTBL: Beyond Current Didactic Methods

CTBL an educational weapon in countries like Iran refers to its foci on

1. Systematic implementation of teamwork.
2. Democratic approaches to classroom management.
3. Teaching of effective approaches to critical and analytical thinking to tomorrow citizenries.
4. Familiarizing students with humanitarian interpersonal skills and democratic values, principles, and norms, and motivating them to instil them. And also
5. Discussing critical socio-political issues at class level in order to increase tomorrow citizenries' socio-political awareness and knowledge.

As it will be elaborated, CTBL, unlike the present traditional methods, aims at not merely increasing students' knowledge and learning strategies. Nor does the main objective of CTBL is to *merely* increase individuals' communication abilities, as it is the major focus area of the so-called modern methods and approaches like CLT which – in words – claim that they are against behaviourism. That their ultimate objective is to develop communication abilities of students suffices it enough to put forward the counter argument that they – in action – deem students nothing more than animals: Their objective is a condescending

CTBL: Beyond Current Didactic Methods

look upon humanity because animals too are able to communicate, sometimes even more effectively than we are. Nor does CTBL intends to develop merely social skills of students, as it is with CL methods and approaches. CTBL has a much more beneficial-to-humanity objective. CTBL also aims at equipping 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. Moreover, besides developing communication abilities and social skills of today sheep-like reticent bench-bound adaptable-to-the-world recipients/objects (students), CTBL aims at empowering and turbo charging their minds with critical approaches to analytical and divergent thinking skills. It does so in order to transform them into tomorrow's Agents of critical awareness and change or the Subjects who will have the capacity to influence the world and in so doing to transform the conditions of not only their own existence but also that of the humanity the world over (see Hosseini, 2000/2007/2010). CTBL aims at preparing students for surviving in the present world complicated context of globalisation, which is characterised by complexity, diversity, and change. Therefore, i am of the stand that CTBL will act as a huge ripple that reforms the field of education

in general and ELT in particular, wiping out the remains of constructivism. As such the remains of behaviourism will take care of themselves.

The Cyber Age and ELT

I (Hosseini, 2007) have tried to bring to the fore the significance of online technologies, as the nexus of innovation and empowerment, in improving the quality of education in general and ELT in particular. The powerful resources such phenomena offer for enhancing language learning inspired me to suggest the integration of such innovations into language classes run through CTBL, my instructional innovation. These innovations offer flexible and attractive environments suitable for multilevel continues meaningful interaction, and of course make language teaching and language learning purposeful and enjoyable. As a result, they lead to satisfactory teaching/learning experiences and thus enhance the effectiveness of language classes. See Chapter 9.

Conclusion

CTBL: Beyond Current Didactic Methods

Language teaching methodology should not be merely literature or structural oriented, but rather the concerns should be functional, contextual, and socio-political aspects of language giving importance to communicative, as opposed to merely linguistic, competence of learners. Remember that the communicative competence i talk about involves ‘socio-political competence’ as well. Further, in the post-methods era, the era that values knowledge and creativity of teachers and considers them as theorizers and evaluators of their own theories, language teaching methodology should not be deemed as a set of fixed rigid principles and procedures or packaged solutions for use in all kind of situations in all parts of the world. Rather, it has to be considered as a dynamic, creative and exploratory complex process which concerns practicality, especially with reference to the historical, cultural, and particularly local economic and political factors and realities of the present complicated and dynamic competitive world. Greater emphasis should be put on humanistic approaches to language learning and language teaching which truly reflect the real world holism, if we want to proceed successfully. Importantly, rather than marginalizing teachers’ roles, we should give teachers the latitude to revise and update their classes’ practices as new ideologies emerge over time.

* * * * *

Despite the importance attributed to the significance of innovative methods and approaches like that of mine, it is the TLM or the Banking Method that is cherished by the present dictatorial didactic regimes in most parts of the world. The following chapter seeks to spotlight the deficiencies of the Banking Method through different dimensions in order to encourage the involved stakes to give their decision in the implementation of this antediluvian method a second thought.

Discussion Questions

1. What are the distinguishing principles of DM?
2. Can you add some more patterns of change, from behaviourism to constructivism, to Table 1.1?
3. The section on 'Innovative Methods' implies the main principles underlying the theories of language and theories of learning of behaviourism and cognitivism. Did you realise them? Explain.
4. Reflect upon the theory of language and the theory of learning of GTM.

5. Discuss the concept of 'whole person' in more depth. What does it exactly mean?
6. What do you think of Chomsky's interpretation of competent language learner? Compare it with that of Hymes.
7. What are the probable problems with CLT? Discuss.
8. What are the major focus areas of constructivists?

Food for Thought

1. What is your opinion about incorporating online technologies in language courses?
2. Do you believe in my idea that constructivism is in essence the extension of behaviourism?
3. Discuss the below saying:

.....
✓ ***** THEY can never ever oblige me into flattering a dictator and his tribe members, no matter how barbarously THEY bark at me, pressurize/marginalise me and even threaten me to a planned early death.**

– The Author, Dr S.M.H.Hosseini, Iran

Notes

1. **L1** refers to the language acquired or learned first by the student. Mother tongue is considered as L1. Sometimes, L1 is also called Source Language. The term **L2** refers to the language acquired or learned after the L1 is learnt or acquired. The term Target Language may also refer to the L2.
2. **FL** refers to the language for the use of which there is no immediate reinforcement outside the classroom. FL is neither the native language, nor the language of communication, and nor the medium of instruction. Therefore, if English is learned by an Iranian student in Iran, the status of such learning is treated as FL learning, because this student does not have abundant opportunity to use English outside his classroom. But, if this student learns English in England, he is learning English as a L2 because he has abundant opportunities to use that language outside his classroom.
3. In the **cognitive view of language learning**, “learners are credited with using their cognitive abilities in a creative way to work out hypotheses about the structure of the FL. They construct rules, try them out, and alter them if they

prove to be inadequate. Language learning, in this account, proceeds in a series of transitional stages, as learners acquire more knowledge of the L2. At each stage, they are in control of a language system that is equivalent to neither the L1 nor the L2 - an interlanguage” (Crystal, 1987: 372).

4. **Communicative competence:** Richards and Schmidt (2002) define communicative competence as “knowledge of not only if something is formally possible in a language, but also the knowledge of whether it is feasible, appropriate or done in a particular speech community”. They believe that communicative competence includes:
- a. Grammatical competence (also formal competence), that is knowledge of the grammar, vocabulary, phonology, and semantics of a language.
 - b. Sociolinguistic competence (also sociocultural competence), that is knowledge of the relationship between language and its non-linguistic context, knowing how to use and respond appropriately to different types of speech acts, such as requests, apologies, thanks, and invitations, knowing which

address forms should be used with different persons one speaks to and in different situations, and so forth.

- c. Discourse competence, that is knowing how to begin and end conversations.
- d. Strategic competence, that is knowledge of communication strategies that can compensate for weakness in other areas.

References

1. Anthony, E. M. (1963). Approach, method, and technique. *English Language Teaching*, 17, 63–67.
2. Arslan, A. (2008). Implementing a holistic teaching in modern ELT classes: Using technology and integrating four skills. *International journal of Human Sciences*, 10 (10), 1-21. Online available at: <http://ssrn.com/abstract=1259392>. Accessed September 2010
3. Bartlett, F. C. (1932). *Remembering a study in experimental and social psychology*. Cambridge: Cambridge University Press.
4. Carroll, D.W. (2008). *Psychology of language*. Thomson Wadsworth: USA.

5. Howatt, A. (1984). *A history of English language teaching*. Oxford: Oxford University Press.
6. Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269–293). Harmondsworth: Penguin Books.
7. Lantolf, J. P. & Appel, G. (1994). Theoretical framework: An introduction to Vygotskian perspectives on second language research. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 1–32). Norwood, NJ: Ablex.
8. Larsen-Freeman, D. (2003). *Techniques and principles in language teaching*. Oxford: Oxford University Press.
9. O’Grady, W, Dabrovolsky, M., & Aronoff M. (1993). *Contemporary linguistics: An introduction*. New York: St. Martin’s Press.
10. Richards, J. C., & Rodgers, T. (1986). *Approaches and methods in language teaching* Cambridge: Cambridge University Press.
11. Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.

12. Richards, J. C. & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3ed Ed.). London: Pearson Education Limited.
13. Rodgers, T. S. (2001). *Language teaching methodology* (ERIC Issue Paper). Washington, DC: ERIC Clearinghouse on Languages & Linguistics.
14. Schütz, R. (2006). Language teaching methodology – Review. Retrived February 14, 2006 from <http://www.sk.com.br/sk-revie.html>
15. Stern, H. H. (1991). *Fundamental concepts of language teaching* (7th ed.). New York: Oxford University Press.
16. Thirumalai, M. S. (2002). An Introduction to TESOL, Teaching English to Speakers of Other Languages, At Online *Journal of Language in India*, 2(2).

=====

.....

**In the attitude of silence the soul finds the path in a clearer light,
and what is elusive and deceptive resolves itself into crystal
clearness. Our life is a long and arduous quest after Truth.**

-- Mahatma Gandhi

SECTION II

THE BANKING METHOD

.....
The black squiggles on the white page are still as the grave, colourless as the moonlit desert; but they give the skilled reader a pleasure as acute as the touch of a loved body, as rousing, colourful, and transfiguring as anything out there in the real world. And yet, the more stirring the book, the quieter the reader These are the paired wonders of reading: the world - creating power of books, and the reader's effortless absorption that allows the book's fragile world, all air and thought, to maintain itself for a while, a bamboo and paper house among earthquakes; within it readers acquire peace, become more powerful, feel braver and wiser in the ways of the world.

-- R.W. Gee

II

Penetrating into the Banking Method and the Beyond: Towards the Strategic Approach to ELT

.....
O' God! You know my revolt against the rule of Bani Umayyah did not stem from any greed for power, or for taking revenge. I stood against the tyrant of my time to reveal the genuine image of your divine religion, and to make social reforms in order to save the oppressed and pave the way for them to act according to your rules. And you people! If you don't support and treat us fairly, tyrants and oppressors will dominate you to blow out divine illumination. Surely God Almighty is our strong supporter, upon whom we rely, from whom we seek help, and towards whom is our return.

-- Imam Hossein (AS)

Advance Organiser Questions

1. What is your opinion about the TLM? Is it appropriate for the third millennium?
2. What is your perception of CL? Is it good for today world context?
3. Can we say a considerable number of students seek to merely pass the courses and enter universities? If yes, what would be the impact of such kind of tomorrow citizenry on their societies? Where is the problem? Who is responsible?

Introduction

.....

- ✓ *****The present education regime in Iran is, in point of actual fact, a psychological tool for colonising people's minds. That's all what Iranian need to know.**

-- The Author, Dr S.M.H.Hosseini, Iran

Interdependence in today world context is an indispensable value, and using English in communication is one way of promoting mutual understanding and interdependence. As i have reminded (e.g. Hosseini, 2000/2006), in such a context, English language is no longer recognised as the language spoken in America or England, for instance. Nor is it deemed as L2 or FL any more. Also, gone are the days when it was considered as the language of

libraries which encouraged our curriculum developers to put the emphasis on merely reading, for example, in our educational systems. Rather, it is regarded as the international lingua franca (ELF). It has become a multi-purpose instrument enabling human beings not merely to use it for communication in trade, business, administration and science education, but for influencing human behaviour and facilitating social cooperation as well. English language is the language of economics, politics, survival, mobility, and prosperity. It is a critical prerequisite for obtaining global recognition via expressing intensions and sharing values. In such a context, thereby, the development of language skills of students has to be geared towards communicative competence inasmuch as they need to develop their language proficiency so that they could participate in the global communication process. This, needless to say, exacts empowering students with higher order of analytical thinking skills also. But the truth is that the present modes of presentation are not successful in fulfilling such goals. This chapter is an attempt towards proving this claim.

After bringing to the fore the significant role of English as the international lingua franca in today world context, this chapter presents a view of the language classes that are run through the TLM or the Banking Method. It seeks to dissect and mirror the

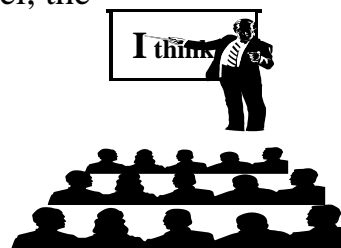
present contexts of learning in ELT sphere in most parts of the world, including the Middle East, Asia, Africa, and even Europe and America. The chapter deals with statement of bare facts and tries to profile the deficiencies of (language) learning classes occasioned by the present traditional didactic modes of instruction like the Banking Method. The destructive implications of the implementation of such educational methods and approaches have been spotlighted both at class level and at social/global level. Against this backdrop, i try to recalibrate (educational) policy makers and language specialists' attention from the traditional expository or even interactive methods and approaches like CLT, which is - unfortunately - strongly recommended even by some eminent professors, towards the approach i have developed as a pragmatic solution to our present socioeducational/cultural/economical/political problems. This chapter thereby endeavours to justify the relevance and significance of a pragmatic overhauling of the present antediluvian dictatorial instructional systems not only in the present-day context but also for the future, for the benefit of future generations.

Traditional Lecture Method/the Banking Method in Real Classroom Situations: An Analysis of the Mechanisms Underlying ELT in Higher Education, in Iran

.....
✓ ***Under a tyrannical regime, majority of people lack critical awareness of the agents who control their beliefs, lives, and destinies. Educators' main mission is to critically aware the oppressed majority. Once they are awoken, they will try to get empowered so as to take the course of action against totalitarianism. And this leads towards our emancipation – towards democracy.

-- The Author, Dr S.M.H.Hosseini, Iran

As far as i have observed, in the first session,
in the TLM classes -- even at the university level, the
teacher usually introduces himself in an
authoritarian manner, at the initial stages of his
lecture. He introduces himself in a way as if
he is not just the predominant source of
information but also God's own representative, who has been
bestowed upon humanity! Then, with ridiculously selfish proud, he
issues the first command asking students to keep quiet first and
then politely introduce themselves one by one before his
Excellency! Thereupon, he puts forward his manifesto. He may
also wish to have an overview on the material, which is to be
covered during the course, and set the goals. What he never



neglects is bringing his expectations into sharp focus, with his childish syllogistic approach. A text, in a reading class for example, is usually covered in 'two' sessions of 90 minutes each, if he is generous enough. The process for teaching a text is usually as below:

Session I (Teaching – 90 minutes)

1. Warm up activities.....4
2. Pre-reading activities
 - A. Introducing the topic and the key words.....20
 - B. Introducing the related grammar.....20
3. Reading activities
 - C. Reading out the text and explaining the themes.....36
4. Post-reading activities
 - D. Evaluating the students.....8
 - E. Assigning homework.....2

Phase II (Assessment – 90 minutes)

1. Warm up activities.....4
2. Working of individual students on quizzes.....66
3. Providing the students with the correct answers.....20

Phase I (Teaching):

In the pre-reading stage, after taking attendance and - sometimes - exchanging greetings, the teacher introduces the topic of the text, which is often alien to students' existential experience. He also lists difficult words of the text on the blackboard for the students to note down and try to memorize. As noted, while giving his brief introduction to the text, the teacher usually introduces the text in such a way as if he truly believes in the idea that students are nothing but nice receptacles. Mechanical drills for vocabulary presentation and repetition of new words are applied at this point. Subsequently, in the next 20 minutes of class time, the related grammar points of the passage are introduced. Grammar is introduced deductively; that is, the rules are explicated directly with the support of some examples. Then, at the reading stage, the teacher asks the students to carefully follow him on the lines while he is reading the text aloud for them. He also dictates his perception of the text to the students and requires them to jot down what he articulates for later study, for exams. In the meantime, difficult words and sentence structures may also be highlighted. The teacher also tries to expound on the ideas posed in the text for

the students, whenever requested. And at the last juncture, in the last eight minutes, rather than asking questions to prompt students to explore ideas and come up with their own solutions, he asks some sort of recitation and often general questions, which just assess whether the students are able to reproduce the text or have understood the main ideas of the text. As soon as he feels they do not know the answer(s), either he himself or a volunteer who has already raised his hand provides the right answer(s). Finally, after assigning the homework, the students are asked to get ready for the quiz, for the next session.

Phase II (Assessment):

In the following session, the teacher asks the students to take a quiz which has already been prepared for checking their understandings of the text taught. Though these single worksheets may be comprehensive enough to cover the whole material already taught, they usually focus on factual questions, and ask for general information. Rarely do they focus on critical and creative thinking, which require comparison and analysis of the information, synthesis of concepts, and evaluation of the solutions. The students have almost 65 minutes to work on the questions on their own and

then submit their answer sheets to the teacher. Their answers in these answer sheets are considered as part of their course grades. Finally, few volunteers, who are almost always the minority, are selected to write their correct answers on the blackboard for the class to emulate, in the last 20 minutes. The students copy the correct answers for later study so as to get ready for final exams, which they have to take individually, as they do the quizzes.

As it is obvious, the above scenario is totally teacher-dominated and the students are dependent to the teacher for comprehending the text and doing the tasks and exercises. Furthermore, by insisting on asking ineffectual, dithering, ambiguous, and at times frivolous (general) questions, which will elicit inferior/useless answers, the teacher is in effect insulting the students' intelligence, skills, and self-respect. Worse yet, as it is realised, the petrified bewildered students are also getting deprived of the wait time¹, which implies 'thinking', because the teacher is in a hurry to betray rather than help them, with his spoon-fed method. Worst of all, due to the absence of shared learning goals and lack of motivation towards interactive learning, the students are reluctant to interact with other classmates and prefer to learn individually. To put it another way, passivity and parrot-like

imitation and mechanically memorisation of words, ideas, and so forth are explicitly or implicitly encouraged in this so-called method of teaching in order to, in my perception, leave no scope for creativity and critical thinking in course of learning. As understood, this stratagem (i.e. the TLM), which trains students to read the lines or between the lines rather than beyond the lines, is in point of fact aiming at thinking and reasoning pruning thereby guaranteeing the existence of Oppressors or those who have considered or dictated this method. These are not far from expectation as in such classes students are regarded no more than animals.

Justifying the Failure of ELT in Iran

.....

They mask who we truly are. The paradox of living is that those who are most confused themselves and who lack real purpose in their lives often are the very people who burden others with their unrealistic expectations.

--Anonymous

It is unfortunate but the truth is that, like many other educational systems in the world, the Iranian education system is suffering from an out-of-date pedagogy and teacher dominated mode of presentation for more than a century. ELT in most of the academic situations is ineffective and impractical. No genuine learning

occurs in the present EFL courses if students' ability for applying the language to new tasks and situations after a long interval is considered as the criterion for *real* learning. This claim of mine may be supported by the fact that English language proficiency and communicative competencies of a majority of students are open to question. At the collegiate level, myriad of the students, who have passed university entrance exams by their cramming skills and survival stratagems, are not able to communicate either orally or in written form even their basic intentions effectively. This is the reality in spite of the fact that they have had more than 1000 hours of formal language instruction in their language courses before their entry into the collegiate level during nearly seven years of schooling. Most of them have a very poor command of English. Neither do they have the required social skills for living in the 21st century.

Even most of Iranian students who are pursuing their post graduate studies outside Iran on various disciplines are mostly struggling to communicate effectively, though they may have mastered a great number of vocabularies and could engrave a great deal of grammatical rules in their minds. It is shocking to note that this group of students have already had more than 3000 hours of formal language instruction during nearly 13 years of schooling.

Inability of even university teachers to share their knowledge in different subject areas of their expertise through the international lingua franca may also be deemed as another *reason* to substantiate the claim that language learning is not effective enough in the present traditional language classrooms, which are run through a hybrid of Prussian Method and the Army Method. The call of some prominent Iranian language teaching professionals like Mirhassani, Ghafar Samar, and Fattahipoor (2006) and researchers like Eslami-Rasekh and Valizadeh (2004) and i (Hosseini, 2000/2006/2007/2012) for shifting towards humanistic approaches, which focus upon the development of higher level analytical thinking skills of students, rather than lower forms of their mental behaviour/thinking, attest to the claim that ELT has not been a success in Iran hitherto.

The Confession

It is in such a circumstance that, though a little bit late (after nearly 30 years!), some famous Iranian language specialists like Farhady, Jafarpoor, and Birjandi (1994) have recently found no option but to *confess* to *their* comprehensive *fiasco*. Needless to say that these persons have been the Heads of the Iranian ELT central think tank,

in Tehran, since the last decades and have been wielding enormous influence into the Iranian ELT arena e.g. via designing and authorising the syllabi, etc. for all grade levels country wide. At any rate, that they have had the courage to at least acknowledge that Iranian university students 'do not have competence in language use and in its components' as they are expected to is good enough: It is *a sign of openness to change and so hope* which must be celebrated.

My Questions

A number of questions arise in such a context. I ignore my questions regarding these specialists' devastating contribution to our nation's socio-educational/cultural/economical/political problems. But the diminutive question that has to be addressed in this chapter is that how they have had the guts to *expect* our poor students to have competence in language use, let alone in its components, with the ilk of the so-called syllabi and textbooks they have produced and prescribed. To cite a tangible example, since 1994, i have been teaching *first-year* students in some remote (high) schools, in Iran. I too have been *expected* not merely to be fossilised – in *absolute* "isolation" and *utter* "poverty and misery"

of course but also to teach my students some texts the glamour of the contents of which confirms my sense that i have really been sent into exile, into the desert areas in the history – because of my caste and temperament. At any rate, i have to practice my students in answering some such prehistoric-texts-based bizarre questions like the below, which have been excerpted from the textbook "Dr" Birjandi, "Dr" Soheili, "Dr" Norouzi, and "Dr" Mahmoodi have produced. The interesting thing is that they have 'modified' their 'masterpiece', which is used even today, in 2004 (p. 80), 10 years after their confession!:

Statement: Birds need air. [!]

Question: Do birds need air? [!!]

Expected response from the weak students: Yes, they do. [!!!]

Expected response from the brains (i.e. tomorrow's ambassadors, ministers, presidents, etc.): Yes, they need air. [!!!]:

Or

Statement: The shepherd is guiding the sheep.[!]

Question: Who is guiding the sheep?[!!]

Expected response from the weak: The shepherd.[!!!]

Expected response from the brains: The shepherd is guiding them.[!!!]

A more complicated question: What is the shepherd doing?

Expected response: Guiding (the sheep).[!!!] Note: *The exclamation marks added.*

Are such ridiculous contents really worthwhile considering, let alone teaching? Unfortunately, this ilk of contents and questions, as far as i have observed, exemplify the content and questions of our textbooks even at our universities, which produce students who 'do not have competence in language use and in its components' as they are expected to!, to remind the confession of professor Farhadi and professor Birjandi and their associates, the authors of such stuff. However, regarding the former question, the thought-provoking point is that my students, who are all 16 to 17 years of age and are having their fourth year of English language courses at this stage in their educational life, are not supposed to be encouraged to reply even to such contrived/non-authentic ridiculous question that, for instance, 'No, it is worms and sheep that need air; birds need wings. They need wings to fly as a bird without wings is better die.' Or as regards the latter question, that 'it is a 'wolf' that is guiding the sheep as he intends to sacrifice them for his own/tribe members' survival'.

The other question that is striking my mind since recent years, especially since i received my doctorate from India, is that

how such instructional materials developed by such cohort/army of specialists, who themselves seem to have been imbued away with lack of creativity, could be conducive to, for instance, our students' 'critical sensibility and thinking', which are the bases for creativity of mind, and so, in the long run, to the development and prosperity of our society. Amazingly, then, these persons are also - 'just recently of course' - commenting on 'the relationship between critical thinking and professional/teacher success' in Iran (see e.g. Birjandi & Bagherkazemi, 2010). Such a bizarre high claim is more likely to recalibrate the critical attitude of my mind towards the plausible 'relationship between my critical thinking abilities and the remote schools i, with my PhD in TESOL, have been imprisoned in' to teach 'those ilk of texts and primary grammar' to my neglected pupils than to think of their honesty. However, one shocking indigestible reality for me is that when i notice, most of our present education regime designers have been educated in the West. They have received their doctorates from some top universities particularly in the US. What does this mean? That is what is the relationship between these people, our syllabi, and imperialism? Hypothesis: Imperialism has injected his elements into our think tanks for facilitating exploiting our nations. It should be reminded that once this hypothesis of mine is rebutted i

formulate a theory out of it: It is our authorities (in the arena of Education) that are in service of imperialism. And upon laying down such a theory, i raise a big ‘Why’ followed by a bigger question mark. Thereupon i put forward a rather heavy question: ‘What does this mean?’ and then i recalibrate educators’ critical attitude of minds towards the philosophy behind such act of betrayal.

Some Other Main Reasons for the Big Failure

One other major reason for the fiasco of the present system of English language teaching in Iran is that the syllabus 'still', in today world, focuses on merely ‘reading’, irrespective of the huge ripple the dawn of the third millennium has brought with it in the arena of Education in general, and in ELT sphere in particular (Hosseini, 2006). The situation becomes worse when one notices that Western culture is sought to be excluded from English textbooks lest its hegemonic influence intrude upon the dominance of our Islamic culture. The pros and cons of this policy – teaching English through Persian culture -- should be dissected, with reference to the inevitable spreading global culture, which is beyond the scope of this chapter, albeit it implicitly introduces a

far more pragmatic and realistic solution to the phenomenon of ‘invasion of cultures’. I should, however, remind the aforementioned specialists in the think tank that globalisation is a phenomenon no one can stay aloof from any more and that in the present world context English, the ELF, is the language of economics, politics, survival, mobility, and prosperity rather than the language of libraries. This means that they must develop the syllabi in such a way that they contribute to all aspects of communicative competence of our students. Another catastrophe in the arena of ELT, in Iran, is that many teachers, who have been directly or indirectly trained by these specialists, do not have the required training or proficiency to handle ELT courses.

Some other Drawbacks of ELT in Iran: A More Analytical Look inside the Classrooms

As noted, in most of Iranian English language classes traditional approaches, which are mostly a concoction of grammar-translation method and audio-lingual methods, are used where the classes are dominated with the lecturing of teachers with students listening and working individually on assignments. In the present system of instruction, as Paulo Freire, a Brazilian radical educator, described,

the teacher acts as a narrator who infuses knowledge into 'receptacles' through a parrot-like imitative process. This process in language classrooms entails translation, parrot-like repetition, rote memorization, recitation, and reproduction. That teachers, because of their inability to communicate in English, teach English through students' mother tongues aggravates the context further in view of the fact that, in Iran, English is taught as FL, and therefore, students do not have ample opportunities for more natural acquisition² of the language. Consequently, teachers are not able to sustain students' attention and interest throughout class time in such classrooms. Shortly after the commencement of the class, students' attention starts to waft, and by the end of the class, boredom is generally rampant. SMS-ing, chatting, emailing, listening to music, playing darts, yawning, dreaming, or even sleeping (often with open eyes) are common activities in the classroom. The teacher makes great efforts to use many kinds of his out-dated education skill means to lead students to pay close attention to him and even bombards them by his taboo words and condescending phrases but nothing much usually happens except evasion of eye contact and internalisation of a feeling of hatred in students.

Another problem with the present classes, which are run through the chalk and talk teacher-fronted mode of teaching, is that all students are treated the same way. The differences among their skills, learning styles, learning strategies, and abilities are disregarded. The fact that students, especially in universities, are coming from different rural and urban areas complicates the situation because their sociocultural backgrounds create huge gaps in their communicative competencies. Likewise, active individuals' participation in the learning process is, knowingly or unwittingly, discouraged. Even if students are given chances to illustrate their understandings, it is the high-level minority and the extroverts who dominate the class and thus deprive the majority of actual practice and real learning experiences. In fact, lower performers and introverted students, who are almost always the majority, are in effect overlooked and marginalized. Accordingly, students lose their interest and lack motivation for learning. It goes without saying that such contexts of learning/living continue to keep students passive as under such circumstances there is very little scope for genuine and meaningful interaction and effective language learning and intellectual and personal growth. Consequently, students/people get poorer and poorer day by day,

under such circumstances, occasioned by the present dictatorial didactic regimes.

To be optimistic, the best result of this type of instructional system can be nothing but short-term mastery of the course material by the students. Negation of negotiation among learners per se, for instance, as the immediate side effect of this system of education, lowers the opportunities for transference of academic strategies and social skills, and most notably, contributes to the elimination of creativity and critical thinking. This, at the class level, affects students' learning, retention, and accordingly their attitudes towards the curriculum in negative ways. Eslami-Rasekh and Valizadeh's idea that, as a result of traditional passive lecture-based methods of teaching, Iranian undergraduate learners have an aversion to English may well justify this last claim.

Regarding the fate of students at the collegiate level, lack of their proficiency in English that starts at school level continues at the undergraduate level, where they have English as a compulsory subject for at least four years in the universities. As an implication of this situation, a number of students either fail and try to get through as repeaters or pass with grace marks, mostly gained through cheating. These are part of the consequences of the

defective educational system and traditional pedagogic approach to teaching (English).

Some other Causes for the Fiasco

Despite all the deficiencies attributed to the present traditional education regime, there are still teachers as well as students who have a penchant for it. They prefer the traditional teacher-dominated approaches to teaching due to several factors and reasons.

More concretely speaking, there are a large number of students who are charmed by the traditional chalk-and-talk product-oriented approach simply because it conveys the idea of 'burn the midnight oil, pass the course, and forget after the exams dear babies'. They like this teacher-dominated approach inasmuch as it dispenses the information they need for securing their marks in minimum time and, of course, with no demands. When mastering some survival skills suffices them to make their dreams come true, why bother wasting time on the so-called real learning, they may reason. But the major reason for tendency of students towards the spoon-fed methods of teaching seem to refer to the fact that they have been kept away from experiencing the taste of

learning in classes which are taught through world-class approaches. The notion of asking for something and searching for a solution has not been a part of their previous educational experience. They are accustomed to too much submission to transmitted knowledge in their earlier education. These students lack focus and cannot see the relevance of real learning to life success. They are not cognizant of the different results they are likely to reap out of innovative approaches in the course of time. Most importantly, they are not aware of the fact that they too are contributing to dictatorship and apartheid by exercising themselves in accepting their autocratic teachers' condescending looks and their approaches to cheating.

It is incredible but there are also a huge number of teachers who prefer to use the traditional methods and approaches. Hesitation in the feasibility of application or level of effectiveness of modern instructional innovations seems to be among excuses for some teachers to keep away from such methods and approaches to teaching. There are teachers who are of the opinion that such innovations are not practical in real classroom settings. Reality, however, is that this group of teachers lack the panache for applying this kind of approaches to their classrooms simply because they are not gifted for their profession. One of the other

main reasons i suspect why these innovations are not put to greater use is that a considerable number of teachers lack the methodological savvy by virtue of the fact that they hold a degree in Literature in lieu of Teaching. Worse yet, there are not readily available effective guidelines as to how innovative methods and approaches can be implemented in classes used to traditional teacher directed lessons. This disjuncture occasioned by the think tank may be considered as a main reason especially for the latter group of teachers to shy away from such innovations since they as yet have little personal capacity as autonomous learners. Also, as i have observed, most of teachers swear by the ‘easy-way-out’ class management technique of telling students what to do and how to do it in view of the fact that providing such ready-to-use answers to problems is swift, expedient, and convenient, in the short-run though. Perhaps, they intend to haul students pass the course, at whatever cost, in order to obtain the favourable attitude of their seniors thereby enabling themselves to continue to live. There are also a number of teachers who lack the knack to open up their minds for the emerging trends in the field. There is still another thought-provoking probability: It seems to me that the teachers who have been ignored, ridiculed, and scold as objects in their academic lives by their teachers and of course in their societies by

their seniors and the cultures they have patterned are psychologically inclined to take their turn in exercising strong control over the development of the classroom discourse and students' attitudes and behaviours. They relish the TLM/the Banking Method because in their classes run through this method, contrary to their previous educational life and realities of their societies, as Freire (1970) also put it:

1. They teach and the students are taught;
2. They know everything and the students know nothing;
3. They think and the students are taught about;
4. They talk and the students listen -- meekly;
5. They discipline and the students are disciplined;
6. They choose and enforce their choice, and the students comply;
7. They act and the students have the illusion of acting through their action;
8. They choose the program content, and the students (who were not consulted) adapt to it;
9. They confuse the authority of knowledge with their own professional authority, which they set in opposition to the freedom of the students, and

10. They are the Subject of the learning process, while the pupils are mere objects. (Ibid. p. 54)

But this group of teachers should note that continually barking out their thoughts, ideas, and orders throughout their lectures and providing spoon-feeding solutions slams the door on students' inherent potential, ingenuity, and enthusiasm, stifles their creativity, and hampers their development. Worse yet, these narrow-minded teachers are ignoring the fact that just as they are following their teachers' and seniors' approaches, some students consider them as their models, and so copy their attitudes, outlooks, manners, behaviours, and approaches to (class) management. The danger lies in that there will arise senators, ministers, and even *leaders* out of these students. And we all together, as part of the humanity, will have to die out of hunger, if not torture, rather than live happily, in a country ruled by a dictator/an autocratic emperor! Hence the immediate need for giving our approaches a second thought if we *do not want to continue to give birth to maimed detrimental-to-global-peace societies*, who are in nature appropriate matrices for the emergence of variety of sources of corruption, racism, oppression, destruction, and terror and bloodshed.

A bit more about the ‘Banking’ Concept of the Traditional Regime of Education

.....
✓ ***** Our Education Office (in Iran) cannot be considered as an organisation, but rather it is a defected semi-organisation which has been desined for supporting and protecting some other more defected organizations and regimes of management that think of nothing but exploiting people. This is the reason as to why it does not embrace or even tolerate any form of reform.**

– The Author, Dr S.M.H.Hosseini, Iran

I tried to describe how the present antediluvian education system wreaks havoc on the process, and accordingly, on the effectiveness of learning/living. Consequently, students/people are the losers. This context reminds me of Freire’s (1970) critical conception of the traditional pedagogy. His critique of the ‘banking’ concept of such traditional systems of education has always fascinated me. He has excoriated such systems of education in the following eloquent words:

Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués

and makes deposits which the students patiently receive, memorize, and parrot back. This is the “banking” concept of education, in which the scope of action allowed to the students extends only as far as receiving, filling, and storing the deposits. They do, it is true, have the opportunity to become collectors or cataloguers of the things they store. But in the last analysis, it is men themselves who are filled away through the lack of [enthusiasm], creativity, transformation, and knowledge in this (at best) misguided system. For apart from inquiry, apart from the praxis, men cannot be truly human. *Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world, and with each other* [italics added]. (Ibid. p. 53)

The traditional education system is therefore like a bank. It is 'a large repository where students/people come to withdraw the knowledge they need for life'. People are viewed as empty accounts to be filled by the teachers/leaders, who cherish the lockstep teaching/leading. That is, knowledge is a set commodity that is passed from the Subjects to the objects. People have no

option but to view and at times construct knowledge based on their seniors' perceptions and beliefs.

The Washback Effect: Another Major Problem for Iranian Education System

As noted, the truth is also that the Iranian traditional instructional system is based on individualistic competition among students. And testing sets up this competitive atmosphere, in which students strongly compete against one another. Their main task, demanded by this kind of exam-oriented education system, is to jot down as the dictator (the teacher) dictates and copy the answers from the black board in order to prepare their packages for the 'make-or-break, year-end exam nights'. Their focus is on cramming the packages so as to get ready to regurgitate them whenever they are called upon, or disgorge them in their exam papers, which usually test nothing but their short-term memory power and their knack of working rapidly under extreme pressure. In words of one syllable, the manifestation of competitive ethics in our education system has, in effect, made teaching subordinated to testing. This washback effect, in turn, has had pernicious impacts on the learning process and consequently students' thinking abilities and

their abilities for language use. Students' performance and grading in such exams (i.e. exams that focus on short-term mastery of material rather than real learning and the practical abilities of students in the application of knowledge in different, new, and semi/authentic/real life situations), however, in reality, play the role of a gold key to their future success. It is such context that tempts students into resorting to any kind of stratagem (e.g. the consumption of drugs before their exams or even bribing the stakeholders into handing over the exam papers) to take the credits and deal with examinations in order to guarantee their success.

Danger

The danger lies in the fact that those who get the highest ranks in such exams and in such circumstances and with such stratagems enter first-class universities, obtain their degrees, and reach their dream jobs, and as a matter of fact not only deprive others of their rights, they also, in the last analysis, contribute to the misery of their societies. In the present education systems, as far as i have closely observed, students are even able to get their PhDs, through applying the updated versions of the techniques and stratagems noted. And the so-called professors who come out of such systems

are capable enough to expand their more sophisticated stratagems (e.g. connecting themselves to the dominant political parties) for occupying highest positions in academia, for example. And these professors, with such backgrounds, are recruited by universities to design syllabi and textbooks and train tomorrow citizenry and teachers. And they avail themselves of any kind of stratagem to absorb tomorrow citizenry to their education system in order to colonise their minds. They exercise them in excessive obedience, self abnegation, lack of resistance against oppressors and passivity of thought and proscribe the development of their critical thinking abilities and in the process brainwash them and infuse their antediluvian doctrine into their brains. And in so doing orient them towards sheep-like beings in order to formulate their bosses' favourite nations - possessions. Paradoxically, then, these agents of oppression, racism, corruption, and destruction, cry out, at international occasions, that we are here on this earth merely for the sake of liberating the oppressed, for the sake of God and humanity!

Society: The Ultimate Victim

.....

One of the big mistakes we people in the third world often make is

Dr Seyed Mohammad Hassan Hosseini

to dichotomize leaders and people and, even from children's earliest steps in the practice of leadership and citizenship, to conceive of these processes as detached from the general process of living. This kind of dichotomy follows us forever, as wolves and as sheep. We learn to be victimised for our leaders' tribe members.

-- The Author, Dr S.M.H.Hosseini, Iran

Therefore, in the last analysis, it is the society who is the victim of such a system of education because it fails to empower citizens with the required academic skills and adequate socio-political competencies. Lack of proficiency, and mediocrity become more or less routine norms. Performance suffers because a large number of people who occupy positions of authority and service to society lack proficiency. Their true abilities, aptitudes, potentials, and capacities come to light after they occupy positions they do not deserve. And to sustain their positions and what they have reached at, this group of people resort to some common activities among them like fawning and especially flattery. They are, at the same time, in the habit of derailing others in order to deter their progress through some devilish stratagems in view of the fact that they are well aware of the truth that they are not gifted for what they have attained. Even, in more complicated situations, the power-thirsty bosses of the so-called professors i am discussing about keep the

right for them to apply whatever stratagems -- no matter to what cost -- not just to barricade the progress of but also to mask, darken, and terrorize the very true personalities of those who could contribute to the prosperity of their societies more effectively if they were given the opportunities. Needless to say these big thieves and agents of destruction are cloaked in a shroud of secrecy. Once THEY deduce you as a *thinker* who possesses a powerful mind, or as the one who has the courage to defend the Other³ and fight the battle for the underdogs, or as the one who has the power to show behind the facade and critically aware and awaken their possessions (i.e. people) and transform them into agents of change, THEY enclose you in their labyrinth-like power system and send you through the below trajectory of decline:

1. THEY target you;
2. THEY investigate into your past and personal life, invest in matters that may derail you, and design dirty plots against you – THEY betray you;
3. THEY trap and defame you;
4. THEY ridicule and scold you, and
5. THEY exile you, marginalize you, and even target/assassinate your beloved and eventually victimize you, with incredible barbarity and brute force to sustain

their power, positions, possessions, and dream world forever!

Yes, as long as absolute power resides, so does injustice, racism, corruption, oppression, terror and bloodshed, and destruction.

All i mean to say is that THEY love controlling and exploiting people – their possessions - and in the act of such love affair, THEY kill life. They kill/marginalize people like me to keep the society blind. This is a kind of genocide of sustainable future builders. It is in such a context that in addition to academic calamity, the present traditional education system is contributing to an increment in some social disasters. In Iran, for example, as Aghlima (2010) confirmed, at least 25% of students leave schools and universities before they obtain their certificates and degrees. Upsurge in complicated crimes, robberies, broken lives, suicides, and more importantly emergence of diverse destructive ideologies, philosophies, and of course brain drain may be considered as some other hazardous by-products of this perhaps purposefully ill-designed out-dated dictatorial didactic regime, the ultimate product of which is maimed societies, dictatorship, and eventually anarchism. Yes, the truth is that although authoritarianism, as Freire (1998) also 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'. And this leads to anarchism. Therefore, it is not possible to envision the contribution of those who avail themselves of the Banking Method to their nation's progression -- to live, humane, healthy, creative, and civilised societies.

Affected Globe: On the Vicious Implication of the Banking Method at International Level

.....

What difference does it make to the dead, the orphans and the homeless, whether the mad destruction is wrought under the name of totalitarianism or the holy name of liberty or democracy?

-- Mahatma Gandhi

As i have mentioned already, this type of education is not limited to the educational contexts in Iran only. It has already affected the educational systems the world over. To justify this claim, i refer to Lois, Slavik, and Slavic (2010) comments on American and European Education systems:

American education, like its European ancestor, has been based on competition and an individualistic goal structure. In

both learning situations, teachers try to keep students away from each other. ...Most recently, student success in this system is measured by standardized tests that have been standardized in terms of white middle-class norms, and questions on the tests are selected from experiences that the white middle class typically have encountered.

The education system in other parts of the world like China, Russia, and some Arab countries, as i have closely observed, is not that different either. It seems to me that it is politicians who are in point of fact betraying their nations in order to exploit them. They are making sheep out of them, in order to exploit them.

As the result, lack of conformity to humanitarian norms, principles, and values occasioned by such education systems have exacted high price from the globe as well. The extension of the same patterns of interaction and problems in the conventional classrooms and underdeveloped societies/countries do exist at the global level. To cite a tangible example, the directive approach of globe management of some politicians in developed countries, for example, who have proved to be the product of the traditional education systems, is contributing to the clash of cultures, civilisations, and even religions, in the name of democracy. But

the superpowers of the world may be reminded that “democracy is an ideology which above all others demands that its practitioners be masters of skills of human relationship... [without which] democracy has no hands....” (Faculty of the Training Laboratory in Group Development, 1974, p. 475) The inability of the West to listen to the East and their bizarre imperious and condescending look towards the Other (at international level) will continue to give rise to the miseries of humanity in the decades to come if educators and agents of critical awareness and attitudinal change remain indifferent and numb.

What of that?

.....

It is not the consciousness of men that determines their being, but on the contrary, their social being that determines their consciousness.

-- Dollimore

Therefore, according to the above Marxist axiom, which has been confirmed in Islam also, men are the product of the society. And the point is that society is the product of Education systems. And THEY have designed such systems. Therefore it is not the minor thieves, murderers, etc. to blame, handicap, or hang but rather the big bosses or the agents of corruption, oppression, racism, and destruction.

In summary, the present mode of education system is not only unable to highlight the realities of the world. It seems to have already created an unbridgeable dichotomy between what today world has been expected to be and what it in reality is. This education system is not aligned with the real world settings' expectations, in the third millennium. The horrifying bitter truth is that this stratagem (the TLM) is neither an instructional approach nor an alternative to other methods.

But rather, it is, in essence, a psychological tool for hypnotizing tomorrow citizenry in such a way to continue to live as sheep in the society (e.g. through continuing to accept the dominance of the minority and their strong control over their existence). To put it another way, the Banking Method is, indeed, a mediational artefact for establishing a favourable-to-the dictators' / capitalists' culture in

'That's it Ryder! I'm confiscating it this time'



Taken from 'New Reading Skills', by Nigel Collins. OUP 1986.

order to control societies' attitudes, outlooks, beliefs, 'thinking', and behaviour.

This stratagem thereby appears to be no more helpful for purposeful living of societies in the real world situations in the present world context. The need of the hour is a thorough overhauling of the educational system, which has already failed to bring effective learning, values, morals, and skills, at all grade levels.

Is Communicative Language Teaching Pragmatic Enough?

It is such a context that has pushed our language teaching specialists into the application of CLT to our language classes. But as explained, CLT has not been a success hitherto. The truth is that the results yielded by this approach are falling short of expectations in today real world context in most parts of the world including Iran. One of the problems with CLT is that it is restricted to the PPP model of teaching in actual classroom practice. CLT also fails to supply pragmatic guidelines to effective and systematic implementation of groupwork, which is of vital importance for the success of language classes. Nor does it realise the significance of multiple sources of input and output (see

Chapter 8) and some other crucial context variables like motivation and active engagement of *all* learners in the learning process, in highly motivating as well as relaxing environments for more effective language acquisition. CLT fails to systematically cater to learners with variety of ability ranges and learning styles. It seems to better benefit higher achievers and the extroverts at the expense of particularly lower performers and the introverts, who are almost always the majority. The other drawback of this instructional approach to ELT is that it fails to respect the significant role of affective aspects of learning (e.g. students' affective filter including 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 fails to consider such variables as important as the teaching method. Furthermore, this pedagogical approach seems to better satisfy learners who learn English as L2 rather than FL, as it is in Iran.

The big bitter truth is that CLT does not have the potential to develop all aspects of communicative competencies of students for the development of which it has evolved. That is, in practice, it fails to develop grammatical competence, discourse competence, strategic competence, sociolinguistic competence, sociocultural

competence, and let me add sociopolitical competence of students in parallel. Being limited to a particular view of language learning and a particular type of syllabus are among other major drawbacks of this approach to language teaching. Worse yet, the theory of language of CLT is too much shallow and restricted to be applied for designing syllabi and textbooks for today world students. What aggravates the situation for this so-called modern approach, which is, unfortunately, strongly recommended by even highly acclaimed specialists in the field, is that in its theory of learning, it does not convey crystal-clear views regarding the learning process and the mechanisms under which effective language learning occurs. CLT also fails to appreciate the local economic, historical, cultural, and particularly political factors of countries like Iran. As Harmer (2003) pointed out, CLT is 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” (p. 290). And finally, the major drawback of CLT is that it is negligent of the fact that successful living in the present real world settings and being able to face the realities of this dynamic and complicated competitive world demands something more than the appropriate use of the language in benign environments.

Furthermore, in my language teaching methodology repertoire, as other present even innovative methods and approaches, CLT also falls in the behaviourist⁴ extreme of the continuum of approaches to ELT. That CLT is, in the last analysis, able to develop merely communication abilities of students suffices it enough to put forward the counter argument that it – in action – deems students nothing more than animals. CLT's objective is a condescending look upon human race because animals too are able to communicate, sometimes even more effective than we are. CLT thus fails to consider students as human beings.

It is in such a backdrop that, as elaborated in the forgoing chapter, ELT is being shifted towards more flexible and realistic *context-focused approaches* which put the accent on learner, learning process, learning environment, and other effective variables in language learning such as students' attitudes, and socio-cultural expectations (see Figure 2.1). Among such approaches is CL⁵.

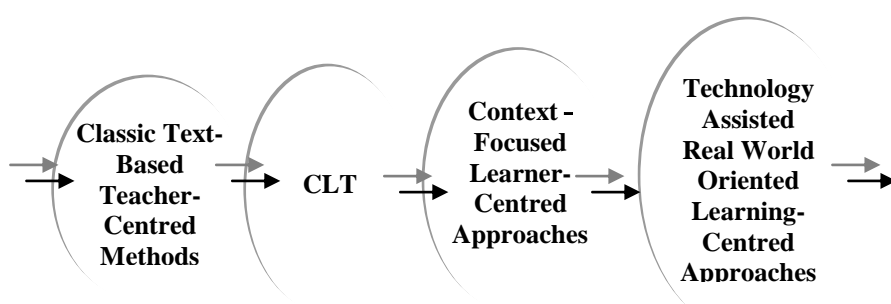


Figure 2.1 Paradigm shifts in ELT

The predominant belief is that CL has the potential to compensate the deficiencies of the present teacher-led modes of instruction in Education in general, and in ELT sphere in particular. It is necessary to point out, at the outset of this manuscript, that CL has a variety of names in literature. Learning groups, team learning, active learning, participatory learning, peer assisted learning, peer assisted instruction, small-group instruction, interactive learning, collaborative learning, and even, sometimes, problem-based learning are some among them. Whatever the title, a win-win situation for all is the true spirit of such innovations without yet, in few of them, neglecting the spirit of fair and healthy competition.

It should be mentioned that the kind of groupwork or group learning i have referred to as CL up to the end of Chapter 4 of the present book has been adapted from the works of CL specialists in different parts of the world especially in America, England, Australia, Canada, Holland, Mexico, and Scotland. Among these

scholars are some prophets par excellence of CL like David Johnson and Roger Johnson, at the University of Minnesota, in the US; Shlomo Sharan and Yael Sharan, at Tel Aviv University, in Israel; Robert Slavin, at Johns Hopkins, in the USA, and B.S. Millis and P.G. Cottell. They have developed a number of cooperative leaning methods and approaches. The most distinguishing characteristic of such innovations refers to the exclusive focus they have on developing cooperation both in intra- and in inter-group relationships.

It should also be reminded that, in this book, i have rejected the idea that the present CL methods have the potential to compensate the deficiencies of the conventional teacher-centred modes of instruction. It is in such a context that i have proposed my own didactic approach to the arena of Education in general and ELT in particular.

Conclusion

.....

Your difficulties are worse than others because you were deprived of the rank of the scholars - considering your legitimacy and merit. These difficulties are because administering the affairs of the society and conveying the (religious) rules must be done by scholars who truly believe in God and know what is permitted and what is forbidden by God. But you were deprived of this position

Dr Seyed Mohammad Hassan Hosseini

and rank for you withdrew from (supporting) the truth. You changed the tradition of the prophet, despite the clear and disclosed proofs. If you had withstood and were patient against the torture and annoyance (of the tyrants) for the sake of God, then the divine affairs would have stayed in your hands, and you were the ones to whom would be referred. But you made the tyrants dominate you and left the divine affairs in their hands, while they shamelessly do the forbidden and notoriously live a licentious life. Your fear from death and attachment to this world have encouraged the tyrants to establish dominance over you.

-- Imam Hossein (AS)

The truth is that hegemonical trends of market - economy in the present scenario of ongoing globalization are influencing today education systems, which in many parts of the world have been promoting teacher-fronted and highly individualistic ways of learning and achieving. Traditionally they have emphasized individualistic achievements and unfair competitions resulting in a division of winners and losers which in turn has nurtured a sort of hostility amongst our nations. The other bare truth is that such regimes of education are in essence serving capitalism as they are numbing critical sensibilities of students, who, in the course of time, wittingly or unwittingly contribute to the capitalist modes of accumulation of wealth and to the perpetuation of a world order that does little good to the insignificant/the powerless and the

voiceless. – A world where the poor get poorer and the rich get richer day by day.

Despite the flair and flame for individualistic achievements, there is an innate urge for humanistic ways of achieving things together, in some parts of the world. Governors, educators, and people/learners need to realize that the benefits of learning/living and achieving together in cooperative learning/living environments like those occasioned by CTBL are immense in terms of interdependence in today world context, which is highly competitive.

I have introduced my innovation, CTBL, to the arena of Education in general, and ELT in particular, in such a context. CTBL is an effective pragmatic approach that could provide contextual and concrete solutions at all levels, all the more at the collegiate level, in today world classes by virtue of their mixed-ability combinations, and variety and diversity. CTBL takes his roots from fields of science like applied psycholinguistics, teaching methodology, social and cognitive psychology, sociology, anthropology, economics, philosophy, and political science and other related disciplines.

To sum up, the illocutionary force of this chapter is an overall reconstruction of the entire educational mechanism as the

need of the hour if students were to develop critical thinking and face the challenges of globalisation successfully. A pragmatic overhauling of our 1) educational objectives, 2) instructional materials, 3) human resources, 4) pedagogical methods and approaches and 5) evaluation systems in our education systems is also essential. But for the perlocutionary effect of this chapter to come true, there is a need for a fundamental shift in attitudes of all involved stakes first– a wider and more holistic and realistic outlook.

* * * * *

Before introducing my instructional approach (CTBL) in Chapter 5, the next two chapters attempt to elaborate CL and CL methods so as to enable readers to have a more comprehensive understanding of the significance of my innovation for the education systems of the present world context.

Discussion Questions

1. Do you agree with the reasons i have expressed for the rejection of instructional innovations by teachers who have

an aversion to such approaches? What about with those mentioned for students?

2. Do you have any specific suggestions for enhancing the contribution of test designers and examiners to the success of ELT/Education?
3. What is your opinion about the argument against the effectiveness of CLT in the chapter?
4. Do you agree with the idea that FL and L2 learning situations require different strategies, methods, and materials? If yes, why would CLT better satisfy the language learners who learn English as L2 than those who learn it as FL?
5. What is your image of CL? Could CL contribute to language development of learners more effectively than the conventional approaches? Why?
6. Is it possible to address the deficiencies of the TLM at class, social, and even inter/national level? If yes, how?
7. What other characteristics of the TLM make us consider it as the Banking Method?
8. According to the chapter, what features of CTBL differentiate it from CLT?

9. Discuss the need for a pragmatic overhauling of syllabi and textbooks in the present world context.

Food for Thought

1. Discuss the reasons, other than those explained in the chapter, for the failure of ELT in countries like Iran.
2. Compare the present educational objectives, instructional materials, human resources, pedagogical methods/approaches and evaluation systems, in our education system, with what they are expected to be in today world context.
3. Can you predict the solution suggested in the following chapters of this book for the problem of 'invasion of cultures'?
4. How does the Banking Method contribute to apartheid and dictatorship?
5. How does the banking method contribute to hegemonic trends of market economy and Capitalism, in the context of globalisation?
6. What is your opinion about the relations between apartheid, dictatorship, and Capitalism? Discuss.

7. Compare and discuss the following sayings in relation to the Banking Method:

.....

**You don't determine the greatness of a person by what they get.
You determine the greatness of a person by what they give.**

-- Gerald Brooks

.....

Never do we determine the greatness of a person by what they get nor even by what they give. Nor do we verify their value by their appearance, gesture, posture, position, power, nor even by their act of conduct. But rather, we determine the validity of their greatness by the level of harmony between their thoughts, manifestos, and deeds. That is to say, we determine the greatness of a person by their 'purpose'. For us, thus, some animals are far more superior to and much more respectable than some the so-called human beings.

-- The Author, S.M.H. Hosseini

Notes

1. **Wait time** is the time teachers give to students – after posing a question – in order to provide them the opportunity to think about the probable answers/solutions to the question before sharing them with others, be it teacher or student(s). The duration of this time will of course depend on the level of the difficulty of the question. In CL classes, for instance, teacher's waiting coerces every group member to think about the question, rather than passively relying on those students

who are fastest out of the gate to answer every question. It is important to insist that no one raise his hand (or shout out the answer) before you give the permission. When the wait time is up, the instructor asks for volunteers or randomly picks a student to answer the question for the group. The significance of the provision of the wait time is that once students are in the habit of waiting after questions are asked, they will get involved in the process in more depth.

2. The term **acquisition** is used “when the emphasis is on the natural, unconscious way in which a learner can assimilate a foreign language as in bilingual contexts or when using one of the natural approaches to foreign language teaching. In several approaches, however, acquisition and learning are carefully distinguished: the former is then restricted to what takes place in ‘natural’ learning situations; the latter to what takes place in classrooms when following a structured course with a teacher” (Crystal, 1987).
3. With **the Other** i mean the oppressed, the outcast, the weak, and the poor who have their own identity, ideology, culture, and so forth but are purposefully marginalised. **Self**, on the other hand, represents a kind of hegemonic articulation and

presentation of one's identity, ideology, culture, and so on, as it is in Hitlerian Approach.

4. **The behaviourist modes of instruction** in language teaching have been based on the behaviourist view which surmises that L2/FL learning is “a process of imitation and reinforcement: learners attempt to copy what they hear, and by regular practice they establish a set of acceptable habits in the new language. Properties of the L1 are thought to exercise an influence on the course of L2 learning: learners ‘transfer’ sounds, structures, and usages from one language to the other. A widely used typology distinguishes two kinds of transfer. Similarities between the two languages cause ‘positive transfer’: it proves acceptable to use the L1 habits in the L2 setting (e.g. the assumption that the subject goes before the verb satisfactorily transfers from English to French). Differences cause ‘negative transfer’, generally known as ‘interference’: the L1 habits cause errors in the L2 (e.g. the same assumption about subject-verb order does not satisfactorily transfer into Welsh) Problems of negative transfer are thought to provide a major source of all FLL (foreign language learning) difficulty. The main aim of behaviourist teaching is thus to form new, correct linguistic

habits through intensive practice, eliminating interference errors in the process” (Crystal, 1987:372).

5. Generally speaking, **CL** is a structured group learning which focuses on bringing social interdependence among a group of students who work together in groups of three or more towards certain shared learning goals. Individual members can only achieve their own goal(s) if others achieve theirs; therefore, they are motivated to contribute their efforts into the success of others.

References

1. Aghlima, M. (2010, 23 December). Iran Isna online news paper.
2. Birjandi, P. & Bagherkazemi, M. (2010). The relationship between Iranian EFL teachers’ critical thinking ability and their professional success. *Canadian English Language Teaching*, 3 (2), 135-145.
3. Birjandi, P. & Naeini, J. (2007). The impact of collaborative learning on learners critical thinking. *Roshd FLT Journal*, 22(84), 10–15.

4. Birjandi, P., Soheili, A. G., Norouzi, M., & Mahmoodi, G. (2010). *English book 1*. Tehran: Iran's Educational Publication Inc.
5. Eslami-Rasekh, Z., & Valizadeh, K. (December, 2004). Classroom activities viewed from different perspectives: Learners' voice and teachers' voice. *TESL-EJ*, 18 (3). <http://tesl-ej.org/ej31/a2.html>, August 16, 2007.
6. Farhady, H., Jafarpoor, A., & Birjandi, P. (1994). Testing language skills: From theory to practice. Tehran: SAMT Publications.
7. Faculty of the Training Laboratory in Group Development. (1947, December 20). A laboratory in educational dynamics. *School and Society*, 66, 475–476.
8. Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
9. Freire, P. (1998). *Teachers as Cultural Workers - Letters to Those Who Dare Teach*, Translated by Donoldo Macedo, Dale Koike, and Alexandre Oliveira, Westview Press, Boulder, CO.
10. Harmer, J. (2003). Popular culture, methods, and context. *ELT Journal*, 57(3), 283–294.

11. Hosseini, S. M. H. (2000). The effect of competitive team-based learning on the reading comprehension of Iranian senior high school students. *Roshd FLT Journal*, 20, 42–49.
12. Hosseini, S. M. H. (2006a). Third (and last) main speaker at *International Forum on 'Global Peace and Civic Action'* – sponsored by National Federation of University Co-operative Association, Japan, held at Mysore, India on August 11–12, 2006.
13. Hosseini, S. M. H. (2006b). Globalisation, cooperative learning, and ELT. *Indian Journal of English Language Teaching*, 44, 2–12.
14. Hosseini, S. M. H. (2009b). *Effectiveness of Cooperative Learning Methods: A Study with Iranian and Indian Undergraduate Learners*. Unpublished PhD Thesis. Mysore University, India.
15. Lois, A., Slavik, H., Slavic, C. (2010). Cooperative Approaches to Language Learning. *Online Journal of Effective Language Education Practices* / Northern Arizona University web site / Accessed [online] November 22, 2010.

16. Mirhassani, S. A., Ghafar Samar, R., & Fattahipoor, M. (2006).
The role of writing pedagogy in vocabulary development.
Indian Journal of Applied Linguistics, 32 (1 & 2), 91–106.
17. Sepehri, M. R. (2008). Bazar-Kar, Ordibehesht issue, p. 13.

=====

.....

**It's a sad thing not to have friends, but it's even sadder
not to have enemies.**

-- Che Guevara

SECTION III

COOPERATIVE LEARNING METHODS

.....
Growing to us is something more than growing to the trees or the animals that, unlike us, cannot take their own growth as an object of their preoccupation. For us, growing is a process in which we can intervene. The point of decision of human growth is not found in the species.

-- Paulo Freire

III Cooperative Learning

.....
✓ *****Schools and universities must help tomorrow citizenry see the fact that they live in a world which share it with others. They should learn to be cooperative and bear a responsibility to others. They should learn that unselfishness, not self-centeredness, is as important a determinant of the viability of a society as are the academic levels its citizens achieve.**

– The Author, Dr S.M.H.Hosseini, Iran

Advance Organiser Questions

1. In what ways teachers can manage the kind of patterns of interaction in their classes?
2. How can you encourage students to learn cooperatively?
3. What are the probable benefits of CL for large classes?
4. How may CL contribute to internalisation of values in students?

Introduction

Social interdependence is the main constituent of any kind of community, including communities of learning. According to Johnson and Johnson (1989), social interdependence exists when each individual's outcomes are affected by the behaviours of others. To prioritise the importance of social interdependence, Van Lier (1996), as one of the advocates of the school of constructivism, stated, “Neither intelligence, skill, knowledge, nor understanding are locked inside individuals; rather, they are acquired in social interaction and spread around in our social and physical environment” (p.8). On the other hand, the fact is also that if social interdependence is not properly engineered, it has the potential to even hinder rather than facilitate academic/social achievement of learners because, in such cases, it affects the type of interaction among class participants, and consequently their intelligence, skills, attitudes, and eventually learning in negative ways.

Therefore, the *interpersonal goal structure* teachers design and apply in their classrooms directly influences context of

learning and the type of interaction among class participants, and consequently their intelligence, skills, knowledge, attitudes, and learning. It is in this backdrop that scholars like Humphreys, and Johnson and Johnson (1982) have purported that the kind of pattern of interaction among learners may be even *more important* than the new instructional innovations in regard to the impact it has on learners' performance.

This chapter casts light on different interpersonal learning goal structures in order to lay the grounds to an introduction to Cooperative (Language) Learning. Also, after introducing Collaborative Learning, Interactive Learning, and CL, the chapter highlights main differences between cooperative language learning, the major focus of which is on groupwork, which is of paramount importance in language classes, and the traditional language teaching.

Different Interpersonal Goal Structures

As Jacobs (1988) asserted, social interdependence among a community members could be managed to be neutral, negative, or positive. In a swimming race, for example, he explains, there is a neutral interdependence if swimmers are trying to improve their

own personal best times irrespective of others. In a tennis match, on the other hand, there is a negative interdependence simply because it has been designed in such a way that one can succeed so long as the other fails to obtain his own goals. And the nature of a basketball team encourages positive interdependence: Players need to contribute to the success of their team, which means their own win. Similarly, teachers can decide on the kind of interdependence and classroom learning structures they desire to have in their classes: By emphasizing neutral- goal or reward interdependence, they can create *individualistic learning*. If they insist on negative-goal or reward interdependence, they can have *individually competitive learning*. And their persistence in positive- goal or reward interdependence can result in *cooperative learning*. In view of the fact that the kind of interpersonal goal structure teachers design and prioritise in their classrooms directly influences the kind of interdependence among their students and so their learning and growth, i would like to discuss these concepts (different class structures) further in the following sections before encountering and elaborating CL. This will also enable the readers to have a better perception of CL.

Individualistic Learning

Individualistic learning is when teachers decide on neutral-goal or reward independence among students and make them focus on individual tasks and encourage an almost lack of social interdependence among them. Individualistic learning highlights the importance of each student working alone and independent of others to guarantee his future success. Students are assigned individual rewards by using a criterion-referenced evaluation system¹, which does not appreciate social comparison. Therefore, as Johnson and Johnson (1991) concluded, individuals prefer to concentrate only on their own improvement. In words of one syllable, due to the absence of shared learning goals and lack of motivation towards interactive learning, students, in individualistic learning environments, are reluctant to interact with other classmates and prefer to learn individually. In a language-teaching context in a reading comprehension course, for instance, individualistic learning is when students read their texts and answer its questions by themselves and irrespective of others.

To draw attentions to the importance of individualistic learning, Jackson (1968), one of its exponents, made this point:

Students must try to behave as if they were in solitude, when in point of fact they are not. They must keep their eyes on their papers when human faces beckon.... If they are to become successful students, [they] must learn how to be alone in a crowd. (p. 16)

Before switching to the next topic, it should be reminded that it is not necessary to resort to individualistic learning, which has a number of pitfalls, to teach students 'how to be alone in a crowd'. It is possible to empower them with such ability via interactive approaches to learning like the approach i myself have developed – via CTBL. This point will be explained later in Chapter 5.

Individually Competitive Learning

When teachers prioritise negative-goal or reward interdependence among students and in actuality highly encourage competition, they are in actual fact patterning individually competitive learning. In such a structured classroom, students work against each other to achieve a rare reward/goal. They can succeed if others fail. Consequently, as Johnson, Johnson, and Holubec (1986) confirmed, they engage in a win-lose struggle in an effort to

determine who is the best. Participants work alone, and rewards are given on a norm-referenced² basis. In a reading comprehension class, for example, a competitive goal structure occurs when students read the text and answer the related questions individually with the intension to prove their superiority over others.

To justify the significance of competition in academic situations, i (Hosseini, 2000) set out my rationale in the foreword:

Academia must aware students of the realities of this *competitive world*, and must aim at empowering them to effectively contend against their opponents in pursuit of their important goals. And this calls for the accommodation of competition in humanistic interactive rather than traditional individualistic approaches to learning (p. vi)

Collaborative Learning, Interactive Learning, and CL

If teachers focus on patterning positive interdependence among their classroom participants, they spur them to co-operate with each other. Positive interdependence can be created by bringing such situations in which the success of an individual is associated with the achievement of others. That is, one person succeeds if others succeed to obtain their goals. Hence, in order to attain their

shared learning goals, in such contexts, individuals are exhorted to work together. Collaborative Learning, Interactive Learning, and CL are amidst the approaches that appreciate this kind of goal structure. Such innovations have been differentiated in Chapter 12 of the present book. In cooperative goal structures, a combination of criterion-referenced and norm-referenced evaluation systems are used.

To highlight the importance of cooperative goal structure, I have suggested that schools should also promote cooperative and social skills of students. The following quote of mine nicely captures their attitudes towards the importance of collaborative learning:

.....

Schools and universities must help tomorrow citizenry see the fact that they live in a world which share it with others. They should learn to be cooperative and bear a responsibility to others. They should learn that unselfishness, not self-centeredness, is as important a determinant of the viability of a society as are the academic levels its citizens achieve.

Cooperative Learning Defined

Cooperative Learning means learning together in circles, in groups. But the truth is that not all kind of groupwork can

necessarily mean CL. Karl Smith (1996) well elucidated the common misunderstandings about CL when he posited:

Many faculty [sic] who believe they are using participatory learning are in fact missing its essence. There is a crucial difference between simply putting students in groups to learn and structuring cooperation among them. Cooperative learning is not having students sit side by side at the same table to talk with one another as they do their individual assignments. Cooperative learning is not assigning a report to a group of students on which one student does all the work and the others put their names. Cooperative learning is not having students do a task individually and then having the ones who finish first help the slower students. Cooperative learning is much more than students discussing material with other students or sharing material among students, although each of these is important in cooperative learning. (P. 74)

Olsen and Kagan (1992) defined CL as a 'group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and

in which each learner is held accountable for his own learning and is motivated to increase the learning of others'.

Cooperative Language Learning

Cooperative Learning in the ELT sphere, according to Richards and Rodgers (2001), is perceived as “a way of promoting communicative interaction in the classroom” and “is seen as an extension of the principles of Communicative Language Teaching” (p. 193) in the sense that it appreciates more interactive views of language teaching (see Hosseini, 2010).

As a humanistic approach to ELT, Cooperative Language Learning is among the instructional approaches that involve a more realistic comprehension of the nature of language acquisition as well as the learners as it accommodates diversities in levels of performances, learning styles, and cultural backgrounds, in small, non-judgemental, and relaxing forums. Instead of working as individuals in unfair and sometimes unhealthy competition with every other individual in the classroom, students are given the responsibility of creating a learning community where all of them participate in meaningful ways. Cooperative Language Learning supplies all learners, with probably different backgrounds and

abilities, with equal opportunities to actively participate in the process of language learning in an environment which encourages negotiation. Students have the opportunities to listen to others in metacognitive ways, use the language to communicate their thoughts, and ask questions without feeling shy in order to fill the gaps in their understandings of the material taught by the teacher. They have meaningful opportunities to practice what they are learning with their peers and to broaden that knowledge while engaging in the give-and-take of group activities. They act as resources for one another, share their knowledge and learning strategies, and enjoy learning the language and acquiring relevant social skills alike. CL environments of shared learning enhance the connection of the new information to learners' background knowledge (schema) and thereby facilitate mental processing of the new material in more depth. This is, in turn, favourable to retention of information, which is one of the main concerns of language learners.

Besides negotiating the meaning and scaffolding the language learning of one another, participants, in cooperative learning settings, have the opportunity to assess their peers, and process their groups' performances. The belief is that peer evaluation and peer assessment reinforce meaningful

communication and encourage relevant, immediate, and comprehensible feedback. Such analytical environments catch attention of participants and spur them not only to monitor and analyse their understandings of the material and compare notes on what they have learnt through a process of discussion and negotiation, which, in turn, allows them to better understand what they have learned and how to use it effectively. They also encourage them to judge on their improvements and capabilities. They facilitate learners to realize new dimensions of aptitude³, proficiency, and achievement, and contribute to learner autonomy.

Research also strongly support the proposition that CL, as a pedagogical approach, is far more effective than the traditional mode of instruction, which foregrounds lecturing and listening, instead of engaging students in creative and critical thinking as an educational goal. Research surveys in the U.S. indicate that when students are involved in more face-to-face interactions and such other activities than just listening, their level of grasp, assimilation, and retention is between 75-90% while it is just between 15-30% in traditional modes of instruction.

Zhang (2010) indicates main differences between cooperative language learning and traditional language teaching as

they have been posited by Nunan (1989) and Johnson and Johnson (1991) in table 3.1.

	Traditional Language Teaching	Cooperative Language Learning
Independence	None or negative	Positive
Learner roles	Passive receiver and performer	Active participator, autonomous learners
Teacher roles	The center of the classroom, Controller of teaching pace and direction, judge of students' right or wrong, the major source of assistance, feedback, reinforcement and support	Organizer and counselor of groupwork, facilitator of the communication tasks, intervener to teach collaborative skills
Materials	Complete set of materials for each student	Materials are arranged according to purpose of lesson. Usually one group shares a complete set of materials.
Types of activities	Knowledge recall and review, phrasal or sentence pattern practice, role play, translation, listening, etc.	Any instructional activity, mainly groupwork to engage learners in communication, involving processes like information sharing, negotiation of meaning and interaction
Interaction	Some talking among students, mainly teacher-student interaction	Intense interaction among students, a few teacher-student interaction

Room arrangement	Separate desks or students placed in pairs	Collaborative small groups
Student expectations	Take a major part in evaluating own progress and the quality of own efforts toward learning. Be a winner or loser.	All members in some way contribute to success of group. The one who makes progress is the winner.
Teacher-student relationship	Superior-inferior or equal	Cooperating and equal

Table 3.1 Comparison of cooperative language learning and traditional language teaching

Conclusion

.....

Victory attained by violence is tantamount to a defeat, for it is momentary. An eye for an eye makes the whole world blind.

-- Mahatma Gandhi

The significance of cooperative (language) learning is that it puts the emphasis on learner, learning process, learning environment, and other effective variables in (language) learning such as students' attitudes and sociocultural expectations. Joyce and Weil (2003) have assumed that the synergy generated in cooperative learning settings brings in feelings of connectedness among students, particularly a feeling that their power in their groups is more cogent than when they are alone. This kind of feeling causes

ripple effects generating more positive energy in them and motivates them for further achievement of their shared learning goals. And the attainment of their goals enhances their levels of self-confidence along with a feeling that they are respected and appreciated. The two researchers are also of the view that such settings are conducive to the emergence of diverse and creative ideas, which are favourable to the creation of more intellectual persons.

I believe that structured cooperative (language) learning potentially addresses and solves the deficiencies found in the conventional ways of teaching in Education in general, and in EFL/ESL settings in particular, in view of the emphasis it lays on social context of learning and implementation of groupwork in learning situations. CL responds to the need for a paradigm shift in Education.

* * * * *

Cooperative Learning, however, is a generic term that refers to some flexible group-based instructional methods which focus on organizing and conducting classroom instruction in such a way that students become interested and engaged in the learning

process. The next chapter is an attempt to discuss these methods in greater detail.

Discussion Questions

1. What kind of goal structure do you think is more effective? Why?
2. What are the merits and probable disadvantages of peer evaluation and peer assessment in participatory learning settings?
3. Can you develop some interesting games for CL classes in primary/secondary/post secondary educational institutions?
4. Compare the contribution of CL, CLT, and TLM to effective language learning, with reference to the mechanisms underlying effective language learning. For example, *articulation of thought*, which is encouraged further in CL and also CLT, is a predictor of effective language learning. Therefore, in this regard, one can say CL and CLT are more likely to contribute to real language learning than the TLM. It could also be claimed that CL would contribute to effective learning more significantly

than CLT because it is in CL that all participants have equal opportunities to articulate their understandings.

Food for Thought

1. What is your opinion about Richards and Rodgers' idea that CL is an extension of the principles of CLT?
2. What is your opinion about the idea of 'sinking or swimming together' in cooperative learning situations!
3. Discuss the below saying of mine in relation to CL objectives:

.....

No one has the right to deprive me of freedom, my very basic right. I need not freedom to breathe, to drink, to eat, to have sex, or to exist – I am not an animal. I want freedom for the full expression of my philosophy. Freedom is not worth having if it does not include the freedom to think, to articulate thoughts, to decide, to choose, to follow dreams, and to live.

Notes

1. In **criterion-referenced evaluation system** students' performance in a test are measured according to a pre-determined level of quality or criterion. Those test takers who get above the pre-established standard pass the test.

2. In **norm-referenced evaluation system** students' performance are compared with one another. The best answer to a question, for example, gets an 'A' and the worst one gets an 'F' (i.e. test takers are compared with one another). In such evaluation systems, it may be announced that the first 10 test takers, for instance, pass the test.
3. Language **aptitude** refers to natural abilities of the language learner mostly with reference to his verbal as well as syntactic abilities. For example, those learners who possess more oral mimicry abilities and grammatical sensitivity are likely to learn language more successfully.

References

1. Hosseini, S. M. H. (2000). *The effects of competitive team-based learning on the reading comprehension of high school students*. Unpublished MA Dissertation. Garmsar Azad University, Iran.
2. Hosseini, S. M. H. (2009). *Effectiveness of cooperative learning methods: A study with Iranian and Indian undergraduate learners*. Unpublished PhD Thesis. Mysore University, India.

3. Jacobs, G., (1988). Cooperative goal structure: A way to improve group activities. *ELT Journal*, 42 (2), 97-100.
4. Jackson, D. W. (1968). *Life in classrooms*. New York: Holt.
5. Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book.
6. Johnson, D. W., & Johnson, R. T. (1992). Positive interdependence: Key to effective cooperation. In R. Hertz-Lazarowitz & N. Miller (Eds.), *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 147–199). New York: Cambridge University Press.
7. Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1994). *Cooperative learning in the classroom*. VA: Association for Supervision & Curriculum Development.
8. Nathenson-Mejia, S. (1987). Learning to read, learning community: Consideration of the social contexts for literacy instruction. *The Reading Teacher*, 41, 260–265.
9. Nunan, D. (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press.

10. Richards, J. C., & Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
11. Smith, K.A. (1996). Cooperative learning: Making "groupwork" work. In C. Bonwell & T. Sutherlund, Eds., *Active learning: Lessons from practice and emerging issues*.
12. Van Lier, L. S. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity*. London: Oxford University Press.
13. Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research*, 1(1), 81–83.

=====

.....

Feed the hungry and visit the sick, and free the captive, if they are unjustly confined. Assist any person oppressed, whether Muslim or non-Muslim.

-- Holy Prophet Mohammad (PBUH)

IV

Cooperative Learning Methods

.....
We know things through working with them, through experiences marked by love and by hatred, by silence, furious battles, enthusiasm and weariness, victory and defeat, resulting in more and more refined knowledge.

-- Levi

Advance Organiser Questions

1. What is your perception of CL methods?
2. Is it a good idea to teach reading and writing in parallel? Explain.
3. Discuss the main responsibilities of teachers in CL methods.

4. What is your opinion about the inclusion of competition in CL methods?

Introduction

As it was already stated, CL stands for some flexible group-based instructional innovations which have been projected in educational settings in recent years, concurrent with the evolution of constructivism at the dawn of the third millennium. These innovations are known in a variety of names in the related literature. Among these names are CL models, CL strategies, and CL methods. Whatever the name, such innovations intend to practice today generations of students in skills of human relationship. Although most of them may not technically be considered as methods, i have referred to them as methods in the present book. One of the distinctive features of these methods, according to Slavin (1983), is that they mostly aim at *the development of cognition*, which includes thinking, remembering, concept formation, logical reasoning, and problem solving, *in social contexts*. Further, as noticed, in addition to academic development of learners, these methods aim at extending social

skills and individuals' capabilities for more effective inter-personal relationships.

This chapter brings together some of CL methods like Group Investigation (GI), Learning Together (LT) or Circles of Learning, Jigsaw I, Jigsaw II, Constructive Controversy (CC) or Structured Academic Controversy (SAC), Reciprocal Teaching of Reading (RTR), Cooperative Integrated Reading and Composition (CIRC), Student Teams-Achievement Divisions (STAD), and Teams-Games-Tournaments (TGT). Complex Instruction (CI), Cooperative Structures (CS), and Team Accelerated Individualization (TAI) are some other methods of CL. Such methods could be implemented in math, social studies, science courses, and particularly language arts. Kagan (1992), Kluge, et al. (1999a), Sharan (1999), and Slavin (1983/1990) could also be very useful sources of reference for various CL methods. This chapter tries to give the readers a general sense of what some of the more popular methods of CL are like. It is an attempt to introduce a synthesis of the main features of each of such methods. More importantly, the chapter brings into focus the method (TT) i have developed. After a brief but to the point introduction to each method, the chapter discusses their main characteristics - at the class level - and then explicates their evaluation systems. I hope,

the illustration of the process under which these methods have been developed inspire teachers to evolve similar or contextually relevant methods so as to meet their needs and goals in their classrooms more successfully. It should be mentioned that i have introduced some well-known methods of CL in the present chapter in order to pave the way to a thorough introduction to my own approach to ELT/education in the following chapter.

Group Investigation

Sharan and Sharan (1992) have developed Group Investigation (GI) at Tel Avive University, in Israel. This method is one of the rare CL methods that gives considerable freedom to participants. Students, in this method, have the latitude to decide on the composition of their groups, assign their roles and responsibilities, establish and clear the norms and their desired behaviours, and set their goals. Students form their own favourable two- to six-member groups to work cooperatively for conducting their group projects, and thereby, achieving their shared goals. The teacher's role seems to be less intrusive in this method. GI involves cooperative group inquiry emphasizing data gathering by students, interpretation of information through group discussion, and

synthesis of individual contributions into a group project. Another distinguishing characteristic of the method is its attempt to eliminate competition among participants.

At the class level, as in most CL methods, the instructor is expected to introduce the method and its basic principles, shed light on the objective of the course, explain scoring system, and help students form their groups, in the first session. Like any other method of CL, the class presentation can be a lecture or any other kind of demonstration like brief plays and brain storming techniques supported by a slide, a video, or an internet show. Summarising the important features of GI, Sharan and Sharan put forth four critical components of their method as they are illustrated in Figure 4.1:

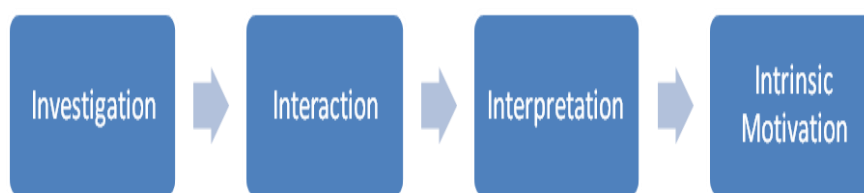


Figure 4.1 Main Components of GI

Accordingly, in GI classroom, groups, first, get together and investigate topics from a wide range of topics, which are to be covered during a term, and select their favourable ones. Then

individual groups plan and decide what to seek for in the topic, how to go about it, and how to divide the work among them in order to carry out the group research or task. During the course, they collaborate in activities like analysing and evaluating the data they gather from several sources. They discuss their work in progress and exchange ideas and information in order to expand, clarify, and integrate them. After each individual finishes his task, the group pools the findings and tries to reach consensus to produce a group report, demonstration, play, or exhibition. In the final session, each group makes a presentation or display to share its findings with the entire class. The belief is that collective achievement of shared goals brings with it a kind of intrinsic motivation.

As regards the evaluation system of GI, self-evaluation, peer assessment, and teacher evaluation are utilized in order to supply appropriate feedback to students' further development. For example, while a group is presenting its report, other groups have the opportunity to evaluate the clarity and professional quality of their presentation through observation and posing questions with reference to their areas of concern and interest. The final evaluation of groups is based *on the quality of their group*

performance during the semester, which strongly aims at developing positive interdependence among group members.

Learning Together

Johnson and Johnson (1999), at the University of Minnesota, in the USA, put their efforts together to give birth to Learning Together or Learning Circles or as i have called it Cooperative Group-Based Learning (CGBL). The major distinguishing feature of this method is the strong stress it puts on *cross-group sharing and learning*. Therefore, the focus in classes run through this method is not only on the actual cooperation and getting along together in the group, it is also on improvement of cohesiveness of all groups in the classroom which is considered as a necessary part of group learning. It will naturally be the norm that groups that contribute to the progress of other groups more enthusiastically have better chances to receive more information and help. *Explicit teaching of social skills* like trust building, conflict resolution, and helping and supporting one another are also emphasised. Generally, this method is much more *group-skills* based than other methods of CL. In contrast to some other methods of CL that follow specific steps, CGBL allows teachers to follow their own procedures based

on their students' and circumstantial needs. Johnson brothers have especially emphasized that the following five essential elements, which have been explained in Chapter 6, must be structured in CGBL situations:

1. Positive interdependence;
2. Individual and group accountability;
3. Face-to-face interaction;
4. Group skills, and
5. Group processing.

In classes run through this method, class members, mostly heterogeneous (e.g. in sex, race, ethnicity, and/or reading comprehension or language proficiency abilities) groups of three to six students, work together towards certain shared learning goals. As, in this method, inter-group cooperation is prioritised, especially through its evaluation system, individuals in a group come to the conclusion that their destiny is directly correlated to the level of achievements of other groups in the class. Consequently, they are spurred to co-operate not just with their own group members but with other groups also. They help one another to ensure that everyone learns the lesson or completes the assignment introduced by the teacher.

Concerning its evaluation system, *all group members receive the same grade*. The group is assessed both for their group participation and *group performance* and for *the level of their cooperation with other groups* in producing a shared product in the class. In short, individual members earn the same recognition, grades, and sometimes rewards or awards based on the academic performance of their groups. This evaluation system conveys the idea that, in CGBL classes, all groups have a ‘common fate’ -- they ‘sink or swim together’, regardless of differences in their contributions to the success of the group. The belief is that this kind of evaluation system enhances intra- and inter- group positive interdependence alike.

Jigsaw I

Jigsaw was developed by Aronson, et al. (1978) at the University of California, in the US. The key to implementation of Jigsaw is the *creation of a gap in students’ information* and using this gap as a motivator for their further involvement in the learning process. The information gap creates a genuine communicative context for authentic language use which is crucial for language acquisition in particular and learning in general. To create this gap in

participants' existing knowledge, no one member is given sufficient information to solve the problem at hand or complete the assignment in question. Hence, to fill their gaps of information and meet their interests, students have no other option but cooperation. Because of felt-need, group members enthusiastically listen to their group mates which enhances positive interdependence and encourages them to take an active part in their learning.

As indicated in Figure 4.2, a Jigsaw class should follow the below five step process:



Figure 4.2 Main components of Jigsaw

In a real classroom situation, after the material to be learnt is divided into separate units, it is presented in 'base groups' or 'home groups' of four to six heterogeneous (in abilities) members assembled by the teacher. Individual members of the base groups are then given separate parts (mini-topics) of the whole academic textual material. Each home group's member takes responsibility for one aspect of the problem in question. Having learnt something

about their parts in an adequate time in their home groups, group members who have the same parts for learning come together in ‘expert groups’ or ‘study groups’ to study, discuss, and refine their understandings of their shared parts and decide how best to teach it to their peers in their original or base groups. After assuring themselves that everyone has digested the material, they return to their base groups and take turns to teach what they learnt to their group mates. Equally, in this phase, they also have the opportunity to learn what their group members learnt and mastered in their expert groups. Therefore, they all fill their gaps of knowledge in mutual communicative environments and, in fact, complete the jigsaw. Subsequently, groups share their findings with the class at large through a class discussion, a graphic or dramatic production, or in a question-and-answer session. At the end of each unit students will take a test over the input which they have learnt.

As regards the evaluation system of Jigsaw, *groups are evaluated by the sum of their members’ scores on quizzes and tests which they take individually.* Groups that show highest improvements receive rewards. This kind of evaluation is more likely to enhance individual accountability of group members. In addition to the strategy of the recognition of the best groups, the

rationale behind information gap activity contributes to the enhancement of positive interdependence.

Jigsaw II

Jigsaw II, which was developed by Slavin (1980) at York University in England, may be considered as a more realistic version of Jigsaw I. It is similar to original Jigsaw in the sense that it too strongly advocates students to learn from one another. But the difference is that *in Jigsaw II each group member* should study *all* parts rather than *a section* of the academic textual material, distributed among them by the teacher.

In classes which apply Jigsaw II, after the teacher introduces the whole assignment, each group member is asked to study the whole text first in order to gain a picture of it. Group members are then asked to study their own specific segments of the whole thoroughly. As in the original Jigsaw, individuals meet other groups' members who have the same topic in 'expert groups' in order to discuss the areas they have become experts in. They, at this stage, mostly discuss the ways as to how to teach their parts to their fellow members in their 'home groups'. Then, as experts, they go back to their home groups and take turns teaching their

parts to one another. At this stage, in their home groups, they likewise learn something more in the areas they have not been provided with resources or sufficient knowledge from others in expert groups. And lastly, all class participants are subjected to a class-wide discussion or a question-and-answer session. They may also take a test which covers all the sub-topics.

As to the evaluation of participants, besides considering groupwork evaluation as it is in the original Jigsaw, Jigsaw II also stresses *individuals' improvement evaluation*. Each group member has a 'base score' (i.e. the average of past grades) and an 'improvement score' (i.e. the difference between the individual's last test score and his base score). *The ultimate score of each group is also calculated by the sum of its members' improvement scores*. These improvements will be judged by comparison of their recent marks with the average of their previous performances. Individuals and groups with highest improvement scores earn certificates or other group rewards. Even though its activities aim at bringing positive interdependence, the evaluation system of Jigsaw II mostly focuses upon encouraging students to take further responsibility in the course of learning. For a lesson plan outline i have developed based on Jigsaw II, see Appendix A.

Constructive Controversy

Scholars like Johnson, Johnson, and Holubec (2002) have had significant contribution to the development of SAC or CC. The prominent focus of CC is on the positive influences *planned and structured controversy* could have on academic achievement and social relationships of class participants. CC is, in fact, an extension of another method of CL known as Learning Through Discussion (LTD). LTD is fundamentally based on *discussion panels* on variety of desired-to-learners topics, which may be posed, for example, by a student, the teacher, or through a video or audio programme. Higher order questions and analysis of viewpoints that demand *abstract thinking* are emphasized and encouraged in this method. Such type of questions and activities exact more than remembering and expressing of factual or descriptive statements. They require evaluation of causes and effects, generalization, and relating of ideas, concepts, and principles all of which are believed to be conducive to deeper and more effective learning.

Johnson, Johnson, and Smith (1986) recommended teachers to take heed of the below five primary steps in implementing CC in their classes:

1. Introduction: The introduction should incorporate a clear description of a group's task and the phases of the controversy procedure along with the collaborative skills, which students are expected to use during each phase. Definition of the position to be advocated and a summary of the key arguments should also be taken into account by teachers.
2. Choosing a topic: Teachers should bear in mind that the topic should sound interesting to students, and be supported with at least two well - documented sides of argument.
3. Providing instructional materials: Teachers should consider the kind of materials that could support and elaborate the arguments in different ways.
4. Structuring the controversy: Assigning students to groups of four, dividing each group members into two pairs (dyads) who take opposing positions on the topic to be discussed, and requiring each group to reach a consensus on the issue and turn in a group report on which all members will be evaluated are the steps teachers should consider in this phase.

5. Conducting the controversy: This phase includes planning positions, presenting positions, arguing the issue, practising perspective reversal, and arriving at a decision.

As it is realised, in this method, discussants should always be supplied with well-documented positions and some further references, if needed. They should also be provided with some guidelines for more helpful discussions. Each session, an interesting but challenging topic which foregrounds polemical discussions is introduced. The teacher may also have a brief review of key vocabularies while introducing the general theme of the text or topic. Then groups of four members are divided into two pairs to discuss and develop one side of the argument. Afterwards, the two dyads meet to discuss the topic for the purpose of achieving more knowledge of the topic. Pairs then switch sides and develop arguments for the opposite side of the same issue in order to gain a thorough understanding of the topic in question from different dimensions. Later, they put the topic on the stage for a class-wide debate, for further exploration and deeper understanding. This stage affords them opportunities to criticize and challenge others. They will also be challenged to defend their ideas. Identification of merits and disadvantages of the theme in question, discussion of theme through different

vantage points, and evaluation of the type of presentation by the author are some of the activities in this method.

Considering CC's evaluation system, *groups are recognized based both on group production and on the average of members' performance*. This evaluation system is believed to increase individual accountability as well as positive interdependence among interlocutors.

Reciprocal Teaching of Reading

Originally Palinscar at the University of Michigan and Brown (1985) at the University of Illinois at Urbana-Champaign coordinated their efforts to launch the new version of RTR as a special programme to suit poor readers who had not profited from traditional reading instructional methods in early levels of education. One major characteristic of this method of CL refers to the emphasis it lays on *strategy training* in reading courses, in environments which appreciate the significance of social scaffolding in learning activities. For the purpose of joint understanding of a text, participants, in their heterogeneous groups, are mostly practised in the following specific reading comprehension strategies:

1. Predicting;
2. Summarising;
3. Questioning, and
4. Clarifying

The significance of *predicting*, especially in reading classes, is believed to lie in its contribution to intensifying students' focus on what they are reading, in order to see whether their predictions come true. This strategy engages students in learning because they have to concentrate on the content in order to evaluate their predictions. *Summarizing* is likewise assumed to encourage class participants to integrate what they have learnt. In other words, in order to summarize or reproduce the text, students have to implement their lexicon and syntax which they have acquired through listening, reading, and speaking. The philosophy behind the emphasis on *generating questions* is that learning to generate questions in lieu of only responding to teacher's questions challenges deeper levels of students' cognition. And finally, the belief is that *clarifying* promotes comprehension monitoring of interlocutors, which, in turn, increases their meta-cognition abilities.

In a real classroom situation, as regards teaching a text, for example, having activated students' minds on the topic through

different techniques, the teacher introduces the text. To illustrate how the implementation of each of the aforementioned strategies helps students in the comprehension of the passage, the teacher *models* his own process of comprehending of the first paragraph of the text. He does it *by thinking the process aloud*. Through this technique, students will learn the target strategies – the strategies that the teacher has already planned to teach. Students are then given the opportunity to try to follow the same procedure for next paragraphs in their groups so as to internalise and master the strategies. The point is that it is more proficient readers who take the first turns to implement the strategies, by thinking aloud, in order to endow lower performers with more opportunities to better understand the application of strategies. Group members also share their uncertainties about unfamiliar vocabularies, confusing text passages, and difficult concepts and discuss more practical strategies to be applied for each problem.

Regarding the evaluation system, as opposed to some CL methods like GI and CGBL which focus on positive interdependence in their evaluation systems, in this method, *groups are evaluated based on individuals' performances on quizzes and tests*. This type of evaluation strategy makes individuals more responsible for their own learning.

Cooperative Integrated Reading and Composition

.....
**Those who deny freedom to others deserve it not for themselves,
and, under a just God, cannot retain it.**

-- Abraham Lincoln

Stevens, et al. (1987) have developed CIRC which is a comprehensive programme for teaching reading and writing, and language arts. This method focuses on *simultaneous development of reading and writing* skills of participants because it considers them as two inseparable skills. Lesson elements, in this method, incorporate:

1. Introducing the topic and the theme of the text;
2. Introducing the meaning of new words;
3. Reading silently and reading to a partner;
4. Analyzing the text's linguistic features;
5. Summarising the text, and
6. Practicing word recognition and spelling to the point of mastery.

In a CIRC class, after the teacher introduces the topic and tries to relate it to the students' background knowledge through applying various strategies and techniques such as brainstorming and class discussion on the topic, students have the time to read the

text silently and note down key vocabularies. Afterwards, they head together with their groupmates to discuss unknown vocabularies and problematic areas of the text and answer related questions. Then, they engage in some other activities such as paraphrasing and summarizing the topic. Finally, they involve in some word-recognition activities.

In this method, to enhance both positive interdependence and individual accountability, the evaluation of students is based on *improvements in individual achievements that are calculated as a group-score*.

Student Teams-Achievement Divisions

Student Teams-Achievement Divisions (STAD) is another popular CL method which has been developed by Slavin and associates at Johns Hopkins University, in the US. In contrast to some methods of CL like GI which are purely student-centred, STAD *pays more attention to the presence and the role of the teacher*. Hence, it is likely to attract those teachers who do not like to consider their students' contributions to making important decisions such as goal setting, group formation, and role assignment. The below five major phases have been outlined for this method:

1. Teacher presentation;
2. Group study;
3. Individual quizzes;
4. Determining improvement points, and
5. Group recognition.

At the class level, after the teacher presents the lesson through his favourable techniques and strategies, he wants heterogeneous groups of two dyads to work together to attain their learning goals. Groups' members work together to complete the worksheets, which are distributed by the teacher after his presentation. First, they work in pairs on one shared worksheet and then share their work with the other pair of their group. After the group study is completed, the teacher asks students to take a test individually in order to assess their understanding of the material. Shortly thereafter, students correct their own performances on quizzes based on keys supplied by the teacher. This opportunity affords students an immediate feedback on their understanding and helps them to better recognize their problems and reconstruct their related knowledge.

Considering the evaluation system, like Jigsaw II, in STAD individuals are evaluated based on *their improvements over their own past performance on quizzes and tests*, which they have

already taken individually, applying an individual improvement score. Therefore, each student is assessed based on the progress he has achieved, compared to his previous performance(s) on similar quizzes and tests. Individuals' points are also combined to recognize groups. In words of one syllable, *group recognition is based on individuals' improvements*. Groups that achieve above a designated standard earn certificates or other group rewards.

Teams-Games-Tournaments

The shared efforts of scholars like DeVries and Edwards (1974) and Slavin (1991) have contributed to TGT. This method of CL is somewhat similar to STAD. Its distinguishing feature is that *formal quizzes and tests have been replaced by tournaments*, which have been designed to evaluate students' knowledge of the material covered previously. The grading system as well as the pattern of interaction TGT brings about among groups also differentiate it from STAD. Whereas STAD pays no attention to inter-group competition, *TGT suggests within-group comparison* in the sense that it encourages groups' members to vie with their same-level opponents from other groups. This opportunity endows them with equal chances to win for their groups. This kind of

academic competition among groups in regular class tournaments is the central focus area of this method.

Teams-Games-Tournaments consists of the following three main phases:

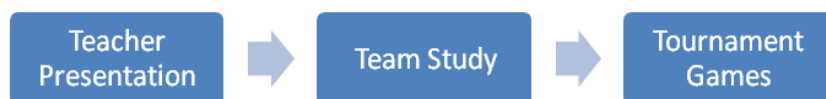


Figure 4.3 Components of TGT

In class activities, after the teacher presentation, heterogeneous groups of usually four to five members, study, practice, and discuss together, and help and quiz one another to master the material posed by the teacher in order to warrant their up-to-some-extent shared destiny in the tournaments. Due to their interrelated fate, group members are spurred enough into doing their best not merely to master the material for their own sake but also to help others to ensure that everyone learns the lesson or completes the assignment introduced by the teacher. Below is an example of the procedure underlying the implementation of a tournament game in classes run through TGT which has been excerpted from

http://www.udel.edu/dssep/teaching_strategies/tgt_coop.htm, in 22 January 2011:

1. The teacher selects an instructional topic and presents it to the students (e.g. the Constitution).
2. The teacher develops a list of questions on the topic and numbers them. Then cuts out small pieces of paper and numbers them so that the total matches the number of questions that he has developed for the topic to measure students' understanding (e.g. if he has 15 questions, he creates small pieces of paper with numbers 1-15 on them). And he gives a set of questions to one student in each group who reads the questions as their corresponding numbers are drawn from the pile.
 - * Tip: The teacher should make students place any numbers for which they are unable to come up with the correct answers in a small bag. He can collect those numbers and use them to guide what he will reteach.
3. The teacher, in the Team Game, should place students in heterogeneous groups of 4-5 by ability and have them review the material during this 'team' phase by selecting a number from the pile. He should note that all the groups must be equal in size. Then, he should give each group a

'Letter Identity' (e.g. Group A) and each student a 'Number Identity' (e.g. Student 1). Students must answer the question that matches the number they selected from the pile. For example, if a student selects number 12 from the pile and question number 12 is 'Why is government divided into 3 branches,' that student is challenged to answer that question. If he cannot come up with an answer, a groupmate can 'steal' the question. Groups share knowledge during this phase of the lesson (i.e. teach their groupmates).

4. The teacher, in the Tournament should place students in new groups made up of individuals from each of the 'Group Review' or base groups, which were focused upon in step 3. Here, in the 'Game' phase, students are placed in homogeneous groups with students of similar ability and compete against one another, in their group. For every question a student answers correctly, he earns a point.
5. Students return to their Group Game tables and report their scores. Group scores are compared and the winning group earns a reward.
6. And at the last juncture, students take an assessment. The scores for each Group (e.g. A, B, C...) are compiled and

averaged. The teacher also offers 'bonus points' for the group that earns the highest average and/or 'improvement points' to the group that improves its average the most over previous assessments.

As it is understood, in TGT evaluation system, points are awarded to individuals depending on *how they have done in comparison with their same level opponents in other groups*. And *the sum of group members' grades will stand for the group*. As noted, the first top groups are also appreciated. Although it considers positive interdependence, TGT's evaluation system is more focused upon posing individual accountability.

“Teams Tournaments”

I developed TT to the best benefit of my language classes. From among CL methods, I found TGT interesting because I too strongly believe in the idea that competition can be designed in such a way that it could act as an influential motivator for further cooperation through CL. I think the mechanism underlying TGT and its evaluation system, which encourages a kind of competition among groups (inter-group comparison), could better motivate students for more active participation in classroom activities, which is a

predictor of their achievement. The problem with TGT, however, is that, sometimes, conducting the kind of tournaments (i.e. tournament games) emphasised by this method, in some classrooms, especially at the collegiate level, may not be feasible or appreciated by students. It was in this backdrop that I thought of TT, in order to maximize the benefits of such kind of CL methods and to deal with the difficulties that may arise when they are implemented. In TT, tournaments of quizzes and tests rather than games have been prioritised in order to better satisfy students. As it is explicit in the very title of this method, and as it is hinted and could be realised from its implementation in real class settings, *games* has been removed, both from the title and from the actual practice of the method in the classrooms.

To motivate students for further perseverance and to prioritise the significance of competition in TT learning environments, groups are evaluated not just based on their members' improvements over their own past performances as it is in STAD, but also in comparison with their opponents in other groups as it is in TGT. While this kind of evaluation system ensures more accountability of individuals compared to TGT, it also patterns a within-group competition, which has been ignored

in STAD. TT could, therefore, be considered as an improved and enriched version of TGT and STAD.

Finally, at the end of this chapter, it is worth considering the benefits of CL methods put forward by Kagan (1994):

1. They promote student learning and academic achievement;
2. They increase student retention;
3. They enhance student satisfaction with their learning experience;
4. They help students develop skills in oral communication;
5. They develop students' social skills;
6. They promote student self-esteem, and
7. They help to promote positive race relations.

Conclusion

.....

- ✓ *****Cooperation is the very basic requirement of modern democracy, in civilised societies.**

-- The Author, Dr S.M.H.Hosseini, Iran

Cooperative Learning methods, which are congruent with Deweyian and Vygotskian approaches to Education (see Chapter 8), intend to prepare students for career and adult responsibilities. They contribute effectively to more effective skills and strategies for obtaining knowledge, solving problems, constructing

knowledge, and successful living. This is why Johnson (1985) has also argued that the importance of CL methods goes beyond academic achievement of participants. He has asserted that being able to perform technical skills such as reading, writing or any other problem solving activities is essential but of little use if one cannot apply them to interaction with others in real world settings. Students in cooperative learning settings, as Johnson has opined, learn how to function as responsible members of their societies and gain the ability to work with others, which is the keystone to building and maintaining stable marriages, careers, and peaceful and live societies.

What should be born in mind is that today students are inclined to network association and groupwork, which is of paramount importance for the success of particularly language classes. Therefore, educators and especially EFL/ESL teachers are recommended to consider CL methods for the benefit of their (language) classes.

* * * * *

The remainder of the present book is an attempt to mirror a whole depiction of my instructional approach, CTBL. The next chapter is the first step towards fulfilling such a goal.

Discussion Questions

1. Discuss one main advantage/defect of the CL methods introduced in this chapter.
2. Which of the methods do you prefer most? Provide your reasons.
3. Which of the methods do you prefer least? Why?
4. Compare the motives for students' collaboration in LT and TGT.
5. Which method's evaluation system is fairer? Why?
6. What is your opinion about the strategies which are focused upon in RTR? Do you believe in the approach to teaching strategies in this method?
7. Elaborate the main difference between Jigsaw I and Jigsaw II.
8. Differentiate TT from TGT and STAD.

Food for Thought

1. Negotiate your interpretations of the following saying in relation to some cooperative learning/living environments:

.....

The elite naturally believe that they are better and anything else is naturally inferior. We have a strong tendency to affirm that what

is different from us is inferior. We start from the belief that our way of being is not only good but better than that of others who are different from us. This is intolerance. It is the irresistible preference to reject differences. The dominant class, then, because it has the power to distinguish itself from the dominated class, first, rejects the differences between them but, second, does not pretend to be equal to those who are different; third, it does not intend that those who are different shall be equal. What it wants is to maintain the differences and keep its distance and to recognize and emphasize in practice the inferiority of those who are dominated.

-- Paulo Freire

Notes

References

1. Aronson, E., Stephen, C., Sikes J., Blaney, N., & Snapp, M. (1978). *The Jigsaw classroom*. Beverly Hills, CA: Sage.
2. DeVries, D., & Edwards, K. (1974). Student teams and learning games: Their effects on cross-race and cross-sex interaction. *Journal of Educational Psychology*, 66, 741–749.
3. Johnson, D. W., Johnson, R. T., & Holubec, E. J. (2002). *Circles of learning* (5th ed.). Edina, MN: Interaction Book.
4. Kagan, S. (1992). *Cooperative learning*. San Juan Capistrano, CA: Resources for Teachers.
5. Palinscar, A. S., & Brown, A. L. (1985). Reciprocal teaching: Activities to promote reading with your mind. In T. L. Harris

- & E. J. Cooper (Eds.), *Reading thinking, and concept development: Strategies for the classroom* (pp. 147–160). New York: The College Board.
6. Sharan, S. (Ed.). (1999). *Handbook of cooperative learning methods*. Westport, Connecticut: Praeger Publishers.
 7. Sharan, S., & Sharan, Y. (1992). *Group investigation: Expanding cooperative learning*. New York: Teacher's College Press.
 8. Slavin, R. E. (1978). Student teams and achievement divisions. *Journal of Research and Development in Education*, 12, 39–49.
 9. Slavin, R. E. (1980b). *Using student team learning* (Rev. ed.). Baltimore: The Johns Hopkins University.
 10. Slavin R. E. (1995). *Cooperative learning: Theory, research, and practice* (2nd ed.). Boston: Allyn & Bacon.
 11. Stevens, R., Madden, N., Slavin, R., & Farnish, A. (1987). Cooperative integrated reading and composition: Two field experiments. *Reading Research Quarterly*, 22, 433–454.

.....

Happiness is when what you think, what you say, and what you do are in harmony.

-- Mahatma Gandhi

SECTION IV

METHOD ENGINEERING

.....
Gift if you are, will find our rest. There are you our joy. Our rest is our peace - peace of mind, peace of life, A nation by its weight tends to move towards its utopia.... Nations who have been deprived of their very basic rights and treated as animals are restless. Once they feel they have the liberty to live as they deserve, they are at rest.... Will find our rest,... at our utopia.

-- The Author, S.M.H. Hosseini

.....
خدایا ...
همواره تو را سپاس می‌گذارم که هر چه در راه تو و در راه پیام تو پیشتر می‌روم و بیشتر رنج می‌برم / آنها که باید مرا بنوازند می‌زنند / آنها که باید همراه باشند سد راهم می‌شوند / آنها که باید حق شناسی کنند حق کشی می‌کنند / آنها که باید دستم را بفشارند سیلی می‌زنند / آنها که باید در برابر دشمنم دفاع کنند بیش از دشمن حمله می‌کنند و آنها که باید ... ستایشم کنند / تقویتم کنند / امیدوارم کنند و تبریهم کنند سرزنشم می‌کنند و متهم می‌کنند تا در راه تو - از تنها پایگاهی که چشم یاری دارم و پاداشی نو مید شوم / چشم ببندم / رانده شوم و ...

-- فلسفه نیایش دکتر شریعتی

V "Competitive Team-Based Learning": The Revolutionary Approach to Contemporary ELT/Education

.....
✓ *****Educators, in the present dog-eat-dog world context of racism, injustice, and despotism should play their roles as intellectual sources of critical awareness, attitudinal change, and social disorder -- for uprooting any sources of condescending look, Hitlerian outlooks, oppression, corruption, apartheid, terror and bloodshed, and destruction from among their societies. Teachers are, thereby, AGENTS OF CHANGE and development. Hence the necessity of realising and the very need for redefining 'teaching' as a complicated 'eduo-political process' which involves democratic thinking – at the global level, and diplomatic acting – at the class level.**

-- Dr Author, S.M.H.Hosseini, Iran

Advance Organiser Questions

1. Which of the present methods/approaches is better than others? Why?
2. Is it a good idea to infuse competition into learning

environments? Why?

3. What is your opinion about the contribution of rewards to academic success of learners?
4. What is your opinion about the idea of making students take the quizzes cooperatively?
5. Is it a good idea to bring to sharp focus political issues in educational settings? Why?
6. What does Nelson Mandela mean when he deems 'Education' as an 'effective weapon'? How would it be possible?

Introduction

-
- ✓ *****THEY Fear Me THEY Murder Me: I Am a Roaring Flowing Mirroring Blood Drop**

The more i come to the conclusion that my family and i have been incessantly wounded for 'THEIR' transgressions and crushed for their iniquities; the more i feel we have been stabbed in back for them to be healed by our wounds; the more i feel THEY have been enjoying observing the fading of our strength and dreams; the more i come to the conclusion that i, as a 'Seyed' thinker, have been brutally deprived of my rights and systematically marginalized and tortured to death for the last 30 years; and the more my God casts light on the fact that THEY are victimizing 'humanity' for their own survival; -- the greater to me is the pleasure and charm of 'thinking and penning about their true nature' and 'mirroring them to the world', however eloquently THEY may bark at me, threatening me to death! ignoring the fact that i am not the ilk of being to be wiped out – i am an

Approach occasioned by a Blood Drop. Once THEY kill me, i transform myself into a Ripple – A Blood Ripple, who leaves behind it a Way...

-- The Author, Dr S.M.H.Hosseini, Iran

Notwithstanding the idea that every method or approach is composed of certain unique principles and strategies, it is reasonable for educators to make use of different methods/approaches in order to address the specific requirements of their classes. As such, they would be able to meet their socio-educational/cultural/economic/political goals in different circumstances in their respective classrooms. Fortunately, most of the present methods and approaches, by virtue of their flexibility, have the potentiality to draw or crossbreed the best practices out of one another.

In this chapter and in the chapters that follow it, i have tried to introduce my approach. I have tried to cast light on the process i went through in the course of engineering (i.e. analysing, recasting, synthesising, modifying, enriching, expanding, and developing) CTBL, my instructional innovation. It goes without saying that i have availed myself, in the said process, of the effective principles of the present innovative methods and approaches particularly in the arena of CL and in ELT sphere. It should be reminded that i succeeded to develop TT, which was

explained in the previous chapter, on the way towards creating CTBL.

After dissecting part of the socio-educational/political background to my instructional innovation, this chapter clarifies certain misgivings regarding integrating the element of competition within cooperative learning settings in order to pave the way to a to-the-point introduction to CTBL. The chapter also discusses – at length – distinguishing features and characteristics of my approach with reference to the present methods and approaches like CLT and particularly CL methods. The chapter throws light on the mechanisms underlying the implementation of CTBL in real classroom situations and illustrates presentations and classroom techniques in classes where this approach may be applied by teachers. It also highlights the kind of objectives, syllabi, materials, tasks, and activities proposed for CTBL. Teachers' roles as well as students' responsibilities in CTBL situations have also found a place in this chapter. More importantly, the chapter gives a glimpse of the significance of my pedagogical approach for today world context of globalisation, which is highly competitive.

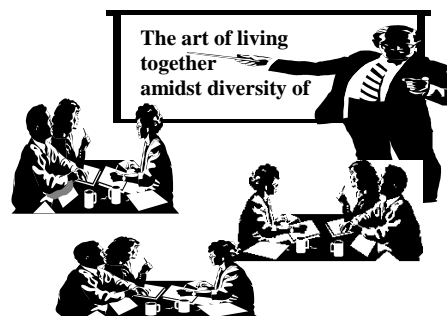
"Competitive Team-Based Learning¹"

-
- ✓ *****DEMOCRACY** is an ideology which above all others prioritizes the paramount importance of humanitarian interpersonal principles and skills in human relationship ... without which its practitioners are maimed. We educators must, thus, practice tomorrow citizenry in such democratic norms, principles, and skills, in our mini-democratic lands (classes),
 - a. if we *do not want to continue to give birth to maimed detrimental-to-global-peace societies.*
 - b. if we want to transform the present peasant communities into more civilised societies and compassionate civilisations.
 - c. if we want to contribute the overthrow of dictatorial/corrupt regimes.

All of the above are of significant importance as they contribute to live, humane, healthy, and civilised societies, and world peace, which is the ultimate dream of humanity in today highly multicultural, incredibly complicated, and of course developmentally competitive world context of globalisation. As a more realistic seminal approach to liberal education, Competitive Team-Based Learning (CTBL), the sum-total of my educational life, could serve democracy as a major building block.

--The Author, Dr S.M.H.Hosseini, Iran

As discussed, group learning is of crucial importance in the course of language learning. The importance of the current innovative interactive methods and approaches like Collaborative



Learning, Interactive Learning, and CL refers to the fact that they have come to prioritise the importance of groupwork in language learning settings. But such methods and approaches, which have mostly been offered by constructivists to ELT/Education, have

many problems with them. I would like to discuss three major drawbacks of such innovations at this juncture in order to justify the significance of my instructional innovation.

The first main problem with such methods and approaches refers to the deficiency in their *evaluation systems*: Students, in such methods and approaches, could earn rewards, certificates, and recognitions based on the average of their group scores. In other words, most of such innovative approaches create situations whereby individual personal goals can be achieved only if the group is successful because individuals are recognized based on their group performance. This is, i reckon, not fair. The evaluation systems of such interactive methods and approaches neglect the fact that the level of the coordination of work and perseverance, and capabilities of individual group members differ in many ways. Such evaluation systems, thereby, endanger the effectiveness of these methods and approaches by virtue of the fact that they create situations where:

1. The clever and more hard working students feel not adequately evaluated and appreciated, and
2. There is room for 'social loafers' and 'free riders' or those who are in the habit of abdicating their responsibilities by putting the burden of their tasks on others. -- They are in

point of fact hitchhiking on the work of others which, in the long run, contributes to the formation of unhealthy, if not maimed, societies.

A number of specialists like Slavin (1995) and Sharan (2010) have confirmed such problems. Keeping such deficiencies in mind, it is interesting to note that researchers like Topping (2000) have argued that whether there is a need for extrinsic reinforcement in cooperative learning situations for motivating all participants to participate in the course of learning. But i should like to remind these specialists that, today, the question is not whether to appreciate extrinsic reinforcement in cooperative learning settings. Rather, the question is which kind of extrinsic reinforcement strategies would more effectively contribute to the satisfaction of hard working students and more importantly to *individual accountability of all group members*, which are being ignored in the present innovative interactive approaches to learning. This is important because it is not easy to envisage interactive group learning wherein the clever students are not willing to coordinate their efforts to the success of their group members and/or some individual members, say free riders or social loafers, tend to abdicate their responsibilities, and yet expect them and their groups to flourish.

The second big problem with the current interactive methods and approaches is that they reject any form of *competition* in learning environments and thereby neglect its significant contribution to more effective and comprehensive learning, growth, and development. Student Teams-Achievement Divisions (STAD), developed by Slavin (1978) and associates at Johns Hopkins University, is among these methods. STAD focuses on intra-group cooperation only. It has no focus on inter-group relationships – it is neutral in this regard. Even methods like Jigsaw I, developed by Aronson, et al. (1978) at the University of California in the US; Jigsaw II, developed by Slavin (1980b) at York University in England, and Group Investigation (GI), developed by Sharan and Sharan (1992) at Tel Aviv University in Israel, have extended cooperation to include inter-group relationships also. Learning Together or Circles of Learning or as I have called it Cooperative Group-Based Learning (CGBL), developed by Johnson and Johnson (1999) at the University of Minnesota in America, is the epitome of this family of CL methods which overemphasize co-operation. Just as instructional innovations like Collaborative Learning and Interactive Learning, CGBL, as a pure CL method, emphasises patterning pure

cooperation both in intra- and in inter- group relationships and interactions.

There are, however, ‘few’ methods at the end of the continuum of CL methods that have tried to consider the significant role of competition in learning environments. Among such rare methods is Teams-Games-Tournaments (TGT), developed by DeVries and Edwards (1974) and Slavin (1991). But the problem is that such methods mostly focus on *within- group comparisons only*, ignoring inter-group competitions. Worse yet, as it is also evident from the review of the literature (Hosseini, 2015), they look upon competition from a narrow angle: The main philosophy behind harnessing competition in such methods, which try to accommodate the role of competition, refers to the idea that motivation is a motivator for involving students in the learning process only.

Overall, it seems to me that this kind of negligence of the invaluable fundamental role of competition in learning situations in CL methods originates from, let me, with all due respect, say, the narrow outlooks of the designers and the advocates of the cooperative learning methods and approaches that stress on the role of pure cooperation in participatory learning settings (see e.g. Ames & Felker, 1979; Bacharach, Hasslen, & Anderson, 1995;

Johnson & Johnson, 1975). They have an extraordinary intriguing and at the same time nebulous argument: They have argued that competition promotes negative attitudes among students and discourages them from helping one another, distracts them from basic learning goals, and by creating losers and winners, ruptures the cohesion of the learning communities! But i would like to remind these educators that competition could be harnessed as a motivator for further co-operation and involvement in the course of shared learning. More importantly, the significance of competition should also be looked upon from another different angle – *competition is an inevitable real world phenomenon*: Today world is highly multicultural, incredibly complicated, and of course developmentally and fiercely competitive. The bare truth is thereby that, in addition to skills for cooperation, *survival in the present world context requires enormous skills and capacities for competition*. As there are many situations in the real world that are cooperative, there are also many situations that are competitive, especially in the arenas of economics, politics, and education itself.

We should acquiesce the fact that competition in the present scenario of globalisation is an inevitable natural phenomenon. Educators must thereby take into account all the motivational

factors – both integrative as well as instrumental – in terms of both interdependence and competition in learning situations. Students need to internalise the indispensable skills, norms, and realities of the real world in their educational life. Today world context requires them to be able to compete wherever it is necessary as, otherwise, they would not be in a position of self-reliance to understand and constructively confront the realities of the tough world they face today and the tougher world they are likely to face in the years to come. Furthermore, as it will be elaborated in the following sections, research findings (see Hosseini, 2018) are in opposition to the above people findings and claims: It is the mechanism under which competition is implemented in cooperative learning environments that is critical. Today, in short, the question is not whether to infuse competition into cooperative learning settings or not. But rather, the question is ‘how’ to incorporate and appreciate competition in cooperative learning situations.

The third major critical problem with the current educational methods and approaches which are emerging concurrent with the dawn of the third millennium based on constructivists' ideology is that, as their ancestors, they fail to consider the socio-economical and particularly *socio-political realities* of the present world

context. No one can deny the fact that we still – in the 21st century - have sources of condescending look, Hitlerian outlook, racism, injustice, corruption, oppression, and destruction among us at local and global level. In such a context, wherein the poor get poorer and the rich get richer day by day, we cannot envision world peace and human security and prosperity as such instructional methods and approaches cannot help us. Therefore, such innovations are also doomed to failure. The fact is that in such a context modern Education is expected to prepare tomorrow citizenry for the real world settings, and empower them to face the challenges of globalisation, a phenomenon no one can stay aloof from any more. This should be done if education intends to help students keep going in the face of untoward circumstances, if it intends to help them shine forth both academically and in life, and if it intends to contribute to world peace and human security and prosperity. Or else our dreams will vanish faster than we will repent.

It was partly against such a backdrop that i designed and developed CTBL based on my "Cognitive Socio-Political Language Learning Theory" and Multiple Input-Output Hypothesis. (See Chapter 8)

Competitive Team-Based Learning Defined

.....
✓ *****Rulers should take care to follow what the elite like as otherwise they would be put in a circumstance that they would find no other option.**

-- The Author, Dr S.M.H.Hosseini, Iran

Originally, i developed CTBL in 2000. As exhibited in my 17-minute video at <https://youtu.be/cPtOUalkJlk> or at <http://www.aparat.com/v/i32tK> , CTBL foregrounds the significance of effective *teamwork amidst highly competitive environments*, 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. In 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 which emphasises their adherence to some pre established principles (i.e., the learning/living culture or my ethos and manifesto – see Hosseini, 2012/2015).

In CTBL settings, the stress is not on translation, repetition, memorization, recitation, and reproduction of factual or descriptive statements in contrived circumstances which 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 via, for example, role playing, negotiating, questioning, criticizing, challenging, note taking, outlining, paraphrasing, and summarising. These activities are scaffold by authentic, relaxing, and motivating, interactive, and competitive 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 skills, but also some crucial habits of mind such as objectivity and critical and creative thinking. English language learning via CTBL is therefore 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.

One more thing that should be reminded is that although in CTBL team members take final exams individually as it is in

CIRC, STAD, and TGT, they take midterm exams, tests, or quizzes cooperatively. The main philosophy beyond allowing students to take some exams, tests, or quizzes collaboratively is to subordinate testing to teaching: Apart from its contribution to positive interdependence, this strategy subjects students to more opportunities for transference of skills, strategies, thinking styles and approaches, attitudes, and so forth in a meta-cognitive way (e.g. through listening to their teammates who are in actual fact thinking aloud).

As also understood from CTBL Evaluation System section, team members, in CTBL settings, are 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 TGT, 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, and/or create a product through activities like exchanging ideas, clarification of meanings to each other, and diplomatic resolution of discrepancies. They try to ensure that each member has mastered the assigned material for i would, at times, randomly call upon a student to represent his

team. If so, the select member of the respective team should also provide *reasons* for his answer(s) to me, the leader, before my nation in my classroom. The mechanism underlying CTBL, thereby, holds each team member accountable for his own 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 in order to improve their learning towards achieving their common learning goals.

Considering the nature and the mechanisms in the innovative methods and approaches like Collaborative Learning as well as in the traditional teacher-centred methods, which are cherished by our present antediluvian dictatorial didactic regimes, CTBL implies a middle path with the presumption that balance is a word of order. CTBL comes to mediate between the traditional teacher-centred methods that merely put the accent on competition and cooperative learning learner-centred methods which entirely lay the stress on pure cooperation. As a *learning-centred 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 TGT and STAD, and up to some extent TT 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 my 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 (individual responsibility) to the success of their teams through the application of some mechanisms, especially his evaluation system. The evaluation system of CTBL, therefore, is against undifferentiated group grading for teamwork as it is in Johnsons' methods where all team members receive the same grade/rewards regardless of differences in contributions to the total-team/class effort. In CTBL motivational incentives are encouraged to sustain the individual efforts and immersion in the process of learning in team activities and furthering cooperation of team members in the course of learning.

In brief, healthy competition -- as a magic motivator, and fair evaluation – as a motivation-driven device, are emphasized in CTBL in order to encourage all of 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 so as to suit the specific requirements of learning/living environments and particularly language classes in the present world context. For a comprehensive view of the implementation of CTBL in real classroom situations, see Hosseini, 2012/2015.

In view of the significant contribution of CTBL to the success of tomorrow citizenry, the following section is an attempt to familiarize educators with the mechanisms underlying this approach in real classroom situations and illustrate presentations and classroom techniques in classes where this approach may be applied.

Competitive Team-Based Learning in Practice⁵/Classroom Procedure

.....
✓ *****Islam is not made with spiritual words but with reflection and practice. It is not what i say that says i am a Muslim, that i am not a racist, dictator, fascist, or in service of Capitalism but what i do. What i say must not be contradicted by what i do as it is what i do that bespeaks my faithfulness, not what i say. Today world thinkers are not only existing, nor are they only listening to us. But they are also analyzing us.**

<http://bit.ly/2hdn653>

--Dr The Author, S.M.H.Hosseini, Iran

Generally, in the first session, i introduce myself and cast light on different related terms⁶ from my own point of view so that students will understand my attitudes/beliefs in the field of ELT/Education better. Importantly, i introduce CTBL and elaborate its principles and objectives to my students. Likewise, after an overview on the units which are to be covered during the semester, i shed light on the objectives of the course and clearly clarify the rationale for using CTBL, the criteria for success, and the desired behaviours during class activities. The students' responsibilities are also explained to them. An instruction sheet that points out the essential elements of working in CTBL classes is pasted as a poster on the classroom wall shortly thereafter. It is worthy of note that in opposition to the traditional classes, the introduction session is very important to me. I try to establish mutual rapport between my students and i on the one hand, and among students themselves on the other with the intention of bringing a warm social climate

which involves mutual trust and respect in my classroom from the beginning. In the second section, i administer a language proficiency test and based on the students' scores, we form some heterogeneous teams. (See chapter 6)

During a reading course, for example, each unit – at the university level, is covered within two sessions/phases of 45 minutes each: teaching phase and assessment phase. The common regular cycle for the activities in both the sessions incorporates the following steps:

TEACHING PHASE – 60 minutes

1. We have warm up.....3 (minute)
2. We review the foregoing unit.....3
3. I check sts' homework with the help of the brain.....3
4. Overview.....2
5. View
 - A. Pre-reading activities
 - a. I activate students' minds on the topic through different strategies.....5 and
 - b. Sts discuss the guiding questions in teams.....6
 - B. Reading activities
 - a. I want teams' members to practice the reading passage

- individually....10
- b. I require them to work in dyads.....6 and
- c. I encourage Teamwork.....10
- C. Post reading activities
 - a. I require students to discuss the topic class-wide.....10
 - b. I give a summation of the new lesson2

TESTING PHASE – 30 minutes

1. I require teams' members to work on the test individually, and then the brain and I have random evaluation of few individuals...7
2. I encourage pair work and peer pre-assessment.....7
3. I want sts to work in teams, and then I evaluate few teams with the help of the brain.....9
4. The brain provides students with the correct answers.....4
5. We have preview, of the next unit.....2 and
6. I assign homework.....1

Below is a depiction of the procedures underlying CTBL in a reading class, for undergraduate students.

Phase I (Teaching-90 minutes):

In the teaching session, after the warm up⁷, while a soft music is already on the go, i review the main points of the foregoing unit and check few students' homework, in an atmosphere which encourages mutual interaction, negotiation, and inquiry. Then, in order to set the stage, i introduce the topic of the new unit, which is going to be covered, and try to activate the deeper layers of my students' apparatus (brains) through relating the topic to their background knowledge. My interest in such an activity originates from my belief in meaningful learning theory/the schema theory, which holds the view that 'new meaning is acquired by the interaction of new knowledge with previously learned concepts or propositions'. Class-wide question and answer is encouraged at this point, which is usually supported by any other kind of demonstration like brain storming techniques through a slide, or an audio or video programme, or an internet show. In the process, few key vocabularies along with important grammatical points are introduced and highlighted. In contrast to the traditional methods and approaches, vocabulary and grammar are taught inductively and of course in context. Subsequently, within five minutes, i ask few more detailed guiding questions from my students and require them to work in teams in order to guess what the answers might

be. These advance organizer questions are expected to motivate them to actively engage in the learning process, explore and improve their background knowledge on the topic through different angles, and solicit their immediate oral answers. Using strategies that enable the linking of text content to prior knowledge is also accentuated here for the construction of meaning.

The students are then allocated eight minutes to read the passage individually and as fast as possible in order to get a picture of the topic and in the process prove or reject their predictions by locating the probable answers to the questions in the passage. They are, at this point, strongly advised to practice silent reading as an effective skill for deeper comprehension of the text and for improving the speed of their reading. Likewise, students are asked to underline key vocabularies and take notes or paraphrase main ideas. Obtaining an overall meaning of the passage is stressed at this stage. Then, at the next juncture, the students are asked to share and discuss their answers to the questions in their dyads, within six minutes. Detection of incongruities between their understandings with those of their partners is encouraged here. The students are likewise told to discuss their uncertainties about unfamiliar vocabularies and confusing sentences or ideas. The primary aim, at this stage, is to supply opportunities to the students

to achieve more knowledge of the text. By the end of this phase, my students have a moderate level of understanding of the passage and are thus ready to start the next stage. Subsequently, i ask them to pull chairs into close circles for further discussion about the text content and also about the problems they had come along on the path of comprehending the text. Clarification of the semantic relationships among different parts of the text and assimilation of difficult concepts and intricacies are also emphasised. Moreover, to personalise learning, the students are recommended to try to relate the text content to their personal experiences and life. They are also motivated to outline the text content for the next stage. The students, at this juncture, have the chance to gain a thorough insight into their teammates' processes, approaches, and styles of thinking and also to test the quality and value of what they know by trying to make sense of it to their team members. As realised, this stage provides my students with bigger thinking space to mobilise all their innate knowledge and skills for the class-wide discussion.

In the last six minutes of the class time, the topic is put on the stage for a class/nation-wide debate. At the initial stages at this point, i try to activate further the discussants' critical attitudes of minds by going beyond the text, for example, by comparing the

author's ideas with the realities of the world through different vantage points. I implement various strategies and techniques such as group brainstorming to elicit new ideas from my students for discussion of the material through different dimensions. I motivate tomorrow citizenries to discuss their ideas and castigate others freely. Meanwhile, i try to engage in critical engagement with them and stimulate and enhance their evolutionarial development through accepting, clarifying, and supporting challenging ideas. The significance of this juncture refers to the fact that the publicly derived talks and negotiations here complete the privately initiated thoughts at the foregoing stages. In other words, this stage affords the students the opportunity to modify/assimilate their information, understandings, and ideas in the course of challenging, criticising, and defending one another. Teams/states are suggested to try to come to a consensus by the end of this stage. And finally, with an eye to the theme of the text, i also try to give a fair summation of the discussions. The class-wide debate activity, as a collaborative venture, provides opportunities for my students to, if necessary, unlearn, learn, relearn, further explore, deepen their understandings and knowledge, and above all consolidate them not merely from class participants' ideas, knowledge, and experiences, but from reflecting – proactively rather than reactively – upon

them. They do so through activities like elaborating, questioning, discussing, and comparing the validity of their understandings and knowledge. The class-wide debate activity also affords me too genuine opportunities to evaluate the students' level of understandings of the material in an insensible non-threatening mode.

At the end of the class time, the students are asked to summarize the passage and raise up to five critical questions in relation to the incongruity of the text content with the realities of the real world settings, for example, for the following session, and get ready for the quiz. The names of some specific related web sites are also supplied so that the students could do follow up reading after my exposition. The students are also reminded to continue their learning and discussions through the class blog/wiki and freely put their opinions there. It should be noted that team leaders or *the captains* as well as the highest achievers, who are known as *the brains*, are of great help to me for successful management of my classroom. They are aware that their contribution to the success of others has not been overlooked. (See the section on CTBL and Evaluation System)

Figure 5.1 shows the summary of the procedure followed in CTBL reading class.



Figure 5.1 Activities in teaching phase in CTBL (reading) classes

As illustrated in the above scenario and as indicated in the above figure, CTBL entails five main components in the teaching session: After i present the lesson, individual students are endowed with the opportunity to go over the reading passage mentally and try to comprehend it individually. They are then allocated the time to negotiate and compare their understandings verbally with their partners, in pairs. The discussants are then provided with the opportunities to analyse their thoughts and create a permanent record of the encoded information and, in fact, store the information, with the scaffold of their team members before being asked to share publicly. This lessens their anxiety level and increases their confidence level. And at the class-wide discussion time, the students have the opportunity to discuss others' thoughts and ideas and castigate each other. Likewise, they have to call

back the stored information in response to their opponents, in the course of their discussion.

The fact is that through negotiation and elaboration of their understandings to their peers, my students deepen their learning and learn learning strategies and communication skills. Through team discussion, they learn collaboration skills, learn how to learn, and also consolidate what they have learnt. Through class wide discussions, they learn how to use what they have learnt and develop the quality of their thinking, reasoning, and ideation. In Sum, in my active, exciting, enjoyable and meaningful classes, students learn what they could not otherwise: They learn interactive, critical analysis and team working skills, and improve their social behaviour, emotional and social skills, self-esteem and disposition all of which are essential requirements for future academic, employment, career and life success.

Phase II (Assessment-90 minutes):

In the second phase, after the warm up, i randomly check through few students' homework, while, as usual, the soft music is already on the go. Then, the quiz papers are distributed among classroom participants to answer individually. At the end of the allotted time,

i collect all the answer sheets in order to randomly select few papers for the evaluation of the respective individuals' understandings of the material previously taught. This strategy also makes all class participants' attention more focused on my presentations in the following sessions. Soon after this juncture, the students are asked to take *the same quiz* with their partners in their pairs, in 10 minutes. Afterwards, the two dyads of each team have another eight minutes to join together and share their answers. They compare and dissect their responses to items/questions and decide on more acceptable answers for their teams. They are encouraged to give reasons to their teammates as to how they come to their answers, at this stage, which, as the forgoing stage, intends to fill the gaps in the individual team members' understandings. Only one answer sheet of each team is randomly selected for the evaluation of not just that individual team member but his team also. Also, if needed, the owner of the selected paper should provide reasons for his answers to certain items/questions in front of the class. This strategy makes all team members more motivated, more active and more responsible both for their own learning and for the learning of the members of their respective teams. Lastly, to fill the gaps more comprehensively, the teams are supplied with the correct answer sheets to see how

effective their understandings of the material and their discussions have been. At the end of the class time i introduce the next topic, which is going to be covered in the following session, to students.

As indicated in Figure 5.2, the activities in this session followed a regular cycle.

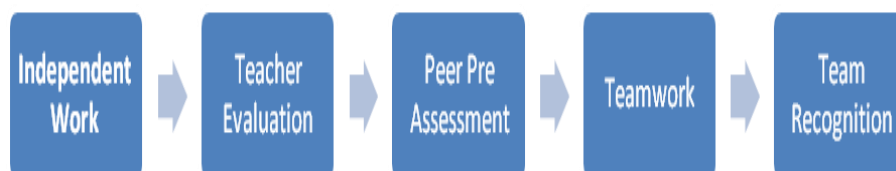


Figure 5.2 Activities in assessment phase in CTBL (reading) classes

As indicated, the activities included independent work of the students on quizzes, my evaluation of individual team members, pair work and in fact peer pre-assessment, teamwork, which involved further discussion and additional practice, and team recognition. The main philosophy beyond allowing the students to take quizzes collaboratively in my classes is to subject them to more opportunities for transference of test taking as well as (language) learning strategies, thinking styles and methods, attitudes, social skills, and so forth in a meta-cognitive way (e.g. through listening to their teammates who are in actual fact thinking aloud). This strategy thereby broadens the students' strategies and

outlook, deepens their understandings of the subject, and contributes to their thinking abilities and more effective social interaction. As it is in the teaching phase, here also team members work together on the given tasks with the ultimate intention of proving their fair superiority over other teams. In fact, in CTBL, testing is, in effect, subordinated, to the maximum extent, to teaching, in order to facilitate the attainment of teaching objectives. The procedure for the main/final evaluation of the individuals and their teams will be shed light upon later in the section on CTBL and Evaluation System.

For the summary of the procedure followed in a (reading) class run through my instructional approach, see Figure 5.3.

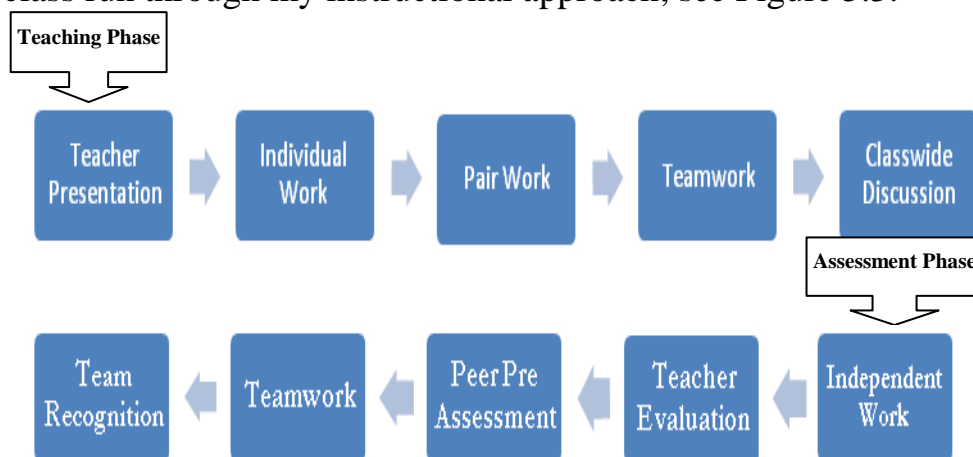


Figure 5.3 Main components of CTBL

In conclusion, the procedure in classes run through CTBL *is not* a 'loose anything goes' one as it is with other so-called innovative interactive methods and approaches. It is highly structured, purposeful, strategic, and effective. The activities follow a regular systematic cycle. The focus is on bringing individual responsibility among all team members and encouraging competition among teams for further involvement and co-operation of team members. The procedure for presenting a unit/lesson, in CTBL classes, follows two phases each of which incorporates five main components. It is such multilayered mechanism underlying CTBL settings, which is enriched with an atmosphere of ambiguity, doubt, and conflict, that provides an ideal matrix for group discussion and interaction and outpouring of the variety of opinions, strategies, thoughts, ideas, and of course solutions to problems. Therefore, contrary to the traditional methods and approaches which consider language learning as a simple shallow exercise that could be learnt through passively listening, emulating, and reproducing the material already memorised in contrived environments, CTBL deems language learning as a complicated process. This process involves active involvement of all of the students in interactive semi/authentic environments. Such environments are highly contributive to the

development of higher-quality cognitive strategies, higher order of incisive and analytical thinking skills such as abstract thinking and critical deductive reasoning rather than survival strategies and lower forms of mental behaviour/thinking (e.g. syllogistic reasoning). They also lead to objectivity and social skills for more effective negotiation of meaning, learning, and living. One more thing that should be reminded is that meaning, in CTBL settings, is appreciated as the key to successful (FL/L2) learning/living, and language is the instrument to think, negotiate meaning, and discuss understandings and ideas, and criticise one another for more comprehensive and effective achievement, growth, and development⁸.

“Teachers’ Roles” in CTBL Environments: A Brief View

.....

Not only are we, the marginalised thinkers, unable to feel the taste of real life but we are also hardly able to confirm the idea that we exist. We are just trying to enable ourselves to continue to exist not merely for ourselves but rather for the Other or the oppressed, the poor, the hopeless, the weak, the deprived communities who have the illusion of even existing in this hellish world.... And this gives us resistance and drive, and of course meaning to our suffering. Will never cease our fight for transforming the condition of their existence. Will empower them towards their emancipation....

-- The author, Dr S.M.H. Hosseini, Iran

In the current scenario of ongoing globalisation, 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 in its turn solicits an understanding of pedagogical and socio-political objectives and commitments. 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 roles and responsibilities 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 if teachers succeed to play their roles as frontiers of knowledge, attitude re-orienters, and agents of critical awareness and social change and development.

Competitive Team-Based Learning suggests teaching tomorrow citizenry not merely academic skills but humanitarian ways of interaction, co-operation, competition, and living as well. Teachers, in CTBL settings, have plenty of opportunities to plant,

nurture, and develop human values, morals, and attitudes in their wards, who are 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 world context, emphasised by CTBL:

1. The ability to listen and to be flexible in thinking in order to be able to consider each and every person, idea, philosophy, etc. objectively first, in such a way as if it were new (i.e. the ability not to be adversely influenced by preceding impressions);
2. The ability to communicate precisely and effectively;
3. The ability to gather the relevant information from among the ocean of irrelevant and at times false information;
4. The ability to think creatively, critically, and democratically but rationally, strategically, and efficiently in order to be able to realise facts from among diverse information, opinions, ideas, etc.;
5. The ability to criticise effectively, with reason, logic, and evidence;
6. The ability to bear a responsibility to others and develop and consider different solutions to problems at hand;
7. The ability to manage conflicts peacefully and make

collective sound decisions about personal and civic affairs,
in real-world settings;

8. The ability to refuse to accept false conclusions;
9. The ability and the courage to fight the battle against any sources of hegemonic ideas, condescending looks, Hitlerian outlooks, repression, corruption, and destruction, and
10. The ability to generate 'the truth' throughout the world. This is very important as it is the truth that will empower nations towards their emancipation.

These are part of the reasons as to why i am of the stand that teaching, particularly in today world context of anxiety, racism, and blind justice, if not injustice, oppression, corruption, and destruction is more than science: Teaching is and must be appreciated as an art which involves a very complicated 'socio-political process'. We should focus on developing 'political competence' of our students as it is the political discourse that is the heart of democracy. Furthermore, the other fact is that as Bertolt Brecht states

- The worst illiterate is the political illiterate, he doesn't hear, doesn't speak, nor participates in the political events. He

doesn'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.

Therefore, teachers who would like to employ CTBL should be willing to convert themselves first if they want to reap the target results out of its implementation. A thorough understanding of the spirit of CTBL, its origin, objectives, etc. would give them the willpower and the courage to transform themselves into intellectual sources of critical awareness, attitudinal change, and social disorder and, in short, AGENTS OF CHANGE: Change in cognition, thinking styles, beliefs, attitudes, and actions of the inhabitants of their milieus, for uprooting apartheid, fascism, dictatorship, and imperialism from among their societies. This way, teachers could ensure 'appropriate changes' and so development, and security and peace in their societies and

consequently in the world. Finally, teachers should never neglect the significant contribution of the Net to the attainment of CTBL objectives (see Chapter 9). For a comprehensive understanding of teachers' roles in CTBL classes, see Chapter 6 of the present book.

“Learners’ Roles” in CTBL Situations: An Overview

.....

If you cannot be a highway, then just be a trail; it isn't by size that you win or you fail: Be the best of whatever you are.

-- The Author Unknown

Tomorrow citizenry should be able to digest the fact that CTBL is an approach to living. It suggests working, learning, growing, winning, or even losing together, in teams. In their teams, in systematically structured competitive environments, occasioned by CTBL, everyone attains much more than he could otherwise. CTBL is an efficient tool which contributes to the development of their higher forms of mental behaviour which include higher order rational and dialogic thinking abilities. CTBL also equips students 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 in order to enable themselves to live purposefully, meaningfully, and successfully – in peace.

Students ought to appreciate learning as a profession. Learning, in CTBL settings, is not merely a collaborative venture. But it also is a very complicated 'political process'. It thus necessitates diplomatic relationship not only with their classmates and teacher but also with their milieu. They must try to learn how to learn effectively, how to act and vie tactfully, and how to impact upon their milieu strategically. They should know that they are supposed to be committed to the CTBL learning culture if they want to contribute to effective learning/living. They should be risk takers, but realistic, logical, fair, caring, sharing, flexible, and open to reasonable and constructive criticisms. They should also be tolerant of but sensitive to uncertainties along the path of learning and constructing knowledge in the classroom as an academic situation. They ought to feel responsible for necessary knowledge acquisition not only for themselves but for their teammates as well. It is essential for them to practise activities such as supporting contributions, challenging assumptions, refocusing discussions, asking for evidence, and harmonizing conflicts in pursuance of arriving at a solution. Otherwise, as noted, 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, dream

futures/lives. For a comprehensive understanding of learners' roles in CTBL classes, see Chapter 7 of the present book.

“Design” of CTBL

.....

You must be the change you want to see in the world.

-- Mahatma Gandhi

'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 world. The main objective of CTBL, as a totally different approach to ELT/Education, is, thereby, *not merely* to contribute to academic success of students as it is in traditional behaviouristic approaches to ELT/Education. Nor is CTBL objective to increase individuals' communication abilities, as it is in the so-called modern methods and approaches like Communicative Language Teaching (CLT) which – in words –

claim that they are against behaviourism. That they, in the last analysis, are only able to develop merely communication abilities of students suffices it enough to put forward the counter argument that they – in action – deem students nothing more than animals. Enabling students to communicate in a language is a condescending look upon human race because animals too are able to communicate, sometimes perhaps more effective than we are. CTBL also does not merely aim at developing social skills of students in order to enable them to perform and apply them in society, as it is in the so-called emerging approaches to ELT/Education like Collaborative Learning, Interactive Learning, and CL.

Competitive Team-Based Learning has a much more realistic and beneficial-to-human being objective: Besides contributing to academic success, communication abilities, social skills, and social behaviours of today sheep-like reticent bench-bound adaptable-to-the-world recipients/objects (students), CTBL aims at empowering and turbo charging students minds e.g. with critical approaches to analytical and divergent thinking skills. It does so in order to transform them into tomorrow's Agents of critical awareness and change or the Subjects who will have the capacity to influence the

world, and in so doing to transform the conditions of not only their own existence but also that of the humanity the world over.

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, therefore, 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 my Theory of Language and also my Multiple Input-Output Hypothesis in Chapter 8.

The Significance of “Motivation” in CTBL Settings

Recently the focus of a number of researches is on the role of motivation in (language) learning. Lack of motivation especially among EFL/ESL students has been claimed to be one of the main reasons for their low or under-performance in many countries. As Oxford and Shearin (1994) conceded, the significance of

motivation lies in the fact that it determines the extent of the learner's active personal involvement and his attitude towards learning. Motivation can be a powerful propeller towards overcoming deficiencies in one's language proficiency and accomplishing long-term goals. The primary assumption in CTBL is that mutual communication and negotiation of meaning, understandings, thoughts, ideas, and so on will be facilitated once the instructional environment supplies adequate motivation. It is based on such a premise that CTBL prioritises the significance of motivation through different dimensions and strategies. CTBL's instructional materials, tasks, activities, evaluation system, etc. have been designed in such a way that they contribute effectively to students' motivation.

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.

Competitive Team-Based Learning and “Tasks”

Learners, in CTBL situations, learn language by, in point of actual 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. 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 cause a motive for competition among teams and keep all teams in a state of dynamic perseverance;
4. To be favourable to critical and divergent thinking or creativity of mind, and
5. 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.

“Activities” in CTBL Classes

Just as it is with the roles of instructional materials and tasks, the role of class activities is also of crucial importance in CTBL environments. Group goal-directed activities which are directly relevant to the students' practical needs are emphasised. Such

activities naturally involve exchanging ideas, clarification of meanings to each other, risk taking, hypothesis testing, plan/decision making, problem solving, resolution of discrepancies, and making judgments about the achieved progress (i.e., developmental evaluation). Among such activities are describing pictures, games, role plays, team tournaments, class-wide discussions, and of course real-life oriented activities such as shopping, camping, delivering interactive lectures, and so on.

Furthermore, whenever I find an appropriate opportunity, i try to aware my students of some socio-political issues like the below:

- 1. Democracy, Dictatorship & Islam
- 2. Iran's Elections & Hobson's Choice?!
- 3. Dictators' Clergymen & Our Miseries
- 4. Why 90% of the Iranian Youth Have Left Islam?!
- 5. Why, in Iran, the poor get poorer & the rich get richer day
— by day?
- 6. Satellites or our rulers are the roots to our
— catastrophes?....
- 7. Ashoora redefinition
- 8. Ahmady nejad tribe's treacheries & our responsibility
- 9. What is beyond the removal of Critical Thinkers in

— dictatorial regimes?

All team members should be encouraged to immerse themselves fully in the process of shared learning through such transactional/interactional activities in order to solve a problem, complete a task, and/or create a product. Internet is a goldmine of appropriate-to-CTBL-objectives materials, tasks, activities, etc.

To sum up our discussion in the above three sections, materials, tasks, and activities in CTBL should have the capacity:

1. To contribute to the sort of shared leaning environments where encourage the implementation of effective (language) learning/test taking strategies and versatile communication skills, both verbal and written;
2. To activate students' thinking inspiration constantly;
3. To facilitate students to reach the deep layers of whatever the teacher introduces conscientiously;
4. To stimulate students' higher order thinking desire, and more importantly
5. To make more effective transitions to real world settings – even at the global level.

Therefore, not only could materials, tasks, and activities in CTBL enhance the communicative language use of the students as

it is in approaches like CLT, but they should also have the capacity to develop students' quality of thinking, reasoning, ideation, and of course social behaviour, social skills, and disposition.

Competitive Team-Based Learning and “Evaluation System”

.....

Do not expect to be rewarded more than you deserve.

-- Imam Hossein (AS)

Today students, even at higher education, are really sensitive to their grades. This is by virtue of the fact that they play a critical role in their future success in the real world of competition. Those who secure higher marks will get higher positions, comfortable apartments and cars, more beautiful and charming wives, and so forth. And i have addressed this area via CTBL evaluation system. I have made CTBL evaluation system avail of grades as an efficient motivating tool for structuring active and live social learning environments in such a way that they maximize the needs of engagement in the learning process and communication among classroom participants and so ensure the attainment of my pedagogical objectives.

In CTBL classes, the evaluation of *each team member* is computed based on the following four criteria, which should be explained to students at the initial stages of the course:

1. 40% with reference to the individual's own score in the same test/exam;
2. 10% with reference to the individual's improvement score (i.e. the difference between his score in the same test/exam and his base score, which is the average of his past scores);
3. 20% with reference to the level the individual outperforms the average of his same-level opponents in other teams, and
4. 30% with reference to the individual's team performance in the same team/exam, which is calculated by averaging the individual's team members' scores.

To cite an example, if, in an average team of four members, Mohammad (as high achiever) gets 90, Ali and Peter (as average scorers) secure 70 and 60 respectively, and Milad (as low performer) receives 35; and also with the presumption that Ali's base score, the average of his same-level opponents' scores in other teams, and the average of his team members' scores in the same test/exam, are 45, 40, and 63.75 respectively, the procedure for calculating Ali's score would be as below:

1. Twenty eight points for his score in the same test/exam (70

- $\times 40\% = 28$);
2. Two point five points for his improvement score ($70 - 45 = 25$, and $25 \times 10\% = 2.5$);
 3. Six points for outperforming the average of his same-level opponents in other teams ($70 - 40 = 30$, and $30 \times 20\% = 6$), and
 4. Nineteen point twelve points for his team performance in the same test/exam ($63.75 \times 30\% = 19.12$).

Therefore, Ali's score will be 55.62 ($28 + 2.5 + 6 + 19.12 = 55.62$ or 56). The evaluation of Ali's team could be computed by averaging its members' scores, which are calculated based on the above procedure. The recognition of each team, which is usually done twice or thrice a semester, is through comparing the average of its performance with the average of other teams' performances. The average of each team's performance is calculated by the average of sum-total of its members' scores. As it is realised, the evaluation of individual members and their teams are interrelated in CTBL evaluation system.

As noted, the first two criteria emphasize bringing individual responsibility of all team members and inspire them for further perseverance. The third criterion contributes

simultaneously to individual accountability of all team members as well as to their positive interdependence. It enhances positive interdependence among team members because all members acquiesce the idea that if they help one another, they would improve their chances for outperforming their opponents in other teams and so facilitate the success of their team. And the success of their team contributes to their own success. Especially weak students will find this criterion suitable on the grounds that they find it more feasible to compete with their same-level opponents. And the forth criterion intends to pattern positive interdependence among team members. It is a good motive, particularly for gifted students to share their capabilities with their team members. Therefore, in CTBL evaluation system, almost 70% of each individual's success depends on his own diligence and willingness and the remaining 30% correlates to the performance of other team members. In CTBL situations, thereby, individual team members come to the conclusion that the level of their own efforts will, in the first place, affect their own fate. This enforces them to take more responsibility for their own success.

In CTBL, thereby, teams are evaluated not just on their members' improvements over their own past performances, as it is in Cooperative Integrated Reading and Composition (CIRC),

developed by Stevens et al. (1978), and Student Teams-Achievement Divisions (STAD), developed by Slavin and associates at Johns Hopkins University (1978). Nor are they evaluated merely over their same-level opponents in other teams, as it is in TGT. They are also recognized based on the extent to which they outgain other teams. Further, special rewards are also awarded to the best teams with the highest averages in order to motivate team members for more effective cooperation, and simultaneously encourage competition among teams. For example, teams that prove their superiority for three periods will receive ‘A’ marks for their members’ final exam regardless of their actual grades – on the condition that they secure the minimum standard. Although appreciation of the best team(s) is also valued in some methods like STAD, TGT, and Teams Tournaments (TT), developed by this researcher (Hosseini, 2009), this component is not as much seriously and directly injected in these methods as it is in CTBL. Recognition of the best team(s) is a formal part of CTBL evaluation system. CTBL evaluation system, thereby, not only pushes team members to make any effort to improve their own performances and outperform their peer-level opponents in other teams. It also encourages them to pool their efforts together to surpass other teams as well in order to prove their fair superiority

in the class and *get the special rewards*, which may include securing the highest mark for all team members in recognition of their effective collaboration and perseverance.

Likewise, to maximize the contribution of the captains or team leaders, who are high achievers, to the success of their teams, they will be rewarded with high marks as the recognition of their devotion, perseverance, and commitment to their responsibilities and tasks if all their team members shine on tests and exams and prove an acceptable progress in comparison to their past performances. Teams' performances are also regularly reported on a teams' recognition chart on the notice board of the classroom which as well announces the names of outstanding and most challenging individuals alike. Besides, the first two to six, depending on the number of students in the class, best students are recognised as *the brains* or motivators who will assist this researcher, as the teacher, in course of teaching. When teams have problems, for instance, they must consult the brains first. The teacher is the last resource. The brains help me in the course of teaching/testing and openly receive the teams' representatives for any kind of academic help. *The important point* is that every main exam's results lead unto the replacement of these brains as well as teams' leaders by those who prove their superiority over them, in

CTBL learning-for-all fair environments. To lessen individuals' anxiety levels or to contribute further to lowering their affective filters, teams that secure the least acceptable rank would pass the course - provided their members should not be below the minimum standard. The average of teams members' grades is the basis for this decision. This strategy intends to bring a win-win situation for all, in CTBL learning-for-all fair environments, which have been designed in such a way to desuggest students' psychological barriers to the extent possible.

Finally, it should be reminded that there are a number of other options for evaluating teams and their individual members in CTBL settings. For example, an individual team member's score, which is calculated based on the abovementioned four criteria, could also be considered for his team. In such cases, it is better to select the individual randomly. Selecting social loafers and free riders, if any, for representing their teams, could also be effective as this strategy makes team members guard against these groups of students' unfair contribution to the success of team and so take care of them. Team recognition could also be done by averaging the score of the randomly-selected member of the team on his performance in the same test/exam and the average of his other teammates' performances in the last test/exam. To put it another

way, if, in a team of four members, the randomly-selected member's mark is 80 (out of 100), and the three other team members' are 70, 60, and 50 respectively (an average of 60), then the randomly-selected member's grade would be 70 (the average of 80 & 60). This grade could also be considered for his team. As realised, in this case the improvement score of the individual member who represents the team is not considered. Such strategies will compensate the lack of sufficient emphasis on positive interdependence in the evaluation system of CTBL. Furthermore, that students take the quizzes cooperatively in CTBL classes re-enhances positive interdependence among teams' members. For some more strategies for bringing positive interdependence and individual responsibility in CTBL settings see Chapter 6.

Competitive Team-Based Learning as a Motivating Agent in Evaluation System

.....

✓ *****We should convey the fact to our students that 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 which are not corrupted.**

--The Author, Dr S.M.H.Hosseini, Iran

To motivate students is to afford them a motive, a need, or a desire that has the capacity to inspire them not merely to act but to sustain their determination and perseverance towards achieving their goals also. As noted, given the importance attributed to the role of motivation in (language) learning, CTBL employs various strategies to motivate students and bestow greater willpower on them to engage themselves deeper in the process of learning. Providing challenging and engaging tasks, activities, and materials for team performance, scaffoldings within a relaxed ambience, ensuring feedback, and offering attractive incentives are part of the strategies of CTBL. However, creation of academic goals, as indicated in Figure 5.4, through applying a specific grading system is the main strategy in CTBL for motivating students.

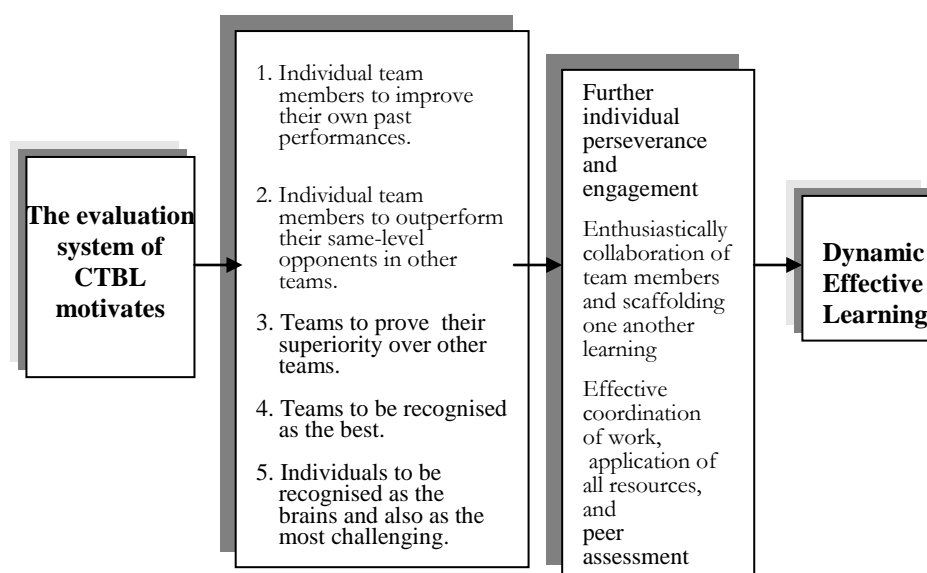


Figure 5.4 Motivators in CTBL graded evaluation system

As it is illustrated in the above figure, based on my belief that the immediate achievement of goals, as desire-driven devices, is likely to de-motivate students from further effort, i have designed five developmentally progressive drives/goals (no. 1–5) in CTBL system of evaluation. This was done with the intention of not only motivating students but also sustaining their zest for active (language) learning and cooperation with their team members in class activities during the whole semester. Reinforcement, thereby, in CTBL evaluation system, has been considered as one of the major factors that provide sustainable motivation and immersion of students in the learning process. Engagement in the process of learning per se, as the result of this evaluation system is conducive to more effective learning and retention of information.

The other main distinguishing feature of CTBL evaluation system, which makes it a success, lies in the fact that it is against undifferentiated group grading for groupwork as it is in most of cooperative learning methods particularly in the Johnsons’

methods where all team members receive the same grade regardless of differences in contributions to the total-team effort. The significance of focusing on individual accountability of the students in CTBL settings, which is neglected in the evaluation systems of the present interactive methods and approaches but is the focal point of the evaluation system of CTBL, is that it ensures the limit of the scope for free riders and social loafers or those who abdicate their responsibilities and tend to hitchhike on the work of others and so have the potential to endanger societies, let alone learning environments. That CTBL, in its evaluation system, tries to give the grades properly for the benefit of deserving individual members as well as teams is very important because it escalates students' motivation for further perseverance and diligence. On the other hand, in CTBL evaluation system, grades are tried to be sufficient, specific, and authentic in such a way that students interpret them as recognition of achievement. This is so as otherwise, if students come to think of grades/rewards as manipulated, there is a danger that they may feel that they are treated as objects. And this may weaken their motivation and change their attitudes in negative ways, which hazard the success of CTBL. For a comprehensive understanding of the approaches

through which CTBL appreciates *intrinsic motivation* of the students, see Chapter 8 and Hosseini, 2010.

Conclusion

.....

Better die standing than live on your knees.

-- Che Guevara

Competitive Team-Based Learning puts the emphasis on learner, learning process, learning environment, and other effective variables in language learning such as students' attitudes and sociocultural/political expectations. CTBL has been offered to language classes to make language 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 through activities like negotiation, clarification, expansion, elaboration, and personalisation.

Competitive Team-Based Learning has 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 interpersonal relationships in the real world environments.

Therefore, the outcomes likely to be reaped out of CTBL, which prioritizes competitive teamwork as the very demand of tomorrow's citizenry, are immense. I believe 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 groupwork in semi/authentic learning situations (see Chapter 8). As realised, CTBL is not limited to developing the ability of students for merely appropriate use of language and/or to focusing on communicative competence of students, as it is in the present instructional methods and approaches like CLT. CTBL has a far broader and much more realistic outlook as i am of the opinion that successful survival in the present real world settings and being able to face the realities of this dynamic and complicated competitive world demands something more than the appropriate use of the language in benign environments.

All i mean to say is that the importance of CTBL goes beyond academic achievement of participants. That is, what highly differentiates my approach from the conventional methods and approaches lies in the fact that CTBL focuses upon foundational facets of contemporary education by aiming at forming and moulding interdependent competent life-long learners who will be able to flourish both academically as well as socially. In addition to developing communication abilities and social skills of today students, CTBL aims at *empowering* and turbo charging *their minds* in order to *transform* them into tomorrow's Agents of change or the Subjects who will have the capacity to influence the world. CTBL is, therefore, a highly structured, psychologically and socio-politically based learning-centred approach which mingles both cognitive and affective aspects of learning.

* * * * *

At this juncture, at the end of this chapter, i should like to confess to an unpleasing feeling: I feel despite my endeavour, i failed, in this round/chapter, to give an acceptable view of what i mean by CTBL. I think i was able to give a rather thorough depiction of only the skeleton of this approach. The remaining of this book, therefore, has been formulated towards giving a more

comprehensive view of CTBL. The next chapter is an attempt to put flesh on the bare bones of my approach. It seeks to throw light on the salient features of this significantly effective approach. It goes without saying that it is just after i feel i have been successful in giving a crystal-clear comprehensive view of my weapon that i consider myself in a position to go for the 'final round/final conclusion'.

Discussion Questions

1. Review the main backgrounds to CTBL.
2. What is your opinion about conducting orientation workshops prior to the implementation of CTBL?
3. What are the other probable benefits of summarising a text for students?
4. What are the merits and disadvantages of providing students with correct answers at the end of each quiz?
5. What is your opinion about the alternative solution i have proposed for the evaluation system of CTBL?
6. Do you believe in the rationale beyond the graded evaluation system of CTBL?
7. What are 'authentic' and 'goal oriented' tasks? What other

characteristics can you suggest for tasks to be more effective for CTBL situations?

8. Can you develop some other relevant-to-CTBL-objectives activities?
9. While CLT better benefits advanced learners, CTBL benefits all students. Do you agree? If yes, why this is so?
10. How does CTBL take account of intrinsic motivation?

Food for Thought

1. As opposed to the Banking Method, CTBL treats students as 'Subjects'. Discuss the probable reasons.
2. What is your opinion about the objectives of CTBL? Do you know any other instructional method or approach with such objectives? Why such methods and approaches are rare, if not unavailable?
3. CTBL is an appropriate approach to the emancipation of the oppressed. What is your opinion? How would this be possible?
4. In what ilk of countries CTBL may be overlooked or marginalised? Why?
5. Discuss the below saying in relation to CTBL:

.....
Civilization can be saved by a moral, intellectual and spiritual revolution to match the scientific, technological and economic revolution in which we are now living. If education can contribute to a moral, intellectual and spiritual revolution, then it offers a real hope of salvation to suffering humanity everywhere. If it cannot, or will not, contribute to this revolution, then it is irrelevant and its fate is immaterial.

-- Robert Maynard Hutchins

Notes

1. As a Muslim thinker, I developed CTBL because the truth is that from the viewpoint of '*real*' Islam – as it is in any other religion and humanitarian outlook, God has bestowed democracy upon humanity. According to *real* Islam, *all* people have 'the liberty' to 'think', the 'latitude' to 'decide' and 'choose', and 'the right' to "*live*". The true spirit of Islam is that it appreciates diversity and accommodates different ideas, beliefs, and perspectives. Islam is aware of hegemonic forces that cause marginalization, alienation and oppression and so is never averse to co-operation, consultation, negotiation, and consideration of diverse ideas. The manifestation of such a beautiful outlook could be noticed, for example, in the verse "وامرهم شورا بينهم" in our holy book, Quran, which was introduced to Muslims around 16

centuries back. But the fact is also that most Muslim dictators do not believe in Islam.

2. In L2/FL acquisition **motivation** is described as the need or desire the learner feels to learn the L2/FL. **Integrative motivation** is defined as a desire to achieve proficiency in a new language in order to participate in the life of the community that speaks the language. **Instrumental motivation** is the desire for learning a new language for utilitarian reasons, such as getting a job or a promotion. It reflects the practical value and advantages of learning a new language. **Intrinsic motivation** refers to the desire from within for learning a language. For example, achieving adequate sophistication in one specific area of language with the intention to educate those who have problems in that area simply for inner pleasure could be considered as an internal motivator. And **extrinsic motivation** is used to refer to the external rewards (e.g. being recognised as the most creative student) or punishments (e.g. family pressure) that propel the individual to learn a language.
3. A point which should be reminded is that since 1994, when i designed CTBL for the first time, i have found some

practices in the related literature which have tried to cherish competition in cooperative learning settings. But, as noted, the distinguishing point is that i have accommodated and appreciated *competition* in CTBL as a valuable *asset to effective cooperative learning in a very systematic way*, availing myself of the emerging findings in the field of Education/ELT. Further, i received my MA, in Iran, for proving the superiority of my approach over the TLM in improving the reading comprehension of Iranian high school students. Additionally, i obtained my PhD in ELT, in India, in point of actual fact, for the thorough introduction i had to the modified version of my approach to ELT/Education in my 400-page PhD thesis, and for proving its superiority -- at the graduate level -- both over the TLM as well as over the Johnsons' method (see Chapter 12).

4. It is imperative to know that competition, underscored in CTBL, differs from the kind of unhealthy, if not barbarous, competition practised in different communities, societies, and civilizations in the world today, resembling a jungle type of civilization in a dog-eat-dog world. The kind of competition emphasized by CTBL has its own healthy principles that students could internalise as responsible

citizens of tomorrow's world.

5. I would 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 is beneficial or not depends not only on its intrinsic educational worth but also on if students accept it as a valid and valuable teaching methodology. In such workshops, thereby, teachers should give a comprehensive elaboration about the method and its principles and basic elements. They should also make the 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.

6. **In CTBL, Language**, as a socio-political phenomenon, is a liberating agent. **Teaching**, as a complicated edu-political process which is considered as the heart of democracy and civilisation, is more than science. It is an art. -- The art of the application of other disciplines' principles to the best advantage of our classes. **Learners** are problem solvers and critical evaluators of ideas/events/persons, etc. **Teacher** is an agent of critical awareness, social disorder, change, and development. He is also a creator, and facilitator and orchestrator of opportunities.
7. As mentioned, the activities described in this section are suggested for classes at the university level. For elementary levels, i try to immerse my students in some other activities such as games, team tournaments, describing pictures, problem solving tasks, and role plays.

- **Important Caution:** Educators who are willing to employ my approach should be aware that they will be marginalized and later wiped out -- sooner or later, most probably through insensible but barbarous approaches, if they are living in a country that is ruled by a fascist/dictator.

References

1. Ames, C. & Felker, D. (1979). An examination of children's' attributions and achievement-related evaluations in competitive, cooperative, and individualistic rewards structures. *Journal of Educational Psychology*, 71, 413–420.
2. Bacharach, N., Hasslen, R. C., & Anderson, J. (1995). *Learning together: A manual for Multi-age grouping*. CA: Corwin Press.
3. Hosseini, S. M. H. (2018). "Cognitive Socio-Political Language Learning Theory, Multiple Input-Output Hypothesis And Competitive Team-Based Learning", Forthcoming in August 2018 at *Brazilian English Language Teaching Journal*, 9(1), pp. .
4. Johnson, W. D., & Johnson, R. T. (Eds.). (1999). *Cooperative learning*. Tokyo: JALT.

5. Oxford, R. L. & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78, 12–28.
6. Sharan, S., & Sharan, Y. (1992). *Group investigation: Expanding cooperative learning*. New York: Teacher's College Press.
7. Slavin, R. E. (1978). Student teams and achievement divisions. *Journal of Research and Development in Education*, 12, 39–49.
9. Topping, K. (2000). Cooperative learning and peer tutoring. In P. K. Smith & A. D. Pellegrini. (Eds.), *Psychology of education: The school curriculum*, Vol. 3. (pp. 578–594). London: London & New York.

=====

.....

Once a person says, "This is who I really am, what I am all about, what I was really meant to do," it is easier to decide how to spend one's [life].

-- David Viscott

VI Further Insight into Salient

Features of Competitive Team-Based Learning

.....
✓ *** Our antediluvian regime of education, which has contributed to our maimed uncivilized society here in Iran, is the very result of giving responsibility to mean apple polishers, who see nothing but taking higher positions by whatever means and stratagems. There is no option but eradicating these persons from the arena of education, if we want to contribute to a civilized humane and compassionate society.

– The Author, Dr S.M.H.Hosseini, Iran

Advance Organiser Questions

1. Teaching is more than science: It is an art. What is your opinion?
2. How does a 'team' may differ from a 'group'?
3. Do you have any specific strategy for bringing/enhancing positive interdependence in cooperative learning settings?
4. Do you have any specific strategy for bringing/enhancing individual accountability in cooperative learning situations?

5. Can you explain some problems which may arise in cooperative learning/living settings? If any, what are your suggestions?
6. What is your opinion about having a learning culture in CTBL environments? How could it be?
7. Do you have any idea for team formation in CTBL classes? What are the benefits of your plan for team formation? What about its disadvantages?

Introduction

Incapability of a large number of language teachers in effectual application of groupwork, which is of paramount importance particularly for language learning, in real classroom situations has exacted failure of innovative instructional methods and approaches like Interactive Learning, CL methods, and even CLT in many language classes the world over. As noted, just wanting students to sit side by side and work together in buzz groups or traditional small group discussions and get the job done is not enough. A number of problems will emerge. Implementing structured groupwork necessitates knowledge, techniques, and strategies. And what differentiates CTBL from the present innovations is the

focus it has on some crucial elements for the success of teamwork. The kind of classroom arrangement, the way peerage groups are formed, the kind of learning culture, the way the teacher conducts himself in the classroom and supports the process of learning, the kind of materials, tasks, and activities, etc., have ensured mutual interaction and the real immersion of all my students, rather than merely high achievers, in the process of learning. Focusing upon such factors with an eye to the central role of teachers has turbo boosted the effectiveness of my language classes, run through CTBL.

This chapter underscores salient features of CTBL in an attempt to give a clearer portrayal of my world-class approach to ELT/Education. It, for instance, gives a glimpse of the significance of interpersonal skills, mutual face-to-face promotive interaction, and (continuity of) team processing, and highlights the importance of adherence of all class participants to the CTBL culture. The strategies which could be applied for ensuring positive interdependence, individual accountability, equal participation, and simultaneous interaction of all team members have also been elaborated. The chapter also differentiates different criteria for team formation and sheds light on the distinguishing features of team formation plan in CTBL situations. Most importantly, the

chapter explicates CTBL teachers' roles, both at class and at global level.

Salient Features of CTBL

In CTBL, intellectually selected heterogeneous teams of usually four members are highly motivated to work together in task-based activities supported by authentic materials in order to compete against other teams for the purpose of achieving their shared learning goals under conditions that meet the following criteria¹.

See also Figure 6.1.

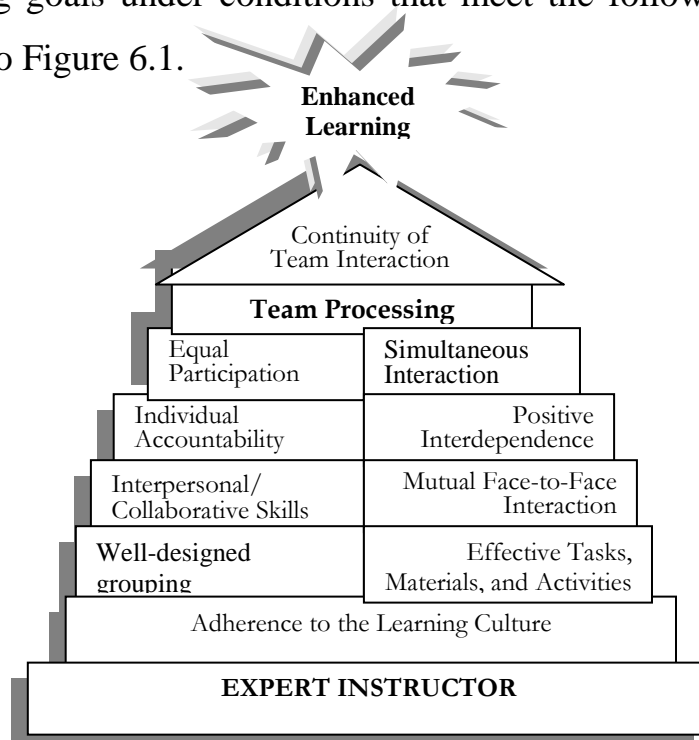


Figure 6.1 Basic elements of CTBL

Competitive Team-Based Learning and "Learning/Living Culture"

As noted, dynamic and comprehensive learning and development in CTBL competitive learning environments, which reflect the real world settings, does not evolve naturally. Learning/working/living together in such environments is an art which exacts knowledge, principles, skills, and of course a broad outlook. One outstanding, if not unique, feature of CTBL refers to the importance it considers for its learning culture. This is because one vital factor that greatly affects the outcomes of my educational approach relates to the extent classroom participants are willing and could adhere to the learning culture i have developed. Students are thereby recommended to value such principles and skills as ‘contents and musts that must be learnt’ for the sake of real learning, achievement, growth, development, and peace. Otherwise, if members do not value my ethos/manifesto, their teams cannot function effectively.

Part of the CTBL learning culture manifest below in the form of 10 basic norms or ground rules which is always pasted as a poster on my classrooms' walls. -- This strategy highlights the

importance CTBL considers for peripheral learning. The other part of my manifesto could be realised from the mechanism underlying CTBL.

DRAWING THE FUTURE

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

-- Paulo Freire

-
1. Regardless of diversities in our ages, status, and socio-cultural/economical/political backgrounds, we are all human and so are responsible for one another;
 2. We share all relevant information openly, encourage others to contribute to discussions enthusiastically, listen to them attentively and objectively, and want them to provide sensible reasons for the suggestions or ideas they expect us to consider;
 3. Constructive criticisms are most welcome and are valued inasmuch as they lead to our learning, growth, and

development. Before criticizing others, however, we try to be objective and fair;

4. We co-operate to deepen our knowledge and understanding of the world, and to supplement our capabilities to the extent possible for future career and life success, either in cooperation with others or without their scaffold or even in isolation;
5. Everyone has equal and shared opportunities to prove his abilities in action. Those who prove themselves under such conditions deserve the bests;
6. Errors are inevitable. They are not only natural side effects of the (language) learning/living process, but they are also signs of openness, attentiveness, risk taking, and perseverance in the course of learning/living. Errors are thereby not final, but rather they are pathways to gaining wisdom, attainment, success, and development;
7. We truly believe in the concept of 'self-effacement', which stems from the Confucian concept of 'face'. Hence, we willingly maintain a certain level of humility in accordance with our more capable peers, and do not elevate ourselves above them;
8. We admire, appreciate, and respect our team leaders as long

as they have qualities, morals, commitments, talent, and academic and leadership ethics;

9. Losing is unavoidable as it is with winning; therefore, we practise to learn through losing as we do it through winning. Losing strengthens our willpower for winning – winning through losing;
10. Wining is important – BUT not at the cost of academicians spirit, moral ethics, and human values.

Encouraging students to adhere to such principles is not impossible, although it, sometimes, demands tactics and of course patience. Recasting and enriching such ground rules with the participation of all students is an effective strategy to that end. Besides, elucidating the benefits of adherence to CTBL learning culture, which entails humane interpersonal skills (e.g. collective thinking, conflict-management, consensus building, trust building, tolerating others, and staying on task), for the students would be effective. Students should know that appreciating such a learning culture not only influences the kind and depth of their relationships with others, it likewise reinforces their abilities to further benefit from classroom teaching.

It is well worth a note here once again that such principles, which manifest democratic values, are inextricably congruent with Islamic ethos. It is in accordance to my deep understanding of the very true spirit of *real* Islam that i have argued that God, from the point of view of *real* Islam, has bestowed democracy upon humanity. According to real Islam, *all* people have the liberty to think, and they have 'the right' to decide, choose, and '*live*'.

It is likewise well worth noting that in 2006, when i was discussing the above principles with my students at a college in India (Mahajana First Grade College in Mysore), one of them offered me a poem (Appendix D) and asked me to see if it could be considered as part of the learning ethos in our classes. In view of the fact that i found the theme of the poem congruent with the doctrine i intend to internalise in tomorrow citizenry, i considered it as the extension of the culture of learning/living i have proposed. In addition, in response to the contribution of my Indian students to my instructional approach during my three-year stay there, in India, i gifted them a poem i had already developed for my dream land, which could be a country like India. The poem has been included in Appendix E. Parts of this poem have been developed by an unknown – to me – Indian author.

Criterion-Based Team Formation

.....
Being tolerant does not mean acquiescing to the intolerable; it does not mean covering up disrespect; it does not mean coddling the aggressor or disguising aggression. Tolerance is the virtue that teaches us to live with the different. It teaches us to learn from and respect the different.

-- Paulo Freire

One other significant feature of CTBL lies in the focus it has on team composition. This is by virtue of the fact that the nature of the composition of teams impacts their cohesion. It also highly influences the patterns of interaction among classroom participants, their immersion in the learning process, and thus their academic/social achievement. Many group formation techniques have been introduced in the related literature in order to enhance the effectiveness of methods and approaches which prioritise the importance of groupwork. Random grouping, homogeneous grouping, interest-based grouping, and especially heterogeneous grouping are among them.

It is true that random grouping, interest-based grouping, and homogeneous grouping can ease classroom management and provide a perception of fairness, but it is equally true that they can contribute to a lot of problems. Some of the inconveniences are

group labelling, restraints of learner-to-learner tutoring opportunities, and possible incompatibilities, and ‘loser teams’ (Olsen & Kagan, 1992). With respect to the problems occasioned by homogeneous grouping, the first problem refers to the fact that individual members – of homogeneous groups - do not have a strong inspiration for negotiation of their information, which is almost always at the same level. The next problem refers to the fact that while homogeneous groups, in a reading comprehension class, for instance, with gifted readers may focus on deeper comprehending of the text, groups with low performers tend to get engaged in some minor activities such as decoding. The other big problem refers to the pace of groups; that is, groups may be too fast or too slow in conducting their tasks. Such grouping demotivates students in slow groups sooner or later. This is why in these types of grouping the distance between weak students and high achievers widens day by day. These are part of reasons for the failure of CL classes that stress homogeneous grouping based on students’ knowledge of the topic in question.

In opposition to conventional methods of CL and even approaches like Collaborative Learning, Interactive Learning, and CLT in which students are randomly assigned to groups or are allowed to select their own groupmates, in CTBL teacher-assigned

small heterogeneous grouping or a mixture of grouping procedures are strongly advised. This is to tap the positive effects of team learning to the extent possible. Teams are shaped based on predetermined criteria which have been intentionally selected. The criteria for team formation, which have to reflect the realities of classes, may include a wide range of variables such as language proficiency, learning style, sex, diligence, prior academic achievement, personality, or even race, ethnicity, social class, religion, age, and so on. Such grouping is favourable to more effective learning in many ways. The assumption is that teams with a range of abilities could better scaffold learning of individual participants.

Teachers, however, should take account of the fact that not every heterogeneous team would be efficient. As i have observed, teams with high-, average-, and low- ability members will not be satisfactory for less skilled members if they are not organised in such a way that every team member has equal opportunities both for receiving and for giving information. In other words, if team members are not appropriately organised in their heterogeneous teams, there is a danger that weak students may be ignored. It is based on such premises that i have suggested two-level teams (high-average or average-low) in forming heterogeneous groups in

order to satisfy all members, in CTBL situations, and hence facilitate the success of language classes run through CTBL (see Figure 6.2).

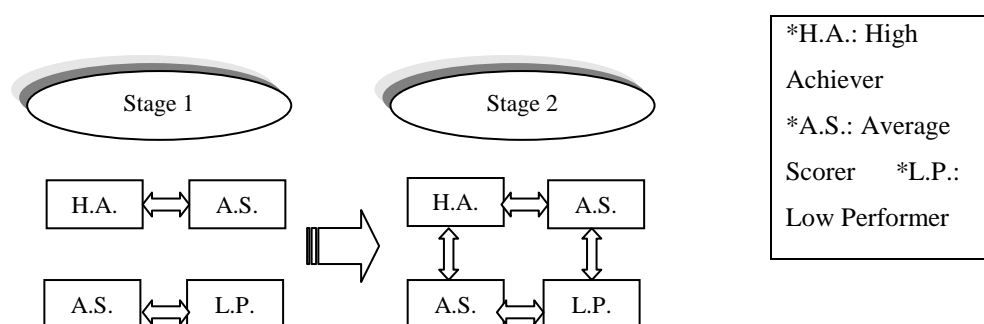


Figure 6.2 Heterogeneous team formation and the two stages for team interaction

Webb (1985) reported that when high ability and low ability uniform groups (homogeneous groups) were compared to well-organised mixed ability groups -- as the one introduced above for cooperative learning settings, students in both the former homogeneous groups gave fewer explanations to one another than their peers in the latter mixed ability groups, and this difference in behaviour was reflected in their achievement scores.

In CTBL classes, in order to place the participants in appropriate heterogeneous teams, a combination of random

assignment, self-selection, criterion-based selection procedures of forming teams are suggested. To form heterogeneous teams of four members each, in case of a reading class with 32 students, for example, first, a reading test is conducted, and then the 32 exam scores of the class are ranked from high to low. As illustrated in Figure 6.3, three achievement levels will be formed from this ranking with the top eight exam scores (i.e. proficient readers) in the first level, the next sixteen scores (i.e. average scorers) comprising the second level, and the last eight scores (i.e. less skilled readers) at the third level. Then the participants are given the latitude to shape their teams in such a way that each team could be composed of equal members of high-, average-, and low-achievers. They are advised to be comprised of two dyads, of two members each – one high-average, and one average-low each. This kind of team formation also implies equal share for the leader/teacher and students (i.e. equity for all) in the course of making decisions in my classes. It should be reminded that it is such kind of relationship between the powerful and the insignificant that is among the top criteria for liberal education today.

Class List

	High Achievers
1	.....
2	.....
3	.....
4	.....
5	.....
6	.....
7	.....
8	.....
	Average Scorers
9	.....
10	.....
11	.....
12	.....
13	.....
14	.....
15	.....
16	.....
17	.....
18	.....
19	.....
20	.....
21	.....
22	.....
23	.....
24	.....
	Low Performers
25	.....
26	.....
27	.....
28	.....
29	.....
30	.....
31	.....
32	.....

***H: High achievers**
***A: Average scorers**
***L: Low performers**

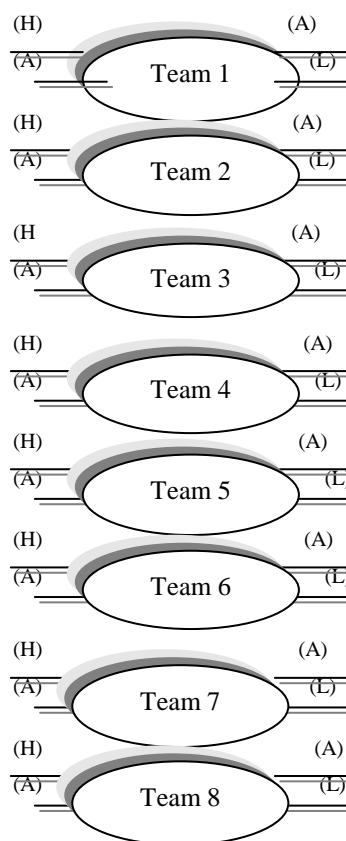


Figure 6.3 Process of team formation in CTBL classes

Therefore, as there are 32 participants in the assumed class, eight teams of four members, with two dyads each, are shaped. Such heterogeneous teams are not too large to deprive some members of active participation in course of learning. Furthermore, they provide all of the participants with both greater opportunities and greater obligation to respond. They endow the participants with more diversity and divergent thinking styles and varied expertise. Discrepancies among solutions in such teams are more likely to give rise to cognitive conflict, stimulate analysis of the problems and the procedures used, and promote learner-to-learner tutoring. Such atmospheres could enhance higher level and divergent thinking and could help to animate collective decision-making. In view of the fact that such contexts could be conducive to critical and creative thinking, they are favourable to more effective language learning and consequently long-term retention of material. As understood, i prefer smaller-sized teams to larger teams as the latter teams cannot afford all the students simultaneous opportunities both for receiving and for giving information which is negatively related to learning. One more thing that should be reminded is that teams' members should be arranged in specific settings in such a way that each dyad's members are face-to-face and could easily shift to their

counterparts in the other pairs of their teams. Free spaces should also be made available both for the team members and for the teacher so that they could move freely within the settings.

Effective Tasks, Materials, and Activities

See Chapter 5.

Face-to-Face Mutual Interaction

The other important feature of CTBL is the focus it has on face-to-face *mutual* interaction. Face-to-face mutual interaction exists when discussants circle together to negotiate or discuss, either team wise or class wide, their acquired information and ideas, clarify problematic areas, and assess and even castigate one another, in order to deepen their understanding of the material introduced by the teacher. In comparison with traditional methods and approaches, face-to-face interactions are more carefully and intentionally designed and are more actively supervised by the teacher in CTBL. Such kind of interactions in my classes affords discussants more genuine meta-cognition monitoring opportunities in which they soon recognize not just their own problematic areas

of knowledge but also those of their peers. The immediate comprehensible feedback tomorrow citizenry receive in such live contexts is likewise favourable to the promotion of their elaborative thinking skills. It goes without saying that tomorrow citizenry get empowered with influential strategies, acquire some societal behaviours, and learn to value individual differences in such situations.

Interpersonal and Collaborative Skills

Interpersonal social skills are the immediate essentials of any kind of human interaction in the present world context. As regards academic situations, there is considerable body of research espousing the idea that poor social skills contribute to academic under achievement (Cartledge & Milburn, 1980; Hughes & Sullivan, 1988; Michelson, et al., 1983), and not sufficiently literate citizens contribute to unhealthy societies. Therefore, people must learn, instil, and use social skills as well as the norms governing socially behaviour in their academic lives. That is why, in opposition to traditional methods and approaches which mostly aim at merely academic achievement of learners, humane interpersonal skills are among the main concerns of CTBL. I

believe that prioritising social skills such as turn taking, encouraging others to participate, asking for clarification and help, reinforcement and support, checking that others understand, challenging and constructive disagreement, holding one another accountable for learning/living, and conflict management are crucial not just for academic achievement but for appropriate team functioning and successful living. Therefore, i teach such skills in my CTBL classes both explicitly and implicitly (e.g. through metamessages) whenever appropriate.

Positive Interdependence

.....

Many of us are more capable than some of us, but none of us are more capable than all of us.

-- Tom Wilson

Johnson and Johnson (1992) defined positive interdependence, which was first posed by Deutsch (1949), as the heart of cooperative learning. Positive interdependence in most of the conventional methods and approaches which prioritise the significance of groupwork exists when the success of a group in a classroom is somewhat (depending on the method) correlated to the success of other groups. This way, all team members get

motivated to cooperate and help those who need more assistance in completing the assignments so as to facilitate the achievement of their shared learning goals. Recall that whereas most of CL methods appreciate both intra- and inter-group positive interdependence, CTBL emphasizes only intra-group positive interdependence, leaving the space for accommodation of competition at inter-group level. Thus, positive interdependence, in CTBL settings, has been prioritised as an influential strategy in order to create team identity and collective responsibility among team members. As explained in the following section, positive interdependence can be the result of those all factors such as goals, rewards, rules, social skills, and so on which make and encourage participants stay and work together in a team.

Strategies for Creating/Enhancing Positive Interdependence in CTBL Settings

In CTBL positive interdependence exists because the success of an individual in a 'team' depends - to some extent - on the achievement of other members. I apply various strategies in order to create and facilitate positive interdependence among my students in course of pursuing their learning/living goals in CTBL

situations. These strategies can help teachers in many ways. They are helpful on the grounds that they contribute to the involvement of participants in the learning process, spur even the gifted achievers to help others, and contribute to team cohesion, which in turn is of help to participants' academic achievement. More effective strategies may be noted as follows:

1. 'Team-based interdependence': Well-designed criterion-based heterogeneous teams in which team members should rotate their roles (e.g. leader, information giver, opinion seeker, recorder, summarizer, process evaluator, and reporter) on a regular basis contributes effectively to positive interdependence among team members, in CTBL classes.
2. 'Competition-based interdependence': Positive interdependence among team members is highly facilitated by spurring them into vying with other teams.
3. 'Task-based interdependence': Teachers can improve positive interdependence by making students work on tasks to produce shared products. As such, team members can be evaluated based on their team performance on tasks.
4. 'Goal-based interdependence': By evaluating an essay, a presentation, or a report as a team product, teachers can establish common goals and thus ensure positive

interdependence.

5. 'Test-based interdependence': Exams, tests, or quizzes that should be taken collectively are highly encouraged to improve not only positive interdependence but quality of learning as well.
6. 'Reward-based interdependence': Positive interdependence can be brought about by considering rewards for teamwork. Teams can receive the rewards based on some specific criteria. These criteria can include: (a) the average of scores of individual members, (b) the sum of individual members who exceed a pre-determined criterion, and (c) team improvement.
7. 'Rule-based interdependence': Positive interdependence can also be boosted by establishing some specific rules. Having a rule that says no team member can secure his grade unless all team members are able enough to provide reasons for their answers is an example for this strategy for creating positive interdependence among team members, in CTBL situations.
8. 'Resource-based interdependence': Teachers can help learners be dependent on one another's resources, materials, and information to effect positive interdependence. This can

be done through distribution of separate materials to team members, as it is in Jigsaw, in order to learn them individually and then try to teach others.

9. 'Evaluation-based interdependence': That each individual's success depends – to some extent – to other team members' success facilitates positive interdependence. Also, randomly selection of one team member's product to represent the team increases positive interdependence.

Individual Accountability

The other outstanding feature of CTBL which highly distinguishes it from the conventional collaborative learning methods and approaches refers to the emphasis it lays on the significance of bringing a sense of accountability in all team members. Individual accountability of all team members is considered to be one of the most influential elements in the success of CTBL. It is, in point of actual fact, as important a determinant of the viability of my class dynamism as is positive interdependence. This is the reason as to why the mechanisms underlying CTBL have been designed in such a way that they make each individual in a team feel responsible not only for his own but also for their team members'

progress, achievement, and growth. All team members know that they must personally learn the assigned material and so take on the responsibility for doing a fair share of work and therefore are engaged in the learning process. One other major advantage of such situations is that they put an end to the objection of students for the inequitable distribution of workload among team members which is common in most of the conventional methods and approaches. Therefore, problems like social loafing and free riding, which are seriously detrimental to the success of methods and approaches which prioritise the significance of groupwork, have been tackled by CTBL.

Strategies for Encouraging Individual Accountability in CTBL Situations

In addition to the evaluation system of CTBL which highly focuses upon bringing individual responsibility of all team members, there are some strategies for establishing individual responsibility, in CTBL settings. Chief among such strategies are:

1. Appreciating tournaments with same-level opponents in other teams;

2. Presenting individual tasks or assignments which should be done individually before or after teamwork;
3. Randomly selection of one team member's product to represent the team.
4. Assigning roles for each team member, in order to bring some unique responsibilities to individuals;
5. Distributing rewards in ways that appreciate coordination of individual members to the success of team;
6. Evaluating team members based on tests they take individually before they share their answers with their teammates, and
7. Exclusion of particularly the team leaders who forget about their responsibilities and commitments from their teams, for a specific duration of time. This is suggested because we do not want to contribute to leaders who might think of betraying their nations.

Equal Participation

Another significant feature of CTBL which highly distinguishes it from most of the conventional and even modern interactive learning methods and approaches refers to its capacity for

providing all team members with the same opportunities for joint interaction. The truth is that the present innovative approaches are not able to contribute to equal participation of all students in the learning/living process - in action - in real classroom/world situations. In classes run through such innovations, usually in teams consisting of more than three members, some members do not have opportunities for both receiving as well as giving information. This might be, in part, due to the domination of one or few proficient members/parties of the teams. Consequently, the majority miss the results likely to be reaped out of these opportunities for true learning/living.

Keeping small-sized teams, which emphasise rotating roles in teams, the use of multiple ability tasks (i.e. tasks that require a range of abilities such as acting and categorizing, rather than only language abilities), and implementation of activities that require input from all team members are among the strategies for bringing equal participation of all participants in CTBL settings.

Simultaneous Interaction

One other significant characteristic of CTBL refers to its stress on simultaneous interaction, which exists when all team members are

involved in the process of learning at the same time. In CTBL, simultaneous interaction does not mean action and reaction of one student and the teacher at a particular time, as it is in traditional classes, but it means *interaction of all class members with one another, in their teams, at a particular time.*

There are a number of strategies for improving this element (i.e. simultaneous interaction) in CTBL classes. For example, by pairing members of a team, teachers can double the opportunities for members' participation. The other strategy to engage participants all simultaneously is to have all of them write individual responses. Some other strategies for bringing simultaneous interaction could be realised from the strategies proposed for enhancing positive interdependence, individual accountability, and equal participation.

Team Processing of Interaction

Providing sufficient time for students to have regular processing – of their teams functioning - and reflection is another significant feature of CTBL which improves the effectiveness of teamwork, in CTBL situations. In such opportunities, discussants discuss matters like how well they have been achieving their goals. Doing so, they

detect the kind of activities, behaviours, and social skills, and even attitudes which probably have facilitated or intruded the attainment of their goals. The results make it possible for the team members to enhance the positive factors and delete the negative ones for the purpose of accelerating team achievement. In such situations, in the course of planning, supervising, and evaluating their learning process, students gradually cultivate the habit of critical thinking during conversations.

Continuity of Team Interaction

While shorter duration of stability of team compositions is common in conventional cooperative learning methods and approaches, CTBL calls attention to longer stable groupwork in view of some reasons. In longer duration of group learning, group members have the opportunities to know one another better and create better interpersonal relationships. This connotes a kind of transformation. To put it another way, by allowing group members to work together for a whole semester, for example, it is in effect transforming 'groups' into 'teams'. Teams are more stable social networks with more psychologically safe ambience and so are more conducive to effective learning.

Competitive Team-Based Learning and Teachers' Accountabilities: A Comprehensive Introduction

-
- ✓ *****If one attempts to construe the philosophy beyond the politics of education system implicit in our education, here in Iran, we may, i reckon, discover certain mysterious shocking principles.**
- 1. To talking to/lecturing and dictating from the above in contrive environments which encourage negation of negotiation and passivity is opposed talking with in semi/authentic environments which encourage democratically learning/living, collaboration, contribution, and development;**
 - 2. To repeating, syllogistic reasoning, and parroting back 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;**
 - 3. To learning from experiences and passively acting is opposed learning from reflecting upon experiences and proactively strategic reacting;**
 - 4. 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;**
 - 5. To insisting upon antediluvian syllabi and textbooks is opposed having integrity in serving God's ends;**
 - 6. To training students to be blind slaves for Capitalism is in direct contradiction to democratic/Islamic principles;**
 - 7. To envisaging the future based on theories is opposed building sustainable futures based on the realities of tomorrow;**
 - 8. To treating critical thinkers and agents of change as objects, intervening their learning/living processes, and torturing them is opposed collective survival;**
 - 9. To obviating/victimising critical thinkers for your own**

**survival is in direct contradiction to human values, let alone
morals and Islamic ethos;
10. To surrender is in direct contradiction to challenging,
revolution, change, development, and world peace.
--The author, Dr S.M.H.Hosseini, Iran**

In continuation of our discussion about CTBL teachers' roles in Chapter 5, let me remind you at the very outset of this section that teachers should first and foremost know that the success of CTBL, as any other pedagogical practice, is essentially accompanied with the kind of relationship they have with the learners. In CTBL classes, they should adapt integrative rather than dominating roles if they want to bolster the status quo inherent in CTBL settings more effectively. Because leaders who adapt autocratic roles ignore and even disregard the judgement and desires of their people and convey the idea that they are nothing but objects/animals. Such groups of teachers also, knowingly or unwittingly, not only obstruct the process of growth in their students but, in the long run, contribute to dictatorship, the ultimate result of which is anarchism. This is by virtue 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'. Teachers who are integrative in behaviour, on the other hand, are open-ended in their outlook, flexible and logical and, as ordinary and responsible members of their classes, try to understand their students. They are able to listen to them 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 an environment which involves mutual trust and respect. They are likewise able enough to welcome constructive criticism diplomatically - with a broad outlook, and above all evaluate and modify their own strategies of class management and leading/teaching from the authentic feedback they receive in course of their interactions with their students. CTBL teachers never hesitate to acknowledge/reward the value of individual suggestions and particularly constructive criticism. It is such characteristics of CTBL teachers that encourage students to trust and respect them, and follow their instructions enthusiastically.

Another point for teachers to take heed of is that as i believe that in CTBL environments context gives meaning to content, the provision of a psychologically safe social climate that reflects

acceptance, care, genuineness, reciprocal and interpersonal trust, tolerance, and respect should be given top priority. This is because such atmospheres naturally impetus risk taking, giving and receiving influence, creativity, and critical thinking. Teachers, therefore, at the initial stages of conducting their courses, must explain about CTBL, define academic and social objectives and skills that students are to master and apply, discuss the learning culture, identify norms, and specify and model desired behaviours. They should also elaborate on the criteria for success and evaluation procedures for the appraisal of team and member performance. Importantly, they ought to take care of team formation and composition, the arrangement of classroom, materials, tasks, and activities. They should structure teams and the learning tasks and class activities in such a way that they improve the cohesion of the teams and bring reciprocal meaningful interaction among team members, and encourage their individual responsibility for their own learning and the learning of their teammates, in a relaxing environment.

At class-level, teachers should understand that they, in CTBL settings, are not the predominant source of information who try to infuse knowledge into vacuumed minds as it is in traditional teacher dominated methods like the TLM/the Banking Method

wherein the teachers take the role of interveners/depositors. Nor are they merely fellow facilitators of the learning process and scaffold providers as it is in the so-called innovative methods and approaches like Collaborative Learning, Interactive Learning, and the conventional methods in the arena of CL. Also, they are not merely communication models and facilitators of the communication tasks for language learning as it is in CLT. But rather, teachers are expected to perform several roles simultaneously. Besides the aforementioned roles, they should also play their roles as dissectors, psychologists, discerners of current needs and demands, interactors, and most important, models of criticism, innovation, and change. As noted, they should also be able to play their roles as mind decolonisers, attitude re-orienters and Agents of critical awareness and social change and development. Teachers should also be good orchestrators of opportunities for effective learning and personal growth on the part of the students. They should, at the same time, actively monitor their students behaviours, achievements, and the functioning of teams and their dynamics, and provide continuous authentic feedback on individual as well as communities/teams' progress in order to tactically engineer and soften the learning/development process. They should ensure that 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 ambience. In providing assistance, teachers should act as midwives, who give birth to challenging ideas and knowledge in students' minds and help them to actively, critically, and creatively generate their knowledge and thoughts. All these 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 a life-long successful learning and living.

At a more concrete level, in classes run through CTBL, teachers should ensure that emphasis is laid on authentic tasks and strategy training. This is to ensure that internalisation occurs through scaffolding and application of new acquired knowledge and strategies, in a context that values dialogue, which involves respect, in lieu of monologue, which involves issuing communiqués, and negation of negotiation, critical thinking and reasoning, and development. 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 culture of learning 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 (contextualised teaching) with an eye to the outside of the classroom, to the real world. Therefore, merely focusing students' attention on learning the language is never sufficient. The stratagem of 'telling the students to forget' or 'teaching them to retell' is also strongly prohibited in CTBL settings. But rather, teachers must try their utmost to immerse the students in the learning process not merely to learn but also to learn how to learn, compete, defeat or even fail, at class and social level. In sum, 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 also should raise their awareness of the patterns of interaction in their milieu outside the classroom. They should analyse such patterns, directly or indirectly, and shed light on their consequent effects on the condition of their existence. Students reactions on the agents of such patterns will take care of itself, in the long haul though.

On the other hand, teachers should be able to problematise the learning/living contexts in such a way that they encourage doubt, negotiation, conflict, and discussion. Teachers should be on a constant lookout for appropriate opportunities to problematise the learning context via posing captivating and at the same time challenging ideas or questions. They should do this in order to reinforce the students meta-cognition and tap into and activate the innate skills and abilities assumed to be potentially present in them all. Teachers should possess the art and the ability of 'leading' to more effective learning and development 'by questioning' in their classes. But the imperative point is that merely posing questions is not enough. The kind of questions teachers ask make a world of difference to, for example, the quality of ultimate results. Therefore, teachers should be able to address challenging queries to push the edges of students' thinking and motivate a pursuit for resolution via fostering especially 'outside-the-box' thinking. Such open questioning not only gives students a voice and stimulates effective and authentic discussions, but also broadcasts respect for their opinions and expertise, and communicates value. It thus lends itself 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). One more point of crucial importance that teachers who would like to run their classes through my instructional approach 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 develop pertinent questions also, if they want to influence the world. This stimulates students to more effectively and comprehensively exercise their brain cells in critical thinking and, in the process, come up with fresher, more innovative, and more powerful ideas. Asking such questions unleashes students' dammed creativity and paves the way to new opportunities and real knowledge.

Teachers 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 appropriately whenever they arise. They need to know how to tackle different unpredictable problems, for example, with extremely disruptive citizens. They must be able not only to manage conflicts but to harness them to fulfil their socio-

pedagogical/political goals. More specifically, they must pay special attention to low status, timid, shy, slow, and weak learners, and take heed of the fact that not every person can be fitted with any team.

One more thing which needs to be reminded is that i do not take attendance in my classes as i am not interested in teaching those who are not interested in learning. Furthermore, i am of the view that the more i (as the teacher) do for students, the less they will do for themselves. That is why i teach everything i feel is required no more than one time. I do not care if students got it or not! This makes them concentrate on my presentations more meticulously. My students should learn the real tough world principles in my classes. Meanwhile, i try to be facilitator of the learning process rather than the predominant mode of dispensing knowledge. I am always actively monitoring my students by circulating among teams, while they are carrying out the activities. To facilitate the process of learning, i 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, i try to approach everything critically. I 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.

Finally, 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 knowledge of students and wipe out the fossilized deterrent strategies of learning and the effects of bad learning. They should also modify their students' sort of attitudes towards subject area, learning/living, and their milieu which if allowed to linger, it would barricade further learning and social/nation development. Teachers should also encourage students to participate and use English, as an international lingua franca, in their small team discussions with proper accent, which requires patience and strategies.

In CTBL settings, thereby, teachers must be able to think like scientists, who have sufficient knowledge in the components of their profession (e.g. subject matters, applied psycholinguistics, teaching methodology, and typologies of learners), and act like artists. They should be well informed of the principles as well as the latest issues and theoretical perspectives in the related

disciplines such as social and cognitive psychology, sociology, anthropology, economics, philosophy, and particularly political science. Furthermore, they should have a comprehensive understanding of their students' demands and expectations, personalities, competencies, learning/living styles, and of course the nature of learning and the contexts and processes under which learning occurs more effectively. Most important of all, teachers should be cognisant of their students socio-cultural/political backgrounds and norms. It is also necessary for them to be adaptable and flexible enough to make the best use of the latest findings in their fields of concerns. It is, then, that they could exploit their arts to harness their knowledge for meeting CTBL pre-established objectives and goals, which is awakening, empowering, and turbo charging tomorrow citizenry's minds in such a way not only to survive in the face of untoward circumstances (occasioned by the side effects of the phenomenon of globalisation) but also to have significant impacts upon their milieu and even the world.

Another final thing that should be reminded is that CTBL classes can also be supported through connecting learners to virtual learning environments. By developing their class blogs, wikies, websites, and moodles, for instance, which are supported

by online technologies like podcasting and vodcasting², teachers can enhance the attainment of the CTBL objectives. (See Chapter 9) For some more effective hints for teaching language via CTBL see Appendix H.

Conclusion

.....

There are many things that limit the success of the oppressed majority. Non-critical thinking (naive consciousness) is a source of many limitations. Some poor people see no way out of their conditions.

-- Paulo Freire

As it was confirmed in this chapter also, CTBL is much more than wanting students to get together and work in groups discussing material with one another or sharing material amongst them as it is in approaches like Collaborative Learning, and CL methods, in many language classes the world over. CTBL exacts environments in which team cohesion has been systematically and strongly established. Hills (2001) comments on the nature of teamwork may well describe the atmosphere in my CTBL classes: “When Anybody [in a team] learns something new, Every [member of the team] gets a sense of achievement; when the team achieves, Somebody in the team congratulates Everybody. And Nobody

feels their achievement goes unnoticed by Anybody” (p. 5). CTBL's teachers provide their students with genuine opportunities to plan, supervise and evaluate their learning/living process and gradually cultivate the habit of thinking - in English - during conversations in such relaxing environments. As such, the unprecedented atmosphere in CTBL classes enhances students' zest for learning/living and encourages them to be proactive rather than reactive learners/citizens. They become motivated to do the work necessary for high-quality learning/living, develop a thorough understanding of the content, learn how to solve very complex problems, and learn the value of teamwork when confronted with difficult problems, in an environment which promotes a learning-centred culture.

The significance of CTBL for the present world context is, thereby, in that it not only practices its practitioners in skills of human relationship and enables and equips them towards responsible social citizenship and experiencing a sense of interpersonal fellowship and human solidarity. But also it empowers them with certain habits of mind and facilitates them to acquire humanitarian democratic attitudes, principles, norms, and values, which are the necessary proviso for successful life-long learning, working, living, and of course global interaction. CTBL,

to be brief, suggests capacity building of tomorrow citizenry and equipping them with required interpersonal skills and approaches to thinking and living for current globalized environment which necessitates enormous skills and capacities for ‘competition’ – a task which would never be achieved through the conventional didactic methods and approaches. This is important in view of the fact that the present world context requires its workforce/citizens to be competent in skills like successful teamwork, conflict management, and collective decision making amidst competitive environments, for mutual understanding, co-existence, survival, mobility, and prosperity.

* * * * *

Unfortunately, at the end of this chapter also, i feel that, in spite of my endeavour, i was not able to give an acceptable view of CTBL. The following chapter attempts to introduce part of the techniques and strategies i avail myself of for boosting the effectiveness of my instructional innovation.

Discussion Questions

1. Why are teachers recommended to share the course

objectives with their students in CTBL classes?

2. What is your opinion about CTBL's learning culture?
3. Differentiate simultaneous interaction from equal participation.
4. Which type of positive interdependence would best benefit your class?
5. Can you distinguish some strategies which could contribute – simultaneously, to positive interdependence, individual accountability, equal participation, and simultaneous interaction?
6. What is your opinion about my plan for team formation in CTBL settings?

Food for Thought

1. Can you add some more norms or principles to CTBL's learning culture?
2. Discuss the distinguishing principles of CTBL learning/living culture in relation to apartheid and dictatorial regimes.
3. Discuss the below sayings in relation to teachers' responsibilities in training tomorrow citizenry towards world

peace:

.....
The holiest Jihad (battle) is telling the truth before a despot.

-- Holy Prophet Mohammad (PBUH)

.....
***BEAUTY is the manifestation of values in our attitudes, personalities, and manners rather than in our manifesto. BEAUTY lies neither in the eyes of the beholder nor in the object, but rather in the relationship between the subject, the powerful, and the object, the insignificant; that is to say, beauty lies in mutual suitability and compatibility, in bilateral appreciation and respect ... guided by reason, logic, and human values.

- Modified by the Author, Dr S.M.H.Hosseini, Iran

Notes

1. It should be noted that some of these features have been discussed in detail in the related literature by specialists like Cohen (1994), Johnson and Johnson (1992), Kagan (1992), and Kessler (1992). I have added particularly "Adherence to a specific Learning Culture" to these features in order to facilitate (language) teachers in effective implementation of teamwork via CTBL and hence success of my approach in achieving its established objectives/goals. Whatever team learning strategy that does not appreciate these features cannot be considered as CTBL.
2. See 'the notes' of Chapter 9.

References

1. Cartledge, G., & Milburn, J. F. (1980). *Teaching social skills to children*. New York: Pergamon Press.
2. Cohen, E. (1994). *Designing groupwork: Strategies for the heterogeneous classroom*. New York: Teachers College Press.
3. Deutsch, M. (1949). A theory of cooperation and competition. *Human relations*, 2, 129–152.
4. Hills, H. (2001). *Team based learning*. England: Gower.
5. Hughes, J. N., & Sullivan, K. A. (1988). Outcome assessment in social skills training with children. *Journal of School Psychology*, 26, 167–183.
6. Michelson, L., Sugai, D. P., Wood, R. P., & Kazdin, R. E. (1983). *Social skills assessment and training with children*. New York: Plenum Press.
7. Johnson, D. W., & Johnson, R. T. (1992). Positive interdependence: Key to effective cooperation. In R. Hertz-Lazarowitz & N. Miller (Eds.), *Interaction in cooperative groups: The theoretical anatomy of group learning* (pp. 147–199). New York: Cambridge University Press.

8. Kagan, S. (1992). *Cooperative learning*. San Juan Capistrano, CA: Resources for Teachers.
9. Kessler, C. (Ed.). (1992). *Cooperative language learning: A teacher's resource book*. Englewood Cliffs, NJ: Prentice-Hall.
10. Swing, S. R., Peterson, P. L. (1982). The relationship of student ability and small group Interaction to student achievement. *American Educational Research Journal*, 19, 259–74.
11. Webb, N. M. (1985). Student interaction and learning in small groups: A research summary. In R. E. Slavin S. Sharan, S. Kagan, R. Hertz-Lazarowitz, C. Webb, & R. Schmuck (Eds.), *Learning to cooperate, cooperating to learn* (pp. 147–172). New York: Plenum.

.....
We were borne to make manifest the glory of God that is within us.... And as we let our own light shine, we unconsciously give other people permission to do the same.

-- Nelson Mandela

VII

Boosting the Effectiveness of Competitive Team-Based Learning

.....
**There is only one subject matter for education, and that is life in
all of its manifestations.**

-- Alfred North Whitehead

Advance Organiser Questions

1. In what ways could games benefit CTBL classes?
2. Could role playing activity be harnessed at the collegiate level? If yes, provide an example.
3. Discuss students' responsibilities in CTBL environments. Try to distinguish their accountabilities from those of their counterparts in TLM, CLT, and even conventional cooperative learning approaches like Collaborative Learning

and Johnsons' methods.

Introduction

Scholars of repute in the arena of cooperative learning such as Kessler (1992), Olsen and Kagan (1992), and Kagan and Kagan (1998) have designed and developed a variety of effective techniques for more effectual implementation of groupwork in interactive learning situations. Such techniques are particularly favourable to cooperative learning environments where motivate learners to enthusiastically share their knowledge and strategies and scaffold learning of one another. The application of certain practical relaxing activities, the objectives of which are in line with these techniques, to CTBL classes with an eye to the central role of learners will turbo boost the effectiveness of CTBL especially in language classes. This is because such techniques and activities ensure that all team members get engaged in learning and have the opportunities to listen, talk, and share real acquisition of the language, (language) learning strategies, and social skills. They also contribute to students' personal growth. Below are some characteristics of such techniques and activities:

1. They make learning fun;

VII: Boosting the Effectiveness of CTBL

2. They serve as retrieval mechanisms;
3. They immerse participants in the material and in the learning process so they learn more effectively;
4. They provide participants with sufficient comprehensible input;
5. They encourage metacognition;
6. They evoke more precise language;
7. They spur participants into thinking, particularly critical and creative thinking;
8. They push participants to articulate their thoughts and solutions to problems;
9. They reinforce participants to learn from their mistakes;
10. They exact reflection upon experiences;
11. They help participants consolidate what they have learned through teacher presentation;
12. They strengthen positive attitudes of the participants towards language learning, the teacher, and the curriculum, and
13. They generate the synergy of teamwork amidst competitive environments and so liven up the classroom.

VII: Boosting the Effectiveness of CTBL

The present chapter intends to put forward certain techniques for boosting the effectiveness of CTBL. It also suggests some relaxing but influential activities for accelerating further the efficiency of teamwork in classes run through CTBL. Importantly, the chapter puts forward a comprehensive introduction to students' responsibilities in CTBL settings.

Techniques for Enhancing the Success of CTBL

.....

Whatever the struggle, continue the climb, it may be only one step to the summit.

-- The Author Unknown

This section introduces certain techniques which have the capacity to foster learner interdependence and facilitate students - step by step - to proceed to a higher level of development. These techniques appreciate the significance of cognitive activities and are highly conducive to the involvement of all participants in the learning process, mutual interaction, and interpersonal dynamics. They afford students a suitable matrix to practise, learn, and consolidate their (language) learning strategies, knowledge, and social skills.

Three-Minute Review

In the course of teaching, at times, when i feel my students need such an opportunity, i give them three minutes to review what i have introduced, ask me to clarify their areas of doubt and/or answer one another questions.

Drill Review Pairs

Following what has been suggested by Kagan, in this activity, i give each team (of four members) four problems – two per pair. Pair members are then suggested to work on the given problems. One member should 'explain' the first problem while the other member 'checks' for accuracy. After the problem is completed, the roles are reversed for the second problem. When both problems are completed, team members join together to see if they are in agreement with the solutions. If yes, they repeat the process with more problems. Otherwise, the problem is reviewed until a consensus is reached.

Thinking-Aloud Pair Problem-Solving

In Thinking-Aloud Pair Problem-Solving, once i pose the problem, team members pair up in their teams in an attempt to come to a

VII: Boosting the Effectiveness of CTBL

probable solution. According to this technique, one pair member will be the problem solver and the other an active listener. The problem solver is expected to think aloud (i.e. verbalize his thought and procedures for solving the problem) in the process of moving towards a solution to the problem. This is to endow the interlocutor or the listener with the opportunity to learn the strategies for tackling the challenges coming on the way towards a solution. Meanwhile, the interlocutor is expected to give some hints whenever possible in order to facilitate and contribute to the process of arriving at a solution. To ensure the same opportunity for the other member, i often reverse the roles for the next problem. Further, i want pairs to get together as a team and discuss their solutions as well as their effective strategies.

Three-Step Interview

The thrust of Three-Step Interview is interviewing each other to know and develop one another's opinions and ideas about the topic or issue on the agenda. As indicated in its name, the process for reaching shared understanding of the topic involves three steps. First, after i pose the topic, members of teams pair up to discuss the topic as interviewers and interviewees. Then, at my reminder,

VII: Boosting the Effectiveness of CTBL

they reverse their roles. Interviewers try not merely to fill their gaps of knowledge in the issue in question but to improve their interviewees' understandings of the topic as well. Lastly, at my second reminder, they also turn to their counterparts in their teams to share and discuss their understandings with them. Students may as well be provided with the opportunities to share their learning with their classmates through class-wide discussions.

Team Pair Solo

In this activity, after i raise a question, students are encouraged to share their answers together with their team members first. Teams are then asked to split into pairs in order to negotiate their solutions with their partners, in the allotted time. Finally, they are recommended to think over the question and the team answer on their own, individually.

Think-Pair-Share

Following the suggestions put forward by Lyman (1992), in applying this technique, after i pose a problem, i require students to *think* over it individually, within a limited time, and then *pair up*

VII: Boosting the Effectiveness of CTBL

to discuss their views. They are, then, asked to try to look for a *shared* solution to the problem with their team members. And finally, i encourage participants to share their ideas with their classmates.

Solve-Pair-Share

Solve-Pair-Share is like Think-Pair-Share with the difference that after i pose a problem, i ask students to try to *solve* it individually first rather than merely thinking over it as it is in Think-Pair-Share. Subsequently, they will be required to *pair up* to compare and discuss their solutions with their partners and then team members so as to synthesize a joint solution. Eventually, i ask them to *share* and discuss their ideas class-wide.

Send-A-Problem

In this technique, first a problem is clipped to the outside of a folder. Next, the first team provides their solutions. All solutions, from the first team, are written down and placed inside the folder. Later, the folder is passed to a different team who reads the problem but not the solutions. They write their solutions and put them inside the folder. A third team selects the two best solutions

VII: Boosting the Effectiveness of CTBL

and amends them as necessary. As realised, in this technique, several teams generate solutions to a given problem.

RoundRobin

After i raise a question, which usually evokes multiple responses, i encourage students in their heterogeneous teams to get together in order to share their answers in turn. At the end, participants may also be allowed to discuss alternative solutions class-wide. Turn taking, in this technique, is advised to ensure equal opportunities and the involvement of all members in negotiating meaning.

RoundTable

RoundTable is another version of RoundRobin. In this technique, after i pose a question, members of each team write their answers on a piece of paper and then pass the paper clockwise to the next person. This way, they are in effect brainstorming as many answers to the question as they can. I may also allow students to use separate pieces of paper. The teams with the most correct answers or the most creative answers are appreciated. That each member has to *write* his solution on a piece of paper rather than

VII: Boosting the Effectiveness of CTBL

communicate it orally distinguishes this technique from RoundRobin.

Circle the Sage

I use this technique when i feel a student (sage) has noticeable information or knowledge on a specific issue or topic. When i realize the sages, i ask them to spread all around the classroom, and at the same time require class participants to go to them in order to learn about the topic or issue from them. The point is that no two members of the same team could go to the same sage. After students learn the respective knowledge from the sages through asking questions and requesting for clarification, and so on, they return to their teams and try to share their understandings with their teammates.

Numbered Heads Together

I may also use Numbered Heads Together technique of Kagan (1989) mostly for reviewing information that i have previously presented. This technique can also be used to evaluate students' understanding of the material -- orally or in the written form. In

VII: Boosting the Effectiveness of CTBL

this technique, each member of a team is numbered (e.g. 1, 2, 3, & 4, in the case of teams with four members) prior to the class by the captain. At the end of each class presentation of material and/or discussion panels, in a reading course, for example, i ask a question or a series of ‘content bound’ questions, and students come together to find answers. Then, in due course, i call a number of a team randomly, and only the student with that number has to answer orally on behalf of the team. Most important, the select member should be ready to substantiate his answer(s). And i evaluate his team based on his presentation. That one student is randomly selected to answer for the team motivates all team members to encourage one another to do their work and inspires them to assure themselves of their partners’ comprehensive understanding of the material. In other words, this technique encourages all the members to try their best both in the learning process and in tutoring one another. Class-wide discussions could also be conducted through this technique. Rather than randomly selecting one member to orally answer on behalf of his team, it is also possible to make all members respond in written form and then randomly select one student to submit his paper for team recognition.

Structured Problem Solving

When i want to remind my students of the importance of solving a problem in a limited time, i apply Structured Problem Solving. In such a case teams are expected to solve the given problem within a specified time. At the end of the allocated time, all members must be able to explain the solution for me or for the class.

Some Relaxing (Social) Activities for Classes Run via CTBL

.....

They are ill discoverers that think there is no land, when they can see nothing but sea.

-- The Author Unknown

There are also a huge number of activities that, if conducted properly, preferably as follow-up activities for relaxing moments, could contribute to more effective learning in CTBL classes. But activities that are more open-ended and process-oriented, and more importantly, stress the value of discussion and negotiation of meaning, and are thereby conducive to the dynamism of teamwork are appreciated further. The following are among such activities which have been developed for the benefit of language classes run through CTBL.

Songs/Lectures/Interviews/TV or Internet Shows

A lot of activities could be designed and developed based on certain songs, lectures, and the like. For example, i, at times, want teams to listen to or watch or even read a specific song, lecture, interview, etc. and then provide them with some quizzes. In the case of working on students' listening comprehension abilities, i re-play the song, interview, etc. and encourage them to:

1. Fill in the missing words;
2. Answer the related questions;
3. Develop an outline of the main issues presented/discussed;
4. Give a summation of their understandings/interpretations;
5. Discuss their uncertainties and raise questions about them, and/or
6. Relate the topic to their own experiences and life in the real world settings, mostly with a critical attitude.

The team which receives the most points is the winner.

Proverbs

Proverbs are also good sources for developing communication as well as critical sensibilities of students. When i decide on the implementation of proverbs in my classes, i usually:

VII: Boosting the Effectiveness of CTBL

1. Give a list of 10 proverbs in English to each team;
2. Narrate the stories/situations which correspond with the proverbs, one at a time, and
3. Ask teams to guess the right proverb in English and translate it into their mother tongue.

The first team which answers correctly gets one point.

Sometimes, i also encourage teams to consider a specific proverb from a totally different angle and critically see if it is really worth accepting. I mean, i ask students to see whether the proverb is congruent with their beliefs or with the realities of today world context.

Games

No one can deny the significant contribution of games to effective learning particularly at elementary levels. A variation on the sorting exercise is the game 'Odd Man Out'. This exercise is very easy to construct. For example, when i intend to develop/test the participants' repertoire of vocabulary, i apply this game. To be brief and to the point, i give the students few words, one of which does not belong to the words group, and have them work out

which represents the Odd Man. For example, in the below set, alternative 'd' is the Odd Man!

- a. Targeting b. Marginilising
- c. Torturing d. Accepting

Another example is the 20-question game. For instance, in a teaching methodology course, i tell my students that i am thinking about a well-known specialist in the field of ELT. Students will have the opportunity to ask up to 20 questions to arrive to his name. They may ask: Is he a linguist? And if i say yes, they may ask: Did he attack the bases of behaviourism? and so forth.

For a more complicated game, see Chapter 4 on the section on TGT.

Comparisons

Another good activity for relaxing moments in CTBL classes is 'comparison' of a variety of concepts, issues, and so on. For instance, i may:

1. Write names of different places (e.g. tourist attractions in a city) on the board, and
2. Read some information about one of them and let the teams guess the name of that place.

VII: Boosting the Effectiveness of CTBL

The team who guesses correctly gets the reward. What's more, i, in this activity, require teams to ask as many questions about this place as possible. The winner, in this case, will be the one who poses the most distinguishing questions.

Critical Evaluation

This activity is particularly effective when students are asked to compare and list the pros and cons of specific concepts, views, methods, approaches, leaders, and so forth. I encourage teams to generate a comprehensive list on the topic in question on a paper or on the blackboard. In language courses on language teaching methodology at graduate level, for instance, this would work well with such topics as 'eclectic methods and learning opportunities', or 'CTBL versus CL'. Once students have generated as thorough a list as they can, i ask them to analyze the lists and then discuss which side is more heavily 'weighted'. I may also push my students into comparing some leaders, for example. To cite a concrete example, i may ask them to decide on a dictator and compare him with Stalin with respect to their approaches to torturing thinkers and agents of critical awareness and attitudinal change. Prior to this activity i elaborate on various ilks of such approaches like

VII: Boosting the Effectiveness of CTBL

electronic shocking, mind torturing, marginalising, targeting and threatening their beloved, and some other distinguishing approaches. Teams would be graded based on their awareness and sophistication.

Role Playing

Role plays can also be designed for a vast number of purposes. Team members may be asked to 'act out' a part, and in so doing, not only they themselves but also all class members get a better idea of the concepts and issues (being) discussed. For instance, role plays could be designed so that a given set of items will predictably have to be used by the role play participants. Doctors' Meeting role-play is an example, if the vocabulary set contains various symptoms of illness such as cough, sore throat, headache, and insomnia. Team members, in this case, are asked to take the roles of doctors and exchange opinions on what they consider to be effective treatments for each.

In the case of a language methodology course, at the graduate level, a team could be asked to take the role of Vigotsky and his associates, for instance, and form a forum for negotiation of their ideas with other members of the class. Another team may

VII: Boosting the Effectiveness of CTBL

be asked to take the role of Johnson brothers and their colleagues, for example, and talk about the main principles of their cooperative learning methods. Educators may also wish to encourage the brain of the class to take my role to elaborate on the theoretical skeleton of my innovative approach, with an eye to its transforming power, for instance.

A team could also take the role of a dictator and his ministers, for example. As such, they should be practised to behave beyond their real level, even above the level of their counterparts in the world; in play it is as though they were a head taller than the world. This way, class participants/tomorrow citizenry would have a clearer picture of a real dictator and his associates.

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

-
- ✓ *****The real measure of a dictator's wealth is how much he would be worth if he lost his soldiers and possessions (i.e., the people), after they are awoken.**

-- The Author, Dr S.M.H.Hosseini, Iran

VII: Boosting the Effectiveness of CTBL

Tomorrow citizenry, in CTBL classes, 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 through the traditional methods like the Banking Method/the TLM. Neither are they merely enthusiastic interlocutors whose main concern is to enable themselves to communicate fluently in order to duplicate their chances for getting good jobs for example, or for increasing their income as it is with their fellows in CLT classes. 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 through the so-called modern methods and approaches like Collaborative Learning, Interactive Learning, and CL. But rather they are also sophisticated discussants, active co-investigators and knowledge seekers, and more importantly skilful critical processors, analysers, and evaluators of concepts, information, norms, principles, issues, events, and so on in their milieu.

My students show great zest for exploring and internalising not only effective learning strategies and social skills but also some crucial approaches to effective thinking. They know that for the learning to occur best, they are supposed to be committed to

VII: Boosting the Effectiveness of CTBL

the CTBL learning culture which expects them to be risk takers, but realistic, logical, fair, caring, sharing, flexible, and open to reasonable and constructive criticisms. They know that they need to be tolerant of but sensitive to uncertainties along the path of learning and constructing knowledge in the classroom as an academic situation. As collaborators, they need to actively contribute to the negotiation of meaning and pool resources with their partners as well as me in order to pursue the development of both their academic and their social skills in parallel. They ought to 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 my 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

VII: Boosting the Effectiveness of CTBL

discussion. 9. Energizing the discussion. 10. Helping the sending skills of the members. 11. Helping the receiving skills of the members. 12. Being an active listener. 13. Testing whether discussions have been made and what the procedure has been. 14. Moderating controversies by disagreeing with others in ways that promote intellectual disagreement without personal rejection and helping other members disagree in the same manner. 15. Beginning, ending, and keeping on time during the session. (p. 281)

The important point which needs to be considered in my classes is that passivity and abdicating responsibilities and hitchhiking on the work of others are not accepted. Everyone should be active and accountable. My students should consider the fact that the provision of opportunities for every team member to contribute his ideas and information is of crucial importance for the attainment of shared goals in CTBL settings. 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, as noted, 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. One more thing that should be

VII: Boosting the Effectiveness of CTBL

reminded to my students is that, as they are expected to influence the world, they should practice their brain cells in developing powerful, challenging, and thought-provoking critical questions that target ‘outside-the-box’ arena. See Chapter 8.

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 should be patient and elaborate upon 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 them. They should also not miss any opportunity to transfer their effective learning strategies to their team members, for example, through the implementation of introspective (i.e. think-aloud) and retrospective (i.e. stimulated-recall) procedures, and motivate them to practice applying such strategies during team instruction. They should be aware that the brains' 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

VII: Boosting the Effectiveness of CTBL

patiently and try to guide them towards best interpretations of the material availing themselves of their most effective strategies.

Students, thereby, ought to digest the fact that learning – as their profession -- is not merely a collaborative venture. But it also is a very complicated 'political process'. It thus necessitates diplomatic relationship not only with their classmates and teachers but also with their milieu. In sum, students should consider the fact that CTBL is an approach to living. 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 which contributes to the development of their higher forms of mental behaviour 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 in order to enable themselves to live purposefully, meaningfully, and successfully – in peace.

Conclusion

.....

VII: Boosting the Effectiveness of CTBL

Strength does not come from physical capacity. It comes from an indomitable will.

-- Mahatma Gandhi

This chapter elaborated the importance of certain techniques and activities for CTBL settings. As understood the significance of such techniques and activities lies in their capacity for improving intra-team cooperation and individual responsibility of participants, and facilitating their active meaningful interaction. Such environments bring genuine opportunities for input-output treatment whereby discussants have the opportunities to think and process information, concentrate on asking higher-order questions, observe their peers' reactions, and listen to their responses in metacognitive ways. They are also conducive to further involvement of all the members in the learning process, comprehensibility of input, and development of influential problem-solving strategies and social skills. They effectively enhance relations among teammates in the sense that they provide a variety of perspectives, promote cross-cultural understandings, decrease prejudice, increase tolerance, and foster appreciation of the value of diversity. Engagement in the learning process per se is considered as the key to effective learning or to a deeper understanding of the material. It enhances the quality of language

VII: Boosting the Effectiveness of CTBL

learners use and the process of recall, which is one of the main concerns of language learners.

Such techniques and activities also contribute further to other positive outcomes of CTBL environments such as absence of fear, group solidarity, mutual respect, students' mindful of other students' abilities and limitations, and rapport between team members. They are also favourable to collective thinking, conflict-management, consensus building, trust building, tolerating others, and staying on task. They facilitate students to acquire some effective social behaviours, learn to value individual differences, and in sum instil democratic values.

* * * * *

Finally, i should confess once again that though i tried to have a complete introduction to my instructional innovation in the preceding chapters, it seems to me that it is sufficiently essential to devote the remainder of this book, let alone the following chapter, to flesh out the picture in toto. The next chapter, as such, has been formulated towards fulfilling part of such an end. It seeks to throw light on the soul of my approach, CTBL, and in so doing to justify its significance for today world context, which is characterized by injustice, corruption, racism, tyranny, destruction, and terror and

bloodshed. It goes without saying that it is just after i feel i have been successful in giving a clear-cut comprehensive view of my weapon that i consider myself in a position to give my final touch on it.

Discussion Questions

1. Do you believe in my idea that the techniques and activities introduced in this chapter could be applied to all graded levels – from primary to post secondary? Discuss.
2. Which technique/activity could best serve class follow up activities?
3. Which technique lays more emphasis on 'wait time'? Why is appreciating the significance of wait time important?
4. Which techniques could be implemented in the quiz sessions which intend to subordinate testing to teaching?
5. Which technique is more effective when we want to provide opportunities to the participants to aware them of a range of responses for a single question?
6. Which technique/activity is more conducive to transference and acquisition of (language) learning strategies?
7. Which technique/activity could best help students to

VII: Boosting the Effectiveness of CTBL

consolidate what they have learnt?

8. Differentiate Solve-Pair-Share and Three-Step Interview.
9. Which technique/activity do you prefer most? Why?
10. Which technique/activity do you prefer least? Why?
11. Which techniques/activities could be harnessed for group brainstorming?
12. Is the application of Numbered Heads Together in CTBL a good idea? What are your reasons?
13. Can you develop another technique/activity for boosting the effectiveness of CTBL?

Food for Thought

1. In what ways the techniques and activities introduced in this chapter could contribute to humane interpersonal skills and social cohesion?
2. What is your opinion about the idea that students should be trained in such a way that they do not accept the norms and principles of their societies and even their leaders without critical reasoning and reflection?
3. What is your opinion about the following statement:

.....
It is better to be a lion for a day than a sheep all your life.

-- Elizabeth Kenny

Notes

1. **Comprehensible input** refers to the input that has been made comprehensible to learners either by simplifying it, by using the situational context to make the meaning clear, or interactionally through the negotiation of meaning.

References

1. Johnson, D. W. & Johnson F. P. (1975). *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.
2. Kagan, S. (1989). The structural approach to cooperative learning. *Educational Leadership*, 47 (4), 12–15.
3. Kagan, S. (1994). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.
4. Kessler, C. (Ed.). (1992). *Cooperative language learning: A teacher's resource book*. Englewood Cliffs, NJ: Prentice-Hall.

VII: Boosting the Effectiveness of CTBL

5. Lyman, F. T. (1992). Think-pair-share, thinktrix, thinklinks, and weird facts, and interactive system for cooperative thinking. In D. David-son & T Worsham (Eds.) *Enhancing thinking through cooperative learning* (pp. 169 –181). New York: Teachers College Press.

.....

I cannot teach you violence, as I do not myself believe in it. I can only teach you not to bow your heads before any one even at the cost of your life.

-- Mahatma Gandhi

VIII

Theoretical Foundations of Competitive Team-Based Learning

-
- ✓ *****In my "Cognitive Socio-Political Language Theory", I have posited the idea that 'Language is a liberating agent. This is possible because language (e.g. words, sentences, proverbs, quotes, etc.) impact upon and reorient our thoughts. And thoughts gather together to shape our attitudes. And there is POWER in attitudes as they have enormous impact upon our beliefs, and beliefs influence and go forth in our actions, and actions lead on to our destiny. This area, in modern education, has been neglected by Constructivists.**

-- The Author, Dr S.M.H.Hosseini, Iran

Advance Organiser Questions

1. How could collaboration lead to learner autonomy?
2. Do you believe in the idea that the kind of questions teachers pose in classes make a world of difference to the quality of the ultimate results?
3. Is it a good idea to suggest teachers to problematise the context of learning and try to bring in a kind of cognitive dissonance among participants?

4. Does Krashen's Input Hypothesis have anything in relation to 'interaction'?
5. How could CTBL contribute to intrinsic motivation?
Discuss.

This chapter serves as a platform to precisely substantiate the success of CTBL as an effective strategic edu-political instructional approach. To that end, it lays out part of the (didactic) theories and hypotheses - both in general education and in ELT - which in one way or another delineate, confirm, and support the mechanisms under which successful (language) learning occurs and then tries to correlate them to the components, mechanisms, and objectives of CTBL. My "Multiple Input-Output Hypothesis" and, more importantly, my "Cognitive Socio-Political Language Learning Theory" have also been thrown into sharp relief. The bridging the gap between theory and practice in this chapter, would, i hope, enable educators to better recognize the true essence of my approach and consequently its pivotal significance especially for today world context not only as a sophisticated, modern, super-flexible, inclusive, and relevant and realistic approach to ELT/Education, but as a 'weapon' as well. The chapter eloquently implies how my unique instructional innovation is, in

the last analysis, an approach to empowering and liberating the Other/the oppressed and, in point of fact, an approach to the elimination of dictatorship/apartheid.

Introduction

Like any other approach, CTBL has its own theory of language and theory of learning which have been developed based on a blended theoretical framework as well as CTBL objectives. CTBL has its success, sustenance, and dynamism from a variety of theories and hypotheses in applied psycholinguistics, teaching methodology, social and cognitive psychology, sociology, anthropology, economics, philosophy, and political science and other related disciplines. Before uncovering my 'Cognitive Socio-political Language Learning Theory', which is the axis of my approach, this chapter throws light on the relevance and supportiveness of some popular and well-known theories of learning to the mechanisms underlying CTBL settings: It elaborates the connections between Constructivists' Theories (viz. Cognitive-, Socio- Cognitive- and Cognitive Socio-Cultural theories) and CTBL. The relevance of some theories of learning like Anderagogy-, Motivational-, even Behavioural Learning-,

Elaboration-, and Speech- theories to CTBL have likewise been highlighted. The chapter then endeavours to cast light to my 'Multiple Input-Output Hypothesis. In the process, the chapter attempts to explain the overlap of my approach with some popular hypotheses in the field of language learning and language teaching such as The Input Hypothesis, The Output Hypothesis, Noticing Hypothesis, Affective Filter Hypothesis, and Interaction Hypothesis. The relations of Sociocultural, Sociological-, Socio-linguistic, Social Learning, and Engagement- theories with CTBL have also found a place in this chapter. These theories and hypotheses support CTBL in one way or another.

It should be reminded here at the outset of this chapter that most of these theories and hypotheses seem in no way antithetical; on the contrary, most of them are supportive and sometimes complementary to one another. For example, 'interaction' as the critical feature in learning in general, and in language acquisition in particular, which is greatly neglected in traditional classes but cherished in CTBL situations, is the focal point of most of these theories and hypotheses.

Approach

View of Learning

In my view, both the *process* and the *condition* of learning/living are of pivotal importance to effective and purposeful learning/living. In CTBL, thereby, i have tried to focus on the both. This is why group activities with a focus on higher order of incisive and analytical thinking skills such as abstract thinking, analysis of causes and effects, inferring, synthesising, evaluating, and making judgements which are supported by appropriate, engaging, and relaxing environments are encouraged in this approach. Language learning is considered as a socio-political process, whose individual dimensions cannot be forgotten or devalued. Language learning is deemed as a unified, personal, and socio-political experience that best happens in a web of relationships. As it will be elaborated in the following sections, a wide variety of conceptual perspectives come to substantiate the idea. Almost all of them prioritize the importance of social interaction, the focused area of CTBL, in (language) learning/living. The following sections are brief discussions on some specific well-known theories that support CTBL settings. Among such theories is my own theory, "Cognitive Socio-political Language Learning Theory".

Constructivists' Theories

Constructivism has come to emphasize the significant role of social interaction in learning at the dawn of the 21st century though its origin, as Candy (1991) corroborated, dates back to the pre-Socratic Parmenides in the 5th century B.C. According to constructivists, language learning is a kind of problem solving activity which requires complex intellectual processes, and occurs more effectively in situations where learners have the opportunities for mutual interaction and negotiation. The belief is that such learning together contexts bring with them rich and necessary opportunities for language learning. - For example, opportunities for participants not only to explain and to receive explanations but also to reflect on reactions and perspectives of their counterparts arise. Besides, in such situations, with the scaffold of their peers, learners can more effectively relate course materials into their obtainable schema or conceptual frameworks. These conditions are believed to be conducive to a deeper level of understanding of the language which, in its turn, results in cognitive growth.

However, constructivism has two main schools of thought: While on the one hand, some of its philosophers like Dewey, as a cognitive constructivist, and Piaget, as a socio-cognitive constructivist, have focused upon '*individual*' in the group; on the

other hand, social constructivists, like Vygotsky, have placed the accent on the *socially and culturally situated context of cognition* in which *knowledge is constructed as shared endeavours*.

Cognitive Theories

.....

I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent.

-- Mahatma Gandhi

John Dewey whose ideas brought a profound revolution in Education was one of the most prominent educators of the early 20th century. This American philosopher's pragmatic approach to educational thinking via his concern for interaction, reflection, and experience, and his interest in community and democracy contributed to the development of *informal education*, education that must engage in and enlarge with experience.

Dewey believed that, instead of being passive, students must actively immerse themselves in learning, which he considers as a complicated cognitive process. Students, in his view, should be engaged in whatever enhances their learning. They should interact with one another so as to receive feedback on their activities and learn and acquire some societal interpersonal skills needed for

maintaining more stable social networks and social harmony. He implied the idea that students should be trained not to accept new ideas and ideologies without critical processing and reasoning. Dewey (1938) articulated the differences of his ‘progressive’ approach with traditional education as under:

If one attempts to formulate the philosophy of education implicit in the practices of the new education, we may, this researcher thinks, discover certain common principles.... To imposition from above is opposed expression and cultivation of individuality; to external discipline is opposed free activity; to learning from texts and teachers, [is opposed] learning from experience; to acquisition of isolated skills and techniques by drill is opposed acquisition of them as means of attaining ends which make direct vital appeal of the opportunities of present life; to static aims and materials is opposed acquaintance with a changing world. (pp. 19–20)

As a neo-Deweyian educator and of course as a neo-Freireian in outlook and as a neo-Hosseinian (Imam Hossein – Shiaa’s 3rd holy Imam) in temperament, i have tried to focus upon developing ‘intellectual power’ and ‘reflective thought’ of my

students in CTBL well-designed meaningful contexts. CTBL provides my students with the opportunities to develop and instil a broad outlook and the ability to generate a variety of strategies for facing the emerging issues, ideas, ideologies, and so forth in the real world settings. For instance, in confronting a posed-by-me idea, issue, or even ideology, students are practised to 'critically' become aware of it, sense it, challenge it, experience it, and penetrate deep into it through different dimensions within a 'don't tell me nonsense, let me ask you' atmosphere in order to understand it better and enable themselves to accept, modify, or reject it. Real, genuine, intuitive, and searching questions that engage and persuade exploration are emphasised simply because i believe real mind empowerment stems – to a high extent – from developing such questions. As an *integrative* rather than *autocratic* leader, i try to contribute to the critical awareness of my students, and train them in such a way not to acquiesce not merely new ideas and ideologies, but even the norms and principles of the society and even me, their leader, without critical processing, reasoning, and reflection. Needless to say, critical thinking per se is of great help to students' intellectual growth and language development.

Below can be considered as some guidelines, which refer to developing critical attitude of my students and their strategies for coping with emerging problems/ideologies, and so on in their daily lives:

... 'The bitter truth and of course the root of our miseries refers to the fact that most of you live through a paradigm that others define or prescribe for you. This is why you are seeing 'everything' (e.g. ideas, problems, solutions, ethics, etc.) through their eyes. This is not appropriate especially for today world citizenry. To see and interpret things '*as they are*', you must be able to *transform* your awareness beyond the mind – this is the key to your future prosperity! To that end (i.e., transforming your awareness), you need to be able to hinder others' thoughts, perspectives, and beliefs from clouding your awareness, but you should also be able not to let your own feelings and thoughts cloud the consciousness beyond your minds. I mean to say you should be capable enough to tear off the screen of illusion and then try to see things through the critical attitude of your beautiful as well as potentially powerful minds. In confronting a problem or even a person, for example, you should, first and foremost, be able to *decolonise your minds*, and then try to critically become aware of it and try to discover its nature and essence via different dimensions

through activities like abstract thinking and reasoning in order to define it, analyze it, and generate hypotheses. Importantly, in the process, you should likewise try out a response and experience the consequences in order to deepen your understanding of it. As such, you put yourselves in a safe position to confirm, modify, or reject your previous knowledge or interpretations for developing an effective idea to address, cope with, or solve it. Developing such habits of mind, will, i am sure for certain, capacitate you, in the long haul though, to *transform* the world and in so doing the condition of your lives.'

And the below guidelines refer to academic skills that i provide in CTBL situations, in a reading course for instance, when i feel my students need to be aware of such contributory strategies:

.... 'A word, text, book, or event out of context is like a fish out of water'. This idea contributed to my 'contextualised thinking' strategy. Contextualised thinking is a significant strategy which you should internalise. The kind of thinking i am talking about necessitates the ability to see things/happenings in their contexts while not missing the details. What matters in this method to thinking is that you should try to see everything from the above with a keen eye to the beyond. This method is of immense help particularly for complicated situations. To cite an example, there

are times that you will not be able to understand a text/book and particularly the scenario behind it unless you are familiar enough with its creator – with the writer. At times, you should even go for the context/circumstances wherein the writer has developed his text/book. You should understand the fact that not all writers could freely write about the things they wish to explicitly. Therefore, you must take great care in trying to understand what the author is trying/intending to get you at, by thinking critically about the author, the circumstances within the limit of which he has created his manuscript, and the arguments and the facts which support it. For example, you cannot understand the book titled ‘Animal Farm’ if you do not know especially the political context in which this magnificent masterpiece has been developed. The next step that you, as readers, should take is to look for the features in the text/book that scaffold it. These features include its title, sub-headings, topic sentences, and graphs, if any, all of which assist you in confirming or rejecting the writer’s purpose. ...In course of the endeavour for understanding the text/book and constructing appropriate interpretations of it, you need not to know every word. Skipping unknown words but applying other strategies like referring to background knowledge, which has been proved to significantly contribute to more effective learning, would be

helpful. A contextualised method to thinking thereby produces far more realistic results.... What is of crucial importance to me is that you should not accept the writer's ideas/ideology/school of thought without critical processing, reasoning, and reflection as i am of the opinion that *doubt* is the key to real learning and development. Therefore, i strongly recommend you that in addition to underlining the key points and paraphrasing the main ideas in the course of reading a typescript, take notes of your uncertainties and doubts and raise genuine to-the-point critical questions for the discussion time'.

Competitive Team-Based Learning, thereby, intends to train students to act as critical as well as creative knowledge seekers/constructors instead of reticent bench-bound sheep-like vacuumed objects. My students learn to think democratically. They learn to construct their understandings from what they see happening in the real world settings rather than from what they are told to be the truth. What should be reminded here is that questioning is a mutual activity in my classes. This means that just as my students have the opportunities to ask and criticise others, so they must confront others questions and critiques diplomatically and be ready to tactfully answer and provide reasons for their answers. My students learn to acquiesce the idea that challenges

are charms of life. But they also are sources of growth. My classes, thereby, are in effect, a sort of arena or mini senates within which tomorrow ambassadors, senators, leaders, etc. are practised to confront diverse perspectives, ideas, and even ideologies with reason and logic and try to manage their conflicts peacefully. They learn to be confident and fearless but they at the same time learn not to hit each other as the senate i lead is not an animals' cottage. Barbarity is forbidden. Tolerance is encouraged. They must tolerate diverse ideas even if they do not believe in them. They must tolerate their opponents even if they hate them. I will grow tomorrow senators, leaders, etc. in such a way that nothing will divide them. Nothing will lure them into abdicating their commitment to the nation's expectations. The significance of such mini democratic contexts, in my Islamic-oriented democratic (is)lands – my classes, is thereby in that they supply opportunities to my students to acquaint with human relationship principles and values, and internalize humanitarian ways of thinking, interaction, reasoning, and living.

Socio-Cognitive Theories

.....

There may not be life or human existence without struggle and conflict. Conflict shares in our conscience. Denying conflict, we ignore even the most mundane aspects of our vital and social experience. Trying to escape conflict, we preserve the status quo.

-- Paulo Freire

Most of socio-cognitive theories are based on the work of Jean Piaget, the prominent Swiss biologist. According to Piaget (1973), experience and societal environmental factors are favourable to the development of intelligence in individuals, which is one of the main goals of Education. Specifically, he has prioritised the significant contribution of 'cognitive conflict' in the process of social interaction, to the development of cognition. As he contended in his Socio-Cognitive Conflict Theory, discussions and disagreements of individuals with diverse perspectives in the course of their interactions, in their milieu, *naturally* result to cognitive dissonance, and this, along with the immediate feedback they receive in such situations, motivates them to investigate the incongruities between their understandings. And this kind of circumstances spurs discussants to 'reconsider their ideas'. The significance of this activity lies in that it demands reassessment, reshaping or modification, and even changing of ideas. Hence, interaction of peers in learning settings, as Piaget offered, effects real exchange of reasoning, which encourages meta-cognition and

facilitates the development of schemata or the intellectual structures. This development, as Piaget and Inhelder (1969) reasoned, is possible through ‘assimilation’, fitting a new experience into an existing mental structure (schema); the process of ‘accommodation’, revising an existing schema because of a new experience, and ‘adaptation’ or ‘equilibrium’, as the result of assimilation and accommodation, which brings increased adjustments in the environment.

Competitive Team-Based Learning overlaps with socio-cognitive theories in the sense that it foregrounds the crucial importance of especially Piagetian cognitive disequilibrium, as a ‘vehicle for *transformation* and change’-- change in cognition, reasoning styles and approaches, attitudes, ideas, and even the world. As an agent of change, i, in my CTBL classes, *try to problemitize the learning context* and then encourage my students to discuss problem solving activities, in an ambience of heterogeneous teams in competitive environments, so that they listen to diversity of ideas, develop their cognition, cognitive reasoning, and critical attitude of their minds or their critical thinking abilities, and in the process, cultivate objectivity of mind. ‘Leading’, to more effective learning and development, ‘by questioning’ is my favourite activity in such circumstances. I am

not only on a constant lookout for appropriate opportunities but also orchestrate such opportunities to further problematise such contexts via posing my questions (or ideas). Genuine, captivating, powerful, and thought-provoking questions that tap into and activate my students' innate skills and abilities are focused upon. I am not interested in frivolous, ineffectual, and dithering quotations which elicit inferior/useless answers. This is because i do not intend to insult my students' self-respect and intelligence and contribute to their thinking and reasoning pruning. I do not aim at transforming my people into sheep. I am interested in questions that require discovery, evaluation of causes and effects, comparison, making inferences, generalization, and relating of ideas, concepts, and principles. I am particularly interested in bombarding my students' minds with such type of queries that have the capacity to push the *edges of their thinking* and motivate a pursuit for resolution via fostering especially 'outside-the-box' thinking. Such questions naturally contribute to cognitive dissonance and so activate the critical attitude of my students' minds, reinforce meta-cognition, and encourage risk taking in thinking (creative thinking), all of which are favourable to more effective and real (language) learning and personal growth. But the point is that merely enabling my students to answer my strategic

questions never satisfies me. I thereby try to train them in such a way that it ensures their power to develop pertinent and challenging critical questions as well. This way i ensure bringing to full growth the capacities and talents implemented in my students. - Recall that my students are expected to influence the world. In sum, such situations, in my view, not merely provide an effective context for the development of new understandings (e.g. by contributing to genuine cognitive dissonance and stimulating authentic discussions), but they also give my students a voice and broadcast respect for opinions and expertise, and communicate 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, valuable learning and, of course, reasoning and personal growth.

Cognitive Socio-Cultural Theories

Current conceptualizations of Socio-Cultural Theory draw heavily on the work of Russian psychologist and linguist Lev Semenovich Vygotsky and some other theoreticians like J. V. Wertsch. Vygotsky, in his Socio-Cultural Theory, deemed learners as

culturally and historically situated rather than isolated individuals. Accordingly, he focused his attention on the significant contribution of social context to individuals' effective learning. To highlight the key role of social interaction for learners' development, Vygotsky (1981), for his part, made the argument as follows:

Any function in the child's cultural development appears twice, or on two planes. First it appears on the social plane, and then on the psychological plane. First it appears between people as an interpsychological category, and then within the child as an intrapsychological category. This is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition.... it goes without saying that internalisation transforms the process itself and changes its structure and functions. Social relations or relations among people genetically underlie all higher functions and their relationships. (p. 163)

Vygotsky's Zone of Proximal Development (ZPD) Theory well manifests his philosophy. According to this theory, higher order developments such as cognitive and language development

are facilitated through social interaction as it supplies the ideal matrix for shared reasoning, learning, and knowledge construction. Vygotsky (1978, p. 86) defined the 'Zone' of his theory as "the distance between the actual developmental level" -- the development a child can have without the help of others -- and "the proximal level"-- the development a child can do in cooperation with others, in interactive environments. To put it another way, ZPD refers to *the area of knowledge* that learners can construct 'only' with the scaffold of their peers via mutual interaction. This theory puts into concise that the knowledge individuals gain in such circumstances far exceeds the one they could do otherwise. This theory also reminds me of the relevance of my example in my classes that just as $H_2 + O > H_2$ and O , so the solution, idea, and so on coming from two minds is never comparable to the one coming from one.

Vygotsky's exhilarating ideas have received a good deal of attention of language educators (see e.g. Kowal & Swain, 1994; Swain & Lapkin, 1995; Dunn & Lantolf, 1998). This is by virtue of their great emphasis on the significant role of *scaffolding or meditated learning*, in appropriate interactive environments, and the kind of dialogue it brings with it for the acquisition of language. In an attempt to more directly correlate Vygotsky's

theory to EFL/ESL settings, Ohta (2001) redefined the ZPD as “the distance between actual developmental level as determined by individual linguistic production, and the level of potential development as determined through language produced collaboratively with a teacher or peer” (p. 9).

The insight which Newman and Holtzman (1993) captured effectively in the concept of Vygotsky’s strategy allowed them to define the relation of his strategy to CL. They offered a nice argument in this regard:

Vygotsky’s strategy was essentially a cooperative learning strategy. He created heterogeneous groups of ... children (he called them a collective), providing them not only with the opportunity but the need for cooperation and joint activity by giving them tasks that were beyond the developmental level of some, if not all, of them. Under these circumstances, children could create a ZPD for each other, something not possible if one takes developmental level as the basis for learning. (p. 77)

I am *firmly* inclined to the view that learning best occurs through reflective inquiry with others who aid the learner in *negotiating* his own ZPD or degree of potential under the best

conditions. To actualize a full range of interactive activities and to build an appropriate environment that brings a sort of reciprocal aid for more effective learning, i, in CTBL, have tried to provide students with opportunities to scaffold one another's learning in communities of learning which accommodate 'multiple whos'. These multiple whos, as Van Lier (1996) also confirmed, is expanded to include: "(a) assistance from more capable peers, (b) interaction with equal peers, (c) interaction with less capable peers, and (d) inner resources" (p. 193). In sum, CTBL focuses upon bringing appropriate conditions for rich scaffolding and appropriate reciprocal aid in order to capacitate learners to overcome the difficulty gradient gradually, and facilitate them - step by step - to proceed to a higher level of development in producing their own language, ideas, ideologies, and so forth and using them more creatively and of course independently. The rationale behind laying the emphasis on fostering learner interdependence in CTBL environments lies in the fact that it is a route to cognitive growth and social development. This strategy is supportive to one of the major goals of CTBL which is producing competent life-long and, if obligatory, independent citizens who have the capacity to battle for the underdog amidst untoward and

tough circumstances occasioned by agents of corruption, repression, and annihilation.

Differentiating Piagetian and Vygotskian Views

Although Piaget and Vygotsky's perspectives on the importance of social interaction for learning appear to resonate with each other on the surface – at first sight, they have their own distinctive features in their deeper layers. Therefore, before proceeding with our discussion of the theoretical building blocks of CTBL, it will be useful to spend some time throwing into sharp relief such distinguishing features. For Piaget, cognitive development or the development of schemata is the result of cognitive dissonance which occurs when individual is in a search for equilibration or a match between background knowledge and the new information. The point is that, this, from the point of view of Piaget, 'may' happen in interaction of the individual with challenging others in his milieu. But for Vygotsky, learning or cognitive development is the result of scaffolding in social interaction of the individual in a community. As it was mentioned already, Piaget has explicated that the cognitive conflict, which arises in the course of social interactions, makes the individual to reconsider his understanding

and locate the deficiencies in his understanding and knowledge. This spurs him into seeking new information, *not necessarily with the help of others*, in order to enrich his understanding for the construction of knowledge. But Vygotsky took the stand that scaffolding brings the opportunities for the individual to actively learn from others and receive their help in mutual interactions, in order to construct new knowledge.

Jacobs, McCafferty, and DaSilva Iddings (2006) pointed out another main difference between Piaget and Vygotsky's perspectives: From Piaget's viewpoint, *'learning cannot precede development'* as he was of the opinion that learning or the development of schemata occurs through some specific biological timetables and stages. He believed that the modification of these schemata or development may be facilitated via its use by the individual in interaction with his surroundings in the right time. But contrary to Piaget, Vygotsky (1978, p. 90) argued that *'it is learning that leads development'*; that is, 'the developmental process lags behind the learning process'. In confirming his belief, Vygotsky provided an excellent example: He asserted that when, in a role play, a child takes the role of a teacher, for example, he "always behaves beyond his average age, above his daily behaviour; in play it is as though he were a head taller than

himself” (ibid. p. 102). In other words, by emphasising the idea that the relationship between learning and development is poly-correlational rather than casual, Vygotsky rebutted the notion of predetermined stages, posed by Piaget, and purported that learning is anchored in interaction – in social interaction of the individual with his milieu.

Although the theories introduced thus far, in this chapter, are reasonable, they are not enough. They fail to consider the realities of today world context. They fail to consider the main mission of contemporary Education, which is enabling and empowering students for confronting the untoward circumstances in their milieus for successful living. That is why i have developed my own theory:

**"Cognitive Socio-Political Language Learning Theory":
Theory of Language of CTBL**

.....
✓ *****Yazid, the natural son of an illegitimate has placed me in a dilemma, drawing my sword and fighting or being humiliated by allegiance to him. But it is impossible for us to be humiliated. God, his messenger, the believers, and my respectable family would not prefer obedience to mean people to dying with glory. *Biharol Anwar, 45, 83.***
-- Imam Hossein (AS)

As noted, the practical results of the present interactive methods and approaches like Cooperative/Participative/Interactive Learning, which have been introduced by constructivists, are falling short of expectation in real world situations as they are not able to mirror the real world holism. It is in such a context that I believe that in addition to sociolinguistic/socio-cultural factors, economical and particularly *political factors* should be prioritised in (language) learning environments as they affect students' motivation and zest not only for learning but for living as well. This is the reason as to why I insist on the idea that 'socio-political' competency should be added to students' communicative competency in our classes. This is in view of the fact that I consider learners as socio-politically situated- rather than isolated individuals. I believe language is a tool for socio-political relations and performance of socio-political transactions among individuals and communities.

In its theory of language, thereby, CTBL postulates language use and language learning as interactive activities which occur best in contexts where encourage discussion and negotiation of meaning, and learner active involvement and participation in team activities that involve risk taking, hypothesis testing, plan/decision making, problem solving, and making judgments about the

achieved progress (i.e. developmental evaluation). In words of one syllable, CTBL espouses the 'interactional' view of language, the developed combination of structural and functional views of language, and so prioritises both the knowledge of 'appropriate use of meaningful language' and the ability to 'manage discourse interactions', *in 'socio-political contexts'*.

Therefore, as opposed to constructivists who deem language as a social phenomenon and as a means for communication and constructing knowledge, I believe *language is a socio-political phenomenon* and a *means for constructing just societies* also. This is possible as I believe *language is a means for any form of reform*. To put it another way, the truth is that language is a means for thinking as one may not be able to think without (mental/verbal) use of language. Simply put, language facilitates managing/engineering mental activities/thinking. Keeping this in mind, the point, in my view, is that thinking, which is perhaps the mere possession over which we, the oppressed, have absolute control and no one can deprive us of, is crucial not just for (language) learning to take place and for successful social interaction, it is also the very requirement, if not the key, for any form of reform, change, and *transformation*. This is possible because 'thoughts' gather together to shape our attitudes. And there

is *power* in attitudes as they have enormous impact on our beliefs, and beliefs influence and go forth in our actions, and actions lead on to our destiny. *Thinking*, thereby, I reckon, is the most powerful as well as complex psychological tool or artefact for any form of reform and building organised and *just* societies, which better contribute to world peace.

But the kind of thinking I am discussing about is something totally different from the ilk of thinking the conventional instructional methods and approaches like the Traditional Lecture Method or the Banking Method are encouraging. The sort of thinking I am discussing about is a complicated profession as I am of the stand that 'just as there is nothing easier than to think, so there is nothing more difficult than to think appropriately'. The kind of thinking I suggest exacts techniques and methods, as it involves objectivity, direction, approach, style, and quality. Therefore, what is essential for my students to consider in the process of thinking is that

1. They should be risk takers and go beyond the red lines.
2. They should decolonize their minds and approach new things, ideas, persons, etc. objectively first.

3. They should try to read not only the lines and between the lines but also beyond the lines, which exacts critical thinking.
4. They should try to think from a higher level and do not engage too much in details.
5. They should try to think holistically, creatively, logically, critically and analytically.

The bare truth is that such sort of thinking leads us to the truth, and as holly prophet Jesus confirmed, 'the truth will liberate us'. One hour appropriate and strategic thinking thereby is much more valuable than years blind prayer particularly for the underdogs in countries ruled by despots or some wolf-in-nature politicians.

The realities of my milieu contributed to my 'CSPLL theory', based upon which I developed CTBL, my didactic weapon. (See the above video). This theory of mine, which considers *language as a liberating agent*, and its affiliated approach to various forms of transformation per se could justify the reason as to why the mechanisms underlying CTBL are directed towards improving thinking abilities of students. They focus upon promoting *different aspects of thinking* (particularly higher order of incisive and analytical thinking) abilities of students with special attention to

the significance of the process of thinking in reasoning growth. It is based on such premises that CTBL provides *all* students with more *equal opportunities* to obtain knowledge, understand it, analyze it, synthesize it, evaluate it and make judgments '*via the application of language*' (i.e., thinking) to highly motivating genuine *shared learning environments*, with the scaffold of their peers. (See also the section on Multiple Input-Output Hypothesis)

In CTBL bona fide environments, students have significantly more opportunities not only to listen to their more capable pairs or partners in their teams, while they are thinking aloud, which allows them to acquire their styles of and approaches to thinking, but also to *use language - to think -* in such contexts. Moreover, CTBL supplies students with the significant opportunities to *produce/use language* in more complicated contexts such as in class-wide discussions or in team tournaments wherein they are also challenged to support their answers/ideas with reason and logic (i.e. to practice *purposeful thinking – by using language in the course of interaction with others*). To put it another way, one outstanding feature of my approach to teaching refers to the fact that despite the present methods and approaches cherished by our antediluvian dictatorial didactic regimes, it draws on 'language' *as a tool for empowering individuals' minds with critical approaches*

to incisive, analytical, and divergent thinking skills in order to enable them to have greater impact on their milieu and in so doing to transform the conditions of not merely their own existence but also that of the humanity. All these are possible as it is meaning, in CTBL settings, that is appreciated as the key to successful (FL/L2) learning/living, and as language is the instrument to think, negotiate meaning, and discuss understandings and ideas, and criticise one another for more comprehensive and effective achievement, growth, and development.

Therefore, contrary to the traditional methods and approaches' theoretical foundations which consider language learning as a simple shallow exercise that could be learnt through passively listening, emulating, and reproducing the material already memorised in contrived environments, CTBL' theory of language deems language learning as a complicated process. This process involves active involvement of all of the students in interactive semi/authentic environments. Such environments are highly contributive to the development of objectivity, social skills, higher-quality cognitive strategies, higher order of incisive and analytical thinking skills such as abstract thinking and critical deductive reasoning, rather than survival strategies and lower forms of mental behaviour/thinking (e.g. syllogistic reasoning).

In sum, from the point of view of my CSPLL Theory, language, as a socio-political phenomenon, is the cornerstone of human prosperity. That is, language develops best in interaction of individual with others, and, in its turn, contributes to their thinking/reasoning abilities. And an individual with a powerful mind, who is naturally rational, would have a more successful social relationship and would more effectively contribute to just societies and world peace. As indicated in the below Figure, in my opinion, social interaction, language development, reasoning abilities, learning, successful relationships, and social development and world peace are inextricably interwoven.

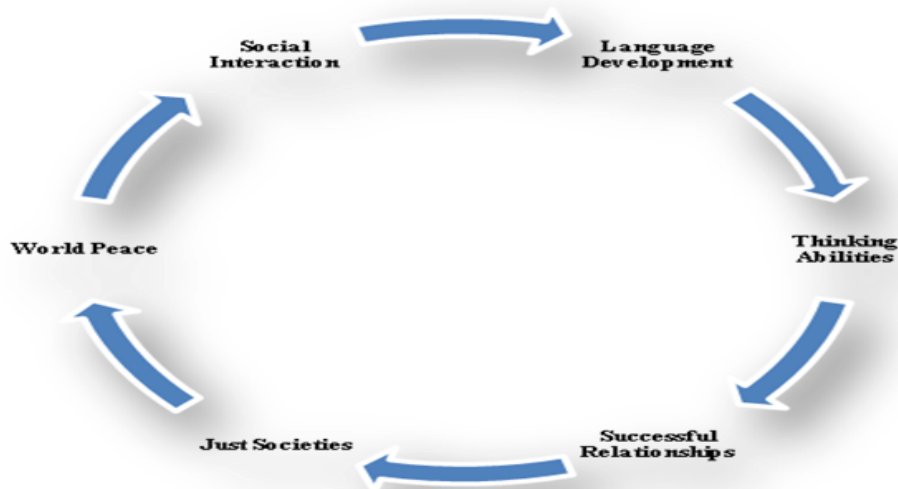


Figure 8.1. The cyclical interplay among social interaction, language development, thinking/reasoning abilities, learning, successful relationships, and social development and world peace. This figure illustrates the cyclical interplay among the mentioned variables.

As noted, CTBL is not limited to developing the ability of students for merely appropriate use of language and/or to focusing on communicative competence of students, as it was posited by founders of the present instructional methods and approaches like CLT. Nor does it focus on developing merely social skills of students as it is in present innovative cooperative learning methods and approaches. CTBL has a far broader and much more realistic outlook as I am of the opinion that successful survival in the present real world settings and being able to face the realities of this dynamic and complicated competitive world demands something more than the appropriate use of the language in benign environments. Through applying CTBL, teachers have enormous opportunities to impact upon thinking styles and approaches of tomorrow citizenry, improve their socio-political awareness, recalibrate their attitudes, and redirect their beliefs and change behaviours, all of which affects our shared destinies. Furthermore, in CTBL settings, where using the language to learn it rather than learning to use it is encouraged, students learn to take

responsibility not just for their own learning in the course of constructing knowledge but for constructing just societies in the real world situation.

I hope that my theory would involve a paradigm change in the present ideological trends in the arena of Education in general, and ELT in particular.

Apart from the theories discussed in the preceding section, there are likewise a considerable number of theories which confirm the relevance of CTBL. Motivational- and even behavioural learning- theories are among them. The remainder part of the chapter tries to bring to the fore the relations of such theories with CTBL settings.

Andragogy Theory

Knowles' (1970/1984) theory of Andragogy, which is in support of constructivists' theories like that of Dewey, is a radical departure from traditional methods of teaching towards more interactive and humanistic learner-centred approaches. Even though this theory has originally been developed for the pedagogy of adults, as Knowles himself maintained, it can be generalized to all levels of

education. Knowles believed that all learners have natural potentials for learning in non-threatening and student-centred learning environments in which they do not experience excessive intervention and control of the teacher. The American educator, Knowles, in his theory, holds the view that learners should be appreciated as whole persons. They are trustworthy and accountable, and therefore should have the latitude to take responsibility for their own learning and even be consulted for the selection of the material that they think would benefit them in the real world situations. Learners are also considered as active constructors of their own learning environment (Mitchell & Myles, 1998). According to Andragogy Theory, teachers should inform learners of what they are supposed to learn, but they should also explain to them the rationale behind what they are to learn. They should likewise consider the fact that learners need to approach learning as a problem solving activity. Importantly, teachers should supply such an ambience that students could feel the immediate value of what they learn in their courses in real world situations. In short, a close focus on Knowles' model of successful andragogical learning reflects the point that adults learn best when learning is:

1. Based on solving problems, not merely assimilating content;
2. Negotiated with learners so that their expectations and needs are met;
3. Relevant to their immediate contexts, and
4. Experiential.

To discriminate between the traditional *pedagogy* and *andragogy* or “the art and science of helping adults learn” (Knowles, 1970, p. 38), Falchikov, et al. (2001, p. 112) tried to illustrate their differences as it is in Table 8.1.

Pedagogy	Aandragogy
Authority-oriented, competitive, formal	Mutuality stressed, respectful, collaborative, informal
Planning carried out by teacher	Incorporates mechanisms for mutual planning
Needs diagnosed by teacher	Mutual diagnosis of needs
Objectives formulated by	Mutual negotiation of objectives

teacher	Activities based on experiential learning
Activities based on transmission model of education	Self, peer, and collaborative assessment
Assessment by teacher	Evaluation by teacher and learners
Evaluation by teacher	

Table 8.1 Differences between pedagogy and andragogy

One other outstanding feature of CTBL refers to its concern for bringing such learning settings that help my students feel more valued, in comparison with the context in traditional dictatorial didactic regimes. Learners, in CTBL environments, have the latitude to form their teams, assign one another roles, assess their partners, negotiate the course objectives with me and even critique and evaluate me. They are provided with a range of challenging activities which encourage them to learn different solutions to the problems at hand, via collective thinking in meaningful and reciprocal interactions. They also have the opportunities to feel and enjoy the results of their shared learning in class-wide discussions. In words of one syllable, in CTBL, i try to push my students

towards feeling "the core idea" of the Andragogy Theory, which as Brookfield (1986, p. 92) put it, states that "the attainment of adulthood is concomitant on adults' coming to perceive themselves as self directing individuals".

Prior to elaborating the connection of my pedagogical approach to the motivational and the behavioural learning theories in the following two sections, i feel i should suggest you not to blame me for such an attempt. Before critiquing me, 'think' to recall that even most of you, if not you all, as well as your societies are - sometimes insensibly though - being guided, if not controlled, via the implementation of the principles of these theories. To substantiate this claim of mine, as an attitude re-orienter and as an agent of critical awareness and social disorder – for bringing ‘an appropriate change’, i should resort to a rather heavy, authentic, and of course serious question: *Do you not remember that for instance one of your beloved has been killed in an 'accident' just sometime after you had refused to accept a source of condescending look, oppression, or something like that?!* – Think contextually (i.e. think about the event and the evidences that are likely to support it with reference to the context within which the event happened), analytically, and critically, and in the

process have an eye to the beyond. Another good leading exercise for your brain cells is to compare your life condition before and after your refusal. You may also wish to think about this question and its follow-up exercise with reference to other people around you. Failed?! Okay, give it another try later after a cup of coffee, preferably in an alone place. I suggest this solution because the atmosphere yielded by it could serve your mind as an appropriate matrix to more effectively desuggest your psychological barriers and lower your affective filter, and so put you in a relaxed mood for more authentic and democratic thinking. At any rate, the important distinguishing point in the implementation of the principles of these theories in my classes refers to my outlook: I do not consider my students as animals. The 'way' of and the 'purpose' for which i harness such principles in my classes are also in absolute contradiction to the way and the intention of your seniors/leaders.

Motivational Theories

With the presupposition that cooperative interaction or collaboration among students on specific tasks results in better and higher levels of understanding of concepts, most of the theories

dissected in this chapter prioritize the importance of *working together* in learning situations. The motivational theories, however, come to justify particularly the mechanisms underlying CTBL settings. Motivational theories emphasize the dramatic role of incentives like grades and rewards for boosting the effectiveness of group learning in cooperative learning settings. The predominant belief is that awarding rewards to individuals or teams based on some pre-established criteria (e.g. the level of academic achievements or social skills of learners) facilitates the achievement of the curriculum's goals. Also, staunch advocates of these theories like Slavin (2000) and i (Hosseini, 2000) are against undifferentiated group grading for teamwork as it is in Johnsons' methods where all team members receive the same grade regardless of differences in contributions to the total-team/class effort. In their methods, the followers of school of Hosseinian/Slavinian thought consider motivational perspectives as *complementary to cognitive theories* on the grounds that they aim at sustaining the individual efforts and engagement in the process of learning in group activities and furthering cooperation of team members in the course of learning.

I have appreciated the important and constructive power of extrinsic motivation in my educational approach in a systematic

way and of course through different dimensions. As it was noted, CTBL makes best use of the magic role of external motivators such as grades in order to bolster the motivation of individuals for further cooperation with their team members, and simultaneously encourage competition among teams. To cite an example, i award the captains the highest grade, on the condition that their team members secure the minimum standard. The belief is that achievement related grading systems and rewards promote positive interdependence and especially individual accountability for appropriate team functioning, and motivate learners to exert their potential for the success of their teammates with whom they have almost a common destiny. However, the significant role of intrinsic motivation is not belittled in the motivational-based CTBL settings. In point of fact, extrinsic and achievement motivation focused upon in my method are considered as complementary to intrinsic motivation, which, i reckon, most of today students already possess. External motivation potentially contributes to the attention of my students which in its turn engages them in the process of learning. And students' engagement in the learning process contributes to their success, which, in turn, gives them a sense of achievement. And the feeling of achievement contributes to their positive attitudes and internal motivation. Therefore, as

indicated in Figure 8.2, there is an ongoing interplay among these variables.

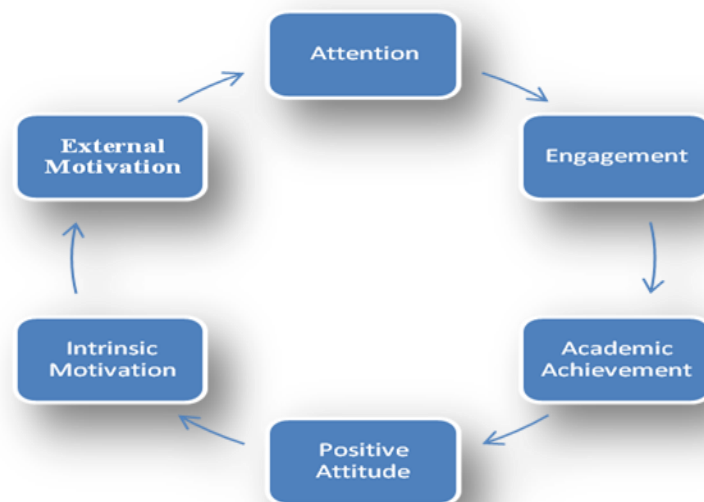


Figure 8. 2 The cyclical interplay among extrinsic motivation, learning, and intrinsic motivation in CTBL environments

Hence, the relation among external, achievement, and internal motivation is assumed to be a cyclical process, and thus, none of them can be underestimated or ignored in learning environments, as it is in most of the methods of CL. Additionally, it is also my belief that collaborative learning in competitive environments has a type of intrinsically rewarding nature in itself.

However, in CTBL, internal motivation of my students is likewise appreciated through meta-messages or motivational messages about the importance of education and real learning/living, for example.

Behavioural Learning Theories

According to behavioural learning theories like those of Skinner (1968) and Bandura (1977), associating *certain responses* with *certain consequences* will lead to a change in learners' behaviours, which is considered as learning. Therefore, contrary to the unhumanitarian side of this theory which encourages punishment, the humanitarian side of this theory implies the idea that immediately rewarding of correct responses of individuals to a problem motivates them for further diligence in course of problem solving. And continuity of these stimuli and responses can bring a change in their behaviours. Advocates of such theories consider rewards as stimuli for learners to commit to solve the problems with further attentiveness.

Competitive Team-Based Learning can be supported by behavioural learning theories in view of the fact that in my CTBL classes i supply contexts in which learners receive immediate

feedback from their partners and me. I believe that immediate peer encouragement or even negative feedbacks are constructive responses that can lead to the continuity of students' learning or re-modification of their skills, strategies, attitudes, ideas, and behaviours. However, the differentiating feature is that in CTBL such corrective feedbacks are supported by *relaxing and stress-free learning environments* as I consider my students as *communicative beings/subjects* rather than repeaters/objects. Moreover, my graded evaluation system also prioritises the idea of 'certain consequences for certain responses' in order to facilitate and accelerate the learning of my students. One more point which needs to be reminded is that in CTBL especial attention has been given to individual and team rewards alike, with the intention to spur participants to continue their contributions to the success of not merely themselves but also their teams.

Elaboration Theory

From the perspective of Elaboration Theory, learners learn more effectively when they try to make someone else understand their intentions by articulation of their thoughts, and ideas, and by

providing explanations in such a way that they can understand them. Edge (1992) well posited the theme of this theory:

We learn things in different ways. One well-known distinction is between intellectual learning and experiential learning. Both types of learning are available to us and both are important. Beyond experience and understanding, however, there is a third vital element in our learning and knowing. That is *the expression of our experience and understanding, the articulation of what we think and feel*. That is to say, *we learn by speaking, by trying to put our thoughts together and express them so that someone else can understand them*. It is this way that we bring together intellectual and experiential knowledge into a coherent, individual statement which we learn as we formulate. Through this formulation, we can also prepare to act. Through action, we learn again. [Italics added]. (p. 66)

Similarly, Staarman, Krol, and Meijden (2005) have pointed out that when learners discuss to find a solution to a problem on a topic, they verbalize their thoughts and this verbalization plays a critical role in learning and achievement as it elicits elaborative cognitive process. It goes without saying that in such situations the

new information is easier related to the old information already in learners' memories.

It is well worth a note that in spite of their differences, Elaboration Theory is in tune with the *Gestalt theory of psychology* which holds the view that when learners are able to locate an item in an intellectual structure, which usually occurs in the process of elaboration, their chances for learning increase. To bring to light the significance of elaboration through Gestalt theory, Gartner, Kohler, and Riessman (1971) explicated:

In the cognitive area, then, the child having taught another may himself learn as a result of a number of processes. He receives the material, he has to organize, prepare, illustrate the material, to present it to his students; he may try to reshape or reformulate it so as to enable his pupils to learn it and thus himself see it in new ways; he may need to seek out the basic character of the subject, its structure, in order to teach it better, and may thereby himself understand it better.
(p. 62)

Competitive Team-Based Learning situations naturally facilitate total immersion of all learners in elaboration of the

material especially through peer tutoring, team negotiation, and class-wide discussions. This also happens through the implementation of challenging tasks and specific activities, and also through assigning rotating roles. CTBL learning-for-all contexts thereby provide my students with the opportunities to unlearn and/or relearn and deepen their understanding of the material, not just through articulation of their thoughts and tutoring but also through generating genuine questions. Furthermore, they, in such dialogic-based learning situations, have to try to clarify and elaborate their meanings and ideas *by reflecting* on what they articulate and ask which, in its turn, as a number of scholars like Webb (1985) and Kessler (1992) have corroborated, fosters the acquisition of language.

Speech Theory

As Candlin and Widdowson (1987) elucidated, one interesting part of Speech Theory focuses on differentiating between the *illocutionary force of (any) act* in speech (i.e. the purpose of the addresser or what one expects the act to achieve) and the *perlocutionary effect or the actual effect of the act* (the addressee's interpretation). This theory confirms the idea that there are

circumstances in which the addressee cannot interpret the addressor's intention in performing any speech act accurately. Sometimes, for instance, what the teacher, as the addresser, intends to convey is not clear enough for students (as addressees) to understand. As such, the addressees either may not understand the purpose of the addressor or may even get it in a different way and therefore they will not understand what they are expected to.

Competitive Team-Based Learning also takes into consideration the principles of speech theory as in CTBL, authentic understandable negotiation of ideas and meanings in mutual interaction among learners is encouraged to ensure a match between teaching force and learning effect. My presumption is that reciprocated meaningful interaction among students acts as a *moderator* between my intention and their interpretation. In other words, in such situations, wherein learners have the opportunities to negotiate my intended meaning, those who have not grasped the meaning i have introduced appropriately would ensure their understanding in the course of their interaction through peer tutoring, team negotiation, and class-wide discussions.

Besides the conceptual perspectives discussed thus far, there are also some popular didactic hypotheses which substantiate the

significance of CTBL. Among such hypotheses is my own hypothesis: “Multiple Input-Output Hypothesis”.

The Input Hypothesis

According to Krashen (1985), learners acquire a language as they get meaning in that language via the input the environment affords them. Hence, the input should be enough and comprehensible. At the same time, he continued, it should be slightly higher (+1) than the present knowledge (i) of learners. This kind of input (the input at ‘i+1’ level), whether in written or spoken language, is one of the main prerequisites for the acquisition of language. It is believed to facilitate the advancement of language competence of learners. Almost all theories and approaches to SLA appreciate the significant role of input in language learning in one way or another. For example, while proponents of UG consider input as ‘food for an inner linguistic system’, others like Ellis (2002) have appreciated it for bringing and enhancing frequency of language use among learners.

Before trying to link my instructional approach to The Input Hypothesis, it is important to bear in mind that this hypothesis is not directly appreciative of interaction as it is meant by me. It is

worthy of note that the kind of interaction i am prioritising in my classes does not mean merely action, reaction, and one-side response to an action, situation, or idea. Nor does it mean participation where each individual takes a turn reciting the material or remembering them in a context in which no one pays attention to others, but only trying to prepare to show off before them, as it is in our traditional classes. But rather, interaction, in CTBL environments, means a joint venture in quest of an answer to a question/solution to a problem through proactive sharing of ideas which leads to the awareness of participants and the attainment of their shared learning goals. By interaction i mean acting upon one another, acting reciprocally, and with thought. It is a matter of mutual give and take and modification which demands engagement of students in the learning/living process. So the kind of interaction i am talking about may be comparable to the kind of interaction Vygotsky defined. Krashen's concept of $i+1$ has nothing in relation to Vygotsky's metaphor of ZPD. Krashen, influenced by the concept of LAD of Chomsky, was under the impression that the process of acquisition of language is driven by LAD rather than by interaction with others in social contexts. Therefore Krashen's concept and Vygotsky's metaphor, as Lantolf and Thorne (2006) also put it, are unrelated in three areas:

1. In their conceptualisation: A passive body listening versus collaborative activity;
2. In their philosophical underpinnings: Learner as autonomous versus personal ability co-constructed through activity with other people and artifacts in the environment, and
3. In their focus processes: Child-like learning versus the collaborative accomplishment of a specific task. (p. 273)

Competitive Team-Based Learning, however, appreciates the significant role of input in learning by focusing on providing sufficient input for more effective learning via encouraging and bringing reciprocal meaningful interaction among classroom participants. I have tried to bring the required input through harnessing some specific activities and class settings and structures. The mechanisms CTBL applies (e.g. through its evaluation system) bring multilateral interaction and active participation of learners in various stages in the course of negotiation for meaning, in which they have the opportunities to structure their own discourse. Needless to say, in such input-rich contexts, the nature of input is tuned to students' styles, and so ensures its comprehensibility. One may, however, argue that in such situations students are also exposed to incorrect forms of L2.

But, as Zhang (2010, p. 82) also confirms, "There is a principle that interaction drives learners to produce more accurate and appropriate language". Further, Krashen and Terrell (1983) have also commented on this issue: "Our experience is that interlanguage [intermediate forms of the L2] does a great deal more good than harm, as long as it is not the only input the students are exposed to. It is comprehensible, it is communicative, and in many cases, for many students it contains examples of $i+1$ " (p. 97).

The Output Hypothesis

Some scholars have taken the stand that input is essential but not enough for adequate development of SLA. Swain (1993), who proposed this hypothesis in 1985, averred:

Just speaking or writing is not enough. Learners need to be pushed to make use of their resources; they need to have their linguistic abilities stretched to the fullest; they need to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness, and accuracy. (p. 5)

Therefore, according to Output Hypothesis, even using the language, though favourable to fluency, does not guarantee accuracy and language proficiency. That is, for achieving higher and deeper levels of comprehension and in order to augment the language proficiency of learners, the stress should be both on comprehensible input and on *comprehensible output*. Therefore, from the viewpoint of this theory, 'output' is also a key means to the development of L2 knowledge. 'Focus on form' has been emphasised in this hypothesis for knowledge construction through input and output processing.

Major principles of CTBL are designed for and focused on creating meaningful interaction among class participants, in genuine environments, in order to give rise to more productive learning for-all conditions. In a CTBL class, students divided into ten teams, for example, can get ten times as many opportunities to talk as in traditional classes. Role rotating activity duplicates the results of such contexts. Such learning contexts supply all students with further motivating opportunities to *generate* greater quantity of language or more negotiated output, in the course of negotiation of their ideas. Besides, due to the immediate feedback learners receive on the comprehensibility of their output from their peers, they are motivated and feel a need to concentrate on *form* so as to,

if necessary, reshape their inter-language resources. This modification process, in turn, as Long and Porter (1985) have also asserted, results in the development of their production skills, in addition to the betterment of their accuracy.

Noticing Hypothesis

Schmidt (2001) in his Noticing Hypothesis has considered intake as that part of the input that the learner *notices*. He has opined, “SLA is largely driven by what learners pay attention to and notice in target language input” (ibid, p. 3). That is, SLA occurs when learners consciously notice interlanguage and target language forms, lexicon, pronunciation, and so on and test their hypotheses about what works and is acceptable in language they use. In so doing, they would be in a position to modify their interlanguage systems in order to negotiate their ideas more precisely.

It should be reminded that one of the major reasons for my emphasis on the significance of interaction in CTBL situations refers to my assumption that *interaction* could also serve CTBL environments as *an attention-driven device*, to use a term from Robinson (1995). As Gass (1997) has also confirmed, interaction subjects participants to negative feedback, thereby drawing their

attention to language form in a meaning-oriented context and making them produce more accurate and complex language. However, in order to enable students to acquire the language and of course to generate authentic messages, which is among CTBL objectives, i try to practice them not just to pay sufficient attention to new input but to concentrate on what they *want to* generate or even on what they are generating/output. I also spur my students into making efforts to ensure that their messages are communicated. In my approach, thus, i have focused on interaction in order to appreciate the significance of attention in *mediating between input and learning*. Moreover, my evaluation system plays its role as another attention-driven device in classes run through CTBL. For more information, see Chapter 5.

Affective Filter Hypothesis

In his Affective Filter Hypothesis, Krashen (1985) has argued that in spite of the important role of exposure of learners to comprehensible input for the promotion of their SLA, it is not enough. Openness of the learner to input is also a must for the acquisition of language to occur. Krashen continued that this openness depends on the learner's level of *affective filter*. Krashen

defined affective filter, as a screen of feelings such as anxiety, motivation, attitudes, and self-confidence that can deter or barricade language acquisition or learning if it keeps the learner, from getting engaged in communicative exchanges and the learning process. Therefore, even a feeling of over confident, for example, can act as a block to learning if it de-motivates the learner to take an active role in class activities. According to Krashen, when the affective filter is low (i.e. the learner has high motivation, normal self-confidence, a good self-image, a low level of anxiety, etc.) the probability that input becomes intake increases.

I am strongly in agreement with the idea that success in learning relies not just on cognitive aspects, but on affective aspects of learning (e.g. emotional state of students' minds, students' attitude, and the psychological environment in which instruction takes place). Regarding Krashen's hypothesis, i am even of the opinion that *noticing* may also encounter problems if affective filter is high. Therefore, as it is realised, CTBL appreciates an atmosphere that aims at desuggesting learners' psychological barriers through its evaluation system, soft music, considering students as whole persons, etc. Such highly psychologically safe, relaxing, and less anxiety-producing

environments give rise to their enthusiasm for paying attention to the input in order to understand it, and proactively use the language thereby increasing the quality of their learning. Stern (1992) has also appreciated such learning contexts by asserting that if the language class is meant to be a place where individuals can practice in communication in the foreign language, it is vital to establish a social and affective climate in which students are not restricted, aggressive, or feared.

Interaction Hypothesis

Long (1996) in his Interaction Hypothesis, which was first posed in 1981, has considered interaction as a vital requirement for effective language learning. He has maintained that in the course of interaction or negotiation for meaning, learners come across some communication problems and have the opportunities to negotiate the solutions to the problems by requesting for repetition, explanation, clarification, and paraphrasing for confirmation or comprehension checks. Such activities in such situations, he has conceded, add to the quantity of comprehensible input, which can result in modified output. He has suggested, “Negotiation for meaning ... facilitates acquisition because it connects input,

internal learner capabilities, particularly selective attention, and output in productive ways” (ibid. pp. 451–452). Interaction, from the viewpoint of this hypothesis, brings with it clarity in message which in turn smoothes and fosters the development of language learning.

Before shedding light on the connection between CTBL and the Interaction Hypothesis, i would like to make a brief but important and to-the-point distinction between Vygotskian view of learning and that of Interaction Hypothesis availing myself of ideas of scholars like Ellis (2003) in this regard. As explicated, Vygotsky and his associates consider learning as the result of 'taking part' (participation) in social activities, which have the potential to mediate learning, in lieu of 'taking in' (acquisition) of merely linguistic input, as it is suggested by Interaction Hypothesis. The Interaction Hypothesis views 'interaction' merely as 'the means by which input is made available to the black box'. It likewise considers interaction as an opportunity for producing 'output'. It would also be well worth noting at this juncture that the Output Hypothesis considers 'output' merely as the means for the development of L2 knowledge 'inside the black box'.

In CTBL, however, the presupposition is that learning environment has a significant influence on the linguistic and

cognitive development of individuals. As it will be elaborated, the belief is that context gives meaning to content, and that language is context specific; that is, what is learnt about language is a reflection of interaction with others within learning situations. In other words, language use and language learning are interactive activities which occur best in contexts that encourage negotiation of meaning. Further, as noted, I appreciate the role of interaction as an attention- and reinforcing device. These are parts of the reasons as to why the provision of an effective, supportive, relaxing, communicative, referential, and developmentally motivating and appropriate learning-for-all learning and social atmosphere in the classroom is the main area of concern of CTBL. I try to provide such an atmosphere through different activities, strategies, techniques, and evaluation systems.

**"Multiple Input-Output Hypothesis": The Present Hypotheses
Are Not Enough**

.....

**It is by doubting that we come to investigate, and by investigating
that we recognize the truth.**

-- Peter Abelard

According to the Noticing Hypothesis, only that part of the (comprehensible) input which is noticed could find a mental home and so become *intake*. Let me continue that this may best happen *if the environment is relaxing and affective filter is low, and if interaction is encouraged*. To put it another way, the Noticing Hypothesis, Input Hypothesis, Affective Filter Hypothesis, and Interaction Hypothesis contribute to ELT, but they are not enough. The point is that mere intake, for the contribution to which the mentioned hypotheses have been put forward, is not adequate: Students also need to *communicate* their understandings (The Output Hypothesis). *The problem*, however, is that, as a number of researchers like Jiang (2010) have also averred, not all the intake could be *transformed* into productive skills (i.e. writing and speaking), albeit they more easily contribute to listening and reading abilities of students. Worse yet, to my best knowledge, there is no didactic theory or hypothesis that proposes an effective solution for contribution to this kind of transformation. This thought-provoking lacuna in the present related literature inspired me to propose my hypothesis, "Multiple Input-Output Hypothesis" (MIO hypothesis), in my 13th book, as under, in order to address the dilemma, and in so doing to contribute to the success of ELT:

Though input, low affective filter, noticing, output, and even interaction (even as it is considered by constructivists like Vygotsky) are crucial, they are not sufficient conditions for more effective and comprehensive FL/SL acquisition to take place in language classes: Greater and more systematic focus should be on the transformation of the intake into productive skills. And the provision of 'multiple sources' of both 'input' and 'output' in learning environments is an appropriate solution for more effective contribution to this kind of transformation. (Hosseini, 2012, p. 170)

Realising the importance of multiple sources of input and output in language acquisition as one of the major requirements for more effective and comprehensive language learning and development, I proposed the MIO hypothesis. Consequently, I have tried to bring multiple sources of input and output through the implementation of a variety of activities and strategies in bona fide and highly structured motivational- as well as dialogic-based CTBL relaxing interactive environments. Encouraging peer discussion in different stages (i.e., through pair work, teamwork

and class-wide discussions), appreciating the significance of multiple whos, and valuing 'language' 'as a whole' (i.e. integrating all facets of language, which as Arslan (2008) also asserted is not appreciated in the arena of ELT today) are among them. To cite an example, in appreciating the integration of all (sub-) skills of language even in specific courses, run through CTBL, I try to facilitate the mentioned transformation. In my reading courses, for instance, in addition to listening, speaking and writing are considered as complementary skills to reading. The belief is that the whole language, rather than its isolated parts, carries more meaning, which should be negotiated and processed in my classes. Furthermore, these skills have many characteristics in common, and so their effects are interrelated. The ideas in a text can contribute to more effective communication (i.e. listening and speaking), and hence the development of writing abilities of students which is in turn conducive to reading. Moreover, the fact is that in order to prove their academic reading abilities, especially at the collegiate level, students need to communicate properly. These are parts of the reasons for accommodating writing activities like note taking, outlining, paraphrasing, and summarizing in learning environments that highly encourage 'oral' negotiation of

themes and ideas as complementary activities to reading in my reading classes.

These activities in such situations are conducive to further involvement and active participation and contribution of students in collaborative learning and encourage them to focus and concentrate not just on semantic but also on syntactic components of texts at hand which make learning more purposeful. Needless to say that this kind of context seeks mutual input-output treatment and also deeper analysis of both input and output not just for meaning but for accuracy and frequency as well and so solicits deeper levels of cognition. And all these, in their turn, contribute to students' in-depth 'comprehension' of the material and also to their productive skills. These in-my-classes social activities (i.e., reading, listening, speaking and writing), thereby, not only serve my classes as multiple sources of input and output but also contribute to improving their own interwoven effects. The nature of the interactive learning situation occasioned by the appreciation of these four skills plays its role as a mediator between 'input' and 'output'. In sum, all these mechanisms help to *turn* 'input' into 'understanding' and 'understanding' into 'output'; that is, they contribute to *the transformation*.

Such communicative situations provide learners with the opportunities to learn not merely about the language but also about how to use the language appropriately in semi/authentic environments. They develop students' higher-quality cognitive strategies, which in their turn contribute to productive skills and long-term retention of information, which is a criterion for real learning. More importantly, such contexts are also more likely to bolster students' various aspects as well as quality of 'thinking' abilities, in implicit and explicit ways, which are contributive to purposeful living. My MIO hypothesis is thereby a great asset to modern ELT.

In addition to the theories and hypotheses introduced up to this juncture, there are a number of theories which appreciate the potential positive impacts of CTBL environments on students' attitudes, abilities, learning, and behaviours. Among such theories are Socio-Linguistic Theory, Sociological Theory, and Engagement Theory.

Socio-Linguistic Theory

Socio-Linguistic Theory, as in the words of Bernstein (1970), states that getting familiar with a mixture of speech patterns is essential for students' future professional and life success. And CTBL supplies tomorrow citizenry with potentially diverse socio-cultural/political backgrounds with contexts in which they have the opportunities to learn and experience different and a variety of speech patterns in their heterogeneous teams/classes. The pattern of interaction is not one-way, as it is in traditional classes. But rather it is multilateral - between teacher and students as well as among students. Students, in CTBL classes, will internalise the divergent ways different people with variety backgrounds expect them to talk in diverse situations.

Sociological Theory and Social Learning Theory

According to Sociological Theory, developed by Allen (1976), individuals tend to be what they are expected and demanded to be by the community they are a member of, its norms, and its culture. And Bandura's (1971) Social Learning theory stresses the importance of modelling for individuals' development. Bandura's theory also focuses on human behaviours in relation to continuous interaction between behavioural, cognitive, and environmental

influences. These two theories suggest that under the influence of their surroundings and to fulfil the expectations, individuals – at the initial stages in their academic life -- are bound to change their attitudes and behaviours so as to satisfy themselves and also obtain the approval and acceptance of their groups and communities.

In CTBL settings, thus, teachers are endowed with the opportunities to practice students in humanitarian approaches to thinking and living and fine-tune their attitudes towards classmates, curriculum, and the real world and thereby *change* their behaviours. We have the opportunities to transform them into Agents of change and development. In CTBL classes, teachers have the opportunities to develop especially sheep-like students in such a way that they would be desirous of transforming the shepherd and his tribe members rather than accepting to be sacrificed by them for their survival. This latter issue could also be enhanced by assigning special roles in intended-made teams for the target students, for instance.

Engagement Theory

The Engagement Theory of the USA edu-technologists, Karsley and Shneiderm is also in support of CTBL, as it, as Huang (2010,

p. 460) also confirmed, emphasizes "cooperation, creativity and contribution". In my classes, students also learn to serve the ends that surpass their own interests. They learn to work not only with others, but also for others, for the oppressed. They learn to make manifest the glory of God which is within them, to use an idea from Nelson Mandela.

Conclusion

.....

It is better to be violent, if there is violence in our hearts, than to put on the cloak of nonviolence to cover impotence.

-- Mahatma Gandhi

Competitive Team-Based Learning is one of the few exceptional instructional approaches that is central to and consistent with such diverse but well-known theories and hypotheses (see Hosseini, 2010). They justify the claim that contrary to the conventional instructional methods and approaches which have already failed to bring their practitioners effective learning, values, and skills for personal and moral development (Hosseini, 2007), the nature and the characteristics underlying this fundamentally different approach to ELT/Education not only contribute to more effective (language) leaning strategies, long-term retention, and academic

success. They are also contributive to transforming today ilk of students into tomorrows' Agents of change. This is partly in view of the fact that in CTBL classes the stress is not on passivity and lower forms of students' mental behaviour/thinking such as syllogistic reasoning (i.e. deriving a conclusion from syllogism) through activities like translation, rote memorization, parrot-like repetition, recitation, and reproduction of factual or descriptive statements in contrived circumstances which are negligent of the majority, who are not considered as beings, let alone human being. But rather, CTBL environments intend to stimulate students to more effectively and comprehensively exercise their brain cells in rational higher level incisive and analytical thinking skills (e.g. critical thinking and higher level abstract reasoning) through activities like clarification, analysis, evaluation of causes and effects, prediction, comparison, synthesis, elaboration, generalization, and application of concepts during problem solving activities in semi/authentic motivational dialogic-based relaxing environments which ensure the involvement of all learners in the process of shared (language) learning. It goes without saying that in such environments, students come up with fresher, more innovative, and more powerful ideas.

As critical and creative thinkers, CTBL's students will be ready to take risks in life and act proactively rather than reactively upon their milieu. They will possess the ability to penetrate deep into false and/or diverse information/opinions, in the welter of events and information engulfing them, in order to evaluate the assumptions and the context in which things happen. They do so in order to discern truth and consequently ensuring they could make appropriate judgments and decisions. They will be in a position to overcome barriers and try their best to accomplish set and desired goals at the societal, national, and international levels. They will cherish it as a virtue that 'Nothing Is Impossible'. Needless to say that they will be, at the same time, mature enough to accept their disabilities, acknowledge their mistakes, and cope with the consequences of their actions. This is another part of what I mean by empowerment – empowerment of the Other. CTBL, in brief, helps students to serve their milieus as pioneers of change' -- appropriate social change, and in so doing to transform the conditions of not only their own existence but also that of the humanity. CTBL is thereby, in a sense, 'a catalyst': 'A catalyst for transformation' – for transforming the objects into Subjects -- for transforming the present peasant societies into civilised nations and compassionate civilisations -- for transforming patterns of

interaction into the best advantage of particularly the oppressed, who have been almost always the majority but marginalised and victimised. CTBL is a future oriented edu-political approach which responds to the need for a paradigm shift in today world Education. It involves a shift in teaching paradigms, a shift in the way of thinking about teaching and living.

* * * * *

Even at the end of this chapter, i still feel that i - once again - failed to give a comprehensive view of my instructional approach. Let me do it on the section on 'Epilogue', the final round. The next chapter seeks to throw light on my plan for infusing CTBL into educational systems via emerging online technologies. Some pragmatic guidelines for the inclusion of online technologies into CTBL classes have also been provided in this chapter of the book.

Discussion Questions

1. What is your opinion about my reasons for the contribution of the mechanisms underlying my approach to intrinsic motivation?

CTBL: Beyond Current Didactic Methods

2. Discuss my theory of language with reference to its contribution to the mechanisms underlying my approach.
3. One distinguishing feature of CTBL is the simultaneous focus it has on 'process' and 'condition' of learning. Why is this important?
4. How is Andragogy analogous to Constructivism?
5. Discuss the mechanisms in CTBL that contribute to students' intellectual growth and reflective thought.
6. Can you trace the relationships between my Theory of Language and my Multiple Input-Output Hypothesis?
7. Discuss the relation between the mechanisms underlying my educational approach to the below "Macro Strategies" suggested by Kumaravadivelu (1994) his notion of "Postmethod Condition":
 - A. Maximize learning opportunities
 - B. Facilitate negotiated interaction
 - C. Minimise perceptual mismatches (refer to Speech Theory.)
 - D. Activate intuitive heuristics (i.e. introduce language structure through different class activities and providing rich linguistic environments.)

- E. Foster language awareness (e.g. through consciousness raising and input enhancement)
- F. Contextualise linguistic input
- G. Integrate language skills
- H. Promote learner autonomy
- I. Raise cultural consciousness (e.g. culture teaching)
- J. Ensure social relevance (i.e. the need for teachers to be sensitive to the societal, economic, educational, and political environments in which L2 learning/teaching occurs)

Food for Thought

1. Dewey, Piaget, Vygotsky, or i (Hosseini)? – Whose ideas are more appropriate for today world context? Why?
2. Differentiate my theory from those posited by constructivists.
3. Discuss the transforming power of CTBL through different dimensions.
4. What do i mean by ‘empowerment of the Other’?
5. How could CTBL contribute to world peace and human prosperity?

6. What is your opinion about my ‘heavy’ questions in Chapter 2 and in this chapter?
7. What do i mean by ‘Change’?
8. Which kind of transformation power of my approach develops it as a ‘catalyst for change’.
9. In what ways can you, as a teacher, be an agent of critical awareness and change in your society?
10. Negotiate your understandings of the below saying of Paulo Freire:

.....
As one might expect, authoritarianism will at times cause children and students to adopt rebellious positions, defiant of any limit, discipline, or authority. But it will also lead to apathy, excessive obedience, uncritical conformity, lack of resistance against authoritarian discourse, self-abnegation, and fear of freedom.

Notes

1. ‘**Cognitive conflict**’ occurs when there is no match between the background knowledge and the new information.
- 2..... The truth is that prayer is not worth saying as long as we are living and so are controlled under a tyrannical regime.

Prayer is not valued by Allah as long as there are agents of injustice, corruption, racism, betrayal, destruction, and terror and bloodshed among us.

Prayer is not considered by the Supreme Almighty as long as 'thinkers' and agents of critical awareness and attitudinal change are marginalised and tortured to death before our eyes.

Prayer is not valued by God as long as we are indifferent to those leaders/politicians who are colonising our children's minds for their own benefit under the mask of Islam.

Prayer is not answered by God as long as there are the oppressed, the poor, the hungry, the hopeless, and the needy among us.

Prayer is not worthy as long as our family members are being exploited before our very eyes but we are not willing to understand.

Performing religious ceremonies are not considered by God as long as thinkers' beloveds' lives are being engineered to destruction before our eyes.

Prayer is not considered by Allah as long as we are not willing to understand that we are directed and controlled by the implementation of barbarous behaviourists' theories by some fascist sheep-like wolves/dictators.

As long as people, be they Muslims, Christians, or Jewish continue merely saying prayers in such circumstances, they are nothing but sheep, in my point of view.

People the world over, be they Muslims, Christians, Jewish, or nonreligious are nothing but sheep as long as they kill one another in the holy names of democracy and faiths.

People are nothing but sheep as long as they are not able to feel the bare truth that they are being exploited by their politicians in the holy names of democracy or religions.

Sonny Muslims do not know Mohammed as long as they terror Shias.

Shias do not know Ali as long as they assassinate their Sonny brothers.

Muslims do not know Allah as long as they are aggressive to Christians, such a benign people.

Christians do not know Jesus as long as they stoop so low to respond to the insults and barbarity of some blind animals who consider themselves as Jewish or even Muslims!

In conclusion, saying prayers, conducting religious ceremonies, and preaching are holly tasks which must be done but not if their essence is missed. They have a philosophy beyond them, which must be met in the real world settings. The rationale behind them is peace and human prosperity. Mohammed, Jesus, Moses, and other holly messengers of the Almighty were sent to us to lead us towards peace and prosperity. Therefore, we ought to

be benign even to animals - but not to detrimental-to-global-peace-and-human-prosperity sheep-like wolves. This is because peace and human prosperity are inaccessible as long as we have human-like animals/dictators among us; hence the crucial need for a radical revolution....

.....
Verily, a man hath performed prayers, fasts, charity, pilgrimage and all other good works; but he will not be rewarded except by the proportion of his understanding [of his milieu which includes the socio-political context in which he exists ...]. Italics added.

-- Holy Prophet Mohammad (PBUH)

To sum up, people should know that as it is in $H_2 + O > H_2$ and O , so if the oppressed majority join together, instead of fighting against one another, and follow CTBL principles and manifesto posed throughout this volume, their power will be much bigger than that of the fascists/dictators.

References

1. Allen, V. L. (Ed.). (1976). *Children as teachers*. London: Academic Press.

2. Arslan, A. (2008). Implementing a holistic teaching in modern ELT classes: Using technology and integrating four skills. *International journal of Human Sciences*, 10 (10), 1-21. Online available at: <http://ssrn.com/abstract=1259392>. Accessed September 2010
3. Bandura, A. (1971). *Social Learning Theory*. NJ: Prentice Hall Regents.
4. Bandura, A. (1977). *Principles of behavioural modification*. New York: Holt.
5. Bernstein, B. (1970). A socio-linguistic approach to socialization. In J. Gumpers & D. Hymes (Eds.), *Directions in sociolinguistics*. New York: Holt.
6. Brookfield, S.B. (1986). *Understanding and facilitating adult learning*. San Francisco, CA: Jossey-Bass.
7. Candlin, C. N. & Widdowson, H. G. (Eds.). (1987). *Classroom interaction*. Oxford: Oxford University Press.
8. Dewey, J. (1938). *Experience and education*. Kappa Delta: Pi.
9. Duffy, T. M. & Cunningham, D. J. (1996). Constructivism implications for the design and delivery of instruction. In D. H. Janassen (Ed.), *Handbook of research for educational communications and technology*. New York: Macmillan.

10. Dunn, W. & Lantolf, J. P. (1998). Vygotsky's Zone of Proximal Development and Krashen's I+1: Incommensurable Constructs; Incommensurable Theories. *Language Learning*, 48, 411– 442.
11. Edge J. (1992). Cooperative Development. *ELT Journal*, 46(1) 62-68.
12. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
13. Falchikov, N., Blythman, M., Boud, D., Brent, R., Cohen, R., Dansereau, D. F. et al. (2001). *Learning together: Peer tutoring in higher education*. London: RoutledgeFalmer.
14. Gartner, A., Kohler, M. & Riessman, F. (1971). *Children teach children. Learning by teaching*. New York: Harper & Row.
15. Gass, S. (1997). *Input, interaction, and second language learner*. Mahwah, NJ: Erlbaum.
16. Hosseini, S. M. H. (2000). *The effects of competitive team-based learning on the reading comprehension of high school students*. Unpublished MA Dissertation. Garmsar Azad University, Iran.
17. Huang, C. (2010). Application of engagement theory in the literary education. *Language Teaching and Research*, 1 (4), 460-463.

18. Jacobs, G. M., McCafferty, S. G., & DaSilva Iddings, C. (2006). Roots of cooperative learning in general education. In S. G. McCafferty, G. M. Jacobs, & A., C. DaSilva Iddings, (Eds.). *Cooperative learning and second language teaching*. New York: CUP.
19. Jiang, Y. (2010). A feasibility study of applying “double-output hypothesis” into task-based teaching approach in second language acquisition. *Language Teaching and Research, 1* (4): 397-400.
20. Kearsley & BenShneiderman. *Engagement Theory: a framework for technology-based teaching and learning*. <http://home.sprynet.com/~gkearsley/engage.htm> (accessed 4/5/1999).
21. Kessler, C. (Ed.). (1992). *Cooperative language learning: A teacher's resource book*. Englewood Cliffs, NJ: Prentice-Hall.
22. Knowles, M.S. (1970) *The modern practice of adult education: Andragogy vs. pedagogy*. New York: Association Press.
23. Knowles, M. (1984). *The adult learner: A neglected species* (3rd ed.). Houston, Texas: Gulf.

24. Kowal, M. & Swain, M. (1994). Using collaborative language production tasks to promote students' language awareness. *Language Awareness*, 3(2), 73–93.
25. Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. London: Longmont.
26. Krashen, S. D. & Terrell, T. D. (1983). *The natural approach*. Oxford. Pergamon.
27. Kumaravadivelu, B. (1994). The postmethod condition:
(E)merging strategies for second/foreign language teaching.
TESOL Quarterly, 28(1): 27-48.
28. Lantolf, J.P. & Thorne, S.L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.
29. Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Hand book of second Language acquisition* (pp. 413–468). San Diego, CA: Academic Press.
30. Long, M. H. & Porter, P. A. (1985). Groupwork, inter language talk, and second language acquisition. *TESOL Quarterly*, 19, 207–228.

31. Newman, F. & Holtzman, L. (1993). *Lev Vygotsky: Revelutionary scientist*. New York: Routledge. Tempo.
32. Ohta, A. S. (2001). *Second language acquisition process in the classroom: Learning Japanese*. Mahwah, NJ: Erlbaum.
33. Piaget, J. (1973). *To understand is to invent*. New York: Grossman
34. Piaget, J. & Inhelder, B. (1969). *Psychology of the child*. New York: Basic Books.
35. Richards, J. C. & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nded.). Cambridge: CUP.
36. Robinson, P. (1995). Attention, memory, and the noticing hypothesis. *Language Learning*, 45, 283- 331.
37. Schmidt, R. (2001). Attention. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 3–32). New York: CUP.
38. Skinner, B. F. (1968). *The technology of teaching*. New York: Appleton-Century-Crofts.
39. Staarman, J. K., Krol, K., & Van Der Meijden, H. (2005). Peer interaction in three collaborative learning environments. *Journal of Classroom Interaction*, 40(1), 29–39.

40. Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press. Shanghai: Shanghai Foreign Language Education Press. 1999.
41. Swain, M. (1993). The output hypothesis: Just speaking and writing aren't enough. *The Canadian Modern Language Review*, 50, 158–164.
42. Swain, M. & Lapkin, S. (1995). Problems in output and the cognitive processes they generated: A step towards second language learning. *Applied linguistics*, 16, 371–391.
43. Van Lier, L. S. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity*. London: Oxford University Press.
44. Vygotsky, L. S. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
45. Vygotsky, L. S. (1981). The genesis of higher mental functions. In J. V. Wertsch (Ed.), *The concept of activity in Soviet psychology*. Armonk, NY: M. E. Sharpe.
46. Webb, N. M. (1985). Student interaction and learning in small groups: A research summary. In R. E. Slavin et al., (Eds.), *Learning to cooperate, cooperating to learn* (pp. 147–172). New York: Plenum.

47. Wertsch, J. V. (1991). *Voices of the mind: A sociocultural approach to mediated action*. Cambridge, MA: Harvard University Press.
48. Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research, 1*(1), 81–83.

.....
We need only a purpose in life to give meaning to our existence but also something to give meaning to our suffering. We need as much something to suffer for as something to live for.

-- Eric Hoffer

.....
✓ * Uncalculated revenge from critical thinkers may heal your wounds for a while, but the fees are unbearably high, in the long run though.**

-- The Author, Dr S.M.H.Hosseini, Iran

IX

Integrating Online Technology with Competitive Team-Based Learning Situations

.....
Man's only legitimate end in life is to finish God's work – to bring
to full growth the capacities and talents implanted in us.

-- Eric Hoffer

Advance Organiser Questions

1. Differentiate blogs, wikis, websites, and moodles from one another.

2. In what ways online technologies would benefit CTBL classes/courses?
3. Discuss the need for inclusion of online technologies in today educational environments/systems.
4. How do you envisage the contribution of online technologies to CTBL objectives?

Introduction

Concurrent with the shift from the second to the third millennium, the world is increasingly becoming digital. As the evolution of the Cyber Age in the present info-tech scenario, which is characterised by ever-growing technological revolutions, is facilitating the process of ongoing globalisation, so globalisation is in its turn augmenting the value of online technology as the nexus of innovation, development, and empowerment. Online technology has undoubtedly facilitated humans to achieve the optimum potential in every sphere of life. The contribution of this phenomenon to improving the quality of Education in general and ELT, which is as one of the major thrust areas of Education, in particular is significant. The powerful resources online technology offers for enhancing (language) learning and development and the

multitude of benefits (language) learners could derive from an online technology-enriched curriculum inspired me to suggest the integration of this powerful tool into (language) classes via establishing a sophisticated Centre (see also Hosseini, 2006). Such a solution is congruent with CTBL objectives in view of the fact that online educational spaces not only lead to learner autonomy and development but also are the most appropriate sources as well as channels for awakening and empowering the Other.

Therefore, considering the significant contribution online technology could have to CTBL objectives, the task of its application in classes/courses run through CTBL is a challenge that must be addressed. The present chapter, as such, suggests the inclusion of online technology, as an effective educational apparatus, into CTBL language classes/courses via a concrete plan of action. The Chapter also gives glimpse of the emerging online technologies and presents pragmatic guidelines for successful implementation of such innovations. Educational institutes – from primary to post secondary -- could consider the proposed programme for enhancing the attainment of CTBL/their educational objectives. The project may also be implemented state-/country-wise.

Before continuing our discussion, it should be born in mind that the formal and structured integration of online technologies into language learning courses is not that easy. Van de Ven and Poole (1995) confirmed the idea when they stated, “the task of making the transition from traditional teaching to teaching with technology is much tougher than it seems. This is because the transition is as much a cultural one as one of mere methodologies (p. 198)”. However, for the programme suggested in this chapter to be effective, a team of experts who are committed to their profession and accountabilities are needed to serve the Centre. Such a centre, as illustrated in Figure 9.1, should consist of four main sectors: Control Sector, Teaching Sector, Evaluation Sector, and Logistic Sector.



Figure 9.1 Components of the centre for ELT and online technologies

In view of the significant contribution of such a centre to the success of the profession, i have proposed the following tasks for each sector (see also Appendix G):

Control Centre

.....

It is easy to misconstrue confidence as arrogance.

-- Anonymous

The control centre is the heart of my proposed programme. In addition to some language teaching specialists and some language testing experts, this centre, should include some IT professionals. However, the coordinators in control centre should bear in mind that the online learning environments should take advantage of engaging activities and be scaffold by live instructors. They should be need-based, student-centred, process-oriented, and of course stress-free, if they want them to contribute to lowering the affective filter of learners and encourage risk taking, which is an important predictor of language acquisition and development. Furthermore, as Bradshaw et al. (2002) also confirmed, they should have the capacity to supply a developmental window on to

the learning process, allowing fuller formative feedback as well as providing a portfolio of learners' contributions in such a way that no learner can abdicate their responsibilities.

The control centre team should take account of the following tasks:

1. Detecting and analysing the learners' needs;
2. Clarifying the objectives;
3. Designing the syllabus;
4. Developing authentic and engaging instructional materials;
5. Improving fair and motivating evaluation systems;
6. Defining and configuring the services that are to be made available to learners, and
7. Synthesizing and canalising the efforts of other sectors while keeping in mind the curriculum objectives.

Furthermore, the administrators in the centre should help teachers, evaluators and their partners in the logistic centre to keep abreast of the latest developments in the areas of their concerns for the success of their online programmes. They should do this if they want to make language teaching enjoyable for teachers and in so doing contribute to satisfactory teaching/learning experiences and thus enhance the effectiveness of their classes/courses. This could

be done through providing them with some relevant electronic lists, electronic journals, online libraries and databases, and so forth. To cite an example, teachers need to be aware of effective approaches to accessing on-line resources such as authentic texts, unit plans, interactive activities, quizzes, song lyrics, news articles, etc., for the benefit of their classes. There are a number of sites which provide teachers with, for instance, on-line activities in the form of WebQuests. Many of these sites show correlations to IRP learning outcomes and provide useful evaluation rubrics. Formation of web-based English language teachers communities for sharing research and teaching experiences (e.g. through synchronous and asynchronous discussion forums) could also be effective. Such circles of experts contribute to teachers' professional success in view of the fact that they would serve as platforms to improve the quality of their classrooms' virtual spaces and asynchronous and synchronous e-tutoring¹. They would also be helpful for preparing shared banks of quizzes, tests, and tasks so as to lessen the burden of their responsibilities in the implementation of CTBL in their classrooms. Creating and monitoring opportunities for critical engagement of teachers, evaluators, and students through live and/or messaging systems should not be neglected.

Concepts like ‘content-bound web-based CTBL’ courses should also be highlighted and invested upon as the merits of such programs are believed to be immense. This is because they have the capacity to be managed in such ways that could facilitate the acquisition of academic language and interpersonal skills, in addition to language itself, more effectively. And finally, the administrators in the control centre should be cognizant of the fact that learners’ participation in the learning process can be stilted, or passive if they feel no control over their endeavours. Ineffective data delivery system, improper and insufficient tutor/moderator support, and absence of necessary feedback from the service providers can also jeopardise the learning process.

Yeh et al. (2000) put forth the following guidelines for designing more qualified interactive websites, which could be considered by the control centre:

1. Accommodating a variety of learning styles (e.g. through providing a variety of types of texts, graphics, and high quality audio and video media);
2. Encouraging exploratory learning (e.g. via interactive tasks);

3. Emphasising sequential instruction (in the web pages);
4. Encouraging metacognition (e.g. via designing learning strategies in the web pages);
5. Using graphics to show relationships, and
6. Providing downloadable educational software (e.g. games and songs).

Teaching Sector

The online English language teaching specialists, in teaching sector, should know that E-learning has changed their roles from the sole sources or transmitters of knowledge to moderators, e-learning facilitators and guides, and managers of a range of resources.

Online technologies give the language teachers a goldmine of materials for exposing learners to authentic and at times diverse input, thoughts, ideologies, and cultures. Blogs², wikis³, websites⁴, and moodles⁵ provide enormous opportunities for genuine learning. They provide portable access to learning, which can be personalised and flexible. They offer flexible and attractive environments suitable for multilevel continues interaction among students with different socio-cultural/political backgrounds,

learning styles, interests, abilities, and paces of learning. They afford them the opportunities to use the language and share their language learning strategies, interests, beliefs, and so on not just with their team members or classmates but also with native speakers. They give them the opportunities to publish their understandings, knowledge, beliefs, ideologies, and team products in the form of texts or multimedia materials to share with others at class or global level. Such virtual worlds naturally thwart the boredom of learning the language occasioned by conventional classes and are conducive to positive change in the attitudes of learners towards learning. As noticed, favourable attitudes are likely to motivate students for further learning and help increase their attention or engagement in the learning process. And engagement in learning, as the main key to effective language learning, brings their academic success. Feeling of achievement, in its turn, escalates their confidence, positive attitudes, motivation, engagement in the learning process, and consequently academic achievement. As indicated in Figure 9.2, this is assumed to be a cyclical process. Such assumptions are in part based on SLA theory which clearly prioritises the significance of exposure, motivation, and confidence as three pivotal variables for the acquisition of language to occur.

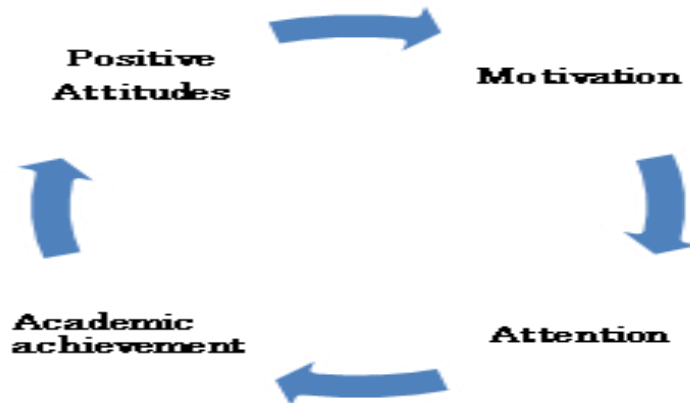


Figure 9.2 The cyclical interplay among attitude, motivation, attention, engagement, and learning in CTBL environments

But the point is that prior to the implementation of online technologies, teachers should ensure themselves of the technological savvy of students, if they want to reap the best results out of their virtual classes/courses. They should ensure that students have primary skills in practical use of computer and online technologies. If needed, they ought to empower them with necessary skills for benefiting from virtual learning environments, and in the process try to develop their interpersonal skills. Developing CTBL culture of learning (see Chapter 6) and capacity building in terms of developing participants' abilities for adhering to such a culture in which bilateral responsible interactive learning

is emphasized should not be neglected. These could be done through conducting some crash courses or orientation workshops.

In such workshops, teachers should also practise students in using the World Wide Web (WWW) search engines like google and yahoo for locating and accessing newspapers and magazine articles, radio broadcasts, short videos, movie reviews, book excerpts, specific chat groups, web forums, and remote libraries and databases and so on in the minimum time. They should likewise encourage students to participate in on-line activities or WebQuests and email the results to them. Offline interactions through emailing, messaging and/or threaded forums should not be neglected. The application of technologies like text-reconstruction software, concordancing software, telecommunications, and multimedia simulation software would also be effective. Such technologies allow learners maximum opportunity to interact within meaning-rich contexts through which they construct and acquire competence in the language. However, the key to the success of teachers is to ensure the involvement of students in activities like listening, reading, writing, speaking, viewing, responding, creating, and presenting.

The main accountabilities teachers should take heed of in their online classes/courses are as under:

CTBL: Beyond Current Didactic Methods

1. Effective contextualised conveying of material through their virtual environments. This may be supported by podcasting⁶ and vodcasting⁷ technologies, audio and video conferencing, etc.;
2. Practising participants both through online and offline exercises and quizzes;
3. Providing learners with relevant, immediate, and comprehensible feedback. Mobile technologies could also be fruitful in this regard, and
4. Bringing equal opportunities for all learners' participation and enhancing their simultaneous interaction.

And finally, Arslan (2008) suggests the following activities which could be considered by online teachers:

1. Lexical quizzes, games and other vocabulary learning specific activities (e.g. lexical maps, concordancers use, and class dictionary building);
2. Grammar tutorials, exercises, simulations and games;
3. Listening and pronunciation virtual lab activities;
4. Reading and writing webtasks: treasure hunts, webquests, etc.;

5. Multimedia webtasks: scrapbooking, samplers, podcasting, and tasks with authentic multimedia materials from social sites;
6. Computer Mediated Communication activities (e.g. email exchange, collaboration projects, CoP, etc.), and
7. Use of blogs and wikis for individual or group language learning e-portfolios.

Evaluation Sector

The significant role of testing cannot be overlooked in any kind of learning situations. Virtual learning environments are not exceptions. The language testing specialists may consider the following for contributing to the success of online courses:

1. Focusing on intended ability levels of learners through availing themselves of tools and techniques of e-assessment, including various types of rubrics and rubric generators, and CBT/CAT and TOIA, the emerging assessment managing system;
2. Targeting at the assessment of test takers' performances/abilities in real-life situations -- Simulation tasks allow test developers to elicit contextualized,

integrated performances that closely resemble those in real-life L2/FL interactions, and

3. Generating new tasks with the desired components in a structured manner which can be done based on a systematic analysis of prototype tasks with identified characteristics that are fed into a database.

Specialists in evaluation centre should consider that computerized delivery of tests through the internet should be on time, the allocated time for its completion should be clear, and the evaluator should be online in order to facilitate the process of test taking.

Logistic Sector

And lastly, it is with the scaffold of the experts in the logistic sector that one could think of the success of online programmes. The major responsibilities for the personnel in charge in the logistic centre are as follows:

1. Appropriate course changeover and administration of new course;
2. On time delivery of high-quality services, and

3. Adaptation of the course for facilities, conditions, and needs.

The experts in logistic sector should bear in mind that learners need to be supplied with appropriate guidelines and time table. And that they need to have access to a wide range of communication tools such as more controllable video and audio programmes in order to select the tools that better help them obtain ‘live’ content and information.

Some More Hints for Online Teaching

In order to teach online, we need to:

1. Have computer skills;
2. Know virtual worlds;
3. Write well, and
4. Speak fluently and accurately.

What Can We Teach Online?

We can teach pronunciation, general English, grammar, reading, writing, conversation, IELTS/TOFEL, etc.

What We Need to Teach Online:

1. A computer;
2. A decent (high-speed) internet connection;
3. A microphone;
4. Speakers or headset;
5. Webcam;
6. A website or weblog;
7. An e-mail e.g. for sharing files;
8. A skype account or an instant messaging program like yahoo messenger, MSN messenger, or google talk for instant messaging and text, audio, and video files sharing, and
9. Teaching material.

Educational Benefits of Websites or even Blogs

Through websites or blogs, we can:

1. Provide equal opportunities for all students;
2. Highly motivate particularly introvert and shy students;
3. Provide excellent opportunities for students to read and write;
4. Provide effective forums for collaboration and discussion;

5. Provide powerful tools to enable scaffold learning or mentoring to occur;
6. Provide excellent matrices to keep in touch with our students (e.g. we can inform them, provide notes, assign homework, etc.);
7. Provide texts, grammar, key words, and even summary of the lesson or even the book for our students;
8. Provide audio and even video files for our students;
9. Conduct tests and quizzes;
10. Receive genuine feedback from our students, and
11. Have online chatting with our class.

Where can We find students for online teaching?

1. ESLjobsworld.com
2. Dave'sESLCafe
3. ESLTeacherboard.com
4. OnlineEnglishTeacher.com

How to be paid?

A. Through credit card and PayPal

If your students have credit cards or PayPal accounts, strongly encourage them to use PayPals. PayPal enables users, whether or

not they are PayPal members, to use all major credit cards, including Visa, Mastercard, Discover, and American Express. PayPal is fast, secure, and free.

B. Trough a bank transfer (bank account)

Require your students to provide the necessary information to the sending bank. Abbreviation or incorrect beneficiary name may lead to a failure of transfer. Then ask them to scan and e-mail the remittance receipt to you when payment has been made.

Conclusion

.....

Among the signs of a learned man is criticising his own words and being informed of various viewpoints.

-- Imam Hossein (AS)

This chapter suggested the idea that ELT/Education has to move from traditional modes of teaching towards the kind of pedagogy which emphasizes students acquiring meta skills and knowledge for a successful lifelong learning/living in our digital planet. It was partly based on such a premise that i put forward a concrete plan of action for CTBL practitioners to exploit the emerging electronic tools in their language classrooms/courses. They should do this in order to develop thinking and reasoning skills and of course

attitudes and disposition of tomorrow citizenry more effectively. It will mediate between teaching force and learning effect in CTBL situations. That is, it will reinforce learning of students, in bona fide environments, which cater for students with different socio-cultural/political backgrounds. What is of crucial importance refers to the fact that online technology is a powerful mechanism that can boost further the transforming power of CTBL. It could help us awaken and empower the Other effectively.

The proposed programme could also be conducted independently at state level or even country-wise to back up the conventional language classes/courses in schools, universities, and other educational institutes for the attainment of their ultimate curriculum goals. Educators, however, should be aware of the fact that in spite of the ample options online technology affords learners, it can still be harmful to them. Hence, they should not be negligent of the pitfalls of virtual worlds as they, with their engrossing power and charm, can distance students from social life and leave them in a real island. Technology should empower learners, and not handicap them.

* * * * *

The next chapter presents an overview of evaluation of CL done by researchers throughout the last decades. It also focuses upon research findings which are divergent vis-à-vis efficacy of CL methods.

Discussion Questions

1. Add some more responsibilities for the coordinators in:
 - a. The Control Centre;
 - b. The Teaching Sector;
 - c. The Evaluation Sector, and
 - d. The Logistic Sector.

Food for Thought

1. Discuss the contribution of online technologies to the elimination of apartheid/dictatorship/fascism and/or authoritarian regimes.
2. Discuss the below saying in relation to CTBL principles:

.....
Knowledge and wisdom are really the privilege of a faithful Muslim. If you have lost them, get them back even though you may have to get them from the non Muslim.

-- Imam Ali (AS)

Notes

1. **Asynchronous e-tutoring** or offline e-tutoring is when tutoring is not simultaneous (e.g. through tools such as electronic mail or e-mail and threaded discussions/forums). Asynchronous e-tutoring allows each participant to compose messages at their time and pace. **Synchronous e-tutoring**, on the other hand, is when tutoring is in "real time" using programmes such as MSN Messenger, Google Talk, and Skype, which allow people all around the world to have a simultaneous conversation by typing at their keyboards, talking, and seeing. They also allow not only one-to-one communication, but also one-to-many, allowing a teacher or student to share a message with a small group, the whole class, a partner class, or an international discussion list of hundreds or thousands of people. MSN Messenger and Skype also allow users to share not merely brief messages, but also lengthy (formatted or unformatted) documents, graphics, sounds, and video, thus facilitating collaborative learning.
2. A **blog** is a virtual learning environment that could offer immense possibilities in the field of ELT, for augmenting

learner autonomy. It is useful especially for large classes. The point in a blog is that every step of the way or every journal entry is a final version on its own right. It is also a good platform to record processes and stages for end-users. Among some blog hosts are edublog.com, blogfa.com, blogger.com, and wordpress.com.

To help students create their own blogs, teachers can conduct an orientation workshop availing themselves of the guidelines at

http://www.domainmonster.com/editorials/blog_providers/

<http://mashable.com/2007/08/06/free-blog-hosts/>

<http://www.ihelptoblog.com/20070316-101-great-posting-ideas-that-will-make-your-blog-sizzle>

3. **Wikis** are almost similar to blogs. But in contrast to blogs that are good platforms to record processes and stages for end-users, in wikis it is the last version that counts. The best section in a wiki is the discussion where one can learn how a community interacted to get those results. This is in contrast with a blog where every step of the way is a final version on its own right.

As opposed to blogs which are:

- a) usually directed by a single author or at times multiple contributors,
- b) posted by author and commented by users, and
- c) opinion Sharing,
- d) one-to-many content,

Wikis are:

- a) directed by multiple authors,
- b) edited by a group or team,
- c) many-to-many communication.

4. A **website**, as it is defined in

<http://www.differencebetween.net/technology/internet/difference-between-blog-and-website/>

is a group of pages that are placed in a server meant to deliver or gather information. It is organized in such a manner that you can navigate from one page to another with the links that are provided. There are many types of websites that exist. Websites could be used by teachers for educational purposes. Building a website could be as easy or as difficult as you would want it to be. You could stick to static html pages that offer the barest of essentials or go all out with dynamic and interactive pages that employ multiple

technologies like PHP, AJAX, Java, and many more. Having a website could be a lot more difficult since you don't have the templates that are provided to you in blogs. You would need to build the necessary structure and links that would lead to your various pages. But building a website provides you with a great amount of flexibility than with blogs or wikis. If you want to create something that would fit in a blog format and you don't really want to delve into the inner workings of website building then blogging is the best option for you. It is hassle free and you could get started in as short as a day. But if you want to build a website that would require adding a lot of content, menus, and other navigation aids, then you would need to create your own website because that is beyond a blog or wiki's capabilities. To create your free website, see <http://www.webs.com/>

5. A **Moodle** is a free and open source virtual learning environment. It can be used to provide structured additional learning materials to supplement face-to-face classes, or even to produce a simple online distance learning course. As it is possible through blogs and wikis, it is also possible to

provide links to useful virtual spaces through moodles.

Facebook, twitter, and YouTube are some other virtual spaces which could be used for online teaching.

6. A **podcast** is an online pre-selected audio content on-demand, which is delivered through a portable media device such as an iPod or MP3 player. As a digital audio file of a broadcast, it can be automatically downloaded from the Internet to an audio player. Podcasting is a technology by which teachers can add to their online course, thereby diversifying the way the course content is delivered. This technology has built itself on the developments of cyber bulletin boards, web groups, weblogs, audioblogs and rss feeds. Using this technology, sound files are created in MP3 format and stored on the web. Then an XML file is created and uploaded on the same site. Users should download one of the client software to be able to listen to podcasts. They can store them on their computers, copy them on movable drives or MP3 players or ideally to their iPods and listen to them at their own discretion. Using a podcast, vocabulary, for example, can be learnt easily by listening to a corpus in which the world occurs. This gives a contextual meaning

and usage, and focuses on pronunciation. Likewise, the subtle differences between synonyms can be demonstrated through examples of usage through corpus data. Similarly, collocations can be taught using examples of the linguistic units presented contextually.

7. A **vodcast** is similar to podcast with the difference that it deals with visual. It is an online delivery of video content on-demand through a video -MP3 player such as an iPod video. Vodcasting or vidcasting or video podcasting is thereby a digital recording which can be downloaded - online - to a personal video player or a computer. Vodcasting adds video to the downloadable sound files to which podcast listeners are accustomed. Learners can use their already downloaded files – with their portable player whenever or wherever they wish.

References

1. Arslan, A. (2008). Implementing a holistic teaching in modern ELT classes: Using technology and integrating four skills. *International journal of Human Sciences*, 10 (10), 1-21.

2. Bradshaw, P., Chapman, C. & Gee, A. (2002) *NCSL programmes*. Available online at: <http://rubble.ultralab.net/programmes/> (accessed 15 February 2005).
3. McIntosh, E. (2006). Podcasting and wikis. In T. Freedman (Ed.), *Coming of age: An introduction to the new world wide web* (pp. 71--75). Iiford: Terry Freedman.
http://fullmeasure.co.uk/coming_of_age_v1-2.pdf
4. Van de Ven, A.H., and Poole, M.S. (1995). Explaining development and change in organizations. *Academy of Management Review*, 20 (3), 510–540.
5. Yeh, H.Y. (2002). *Applying CLT to Web English learning in Taiwan's primary schools* (pp. 128–137). Proceedings of the 9th international symposium on English teaching. November 10-12. Taipei.

.....
The importance of knowledge lies in its use, in our active mastery of it- that is to say, it lies in wisdom.... Now wisdom...concerns the handling of knowledge, its selection for the determination of relevant issues, its employment to add value to our immediate experience.

-- A. North Whitehead

SECTION V

REVIEW OF LITERATURE OF

COOPERATIVE LEARNING METHODS

AND COMPETITIVE TEAM-BASED

LEARNING

.....

**I shall be telling this with a sigh.... Somewhere ages and ages
hence...two roads diverged in a wood, and --- I took the one less
travelled by. And that has made all the difference.**

--Robert Frost

.....

آرامش و آسایش به قیمت کور و برده وار زیستن – هرگز.

-دکتر سید محمد حسن حسینی

X Review of Literature of Cooperative Learning Methods/Approaches: What We Know and What We Must Know

.....
That like I best That flies beyond my reach [*and takes me beyond my comfort zone*]. Italics added.

--Anonymous

Advance Organiser Questions

1. Discuss the probable contribution of CL methods and CTBL to
 - a. Reading comprehension;
 - b. (Language) learning strategies;
 - c. Conversational abilities of students
 - d. Attitudes towards these methods and language learning
 - e. Retention.
 - f. Objectivity;
 - g. Critical attitude of mind;

- h. Nation building, and
- i. World peace

Introduction

Cooperative Learning has an extensive history. Although its origin has been traced to the first century, it was first - formally - applied in Education in the medial Islamic world in the fifth century. Ibn Sina, a Muslim scholar, who is known as *Avicenna* in the West, elaborated the significant role of group discussions and debates in effective leaning in his book "The Role of the Teacher in the Training and Upbringing of Children". *Avicenna* wrote this as a guide to teachers teaching at *mosques*, in the 11th century. It is worth mentioning that *Avicenna* had memorized the whole Quran, a number of its holly verses encourages cooperation, negotiation, and accommodation of diversity. However, it was in the 1920s that cooperative learning found its way into Education systems in Europe, in Germany (Cooper, 1979). And prior to World War II, social theorists such as Allport, Watson, Shaw, and Mead developed cooperative learning theory as they found group learning more effective and efficient in quantity, quality, and overall productivity than individualistic learning. Eminent

philosophers and psychologists such as John Dewey, Kurt Lewin, and Morton Deutsh have had significant contribution to advent of cooperative learning particularly in the West. They have mostly placed the emphasis on education as a means of teaching citizens the ways of living cooperatively and democratically so as to sustain a healthy society they long for. It was, however, in accordance with the emergence of emerging needs of today world context that the interest in cooperative learning re-emerged specifically in the early 1970s. Since then, the number of researches has dramatically increased in many parts of the world including America, England, Australia, Canada, Holland, Mexico, and Scotland to delve into inner layers of CL from different angles. Researchers like David Johnson and Roger Johnson at the University of Minnesota in America, Shlomo Sharan and Yael Sharan at Tel Aviv University in Israel, and Robert Slavin at Johns Hopkins in the US, who have spearheaded the research undertaken in this area, have considerably contributed to the enrichment, development, and popularity of CL and its methods.

This chapter presents an overview of evaluation of CL (methods) done by researchers throughout the last decades with reference to eight distinct domains of research. These domains include

1. General education,
2. Language learning,
3. Reading comprehension¹,
4. (Language) learning strategies²,
5. Attitudes of students³,
6. Retention of information⁴,
7. Undergraduate learners, and
8. The kind of inter-group interdependence.

Of these, i will briefly survey the first six, and pay closer attention to the remaining two, which are more directly relevant to current research on CL methods. -- The last part focuses upon research findings which are divergent vis-à-vis efficacy of CL methods.

An Overview of the Effectiveness of CL

Cooperative learning situations are by nature favourable to further generation of new ideas and solutions to problems and academic achievement of students. Elaboration of ideas in participatory learning settings has been considered as one of the most influential variables in the success of CL. In their studies, Webb (1989) and Webb and Farivar (1994), for example, found that students who

tried to elaborate the material more comprehensively for their peers significantly outperformed those who simply provided a brief careless explanation or those who were passive in this regard. Dansereau (1987) opined that in course of elaboration of ideas, students have the opportunities for identifying new patterns of learning and various learning strategies. Such contexts, as a number of researchers (e.g. Gillies & Ashman, 2003; Johnson, et al., 1981) have confirmed, contribute more significantly to the development of meta-cognition levels of students, which, in turn, enhances effective learning.

Joyce and Weil (2003) have assumed that the synergy generated in cooperative learning settings brings in feelings of connectedness among students, particularly a feeling that their power in their teams is more cogent than when they are alone. This kind of feeling causes ripple effects generating more positive energy among them, and motivates them for further achievement of their shared learning goals. And the attainment of their goals enhances their levels of self-confidence along with a feeling that they are respected and appreciated. The two researchers are also of the view that such settings are conducive to the emergence of diverse and creative ideas, which are favourable to the creation of more intellectual persons. Researchers like Pandian (2007) have

appreciated the significance of participatory learning environments especially for the education of physically disabled or mentally backward students. Johnson and Johnson (1999) have also pointed out certain merits of CL. In their view, CL brings in psychologically supportive environment, contributes to constructive ways of conflict management, and increases group cohesion. They postulated that CL results in positive social behaviours and societal competencies such as reduction of stereotypes and prejudice, acceptance of cultural and individual differences, internalisation of values, coordination of effort and division of labour, and creativity.

Cooperative Learning and Language Classes

In view of the fact that students, in cooperative learning settings, need to exchange information in order to succeed in achieving their shared learning goals, CL is believed to facilitate more communication (Yager, Johnson, & Johnson, 1985), which is one of the main concerns of ELT for the attainment of its goals. A growing body of research has indicated that, compared to TLM and individually competitive learning, CL is more favourable to SLA (Hatch, 1978; Long & Porter, 1985; Pica, Young, &

Doughty, 1987; Zhang, 2010) and EFL learners' higher levels of communicative competencies (Bejarano, et al., 1997; Ning, 2011). To justify the contribution of CL to SLA, Kagan, as cited in Ghaith and Yaghi (1998), has argued that "language acquisition is determined by a complex interaction of a number of critical input, output, and context variables" and that *CL "has a dramatic positive impact on almost all the variables critical to language acquisition"* (p. 223). McCafferty, Jacobs, and DaSilva Iddings have also commented that the significance of CL for language classes lies in the focus it has on *boosting the effectiveness of groupwork*, which has paramount contribution to effective language learning. To emphasize the importance of the context of learning, within the scope of CL, for the acquisition of language, TESOL (1997) acknowledged:

Language is learnt most effectively when it is used in significant and meaningful situations as learners interact with others to accomplish their purposes. Language acquisition takes place as learners engage in activities of a social nature with opportunities to practice language forms for a variety of communicative purposes. Language acquisition also takes place during activities that are of a

cognitive and intellectual nature where learners have opportunities to become skilled in using language for reasoning and mastery of challenging new information. (p. 7)

Jacobs, et al. (1996) found that L2 learners had more language practice opportunities and displayed a wider range of language functions in group or pair work than in teacher-fronted classes. According to them, CL offers opportunities for pre-modified input that focuses on meaning in lower-anxiety contexts, interactionally modified input, and comprehensible output. Jacobs (1988) has reported that CL, in comparison with traditional methods:

1. Increases the quantity of language students use,
2. Enhances the quality of the language students use,
3. Equalizes the learning opportunities for all students, and
4. Creates a less threatening learning environment for language use.

As to the first above mentioned benefit of CL for language classes, the belief is that students divided into, for example, ten groups in a CL class can get ten times as many opportunities to talk as in full-class organization. Regarding the second mentioned

benefit of CL, a survey of research on groupwork conducted by Long and Porter (1985, cited in Zhang, 2010), indicates that learners use longer sentences and are careful to produce more grammatically correct sentences in groupwork than they do in teacher-fronted lessons. Increased active communication, deeper comprehension, and development of language skills are among other results of CL in language classes that Kessler (1992) has discussed. Tsui (2002) has purported that cooperative language learning, compared to teacher-fronted or lockstep approaches, endows learners with more opportunities to initiate and control the interaction in order to produce a much larger variety of speech acts and to engage in the negotiation of meaning. Groarty, as cited in Richards and Rodgers (2001), has mentioned the benefits of CL in EFL/ESL settings as follows:

- a) an increased frequency and variety of L2 practices through various types of interaction, b) the possibility for development or use of language in ways that support cognitive development and increased language skills, c) opportunities to integrate language with content-based instruction, d) opportunities to include a greater variety of curricular materials to stimulate language as well as concept

learning, e) freedom for teachers to master new professional skills, particularly those emphasizing communication, and f) opportunities for students to act as resources for each other, thus assuming a more active role in their learning. (p. 195)

A number of researchers have also reported the contribution of CL to critical thinking, which they have mentioned to have positive relationship with language learning (see Hosseini, 2000/2009/2010). This is, as it was noted, possible because, as Angelo (1995) declared, “intentional application of rational higher order thinking skills such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation” (p. 6), which are common practices in cooperative language learning situations, are characteristics of critical thinking. Beyer (1995) has defined critical thinking as “making reasoned judgments” (p. 8), which is encouraged in cooperative language learning settings. And Liang, Mohan, and Early (1998) have suggested that the success of CL in language classes is by virtue of the fact that “cooperative learning offers L2 learners more opportunities for interaction in L2” (p. 14).

As the result of such research findings CL has received an extensive attention of ELT experts in recent years. Language

specialists have focused upon the effectiveness of cooperative learning particularly in EFL and ESL classrooms since the advent of CLT on the premise that language is best learnt when it is used for communication in social contexts.

There are plenty of research that proves the significant impact of CL on improving speaking, listening, and even writing skills of students especially at elementary and intermediate levels. The following section is an attempt to throw light on the impact of CL on a) reading comprehension, b) learning strategies, c) attitude, and d) retention of information of students. The effectiveness of CL in university classes has likewise been focused upon because the dominant belief is that the implementation of CL at university level is not feasible.

Cooperative Learning and Reading Comprehension

No one can deny the importance and significance of reading in the era of information explosion today. It is a known fact that most of the latest findings in the world of science and technology are often introduced and communicated in written form, in English. Furthermore, reading is a basic and complementary skill in any language classroom, particularly in courses for specific purposes in

EFL/ESL settings. Reading is an important means by which not only new information is gathered and comprehended but also new language skills are acquired. As the basic channel of communication for achieving academic goals, reading helps students consolidate and extend their knowledge of subject matter as well as that of the language. Importantly, reading can be considered as a means of cultivating many techniques of thinking and evaluating, which are essential for understanding and solving problems in the real world. The fact, however, is that reading instruction has not been a success so far, especially in countries like Iran. Although undergraduate learners have far less problems in selecting the best alternative in a multiple choice test on reading comprehension, most of them are not able to locate or deduce an implicitly mentioned idea in a given text demanded by open-ended questions. They do not have the ability for *evaluative interpretation of the texts*. Therefore, it is worth investigating if CL could be conducive to this skill more effectively than the traditional methods applied in countries like Iran.

Palincsar and Brown (1986) have averred that CL creates situations wherein the text becomes more meaningful and important to students. Consequently, students are encouraged to seek the help of others for comprehending key points, which in

turn increases their understanding of the whole text. In the same lines, a number of researchers (e.g. Rabow, et al., 1994; Totten, Digby, & Russ, 1991) have stressed that shared learning, in cooperative learning situations, gives students opportunities to engage in a variety of discussion activities that engender critical thinking, which is favourable to their deeper understanding of the material. Cloward (1967) has also claimed improvement of cognitive gains of students in reading courses run through CL. Similar claims have been declared by some other researchers like Hassinger and Via (1969). Clarke (1989, cited in Zhang, 2010) has also reported that CL classroom spurred students to involve in language reading activities more effectively. According to Joritz-Nakagawa (2006), the significance of application of CL to reading courses is that besides contributing to reading skill, it brings the opportunities for oral practice of language.

Among other researchers who have carried out empirical researches on the effectiveness of CL on reading comprehension is Ronald K. In 1992, Ronald (as cited in Himson, 2000) implemented CIRC method of CL in nine 3rd grade classes in rural Ohio with 198 students. Reading subtests of the California Achievement Test were utilized in order to compare results of the study with previous evaluations of CIRC. A multivariate analysis

of covariance with univariate follow-up analyses revealed that the CIRC group significantly outgained the control group on reading comprehension. In addition, when the group were divided into three reading levels (low, middle, and high), it was indicated that low performers reaped more benefits out of the implication of this method. Teacher acceptability ratings also indicated positive experiences with CIRC.

Akbarzadeh's (2016) study was an experimental investigation on the effects of CTBL, my instructional approach, and STAD, developed by Slavin and associates (1977) at Johns Hopkins University, in the US, on the reading comprehension of Iranian EFL intermediate students. After conducting an IELTS Reading test to a total population of 75, sixty students were selected, based on their scores in the pretest. Then they were randomly assigned to control and experimental groups – 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 my 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 on an independent T-test showed statistical significance at $P \leq 0.05$ level that can be attributed to the effect of CTBL on the participants' reading comprehension achievement.

In my MA research study, i (Hosseini, 2000) found significant results for the effectiveness of TBL in improving the reading comprehension of Iranian high school students. Momtaz and Garner (2010) also reported that the effects of cooperative reading in enhancing the reading comprehension ability of university students were salient in their study. Such a finding in relation of effectiveness of CL at the graduate level corroborates those of my PhD level research study (Hosseini, 2009) that the average scores of university students in cooperative learning were higher than those of students in a traditional teacher-oriented English reading class. Finally, Jacobs has stated that increased communication in participatory learning settings, in the case of a reading class, would be beneficial in two ways. First, students would be learning more about how to learn comprehension strategies. Second, they would be persuaded to discuss and negotiate the meaning in their groups more often, which means further oral proficiency.

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.

And finally, Salari (2018), 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 gauge 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 Hosseini's method of (language) teaching (i.e., 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 showed statistical significance at $P \leq 0.05$ level that can be attributed to the effect 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.

Cooperative Learning and Oral Performance

In her study, Jahanbazian (2015) intended to look and compare the possible effects of CTBL with Learning Together (LT) – the most popular method of Cooperative Learning (CL) -- 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 showed that the participants generally tended towards supporting the implementation of cooperative strategies. More specifically, the participants had more positive attitudes towards CTBL rather than LT.

Cooperative Learning and (Language) Learning Strategies

There is no doubt in the significant contribution of (language) learning strategies in (language) learning/knowledge building. The common knowledge is that understanding a message, for example, involves making meaning out of it and that it is language that supplies the tool to construction of meaning. The point, however, is that, as Block (1992) has argued, L2 learners and specifically FL learners have more limited linguistic knowledge than L1 learners and so understanding of material is more difficult for them. Hence, language learning strategies would be more significant to these groups of learners in order to fill the gaps in their understanding. (Language) learning strategies would enhance their abilities for integration of prior knowledge to new information, which according to advocates of cognitive theories, is the key for the

(language) learning to occur. Furthermore, according to researchers like Marefat (2006), the significance of learning strategies lies in their contribution to “learner autonomy, independence, and self direction” (p.26). In spite of the fact that the mechanisms underlying cooperative learning settings are effectively conducive to the development of learning strategies of participants, little attention has been paid to study the effectiveness of CL on language learning strategies of students. And this could be considered as an appropriate target for researchers.

Flaitz and Feyten (1996) observed that students benefited from exposure to group activities designed to raise their general level of awareness of language learning strategies. Sharan and Sharan (1988) have reported that participatory learning environments were favourable to improving cognitive strategies. And Johnson brothers (1975) asserted that CL contributes to better information processing and acquisition of high quality reasoning strategies of students. In their studies, which compared CL and traditional classroom methods, Wedman, Kuhlman, and Guenther (1996) also concluded that students developed a higher level of understanding of the strategy use and comprehension abilities in cooperative learning contexts, as compared to the traditional context. Along the same lines, Rabow et al. (1994) and Totten,

Digby, and Russ (1991) have argued that cooperative learning activities lead to the development of skills such as verbal, analytical, and interpersonal. And finally, in my PhD research study, i observed that CGBL method of Johnson brothers, which is a pure CL method, and particularly CTBL contributed to language learning strategies of EFL/ESL students, in Iran and India, more significantly than the TLM.

Cooperative Learning and Attitudes of Students

.....

That man is nearest to God who pardonth when he had in his power him who would have injured him.

-- Holy Prophet Mohammad (PBUH)

Oxford (1997) pointed out that what we know about effective instruction indicates that CL should be used when we want students to like each other better, like themselves better, like school better, and learn more effective social skills. Congruently, Senior (1997) reported that properly structured cooperative learning activities are associated with positive outcomes such as a safe environment, a feeling of warmth, a feeling of comfort, a sense of camaraderie, a feeling of relaxation, mutual support, a feeling of cooperation, and a feeling of trust.

Johnson and Johnson (1989) and Slavin (1995) found that CL brought positive attitudes of students towards subject areas and pedagogic experience. Gunderson and Johnson (1980) also reported that CL groups encouraged students' positive attitudes towards the target language, their peers, and their teachers. In their study, Singhanajok and Hooper (1998) reported that students in cooperative learning settings, compared to those in TLM, had a more positive impression of the lesson and CL itself. Rabow et al. and Totten, Digby, and Russ confirmed that CL gave students an opportunity to engage in different discussion activities that brought more personal satisfaction for participants. The significance of such findings is that, as a number of researchers like Fraser and Fisher (1983a, 1983b) have confirmed, students achieve better in the kind of classroom environments which they prefer or have favourable attitudes towards. This is because students' perceptions of their learning environments have direct influence on their cognitive and affective outcomes (Fraser, 1986, 1989, 1994; Fraser & Fisher, 1982). Oxford and Shearin (1994) have gone deeper into the reasons arguing that learners' attitudes towards teaching/learning environments greatly affects their motivations, which have direct impact on the level of their engagement in the process of learning. And the extent of learners' involvement in the

learning process is predictor of their success or failure because according to Richardson and King (1998), engagement in the process of learning results in effective learning and retention which, in turn, influences learners' attitudes. There are a number of research findings in the literature that justify such claims and findings. In a study, to test the relationship between attitudes and reading performance of students, Healy (1965) conducted some kind of group activities and tried to change participants' attitudes in order to assess the effects of these changes on their reading achievements. The result of the study showed significant performance of the experimental group in comparison with the control group. He suggested that the achievement results enhanced the favourable attitudes of students in the experimental group. To cite another example, in my PhD study, i found that compared to TLM, collaborative learning reoriented students' attitudes towards language learning and cooperative learning activities in positive ways. Such a shift in participants' attitudes affected their motivation and the level of their engagement in the learning process and hence contributed to their academic success.

Cooperative Learning and Retention of Information

The choice of retention in this section relates to the fact that forgetting is one of the main problems that students, especially in their FL/L2 learning courses, suffer from. Inability to retain information is a major barrier to students to perform and excel both academically and in life. And CL seems to be a solution in this regard.

Compared to traditional methods, CL has been found to ensure a more effective manner of the recall of not merely texts' contents (Ames & Murray, 1982) but also information as a whole (Dishon & O'Leary, 1984; Falchikov, 2001). Elliott (1996) has opined that it is active involvement of participants in participatory learning settings that enables them to retain the information for a longer duration of time. O'Donnell, et al. (1988) observed that individuals working cooperatively outperformed individuals who were working alone on delayed recall tests. Also, Millis and Cottell (1998), for example, declared that CL promoted effective learning and enabled students to commit information to memory more effectively. Researchers like Staarman, Krol, and Meijden (2005) and Wittrock (1978) have maintained that the success of CL relies on the fact that when learners discuss to find a solution to a problem on a topic, they verbalize their thoughts and this verbalization plays a critical role in effective learning. This is so

because it elicits elaborative cognitive process, which contributes to more effective learning and better retention of information. The Johnsons and Holubec (1986) have also been of the opinion that cooperative learning situations are conducive to the enhancement of quality of understanding and reasoning and the accuracy of long term retention because they facilitate the engagement of learners in some sort of cognitive restructuring or elaboration of the material. And lastly, i myself, in my PhD study, observed that particularly my own innovation, CTBL, contributed more significantly to the participants' retention of information.

Cooperative Learning and Undergraduate Learners

As noted, another worth of investigation research domain in relation to the efficiency of CL refers to undergraduate learners. But, unfortunately very few action empirical researches have been done to see the effectiveness of CL/methods at the graduate level. This is perhaps because the predominant belief is that college students may have an aversion to shared learning.

In their study, Beilin and Rabow, as cited in Rabow et al., compared CL with TLM in introductory psychology. They reported that the experimental group outperformed the control

group in the final exam. But in the mid-term exam, as they observed, there was no significant difference between the two groups. In another study carried out on 350 sociology students, they found that the experimental groups exceeded the control groups on the narrative questions of their test, which consisted of objective items and short answer questions, in addition to narrative questions. The researchers assumed that the results could be correlated to the nature of CL methods which stressed incorporating analysis, synthesis, application, and deeper levels of understanding that helped the experimental groups outperform their counterparts in the control groups in tackling more challenging questions. They did not give any hint as to why their experimental groups did not outscore their counterparts in the other two types of questions.

In an interesting study, Astin (1993) completed a comprehensive longitudinal large-scale statistical study across more than 200 colleges. One of his goals was to locate the most influential predictors of positive student attitudinal changes at the collegiate level. He concluded that student-student interaction, which is the main concern of CL methods, was by far the best predictor out of nearly 200 environmental variables including a large number of curriculum factors. In another study, Cooper and

Mueck (1990) reported on a questionnaire's results which had been conducted on over 1000 university students in order to measure their attitudes towards CL courses and their previous traditional courses. They observed that 70 to 90% of the sample population believed that their CL courses helped them to be more interested in the subject matter, enabled them to diagnose their own true knowledge of the subject matter, increased the general class morale, and ensured a better rapport with the teacher. In a similar study, Tjosvold, Marine, and Johnson (1977) also verified the effects of CL methods for the promotion of learners' positive attitudes both towards didactic and towards interactive methods of teaching science. They reported that students taught through these methods significantly outperformed those taught through traditional competitive strategies.

In a study conducted on 95 students in a general psychology class, Hall, Mancini, and Hall (1996) compared the effectiveness of CL with TLM on students' retention of information. They reported that students who experienced learning through CL improved their retention of information more significantly than those who were in control group. In another study, at the University of Oklahoma, McInnerny and Dee Fink conducted a 3-year long study on a group of microbial physiology students.

They reported that after the application of team-based learning to their classes, students' abilities for retention of information increased significantly, when compared to the semesters they had been taught through TLM. They likewise observed that while a few students scored 70% and above in TLM, most of students improved their marks with 70% and above scores in cooperative learning situations. It has been posited that it is group activities (e.g. summarization, metacognitive activities, and elaborative activities) and the availability of multiple sources of feedback (e.g. from partners and teacher) that bolster retention of information in participative learning settings (Dishon, & O'Leary, 1984; Slavin, 1991). And finally, in my PhD level research study, it became evident from the analyses of the data gathered that the two select CL methods served to (a) increase acquisition of texts contents, (b) widen repertoire of language learning strategies, (c) generate positive attitudes, and (d) improve the retention of information, on the part of the target groups university students more significantly than the TLM.

In conclusion, as Lefrancoise (1995) has also posited, CL leads to better achievement at all grades and age levels for all subjects. Increase in superior academic performance in cooperative learning settings occurs because such environments bring highly

positive relationships among group members and enrich the learning experience by blending students of a variety of ability levels and experiences. Group discussion and cooperation, in such situations, promote interest in the subject, motivation to learn, comprehension, and discovery.

At the end of this section, it should be reminded that following the line of research focused upon thus far, another viable domain in which to investigate the concept of the efficacy of CL is the comparison of Johnsonian and Hoseinian/Slavinian methods/approaches. The remainder of this chapter addresses this emerging arena of highly controversial debate.

Summary of the Researches on the Effectiveness of CTBL (my Instructional Innovation)

.....

- ✓ *****Doubt encourages enquiry, which results in conflict, either within the individual or between people within the society or the both. And conflict is favourable to opposition, which naturally involves competition. And - fair - competition, even with self, is the key to development, which brings with it prosperity. Hence the very need for training skilful dubious citizenry if Education wants to contribute to human prosperity.**

--The Author, Dr S.M.H.Hosseini, Iran

A number of researches have illustrated the significance and effectiveness of my instructional approach, Competitive Team-

Based Learning (CTBL). In my MA research study, I (Hosseini, 2000) compared the effectiveness of my own approach (CTBL) with the Traditional Lecture Method (TLM). I found significant results for the effectiveness of CTBL in improving the reading comprehension of Iranian high school students. Also, I found that my approach contributed to the development of reading comprehension abilities of lower performers more effectively than the TLM.

My PhD research study (Hosseini, 2009), which was a comparative empirical research study sought to explore and examine the complex effects of my educational innovation, 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) method 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. 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, I (Hosseini, 2012) 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, I compared the effectiveness of my method with Group Investigation, developed by Sharan and Sharan (1992) at Tel Avive University, in Israel, with reference to the language proficiency of Iranian EFL intermediate students. I

found that my 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) – the most popular method of Cooperative Learning (CL) -- 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 showed that the participants generally tended towards supporting the implementation of cooperative strategies. More specifically, the participants had more positive attitudes towards CTBL rather than LT.

Akbarzadeh's (2016) study was an experimental investigation on the effects of CTBL, my instructional approach, 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 my 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 on an independent T-test showed statistical significance at $P \leq 0.05$ level that can be attributed to the effect of CTBL on the participants' reading comprehension 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.

And finally, Salari (2018), 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 gauge 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 Hosseini's method of (language) teaching (i.e., 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 showed statistical significance at $P \leq 0.05$ level that can be attributed to the effect 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.

The Other View

.....
✓ *** "Free discussion of ideas and ideologies", which was proposed by Khamenei, our leader, is not only an effective approach to furthering our distance from dictatorship, corruption, and misery, but it also is an effective way towards democracy and a civilized society. But this is true only if THEY do not list participants with different ideas in their black list in order to marginilise them, deprive them of their basic rights, torture and even wipe them out with sensible and non-sensible Satanic/fascist approaches. The truth is that if these prehistoric approaches are applied, then our rulers are nothing but some barbarous inferior-to-animals despots who are just deceiving others so as to facilitate their possessions' (i.e., people) exploitation.

- The Author, Dr S.M.H.Hosseini, Iran

Apart from the advantages reported in favour of CL, a closer investigation into the related literature brings to light a fair number of counter arguments within research findings. And this section is an attempt to bring to the fore such incongruities in the related literature. Abu and Flowers (1997) conducted a study on 197 high school students in home economics to compare the effects of CL and conventional learning on the participants' achievement, retention, and attitudes towards the teaching methods. They

claimed that they found no significant differences among the dependent variables (i.e. students' achievement, retention, and attitudes) and the teaching methods used. Likewise, after a review on twelve studies, which compared CL to TLM, Tateyama-Sniezek (1990) reported that working together in groups did not result in greater academic achievement. In a similar study, Tingle and Good (1990) concluded that groupwork did not have a significant influence on problem solving abilities of students, in comparison with those who worked alone. There are also a number of other researchers who have not confirmed a positive relation between CL and learning outcomes and attitudes in their studies (e.g. Carrier & Sales, 1987; Klein, Erchul, & Pride, 1994; Peterson, Janicki, & Swing, 1981; Talmage, Pascarella, & Ford, 1984).

On the other hand, whereas Olsen (1969) and i (Hosseini, 2009) found significant influence of CL on the language achievement of our students in our PhD level research studies, Nederhood (1986) reported no significant results for academic achievement of students in CL classes. Nederhood's study was a meta-analysis of 34 studies, which attempted to find out the effects of CL on reading comprehension, language arts, and mathematics of 1145 middle school students in 114 classrooms. Also, while

Nederhooft and I reported significant effect of CL on students' attitudes towards learning experiences and environments, Olsen did not observe such significant results.

As respect to different-level achievers, there are some incongruities in research findings on the level different achievers can gain or even lose in CL classes. Murfitt and Thomas, as cited in Topping (1998), have indicated that low performers benefit much more than high achievers out of cooperative learning situations. But others like Dalton (1990) have argued that working in CL groups benefits high achievers more than others. Yet scholars of repute like Slavin (1995) have declared that CL has no significant influence on high achievers' academic performances. Even some like Allen (1991) have claimed that in CL situations high achievers are actually losing their precious time which they could use in other ways to better their prospects. Researchers like Webb (1989), however, do not agree with the idea that high achievers cannot reap advantages out of cooperative learning settings. Webb contended that high achievers also gain benefits out of CL. Experts like Richards and Rodgers have gone further and claimed that advanced students obtain more advantages from CL than others by virtue of the fact that they have more opportunities for articulation and explanation of their own ideas. And in my

studies, i myself found that all students but particularly lower performers gained the best results out of my approach, CTBL.

Inter-Group Cooperation versus Inter-Group Competition

Despite the fact that the pendulum in the domain of CL methods swings between those methods that stress pure cooperation and those that emphasize competition, very few researches, to date, have essayed to directly compare the effectiveness of this two kinds of CL methods, which have recently exacted the most interesting and hotly debated controversies. As noted, abundance of research findings verifies the advantage of CL merely over traditional methods of teaching.

Deutsch (1949) found that college students solved more problems in a cooperative environment rather than in a competitive environment. He concluded that while cooperation contributes to positive interdependence, competition reflects negative interdependence. There is still another type of interesting research findings. Shumway, et al. (2001), for example, conducted a study on eighteen classes from six schools (388 students) and compared the effects of CGBL with a method that stressed competition in cooperative learning settings on students' group problem-solving

performances and attitudes towards their learning environments. The study was undertaken within the context of a problem solving activity in a high school technology education laboratory. They reported no significant differences between the influences of the two methods of CL. However, the findings of the study indicated that the students participating in the inter-group cooperation environment generally expressed more favourable attitudes towards various aspects of their learning environment than students participating in the inter-group competition environment.

In their significant meta-analysis of 122 studies that examined the effects of cooperative-, competitive-, and individualistic-goal structures on students' achievements, Johnson, et al. (1981) reported that CL was significantly more effective than individually or competitive learning in promoting students' academic achievement. Furthermore, they reported that inter-group cooperation promoted higher academic achievement than inter-group competition. In a similar meta-analysis of 43 studies, Qin, Johnson, and Johnson (1995) found that inter-group cooperation was more conducive to problem solving abilities of students than inter-group competition. In another noteworthy meta-analysis, Johnson, Johnson, and Stanne (2000) analysed 164 related studies to compare the effects of some popular methods of CL vis-à-vis

TLM and individually competitive learning on the academic achievement of students in different subject areas. The studies were conducted with elementary to post secondary students in different parts of the world including North America, Europe, the Middle East, Asia, and Africa. They confirmed the overall advantages of CL methods over TLM and individually competitive learning as the result of the analysis of the target studies. They noted more significant effects of LT/CGBL followed by CC and then STAD. They observed that TGT and GI were the next most effective methods of CL. Jigsaw and CIRC were reported to be the least effective methods of CL, albeit they were found to be better than traditional methods of teaching.

Conversely, in their review of similar studies, researchers like Slavin (1983/1991) have noticed positive effects of those methods which emphasize competition (e.g. TGT) on students' achievements. There are a number of such findings. Dyson and Grineski (2001), for example, in their study, encouraged inter-group competition between collaborative teams in their study. They found that when properly employed in a competitive environment, cooperation emphasizing each individual's contributions toward collective goals could have very positive impacts on student learning. Similarly, Lam, et al. (2004, cited in

Attle & Baker, 2007) found that competition, in such situations, contributed to the performance goals and learning motivation in the classroom. And Dettmer (2004) posited that ‘learning by losing’ was a valuable process for students preparing for professions where working under pressure was necessary. Furthermore, Tauer and Harackiewicz (2004) found that intrinsic motivation of participants consistently improved in such settings. And in my PhD study, i proved the superiority of my instructional innovation, CTBL, over even Johnsons' method (LT), which is – at present - the most popular method of CL.

As it is realised, while proponents of competition in cooperative learning settings take the stand that competition contributes to motivation, enjoyment, and performance of participants, opponents, as mentioned earlier, argue that it impedes motivation, enjoyment, and learning. The counter-argument is that competition effects anxiety and some adverse effects. In summary, the review of the related literature confirms divergent and contrary views among such research findings. Johnson brothers and Stanne (2000), for instance, reported on the dominance of inter-group cooperation on inter-group competition in their study. The results of their meta-analysis proved the advantage of those methods of CL which purely emphasized cooperation (e.g. CGBL) over those

methods which valued competition (e.g. TGT). In contrast, in the opposite camp, few other CL specialists like Slavin and I have argued that competition has a more significant role in contributing to effective learning in participatory learning settings. Simply put, scholars like Johnson and associates have highlighted the contribution of pure cooperation to the success of CL. But experts like Slavin have focused on the role of competition in CL methods.

It is interesting to note that some scholars who have been in favour of competition in cooperative learning settings like Topping (2000) and even Slavin (2000) have recently expressed some kind of doubts about the effectiveness of competition and the mechanisms that facilitate it (e.g. extrinsic reinforcements like group goals and incentives) in different cooperative learning environments. This may be due – in part – to the divergent and contrary findings in recent research findings. Topping, for instance, maintained:

There is clearly considerable variety and conflict in the literature.... To what extent is competition between working groups a necessary and desirable feature of the organization of cooperative learning, if achievement gains are to be as good [as] or better than other pedagogical procedures? Is

some system of external accountability of the individual within a cooperative working group also necessary, or can activities be organized so that this action is carried out within the group itself? Is there really a need for extrinsic reinforcement, or does this vary according to societal and cultural expectations, and may its inappropriate insertion actually result in worse outcomes? (Ibid. p. 584)

Along the same lines, some other researchers like Damon (1984) have plainly rejected the application of extrinsic incentives to participatory learning situations arguing “there is no compelling reason to believe that such inducements are an important ingredient in peer learning” (p. 337). Such ideas are implicitly, if not explicitly, questioning CL methods which underline competition, through, for example, prioritising the significance of extrinsic incentives.

How could one interpret such divergent findings and arguments in the literature? The fact is that, as it was explained, a number of factors affect the success of instructional methods, especially CL methods. Socio-cultural norms and expectations are among such factors. For example, as Jacobs and McCafferty (2006) have argued, CL and group activities have not been a success in language classes in some Asian countries like Vietnam

because such activities run counter to the ‘Confucian roots’ of their cultures. On the other hand, as noted, in my PhD level research study, i found some positive results out of the implementation of two debatable methods of CL in two other Asian countries – in Iran and India. The fact is that the results were in parallel with the target groups’ socio-cultural expectations and tendencies for cooperation -- either through CGBL or through CTBL rather than for individually attainment of their goals. The study provided evidence that CGBL was somewhat more successful in Iran. But, in India, it was CTBL.

The results of my study, thereby, were in contradiction to the findings of researchers like Shumway, Stewardson, Saunders, and Reeve who have reported no significant differences between the effects of CGBL and CTBL on academic achievement of students. More specifically, the results did not firmly support the findings of researchers like the Johnsons’ and Stanne, who have claimed the advantage of those methods of CL that accentuate pure cooperation in intra- and inter-group relations over those methods of CL that prioritize the importance of inter-group competition.

The results were likewise in contrast with the reports of researchers like Abu Rass (2007) who have argued that students in Islamic countries “do not value diversity of ideas, beliefs, and

perspectives” (p. 5) and so cannot be taught through modern methods like those of CL. He has reasoned so because he believes Islam wants them and trains them to be so. He has also concluded that Muslim teachers are following behaviourist principles in their classes because such philosophy, in their perception, originates from The Qoran, our holy Book. It is worth mentioning here that the true spirit of Islam is that it appreciates diversity and encourages the accommodation of different ideas, beliefs, and perspectives. Like any other religious movement that is conscious of realities, Islam too is aware of hegemonic forces that cause marginalization, alienation, and oppression. Islam encourages co-operation, consultation, negotiation, and consideration of diverse ideas. Iran’s former President’s, who was also a sheikh (cleric), proposal for ‘the dialogue among civilizations’ was a fine manifestation of such an outlook and attitude in the backdrop of Western concerns about clash of civilizations.

Finally, i have made a clarification about the significance of extrinsic incentives within the arena of the application of CL methods which is needed to be put forward once again. All of us, as human beings, need to receive encouraging feedback from the milieu we live in so as to be re-energized and to move forward. Appreciation through extrinsic incentives is a natural, normal, and

reasonable way of helping and enabling others to grow and use their potentials to the extent possible for their own benefit and that of society. The same is true for learners too at any graded level. This is one of the reasons why i believe that extrinsic incentives should be injected rather than rejected, as researchers like Damon (1984) have asserted, in interactive learning environments. It seems that the contribution of well-designed extrinsic incentives and rewards to the immersion of all team members in the learning process, as it happened in CTBL environments in my study, can be persuasive enough for the consideration of extrinsic incentives in cooperative learning settings.

What is more, engagement occasioned by extrinsic motivation in CTBL classes were more favourable to effective learning. The point is that the sense of achievement, in its turn, is believed to have the potential to lead to intrinsic motivation. Therefore, the question is not, as researchers like Topping (2000) have argued, whether there is a need for extrinsic reinforcement in cooperative learning situations. But, the question is which kind of extrinsic reinforcement strategies would more effectively contribute to individual accountability of all group members, which is being ignored in most CL methods. This is imperative because it is not easy to envisage interactive group learning

wherein some individual members, say free riders or social loafers, tend to abdicate their responsibilities, and yet expect them and their groups to flourish. CTBL makes cooperative learning a success in view of *its special foci* on 1) inter-group competition, 2) individual accountability of *all* team members, 3) systematic implementation of groupwork, and 4) socio-political context in the present world context which are the neglected areas in most current methods of CL like that of the Johnsons’.

Conclusion

.....

Do not follow where the path may lead. Go, instead, where there is no path and leave a trail.

-- Anonymous

More than one thousand systematic and scientific research studies have been done in the field of CL so far. Johnson, as quoted in McCafferty, Jacobs, and DaSilva Iddings (2006), has asserted:

If there’s any one educational technique that has firm empirical support, it’s cooperative learning. The research in this area is the oldest research tradition The first study was done in 1897; we’ve had ninety years of research,

hundreds of studies. There is probably more evidence validating the use of cooperative learning than there is for any other aspect of education. (p. 6)

As indicated throughout the related literature, researchers strongly support the proposition that CL, as a pedagogical approach, is far more effective than the traditional mode of instruction which foregrounds lecturing and listening, instead of engaging students in creative and critical thinking, as an educational goal. Numerous studies have listed diverse outcomes across a wide range of curriculum areas for CL as opposed to TLM and individually competitive learning specifically after World War II. Furthermore, studies made by several scholars and proponents of CL, particularly studies done since the 1970s, have indicated greater benefits of CL to students in different parts of the world. Despite the abundance of research in the effectiveness of CL (methods), there exist areas that exact further investigation. Among such areas is the effectiveness of my instructional innovation. It is just recently that i have – formally – introduced CTBL to researchers. I am sure that the future research will strongly confirm the superiority of my innovation over the present methods and approaches like Collaborative Learning, Interactive

Learning, and other CL methods, in a number of areas. I have tried to draw the researchers' attentions to some such areas in the last chapter, of the present book.

* * * * *

The following chapter seeks to shed light on the rationale behind the success of my innovation, CTBL.

Discussion Questions

1. List the prerequisites for effective language acquisition and then discuss the contribution of CL to language learning with reference to such requirements.
2. What are the other probable causes for diverse results of CL, as it was indicated in this chapter?
3. Is my argument against Topping's comment acceptable?
4. Can you develop the abstracts of my MA and PhD with the help of the information i have provided about them in this chapter? These abstracts have been provided in the following chapter.

Food for Thought

1. Discuss probable advantages of CL for the education of physically disabled or mentally backward students.
2. Discuss the reasons that justify the application of CL in language classes at college level.
3. Discuss your understanding of the below saying:

.....
The one real goal of education is to leave a person asking questions.
-- Maxbeerhohm

Notes

1. **Reading comprehension** is a highly complicated process. It may be briefly defined as the ability to understand the text for main and specific information. Reading comprehension is a physical, intellectual, and emotional affair which necessitates skills and abilities. Tinker and McCullough (1962) asserted that:

Reading involves the recognition of printed or written symbols, which serve as stimuli for the recall of meanings built up through past experience, and the construction of new meanings through manipulation of concepts already possessed by the reader. The resulting

meanings are organized into thought process according to the purposes adopted by the reader. Such an organization leads to modified thought and/or behaviour, or else leads to new behaviour, which takes its place, either in personal or in social development. (p. 615)

Comprehension, thereby, is the main aspect of reading as a multipurpose activity. Vocalizing the print on the page, decoding, skimming, and scanning are some the other aspects of this skill. Comprehension may also be defined as the understanding of what is written between and beyond the lines which entails mental reactions to the printed material at lexical, syntactic, pragmatic, and discourse levels. These mental reactions are the immediate results of interaction of co-text, text, context, and thought which in turn solicit the activation of higher and complex cognitive functions of the reader's mind. The fact is that for this activation to occur, a wide range of abilities or skills and strategies are needed -- skills from recognition of words to evaluation of the writer's thought, and strategies from rereading a sentence to evaluating an implicit idea of the text. Therefore, reading comprehension involves the interaction of a number of complex processes and knowledge bases that can broadly be

divided into print decoding and comprehension process. Accordingly, Coady (1979) argued that comprehension is the result of interaction among higher-level conceptual abilities, background (cultural) knowledge, and process strategies during which the reader has to select, repress, soften, emphasise, correlate, and organize the information. There is also evidence that emotional involvement has significant influences on comprehension (Mathewson, 1976).

2. **Language Learning Strategies:** In spite of the importance attributed to strategies in the process of language learning, there is no agreement on a clear-cut definition for learning strategies among researchers. For example, Weinstein and Mayer (1986) defined learning strategies as “behaviours and thoughts that a learner engages in during learning” which are “intended to influence the learner’s encoding process” (p. 315). Similarly, O’Malley and Chamot (1990) believed that learning strategies are “special thoughts or behaviours the individuals use to help them comprehend, learn, or retain new information” (p. 1). Willing (1985) described strategies as ‘methods’ which the learner uses in order to gain control

of the complex input he receives. For Taron (1983), language learning strategies are “attempts to develop linguistic and sociolinguistic competence in the target language” (p. 67). And Oxford (1994) has described L2 learning strategies as “specific actions, behaviours, steps, or techniques students use -- often consciously -- to improve their progress in apprehending, internalizing, and using the L2” (p. 1).

As there are varieties of definitions for strategies, there are also different ways of categorizing the strategies, although they do not have radical differences. According to Rubin (1975) and O’Malley and Chamot, for instance, there are three types of strategies used by learners that contribute to language learning: learning strategies, communication strategies, and social strategies. They are of the view that whereas the first category of strategies influences language learning directly, the last two categories contribute to language learning indirectly. Oxford (1990) has tried to develop a more comprehensive classification of various learning strategies. She has identified two main categories of learning strategies: ‘direct’ learning strategies and ‘indirect’ learning strategies. In her classification, direct learning

strategies entail memory or mnemonic strategies, cognitive strategies, and compensation strategies. Indirect learning strategies include metacognitive strategies, affective strategies, and social strategies. Whereas the former group refers to those strategies that are concerned with “language itself in a variety of specific tasks and situations” (ibid. p. 14), the latter refers to those for “the general management of learning” (ibid. p. 15).

According to Oxford, *memory strategies* are used to facilitate remembering and retrieving of information. They include strategies like using keywords, employing word associations, placing new words into a context, creating mental images through grouping and associating, and semantic mapping.

Cognitive strategies are the mental strategies learners use to directly process the information so as to enhance learning and make sense of their learning. Using context clues, predicting, reasoning inductively and deductively, self-reflection, translating, systematically note taking, summarizing, paraphrasing, and analysing are all cognitive strategies which are applied to facilitate the connection of

new to already known information for the purpose of restructuring the information and meaning making.

And *compensation strategies* are defined as those strategies that are used for the purpose of compensating the gaps in knowledge. To cite some examples, guessing, and using reference materials such as dictionaries have been mentioned as compensation strategies.

Oxford has defined *metacognitive strategies* as higher order supervisory skills, which learners apply in order to orchestrate and regulate other cognitive strategies and their learning. Such strategies demand careful thinking and reflective processes. Comprehension monitoring or the ability to monitor or judge one's understanding, error detection skills, selecting and using of learning strategies, monitoring strategy use, and evaluating strategy use and learning are among metacognitive strategies.

Affective strategies are concerned with learner's emotional requirements such as confidence. They include a wide range of strategies like self-encouraging behaviour in order to control affect, for enhancement of learning.

And finally, *social strategies* like co-operation with others, questioning, and asking for correction and feedback

are believed to facilitate interaction with another person and consequently increase interaction with the target language, which is predictor of SLA.

3. Wehmeier, et al. (2005) have defined **attitude** as the way that one thinks and feels about or behaves towards somebody or something. Mathewson (1976), in his Acceptance Model, has asserted that the kind of attitudes of learners, which entails their interests, values, and beliefs towards subject matter and learning environments influences their learning. If the attitude is positive, it can increase motivation of learners and thereby their level of attention. Therefore, favourable attitude is more likely to contribute to deeper learning. The reverse is also true: If the attitude is negative, it may have diverse effects on learning.
4. **Retention** is the ability to remember things after a period of time. In ELT the belief is that the quality of teaching, meaningfulness of material, interest and motivation of learners, and the way they encode and store the material (e.g. vocabulary, grammar, and themes of texts) impact the level and quality of retention (Richards, Platt, & Platt, 1992).

References

1. Abu Rass, R. (2007). Cross-cultural study of the relationship between language learning Strategies and socio-educational and cultural factors. *Journal of English Language Teaching*, 45(1), 3–12.
2. Abu, R. B., & Flowers, J. (1997, Spring 11). The effects of cooperative learning methods on achievement, retention, and attitudes of home economics students in north Carolina. *Journal of Vocational and Technical Education*. Retrieved August 15, 2007, from <http://scholar.lib.vt.edu/ejournals/JVTE/v13n2/Abu.html>
3. Akbarzadeh, M. (2015). *A Study into the Effects of 'Competitive Team-Based Learning' and 'Student Teams-Achievement Divisions' on the Reading Comprehension of Iranian EFL Intermediate Students*. Unpublished MA Thesis, Roodehen Islamic Azad University.
4. Allen, S. D. (1991). Ability grouping research review: What do they say about grouping and the gifted? *Educational Leadership*, 48, 60–65.

5. Ames, G. J., & Murray, F. B., (1982). When two wrongs make a right: Promoting cognitive change by social conflict. *Developmental Psychology*, 18, 894–897.
6. Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.
7. Bejarano, Y., Levine, T., Olshtain, E., & Steiner, J. (1997). The skilled use of interaction strategies: Creating a framework for improved small group communicative interaction in the language classrooms. *System*, 25(2), 203–214.
8. Block, E. L. (1992). See how they read: Comprehension monitoring of L1 and L2 readers. *TESOL Quarterly*, 26, 319–343.
9. Carrier, C., & Sales G. C. (1987). A taxonomy for the design of computer-based instruction. *Educational Technology*, 27(1), 15–17.
10. Cloward, R. A. (1967). Studies in tutoring. *Journal of Experimental Education*, 36(1), 14–25.
11. Coady, J. (1979). Psycholinguistic model of the ESL reader. In R. Mackay, B. Barkman, & R. R. Jordan (Eds.), *Reading in a second language* (p. 45). MA: Newbury House.

12. Cooper, C. L. (1979). *Learning from others in groups: Experiential learning approaches*. London: Associated Business Press.
13. Cooper, J., & Mueck, R. (1990). Student involvement in learning: Cooperative learning and college instruction. *Journal on Excellence in College Teaching*, 1, 68–76.
14. Dalton, D. W. (1990). The effects of prior learning on learner interaction and achievement during interactive video. *Journal of Computer-Based Instruction*, 17, 8–16.
15. Damon, W. (1984). Peer education: The untapped potential. *Journal of Applied Developmental Psychology*, 5, 331–334.
16. Dansereau, D. F. (1987). Transfer from cooperative to individual studying. *Journal of Reading*, 30(7), 614–618.
17. Deutsch, M. (1949). A theory of cooperation and competition. *Human relations*, 2, 129–152.
18. Dishon, D., & O'Leary, P. (1984). *A guidebook for cooperative learning: A technique for Creating more effective schools*. Holmes Beach, FL: Learning.
19. Elliott, D. D. (1996). Promoting critical thinking in the classroom. *Nurse ducation*, 21, 49–52.

20. Falchikov, N., Blythman, M., Boud, D., Brent, R., Cohen, R., Dansereau, D. F. et al. (2001). *Learning together: Peer tutoring in higher education*. London: RoutledgeFalmer.
21. Flaitz, J., & Feyten, C. (1996). A two-phase study involving consciousness raising and strategy use of foreign language learners. In R. L. Oxford (Ed.), *Language learner strategies around the world: Cross cultural perspectives*. Honolulu: University of Hawaii.
22. Fraser, B. J. (1986). *Classroom environment*. London: Croom Helm.
23. Fraser, B. J. (1989). *Assessing and improving classroom environment*. Perth, Western Australia: Curtin University of Technology.
24. Fraser, B. J. (1994). Research on classroom and school climate. In D. Gabel (Ed.), *Handbook of research on science teaching and learning* (pp. 493–451). New York: Macmillan.
25. Fraser, B. J., & Fisher, D. L. (1982). Predicting students' outcomes from their perceptions of classroom psychosocial environments. *American Educational Research Journal*, 19, 498–518.

26. Fraser, B. J., & Fisher, D. L. (1983a). Student achievement as a function of person-environment fit: A regression surface analysis. *British Journal of Educational Psychology*, 53, 89–99.
27. Fraser, B. J., & Fisher, D. L. (1983b). Use of actual and preferred CES in person- environment fit research. *Journal of Educational Psychology*, 75, 303–311.
28. Ghaith, G. M., & Yaghi, H. M. (1998). Effect of cooperative learning on the acquisition of second language rules and mechanics. *System*, 26, 223–234.
29. Gillies, R. M., Ashman, A. F. (2003). *Co-operative learning: The social and intellectual outcomes of learning in groups*. New York: RoutledgeFalmer.
30. Gunderson, B., & D.W., Johnson. (1980). Building positive attitudes by using cooperative learning groups. *Foreign Language Annals*, 13(1), 39-43.
31. Hall, R. H., Mancini, B. M., & Hall, J. L. (1996, August). *Scripted cooperative learning and testing in a post-secondary class*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Canada.

32. Hassinger, J., & Via, M. (1969). How much does a tutor learn through teaching reading? *Journal of Secondary Education*, 44(1), 42–44.
33. Hatch, E. M. (Ed.). (1978). *Second language acquisition: A book of readings*. Rowley, MA: Newbury House.
34. Healy, A. K. (1965). Effects of changing children's attitude toward reading. *Elementary English*, 42, 269–272.
35. Himson, L., (2000). BCIRC Program. CRESPAR SFA Regional Center. E-mail:MeCalde@aol.com or mcaldерom@csos.jhu. Back/Next/ Index/.
36. Hosseini, S. M. H. (2000). The effect of competitive team-based learning on the reading comprehension of Iranian senior high school students. *Roshd FLT Journal*, 20, 42– 49.
37. Hosseini, S. M. H. (2009). *Effectiveness of cooperative learning methods: A study with Iranian and Indian undergraduate learners*. Unpublished PhD Thesis. Mysore University, India.

Hosseini, S. M. H. 2012. A study of the effects of Competitive Team-Based Learning and Structured Academic Controversy on the language proficiency of Iranian EFL college seniors. *The*

International Journal of Adult Vocational Education and Technology, 3(4), pp. 230-151.

Hosseini, S. M. H. 2014. Competitive Team-Based Learning versus Group Investigation with reference to the language proficiency of Iranian EFL intermediate students. *International Journal of Instruction*, 7(1), pp. 176-188.

4. Hosseini, S. M. H. (2018). "Cognitive Socio-Political Language Learning Theory, Multiple Input-Output Hypothesis And Competitive Team-Based Learning", Forthcoming in August 2018 at *Brazilian English Language Teaching Journal*, 9(1), pp. .

39. Jacobs, E., Rotenberg, L., Patrick, S., & Wheeler, E. (1996). "Cooperative learning: context and opportunities for acquiring academic English". *TESOL Quarterly*, 30 (2), 253-275.

39. Jacobs, G. M., & McCafferty, S. G. (2006). Connections between cooperative learning and second language learning. In S. G., McCafferty, G. M., Jacobs, & A., C. DaSilva Iddings, (Eds.). *Cooperative learning and second language teaching*. New York: Cambridge University Press.

40. Jahanbazian, T. (2015). *A Study into the Effects of 'Competitive Team-Based Learning' and 'Learning Together' on the Oral*

Performance of Intermediate EFL Learners, Unpublished MA Thesis, Yasouj Islamic Azad University.

41. Johnson, D. W., & Johnson F. P. (1975). *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.
42. Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book.
43. Johnson, D. W., & Johnson, R. T. (1999a). *Learning together and alone: Cooperative, competitive, and individualistic learning* (Rev. ed.). Boston: Allyn & Bacon.
44. Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1986). *Circles of learning* (2nd ed.). Edina, MN: Interaction Book.
45. Johnson, D. W., Johnson R.T., & Stanne, M.B. (2000, May). *Cooperative learning methods: A meta analysis*. Retrieved June 10, 2007, from Cooperative Learning Center Web site at the University of Minnesota: http://www.co-operation.org/pages/cl_methods.htm/
46. Johnson, D. W., Maruyama, G., Johnson, R., Nelson, D., & Skon, L. (1981). Effects of cooperative, competitive, and

- individualistic goal structures on achievement: A meta-analysis. *Psychological Bulletin*, 89(1), 47–62.
47. Joritz-Nakagawa (2006). Integrating global education and cooperative learning in a university foreign language reading class. In S. G., McCafferty, G. M., Jacobs, & A., C. DaSilva Iddings, (Eds.). *Cooperative learning and second language teaching*. New York: Cambridge University Press.
48. Joyce, B., & Weil, M. (2003). *Models of teaching* (5th ed.). New Delhi: Prentice-Hall of India.
49. Kessler, C. (Ed.). (1992). *Cooperative language learning: A teacher's resource book*. Englewood Cliffs, NJ: Prentice-Hall.
50. Klein, J. D., Erchul J. A., & Pridemore D. R. (1994). Effect of individual versus cooperative learning and type of reward on performance and continuing motivation. *Contemporary Education Psychology*, 19, 24–32.
51. Lefrancois, G., R., (1995). *Psychology for Teaching*. Belmont: Wadsworth.
52. Liang, X., Mohan, B., & Early, M. (1998). Issues of CL in ESL classes: A literature review. *TESL Canada Journal*, 15(2), 13–23.

53. Long, M. H., & Porter, P. A. (1985). Groupwork, inter language talk, and second language acquisition. *TESOL Quarterly*, *19*, 207–228.
54. Marefat, F. (2006). Strategy use and writing success. *TELL*, *1*(1), 25–46.
55. Mathewson, G. C. (1976). Affective model: The function of attitude in reading process. In H. Singer & R. B. Ruddell (Eds.). *Theoretical models and process of reading* (pp. 655–676). Newark, Delaware: International Reading Association.
56. McCafferty, S.G., Jacobs, G.M., & DaSilva Iddings, A., C. (Eds.). (2006). *Cooperative learning and second language teaching*. New York: Cambridge University Press.
57. McInerney, M., & Dee Fink, L. (n.d.). Team-based learning enhances long-term retention and critical thinking in an undergraduate microbial physiology course. Retrieved August 14, 2007, from <http://www.ou.edu/pii/teamlearning/docs/mcinerney.doc>
58. Millis, B. S., & Cottell, P. G. (1998). *Cooperative learning for higher education faculty*. Phoenix, AZ: Oryx Press.

59. Momtaz, E. and Garner, M. (2010). Does collaborative learning improve EFL students' reading comprehension? *Journal of Linguistics and Language Teaching*, 1(1), 15-36.
60. Nederhood, B. (1986). The effects of student team learning on academic achievement, attitudes towards self and school, and expansion of friendship bonds among middle school students. *Dissertation Abstract International*, 47(4), 1175A. (DAR R OF LIT)
61. Ning, H. (2011). Adapting cooperative learning in tertiary ELT. *ELT Journal*, 65(1), 60–70.
62. O'Donnell, A.M., Dansereau, D. F., Hythecker, V. I., Hall, R. H., Skaggs, L.P., Lambiotte, J. G., Young, M.D., (1988). Cooperative procedural learning: The effects of pre- vs distributed learning activities. *Journal of Educational Psychology*, 80, 161–171.
63. Olsen, C. R. (1969). *The effects of enrichment tutoring upon self-concept, educational achievement and measured intelligence of male under-achievers in an inner city elementary school*. *Dissertation Abstracts International*, 30, 6A. (UMI No. 69–20, 904).
64. O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies*

- in second language acquisition*. Cambridge: Cambridge University Press.
65. Oxford, R. L. (1990). *Language learning strategies*. New York: Newbury House.
66. Oxford, R. L. (1994). Where are we regarding language learning motivation? *The Modern Language Journal*, 78, 512–515.
67. Oxford, R. (1997). Cooperative learning, collaborative learning, and interaction. *The Modern Language Journal*, 81, 443-452.
68. Oxford, R. L., & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *The Modern Language Journal*, 78, 12–28.
69. Palincsar, A. S., & Brown, A. L. (1986). Interactive teaching to promote independent learning from text. *The Reading Teacher*, 39(8), 771–77.
70. Pandian, M. (2007, August 8). Cooperative learning incorporating computer-mediated communication: Participation, perceptions, and learning outcomes in a deaf education classroom. *Language in India*. Retrieved October 15, 2007, from

[http://www.languageinindia.com/aug2007/deafcommunication.htm/](http://www.languageinindia.com/aug2007/deafcommunication.htm)

71. Peterson, P., Janicki, T., & Swing, S. (1981). Individual characteristics and children's learning in large-group and small-group approaches: Study II. *American Educational Research Journal*, 18, 453–473.
72. Pica, T., Young, R., & Doughty, C. (1987). The impact of interaction on comprehension. *TESOL Quarterly*, 21, 737–758.
73. Qin, Z., Johnson, D., & Johnson, R. (1995). Cooperative versus competitive efforts and problem solving. *Review of Educational Research*, 65(2), 129–143.
74. Rabow, J., Charness, M. A., Kipperman, J., & Radcliffe-Vasile, S. (1994). *Learning through discussion* (3rd ed.). London: Sage.
75. Richards, J. C., Platt, J., & Platt, H. (1992). *Longman dictionary of language teaching and applied linguistics* (2nd ed.). England: Longman.
76. Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.

77. Richardson, J. T. E., & King, E. (1998). Adult students in higher education: Burden or boon? *Journal of Higher Education*, 69 (1), 65–88.
78. Rubin, J. (1975). What the good language learner can teach us. *TESOL Quarterly*, 9, 41–51.
79. Salimi Bani, K. 2017. *The Effect of Competitive Team-Based Learning (CTBL) and Cooperative Integrated Reading and Composition (CIRC) on the Reading Comprehension of Iranian Intermediate EFL Learners*. Unpublished MA Thesis, Khorasgan (Isfahan) Islamic Azad University, Iran.
80. Salari, F. 2018. *The Effect of Competitive Team-Based Vs. Reciprocal Program in Reading Comprehension Ability of Iranian EFL Learners*. Unpublished MA Thesis, Quchan Islamic Azad University, Iran.
81. Senior, R., (1997). Transforming language classes into bonded groups. *ELT Journal*. 51(1), 3-11.
82. Sharan, S., & Shachar, C. (1988). *Language and learning in the cooperative classroom*. New York: Springer-Verlag.
83. Singhanayok, C., & Hooper, S. (1998). The effects of cooperative learning and learner control on students'

- achievement, option selections, and attitudes. *Educational Technology, Research and Development*, 46(2), 17–25.
84. Slavin, R. E. (1983a). *Cooperative learning*. New York: Longman.
85. Slavin, R. E. (1990). *Cooperative learning: Theory, research, and practice*. Englewood Cliffs, NJ: Prentice-Hall.
86. Slavin, R. E. (1991). Group rewards make groupwork. *Educational Leadership*, 5, 89–91.
87. Slavin R. E. (1995). *Cooperative learning: Theory, research, and practice* (2nd ed.). Boston: Allyn & Bacon.
88. Slavin R. E. (2000). Research on cooperative learning and achievement: What we know, what we need to know. In P. K. Smith & A. D. Pellegrini. (Eds.), *Psychology of education: The school curriculum*, Vol. 3. (pp. 533–555). London: London & New York.
89. Staarman, J. K., Krol, K., & Van Der Meijden, H. (2005). Peer interaction in three collaborative learning environments. *Journal of Classroom Interaction*, 40(1), 29–39.
90. Talmage, H., Pascarella E. T., & Ford S. (1984). The influence of cooperative learning strategies on teacher practices, student perceptions of the learning environment, and academic

- achievement. *American Education Research Journal*, 21, 163–180.
91. Tarone, E. (1983). Some thoughts on the notion of communication strategy. In C. Faerch & G. Kasper (Eds.), *Strategies in interlanguage communication* (pp. 61–74). London: Longman.
92. Tateyama-Sniezek, K. M. (1990). Cooperative learning: Does it improve the academic achievement of students with handicaps? *Exceptional Children*, 56(5), 426–437.
93. Teachers of English to Speakers of Other Languages. (1997). *ESL standards for pre-K-12 students*. Alexandria, VA: Author.
94. Tingle, J. B., & Good, R. (1990). Effects of cooperative grouping on stoichiometric problem solving in high school chemistry. *Journal of Research in Science Training*, 27, 671–683.
95. Tinker, M. A., & McCullough, C. (1962). *Teaching elementary reading* (2nd ed.). New York: Appleton-century-Crofts.
96. Topping, K. (1998). *The peer tutoring handbook: Promoting co-operative learning*. Cambridge, MA: Brookline Books, Croom Helm.

97. Topping, K. (2000). Cooperative learning and peer tutoring. In P. K. Smith & A. D. Pellegrini. (Eds.), *Psychology of education: The school curriculum*, Vol. 3. (pp. 578–594). London: London & New York.
98. Totten, S., Sills, T., Digby, A., & Russ, P. (1991). *Cooperative learning: A guide to research*. New York: Garland.
99. Webb, N. M. (1989). Peer interaction and learning in small groups. *International Journal of Educational Research*, 13(1), 21–39.
100. Webb, N. M. & Farivar, S. (1994). Promoting helping behavior in cooperative small groups in middle school mathematics. *American Education research Journal*, 31, 369–395.
101. Wedman, J. M., Kuhlman, W. I., & Guenther, S. J. (1996). The effect of Jigsaw on pre-service teacher's knowledge of reading pedagogy and conferences about group learning in reading methods course. *Reading Improvement*, 33(2), 111–123.
102. Wehmeier, S., McIntosh, C., Turnbull, J., & Ashby, M. (2005). Oxford advanced learner's dictionary (7th ed). Oxford: Oxford University Press.

103. Willing, K. (1985). *Helping adults develop their learning strategies*. Sydney: Adult Migrant Education Service.
104. Wittrock, M. C. (1978). The cognitive movement in instruction. *Educational Psychologist*, 13, 15–29.
105. Yager, S., Johnson D. W., & Johnson, R. (1985). Oral discussion groups-to-individual transfer and achievement in cooperative learning groups. *Journal of Educational psychology*, 77 (1), 60–66.
106. Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research*, 1(1), 81–83.

=====

.....

How strange is the lot of us mortals! Each of us is here for a brief sojourn; for what purpose he knows not, though he senses it. But without deeper reflection one knows from daily life that one exists for other people.

-- Albert Einstein

SECTION VI

BEHIND THE SUCCESS OF COMPETITIVE TEAM-BASED LEARNING

.....
O' God! Surely you know that whatever we did was not a competition to gain worldly positions and not for the worthless physical attractions of the world. But to show the signs of religious ways and to remove corruption from your lands, so that the oppressed feel secured and act according to your traditions and rules.

-- Imam Hossein (AS)

.....
... اگر تنهاترين تنها شوم / باز خدا هست. او جانشين همه نداشتن هاست. نفرين و آفرين ها بي ثمر است اگر تمامي خلق گرگهاي هار شوند و از آسمان هول و كينه بر سرم بارد / تو مهربان و جاودان آسيب ناپذير من هستي. اي پناهگاه ابدي تو مي تواني جانشين همه بي پناهي ها شوي.

- شهيد دكتور شريعتي

XI

Behind the Success of **Competitive Team-Based Learning**

.....
The purpose of life is undoubtedly to know oneself. We cannot do it unless we learn to identify ourselves with all that lives. The sum total of that life is God. Hence the necessity of realising God living within every one of us.... The instrument of this knowledge is boundless, selfless service.

-- Mohandas K. Gandhi

Advance Organiser Questions

1. Considering the present methods and approaches, why do you think CTBL would be more effective for the era of globalisation?
2. Discuss the probable reasons for the success of CTBL?
3. Why does CTBL benefit all students?

Introduction

Competitive Team-Based Learning aims at empowering students with the tactics and methods to more effectively obtain knowledge, solve problems, and in the process develop their communicative competence and construct knowledge, in environments which are conducive to their total involvement (i.e. cognitive, emotional, and intellectual involvement). It aims at fostering learner interdependence as a route to cognitive growth and social change and development. The significance of CTBL for the present world context, thereby, refers to the fact that, as a more reasonable pedagogic approach, it has the capacity to enable tomorrow citizenry to work, learn, and develop together in the spirit of co-operation and fair competition on the basis of a respect for the culture of learning/growing/*living* together. It exercises tomorrow citizenry in humanitarian ways for interaction and competition and in the process assists them in developing more essential habits of mind and capabilities for more effective interpersonal relationships in the real world environments. This chapter is mostly an attempt to cast light on the main reasons for the success of CTBL.

The present chapter is an attempt to bring to the fore my MA and PhD level research findings regarding the effectiveness of my instructional innovation in comparison to the TLM as well as to the most popular method of CL which has been developed by Johnson and Johnson at the University of Minnesota in the USA. More importantly, the Chapter elaborates the reasons as to why CTBL has been more effective than the traditional methods even in the arena of CL methods in terms of its contribution to effective learning. The chapter then substantiates the relevance of my pedagogical approach against the backdrop of ongoing globalisation, which means a great deal of competitive spirit in the present world context.

Behind the Success of CTBL

.....

Knowing has everything to do with growing. But the knowing of dominant minorities absolutely must not prohibit, must not asphyxiate, must not castrate the growing of the immense dominated majorities.

-- Paulo Freire

The rationale behind the success of CTBL in my research studies could be understood from the theories which in one way or another support the mechanisms underlying the learning settings supplied

by this approach. Among these theories are my Cognitive Sociopolitical Language Learning Theory and my Multiple Input-Output Hypothesis (see Chapter 8). Likewise, the role of essential features of CTBL as well as the techniques, and activities recommended for this approach should not be overlooked. Some reasons for the success of CTBL could also be discerned through my college students' – in Iran and India - comments on CTBL. (See Appendix F) This section endeavours to explicate further some other main reasons for the success of CTBL.

The main reason for the success of CTBL refers to its dynamic nature in meaningful situations wherein the meaningfulness of the material is focused upon. CTBL provides multiple opportunities for input-output treatment whereby students have access to multiple sources of input and output in meaningful situations. They receive repeated input and feedback from a variety of sources through my presentation, individual work, pair work, teamwork, and class wide discussions, followed by peer pre assessment and team evaluation. More importantly, students also have the opportunities to generate output in such situations wherein both oral and written communication are encouraged. These stages, in a reading class, for example, afford the students the time to go through the passages individually and then try to

reconstruct the meaning they have built individually through meaningful and mutual negotiation with their partners. They have the opportunities to un/learn from my presentation and relearn or deepen their learning through activities like clarifying, evaluating causes and effects, predicting, comparing, paraphrasing, synthesising, summarising, elaborating, generalizing, and applying concepts during problem solving with their interlocutors. Besides, interaction of individuals through such social activities in such situations gives rise to their cognitive conflicts. And intellectual conflicts motivate them to monitor their approaches to learning, with the scaffold of their partners, which not only helps them locate their problematic areas, they also enable them to relate the new information to their contextual background more effectively. To put it another way, such unprecedented meaningful learning environments allow new information the chance to update existing knowledge of students and help them find appropriate mental homes for accommodating them which facilitates learning. In short, as Slavin (1992) has also affirmed, in such situations “inadequate reasoning will be exposed, disequilibrium will occur, and higher quality understandings will emerge” (p.162).

On the other hand, the nature of team formation in CTBL, which does not encourage high achievers to dominate the learning

process and brings equitable opportunities for all teams' members in pursuance of pursuing their shared learning goals, enhances the dynamics of teamwork in classes run through CTBL. As elaborated, each team is usually consisted of four members, who are designed to work in two pairs. Each pair includes one low performer and one average scorer, or one average student and one high achiever. Therefore, weaker students have the chances of transferring my language to more comprehensible input through the availability of more tuned-to-them sources of feedback. That is, less proficient readers have the chances to be fed with more comprehensible input when they are negotiating the meaning with their more capable peers, first through pair conversation and then through team discussion, after my presentation. They receive elaborate explanation and feedback which helps them fill in the gaps in their understandings, correct misconceptions, and strengthen connections between new information and previous learning. In such contexts, they also have the opportunities to observe different kinds of (language) learning strategies higher achievers use in metacognitive ways. In other words, while higher achievers are explaining the themes to them, they are, in fact, shedding light on the procedures and strategies they adopt in course of understanding the material. This kind of situation makes

less skilled readers aware about prerequisites for good comprehension and lets them monitor and acquire effective strategies and approaches to learning. More importantly, that students have the opportunities to implement such approaches and strategies in the course of their understandings and the elaboration of their understandings and reasoning further facilitates their effective learning.

The heart of CTBL or its graded evaluation system with its focus particularly on individual accountability of all team members intensifies the dynamics of the CTBL classrooms. CTBL evaluation system not only makes students stay alert and focused in class activities. It also stimulates them to elaborate their thoughts and get engaged in meaning making through discussion with their partners, at different stages. Further, it spurs all team members into sharing not merely their knowledge but also their approaches to thinking, and (language) learning strategies, in their highly structured teams. The incentives CTBL evaluation system offers to gifted students inspire them to transfer their learning and reasoning strategies to their team members enthusiastically and in more effective ways which facilitates the course of empowerment of their less skilled team members. This is very important because learning strategies per se, as O'Malley and Chamot (1990) have

posited, help learners “comprehend, learn, or *retain new information*” [italics added] (p. 1). Some researchers like Oxford and Nyikos (1989) have confirmed the same claim. On the other hand, CTBL evaluation system reinforces lower performers to proactively be in search of more effective strategies in order to, for example, prove their superiority over their same-level opponents in other teams as this would also contribute not only to their own success but also to the success of their teams. This kind of (extrinsic) motivation, occasioned by CTBL evaluation system, thus, results in their penchant for further effort and more active immersion in the process of learning. As realised, the evaluation system of CTBL, as a motor, generates further the dynamism of teamwork by virtue of the fact that it follows an accurate procedure for evaluation of teams and individual team members. It affects students’ motivation, intention, concentration, interaction, and, as a result, learning in positive ways.

And the ambiance in CTBL environments occasioned by the mechanisms underlying it and particularly by its learning culture boosts the effectiveness of this approach. CTBL situations which ensure and scaffold the immersion of all learners in the process of shared (language) learning are not just stress-free and very friendly but exciting and motivating also. Individuals have time to think

and receive feedback from team members in an environment which encourages negotiation, while a soft music is on the go. They also have the opportunities to rehearse their answers before being asked to offer them in front of others, which increases the chances for their success. What is more, all teams are aware of the possibility that if their members secure the least acceptable standard mark, they could pass the course. Such relaxed atmospheres, wherein i, the teacher, act as a fellow collaborator, are more conducive to desuggesting students' psychological barriers and lowering their affective filters (e.g. reduce their stress, anxiety, and fear of failure). This factor contributes particularly to the success of lower performers and also introvert and shy students because it is such groups of students, who are often the majority, that lack sufficient confidence and keenness to use all their potentials in the learning process (e.g. through active participation in class activities).

Competitive Team-Based Learning contexts of learning, at the same time, naturally contribute to the students' positive attitudes towards language learning, the teacher, and their learning environments and so motivate them further. A number of researchers like Mathewson (1976) have argued that favourable attitudes and motivation increase students' attention which results

in their immersion in the learning process. And engagement in the process of learning has been suggested as the key to learning and retention (e.g. Richardson & King, 1998). In the same lines, researchers like Oxford (1990) have also observed that students who have positive attitudes and are better motivated use more (effective) learning strategies, which enhance their long-term retention and academic success. And achievement of academic goals, in its turn, as Healy (1965) put it, increases students' positive attitudes and their motivation which, in turn, affect their engagement in the learning process and so their learning. As indicated in Figure 11.1, a cyclical process could be noticed in these relations.



Figure 11.1 The cyclical interplay among attitude, motivation, attention, engagement, and effective learning in CTBL environments

Globalisation and the Significance of CTBL

.....

Citizenship implies freedom -- to work, ..., to love, to be angry, to cry, to protest, to support, to move, to participate in this or that religion, this or that party, to educate oneself and one's family, to swim regardless in what ocean of one's country. Citizenship is not obtained by chance: It is a construction that, never finished, demands we fight for it. It demands commitment, political clarity, coherence, decision. For this reason a democratic education cannot be realized apart from an education of and for citizenship.

-- Paulo Freire

As i have elaborated already, interdependence and cooperation are inevitable among living beings. Even animals' existence depends on their cooperative work and on their symbiotic interaction with their milieu. Human being is not an exception. All human accomplishments during the history from the creation of villages to the formation of civilizations have been the outcomes of teamwork. Teamwork and group learning has promoted man from settling in jungles to launching their dream cottages into the desert areas not only in oceans but also in space. The pivotal role of teamwork comes to light in the present era of ongoing globalisation today, which has made interdependence an indispensable value. As more and more physical and geographical borders are crumbling, communication and interdependence gain

importance all the more in terms of sharing knowledge, information, and ideas, and narrowing down of differences so that global challenges are met with goodwill and co-operation.

It was likewise argued that interdependence has another unavoidable component which is *competition*. The history of mankind also makes it evident that as all human accomplishments have been the results of teamwork, all his fiascos and miseries have also been the consequences of unhealthy competition among groups. Unfortunately, the hegemonic version of globalisation has contributed to the ongoing clash of cultures, religions, and civilizations in today world. Unwillingness for fair distribution of wealth, lack of mutual communication skills, inability to listen to the Other, and fanatical attitude or condescending look towards the Other could be part of the reasons for conflicts among nations and civilizations. These are part of the reasons that i have suggested that on the way towards the dream future, students or tomorrow's world citizenry and prospective leaders should also be empowered with interpersonal skills for humanitarian competition. CTBL could be considered not just as a means to pursue such a goal, but as an effective pedagogic strategy to enable students to confront hegemonic versions of globalisation also. The abilities students gain through the implementation of CTBL in their classes during

their educational life can serve, in the course of time, as a way of decolonising the mind in the backdrop of hegemonic superimposition of value-systems and notions that safeguard the privileges of the powerful but seldom ensure and enhance the dignity of the powerless. CTBL has the potential to mould the minds of tomorrows' globe citizens so as to enable them not merely to critic models of modernization and defy the 'devastating' ideologies and cultures but also to create, enrich and develop, and introduce their own model of transculturation. Such a perspective is also in tune with the spirit of postcolonial pursuits, which give prominence to subaltern voices and empowerment of the Other.

Conclusion

.....

- ✓ *****As an ordinary citizen, I would rather ask the Iranian governors a significant seminal question: Isn't such corrupt system of management, in Iranian governmental offices and ministries, the result of a corrupt intelligence service?! The Iranian rulers should not marginalise agents of critical awareness any further, if they want to contribute to a wholesome society.**

– The Author, Dr S.M.H.Hosseini, Iran

As realised, the major rationale behind the success of CTBL relies on the mechanisms underlying it. The belief, in CTBL, is 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 and atmospheres more meaningful to the students through different strategies, activities, and stages. CTBL environments highly encourage the implementation of effective (language) learning strategies and versatile communication skills, both verbal and written. In such environments students have the opportunities to more effectively process and internalise the information, and encode or register it. The level of processing of information, which is emphasised in CTBL classes, is very important not just for learning but also for retention. This is because the more deeply or semantically a stimulus is analysed or processed and assimilated, the more elaborate, longer lasting and stronger its memory trace (retention) will be. CTBL environments lead to the development of higher-quality cognitive strategies and social skills. The mechanisms underlying CTBL settings assist all class participants, especially the marginalised students, in unleashing their dammed dynamic role and creativity to the extent

possible and pave the way to new opportunities and real knowledge, and, of course, make them really realise the joy of real learning in semi/authentic real-world oriented situations - The joy they have been deprived of for centuries. This is the paradox of my approach: Despite its surface structure, which seems to best benefit prospective dictators who are willing to dominate my classes also, CTBL is, in essence, an approach to the benefit/empowerment of slow learners/the Oppressed, who are almost always the majority in today world context. And the empowerment of the Other will contribute to their liberation, which means the elimination of the minority, who are in the habit of treating them as their possessions. These are part of the reasons based upon which i consider my instructional innovation as 'a catalyst for change'-- appropriate social change for building 'good, organised, and just' societies, which are favourable to new world order that strives for fellowship, and social harmony and global peace.

* * * * *

In spite of my endeavour, i still feel i have not been successful in giving a crystal-clear comprehensive depiction of the significance of my approach in this chapter. So let me give it another try in the next round, which seems to be a breath-taking

one. In the next round i try to compare CTBL with some popular methods and approaches through different dimensions.

Discussion Questions

1. Do you believe in my idea that CTBL could also be considered as an approach to living? Discuss.
2. Discuss the reasons, other than those mentioned in this chapter, for the success of CTBL.

Food for Thought

1. CTBL is a ‘catalyst for change’. Discuss.
2. Negotiate the relation of the below sayings and discuss the solution(s):

.....
As opposed to Shah's (our previous King) era when only those opposing the regime were at risk, in Mollahs' era it is those opposing corruption, injustice, and apartheid who are at risk! THEY even target and brutally victimize our beloved to keep us silent/slaves!! <http://iranglobal.info/node/66352>

- The Author, Dr S.M.H.Hosseini, Iran

.....
When I despair, I remember that all through history the ways of truth and love have always won. There have been tyrants, and

murderers, and for a time they can seem invincible, but in the end they always fall. Think of it -- always.

-- Mahatma Gandhi

Notes

1. These groups were selected from ‘Mahajana First Grade College’, in India, and ‘Mashhad Azad University, in Iran.

References

1. Graham, S. (1997). *Effective language learning*. Clevedon, England: Multilingual Matters.
2. Healy, A. K. (1965). Effects of changing children’s attitude toward reading. *ElementaryEnglish*, 42, 269–272.
3. Hosseini, S. M. H. (2000). The effect of competitive team-based learning on the reading comprehension of Iranian senior high school students. *Roshd FLT Journal*, 20, 42– 49.
4. Hosseini, S. M. H. (2009). *Effectiveness of Cooperative Learning Methods: A Study with Iranian and Indian Undergraduate Learners*. Unpublished PhD Thesis. Mysore University, India.
5. Mathewson, G. C. (1976). Affective model: The function of attitude in reading process. In H. Singer & R. B. Ruddell (Eds.).

Theoretical models and process of reading (pp. 655–676).
Newark, Delaware: International Reading Association.

6. Momtaz, E. and Garner, M. (2010). Does collaborative learning improve EFL students' reading comprehension? *Journal of Linguistics and Language Teaching*, 1(1), 15-36.
7. O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
8. Oxford, R. L. (1990). *Language learning strategies*. New York: Newbury House.

=====

.....

The weak can never forgive. Forgiveness is the attribute of the strong.

-- Mahatma Gandhi

SECTION VII

METHOD ANALYSIS

.....

Be all you can be Life is not easy for some of us. But we must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something, and that thing must be attained at whatever cost *and in whatever situation*. Italics added.

-- Marie Curie

XII

The Significance of CTBL in Comparison to the Present Methods and Approaches

.....
✓ *****Education system must help tomorrow citizenry see the fact that they too have some basic rights in the world they live in and so should learn something more than mere knowledge. They need to learn to be creative, critical, and aware of the socio-political patterns and activities in their society. They should also learn that while they are cooperative and responsible, they should fight against corruption, oppression, and totalitarianism by all their means.**

– The Author, Dr S.M.H.Hosseini, Iran
.....

Advance Organiser Questions

1. Name 10 methods/approaches in the sphere of ELT?
2. Can you distinguish CTBL from Collaborative Learning, Interactive Learning, and CL?

3. What is your opinion about depersonalising competition in CL methods?

Introduction

Despite their commonalities in some aspects, the conventional educational methods and approaches have their unique and distinguishing features and characteristics, which encapsulate their designers' views and interpretations of learning, teaching, and even living and the world. They diverge due to a range of variables from their view on affective aspects of learning and the role of learners in the learning process to the types of patterns of interaction they intend to pattern among classroom participants. Each method/approach, thereby, has its unique features. As regards my instructional innovation, CTBL, in contrast to some methods that are strictly prescriptive, it does not necessarily stipulate and follow specific steps. Therefore, in virtue of its flexibility, CTBL has the potential to compensate the deficiencies of not merely the conventional methods and approaches in ELT sphere but the methods and approaches in Education as a whole also in order to make (language) learning environments more interesting,

motivating, and effective for more comprehensive development of students.

This chapter presents a cogent and critical analysis and comparison of CTBL and other popular methods and approaches in the arena of Education in general and ELT in particular in terms of their distinguishing features and characteristics. Among such methods and approaches are ALM, CLT, Collaborative Learning, Interactive Learning, and CL/methods. A synthesis of the distinguishing drawbacks of the comparison methods and approaches is part of the chapter. The chapter also explicates how my educational approach is, in the last analysis, an approach to human prosperity and world peace. I hope this chapter would contribute to making a sound decision on a method/approach for the benefit of today Education regimes.

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

Like LA, 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 NA, CTBL foregrounds the significance of

comprehensible input and learning environments. CTBL is not negligent of ALM principles and techniques in the sense that it avails himself of various kinds of drills, whenever needed. As it is in TBLT, 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 WLA, 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. The belief is that whole language, rather than its isolated parts, carries more meaning, which should be negotiated and processed in my classes. The belief is also 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 SW, CTBL encourages discovery learning and knowledge construction to make learners more independent and self-reliant. CTBL is also consistent with MI as it values uniqueness of the learner and takes care of individuals' differences. By shifting the roles of the 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 CALLA as it lays the stress on teaching of learning strategies whenever possible, not just implicitly but explicitly also. As in SO, 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

groups in a friendly ambiance encouraged by the teacher as a fellow facilitator contribute to the development of such a feeling. And CTBL is similar to NP in the sense 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 seat-work teacher dominated methods and approaches such as the TLM, 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 SO, CTBL is not merely focused on vocabulary at the expense of other (sub) skills. In comparison to CLL, it can be employed for large groups of learners. Considering TPR, CTBL can be applied to all levels of proficiency and for all skills. Unlike the SW, CTBL is not boring. In direct contradiction to GTM, 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 ALM 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 DM, CTBL makes students accountable for their own learning and pays specific attention to the realities of classrooms by contrast. What is more, contrary to all the above-mentioned methods and approaches, and particularly ‘CLT’, my instructional approach:

1. Is not restricted to the PPP model of presentation;
2. Never forgets the idea that learners are human beings;
3. Systematically caters to learners with different ability ranges and learning styles;
4. Supplies pragmatic guidelines to effective and systematic implementation of groupwork, which is of paramount importance for the success of language classes;
5. Appreciates the significance of multiple sources of input and output and some other crucial context variables e.g. motivation and active as well as total engagement of all learners in the learning process, in highly motivating as well as relaxing environments for more effective language acquisition;

CTBL: Beyond Current Didactic Methods

6. Facilitates simultaneous development of all aspects of communicative competence of students, including their socio-political competence;
7. Generates highly motivating leaning atmospheres;
8. Conveys crystal-clear views regarding the learning process and the mechanisms under which effective language learning occurs;
9. Is not limited to a particular view of language learning or a particular type of syllabi;
10. Is cognizant of the fact that successful living in the present real world settings and being able to face the realities of this dynamic and complicated competitive world demands something more than the appropriate use of the language in benign environments. That is why it prioritises the significant role of some effective variables in the learning process such as socio-cultural and particularly socio-political expectations of the present world context;
11. Takes great care of moral and human values;
12. Has strong theoretical foundations, and
13. Intends to prepare students for today competitive world environments in such a way that they would have the

capacity to influence the world and contribute to more civilised social order/cohesion and world peace.

In sum, CTBL is of high value particularly for today world language classes in the sense that the mechanisms underlying it are naturally favourable not only to language acquisition and to the development of all aspects of communicative competence of students. They are also highly conducive to critical sensitivity of students and the quality of their understandings and reasoning that are contributive to the accuracy of their long-term retention, which is a criterion for real learning, personal growth, and disposition.

Differentiating CTBL from Interactive Approaches Like Collaborative Learning, Interactive Learning, and CL

From a broad perspective, CTBL, Collaborative Learning, Interactive Learning, and CL seem to be the same. They bring an inclusive departure from the values and styles of traditional methods and approaches in four major ways:

1. They stress a shift from dependence on teacher towards greater reliance on self and peers;
2. They emphasise discovery-based learning;
3. They prioritise the significance of interpersonal skills, and

4. They focus upon the significance of groupwork and require students to share and compare their findings.

In general, teachers, in such approaches, are considered as fellow facilitators of learning and learning process managers rather than expert transmitters of knowledge, as it is in traditional methods and approaches. Students are likewise valued as active negotiators of meanings and ideas who are both giving as well as receiving rather than reticent bench-bound recipients.

This kind of interactive models reflect the strand of communication with the difference that Collaborative Learning, as Oxford (1997) explained, brings in the shared context of thought in a community of learners which is *less structured*, whereas Interactive Learning is highly concerned about the interpersonal communication which lays significant emphasis on *acculturation*¹ of individuals in social relationships in learning communities. CL differs from these collaborative learning approaches in the sense that it emphasizes *positive interdependence*, which brings a sense of common fate among group members, and individual accountability or the feeling that each individual is responsible. It could also be claimed that CL stresses academic achievement and clearly defined curricular goals more than Interactive Learning and Collaborative Learning. Another significant feature of CL,

according to Adprima (2010), an online educational magazine, refers to the fact that ‘in Cooperative Learning methods, students learn to be patient, “less critical” and more compassionate’. To remind the superiority of CL over other forms of group learning, Cuseo (1992) confirmed that CL is "the most researched and empirically well-documented form of collaborative learning in terms of its positive impact on multiple outcome measures" (p. 3).

On the other hand, as a special, in-depth approach to the use of small groups in teaching, CTBL entails the salient features of humanistic approaches. But contrary to Interactive Learning and Collaborative Learning environments, students in CTBL settings do not have the unstructured freedom that they might be given in an open classroom; nor does the system underlying this approach cater too much to their personal strengths and preferences as it might be in a class organized to individual learning styles. The below critical characteristics also discriminate CTBL from the abovementioned interactive innovations or any other type of humanistic approach that foregrounds the significance of groupwork:

1. CTBL advocates more direct training of students to function properly in groups;

CTBL: Beyond Current Didactic Methods

2. CTBL focuses on transforming groups into teams and then engages those teams with challenging, complex authentic learning tasks;
3. CTBL is directed towards technicality – psychological and socio-political oriented techniques and strategies are prioritised;
4. CTBL is highly detailed, organized, structured, and strategic;
5. CTBL teaches students to be responsible and at the same time critical, and
6. CTBL pursues socio-academic/economic/political development of learners in semi/authentic environments which reflect the real world holism in order to prepare them for the real world.

Now, at this juncture, in lieu of the popularity of CL methods among educators and researchers, i would rather proceed my discussion about the significant features of CTBL with reference to CL methods.

The Significance of CTBL in Comparison with Other Methods

in the CL Sphere

.....

Facts do not cease to exist because they are ignored.

-- Anonymous

This section presents a comparison of CTBL and some popular methods of CL with reference to the following areas:

1. The concept of teacher-/learner-centeredness;
2. The stress they put on positive interdependence;
3. The emphasis they lay on individual accountability;
4. The pattern of interaction they bring among class participants;
5. The evaluation systems they employ;
6. The kind of tasks they focus upon, and
7. The feasibility of their application in real classroom situations.

Competitive Team-Based Learning versus CL Methods with Reference to the Concept of Teacher-/Learner-Centeredness

In different CL methods, learners are appreciated differently. In this regard, GI and STAD can be considered as two extremes. Whereas in the former, as the byword of learner-centred methods of CL, students are given considerable freedom in, for instance,

determining how to organize their teams, assigning their roles, doing their assignments, and presenting their products to the class; in the latter, as one of the most teacher-centred methods of CL, students do not have such choices and opportunities. It is the instructor who often determines the members of individual teams, their roles, the nature of the learning materials, and so on. And CTBL offers a balance between these two extremes -- the middle path of *learning-centeredness* to teaching. In CTBL, it is learning that counts. I do whatever possible to facilitate learning. That is why i try to subordinate testing and even teaching to learning.

Competitive Team-Based Learning vs. CL Methods with Reference to Techniques Applied for Bringing Positive Interdependence

Another factor that distinguishes CL methods is the kind of strategies they employ for enhancing positive interdependence among students in order to create appropriate motivating learning environments. Methods like GI, LTD, and CC, for instance, put emphasis on asking one joint product or report or giving extra grades to groups. This strategy usually leads to the 'weak' mode of positive interdependence, to borrow a term from Kagan (1992).

Weak mode of positive interdependence exists when an individual in a group can succeed even if some of his group members fail to secure their marks. It can also exist when a group can succeed even when some other groups in the class fail. In spite of its positive aspects, this kind of positive interdependence seems to have brought with it a major deficiency in the CL methods that prioritise it: In classes which focus on this kind of interdependence high achievers will not be motivated enough to teach others due to the simple reason that they do not feel that it is necessary. Consequently, weak students will also be disappointed and reluctant to continue to learn because of being ignored by high achievers, who want to secure and improve their own marks. It should be mentioned here that i personally do not have any problem with what Kagan calls the 'weak' mode of positive interdependence asi believe it is a natural by-product of competitive environments, in my classes. But what is of crucial importance is that i have tried to manage the weak mode's side effects. That is why i, in CTBL, have tried to motivate both high achievers and lower performers through different mechanisms to continue their collaborative efforts as a team.

Methods like Jigsaw I and Jigsaw II make themselves avail of strategies like division of tasks and thus creation of gaps in

participants' information for bringing and maintaining positive interdependence. In such situations to complete their own knowledge of the topic, students are motivated to ask for further information and listen attentively to one another. Comparing Jigsaw I and Jigsaw II, Slavin (1990) believed that Jigsaw I patterns positive interdependence better because it provides everyone with the information others lack and therefore make them all to be more carefully listened to, valued, and respected by others. These kinds of strategies, however, contribute to 'strong form of positive interdependence' among class participants. That is, they bring about an environment where the success of each group member is totally dependent on the success of other members, and the recognition of a group totally depends on the success of other groups in class. Although such methods may best satisfy low performers, they would dissatisfy bright students in view of the fact that the evaluation system of these methods are, in their perception, unfair and illogical.

Competitive Team-Based Learning, on the other hand, appreciates moderate positive interdependence. That is, it comes to mediate between the above two mentioned kinds of interdependence: In CTBL classes an individual's success or a teams' recognition is not highly related to the success of other

members or teams. Individual members' or individual teams' diligence will also play a significant role in shaping their destinies. As noted, considering the weak mode of positive interdependence, the distinguishing point, in CTBL, is that all individual members of teams are highly motivated, through different strategies, to coordinate their efforts to the success of their teams. The other main difference between CTBL and CL methods, with reference to positive interdependence, is that whereas most of CL methods appreciate both intra- and inter-group positive interdependence, CTBL emphasizes only intra-group positive interdependence, leaving the space for accommodation of competition at inter-group level.

By virtue of the different techniques, strategies, and activities CTBL implements, all students have the same opportunities to develop their repertoire of knowledge both through listening to others as well as through elaborating their own understandings to them. Among such techniques, strategies, and activities are prioritising the importance of incentives, appreciating an accurate procedure for evaluation of teams and individual team members, assigning rotating rolls in teams, valuing the significance of well-designed criterion-based heterogeneous teams, and encouraging teams to take quizzes collaboratively. As a result,

the problem of the domination of group discussions by the best minority has been tackled by this approach. High achievers do not have opportunities to dominate the discussions in their teams, which, if so, it hampers positive interdependence. This quandary exists in most methods of CL such as STAD and TGT. Therefore, another main feature of CTBL refers to the fact that it tries to subordinate testing to teaching in the sense that it encourages team members to take some exams, tests, or quizzes cooperatively, although they take final exams individually as it is in CIRC, STAD, and TGT. Apart from its contribution to positive interdependence, this strategy subjects students to more opportunities for transference of skills, strategies, thinking styles and approaches, attitudes, and so forth in a meta-cognitive way.

Competitive Team-Based Learning versus CL Methods with Reference to Individual Accountability

Likewise, the level of the prominence CL methods give to individual accountability, and the strategies they apply to bring, develop, and maintain it distinguishes them from one another. Too much emphasis on positive interdependence and neglect of individual responsibility is among the most critical problems with

most of CL methods. Such disregard brings its own pitfalls in cooperative learning settings. It, for instance, can develop some individuals as social loafers and free riders. This problem naturally arises in methods like CGBL, GI, and Jigsaw I, which mostly focus on bringing positive interdependence.

To bring individual responsibilities of group members, TGT stresses tournaments; STAD, LTD, and CC focus on individual quizzes, and TMT, TAI, Jigsaw II, and GI emphasis individual assignments. A shared presentation is another strategy used in LTD, GI, and CC to encourage this element among learners. But CTBL may be considered as a typical approach that pays especial attention to the significance of individual accountability of group members in order to avoid problems like free riding and social loafing, which are detrimental to the success of humanistic approaches and methods like CL methods. Particularly through test tournaments, its special grading system, and activities, CTBL escalates the sense of accountability among all team members and thus intensifies peer tutoring in a noticeable way and highly engages learners in classroom process.

Competitive Team-Based Learning versus CL Methods with Reference to Pattern of Interaction among Classroom Participants

As regards the pattern of interaction that CL methods prioritise, STAD is quite neutral because it appreciates neither within group nor inter-group relationships. That is to say, it structures no actual relationships among different teams, neither cooperation nor competition. This is because, as it is in CGBL, all groups can achieve the established criteria for reward or recognition regardless of the existence of such interdependences. STAD, however, appreciates intra-group cooperation and encourages a kind of competition of the individual with himself as it is in TLM. In contrast to STAD, methods like TGT and GI try to depersonalise competition.

On the other hand, whereas most methods of CL (e.g. CGBL) emphasize merely cooperation, some methods like TGT and specially CTBL apprehend and appreciate the role of competition. Tournaments in TGT and special grading system in CTBL foster and enhance competition among students. In spite of their similarities, there exists a major difference between TGT and CTBL at the class level: While TGT appreciates only within group comparisons, CTBL patterns a strong competition not merely

among groups' members -- by within group comparisons in its evaluation system, but among groups also. This is not to conclude that the important role of cooperation is underestimated or devalued in CTBL. This approach prioritizes the significance of the both (cooperation and competition) in the sense that it spurs team members to *help one another* on cooperative tasks in order to *compete* with their same-level opponents in other teams and also win the competition against other teams. CTBL in point of fact emphasizes a combination of cooperative tasks, team competition, and team rewards in order to improve individual performances.

Also from a broader perspective, CL methods differ in their outlooks and in the outcomes they are looking for. The evaluation systems in methods like STAD, whereby students' performances are recognized by, for example, a comparison with their own past, do not value the realities of the real world and thus bring no considerable motivation with them. As noted earlier, classes should mirror the real world holism, and in the real world, no achievement can be better appreciated without a comparison with the achievements of others. CTBL comes to bridge these gaps. CTBL brings in situations wherein students have to compare their potentials and capacities with a number of others. They will learn to accept what they are and that they could potentially be the best.

Such situations spur and facilitate students to do their best, with the scaffold of their team members.

Competitive Team-Based Learning versus CL Methods with Reference to Evaluation Systems

In regard to grading systems, there are hot arguments among advocates of CL methods on exactly what is necessary for CL to be successful. Arguing against encouraging cooperation through using extrinsic rewards as motivators, Van Lier (1996) notes the argument by several researchers that extrinsic rewards "bribe students to work together" (p. 116) and undermine creativity and intrinsic motivation. Even scholars like Kagan (1995) are stronger in their condemnation. However, I have always strongly dismissed such ideas taking the stand that such assertion is unproved, at least for many parts of the world. Further, if we look into the matter through the perspective of researchers Van Lier has referred to, then we could also say that the world or the life is bribing us to work together! What I mean to say is that no one can deny the significant contribution of rewards to human prosperity. So why should we reject the undeniable contribution of extrinsic motivation to academic success as well as intrinsic motivation of

our students in our classes. The point is that grading students and their teams supplies an extrinsic reward as a motivator for group members to work collaboratively (rewards could also be non-grade in nature). And collaboration, due to many reasons (e.g. consider ZPD) leads to their academic success, which in turn is favourable to their intrinsic motivation.

Now the question, in the assessment of collaborative work, is whether any joint product produced by a collaborative group should be assessed as a joint product, with the same grade being given to each member of the group. Some methods like CGBL and GI mostly emphasize group recognition and evaluate individuals based on their group performance. In contrast, some other methods like Jigsaw II and STAD recognize groups based on the sum of their members' performances. As it was already stated, the fact is that the former methods are ignoring the importance of making individuals responsible for their own learning, and the latter are neglecting the significance of positive interdependence both of which, in turn, deter the attainment of group goals. However, some other methods like TGT, CIRC, TMT, and especially CTBL try to take care of the both. Besides considering collective contribution of group members to the attainment of their group goals, the evaluation system of CTBL also foregrounds the importance of

individual members' own efforts for their own progression. The assumption is that students are more likely to work harder under such evaluation system.

The evaluation system of CTBL, therefore, is against undifferentiated group grading for teamwork as it is in Johnsons' methods where all team members receive the same grade regardless of differences in contributions to the total-team/class effort. In CTBL motivational incentives are encouraged to sustain the individual efforts and immersion in the process of learning in team activities and furthering cooperation of team members in the course of learning.

Competitive Team-Based Learning versus CL Methods with Reference to Tasks

The type of tasks and especially the ways they are applied to cooperative learning situations discriminates CL methods from one another. As noticed, in contrast to methods like GI which encourage the application of very broad and demanding tasks such as group projects, CTBL focuses on more specific and to-the-point tasks. On the other hand, whereas in some methods like GI, RTR, and CGBL students work together on a single task, in others like

Jigsaw I, LTD, and CC group members work independently on one part of a task and then share their findings and understandings with others. Accordingly, the types of interaction tasks pattern in a GI class, to cite an example, totally differ from that of in a Jigsaw I class. Tasks in Jigsaw I encourage dyadic tutoring while in GI motivate students for inquisition, exchange of ideas, and problem solving. Yet, in CTBL the implementation of both of these tasks are possible, depending on the need of the situations and instructional objectives. What matters in CTBL is that tasks should be interesting and motivating, varied, conceptual, appropriately authentic, communicative, goal oriented, and discursive and challenging in nature. They are also beyond the developmental level of some, if not all, of the participants. More importantly, they make more effective transitions to real world setting – even at the global level.

Competitive Team-Based Learning versus CL Methods with Reference to Feasibility of Application

Cooperative Learning methods like STAD, CGBL, and GI look easier in terms of the feasibility of their application to classrooms, and so they can be more reasonable choices for teachers who want

to practice CL for the first time. Most methods of CL, however, demand more work on the part of the teacher. In Jigsaw II, for instance, the teacher must work more to prepare separate meaningful sections of a unit, which should be *self-contained*. The teacher should think of tasks that have several distinct aspects or components. Likewise, in CTBL, the teacher should be equipped with necessary work sheets, quizzes, answer keys and team recognition forms and be ready to calculate individuals as well as their teams' marks through CTBL multidimensional grading system. The solution, however, as noted, is to lessen the number of main exams in a semester or put more emphasis on self- or peer-assessment of individuals at least on quizzes which would also contribute to deepening their learning.

In conclusion, CTBL differs from the conventional methods and approaches particularly in the arena of CL in view of the fact that the mechanism underlying it:

1. Helps the best students or high achievers feel satisfied and puts an end to their objection and unwillingness to contribute their efforts into the success of their team members;
2. Spurs weak students to have more active participation in class activities;

CTBL: Beyond Current Didactic Methods

3. Enforces individual accountability of all team members, and thus limits the scope for social loafers and free riders;
4. 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;
5. 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;
6. Contributes to learning humanitarian democratic principles, norms, and values, and
7. Enables tomorrow citizenry to confront any sources of hegemonic ideas, corruption, and oppression, and gives them the drive to take the course of action for the elimination of fascism, dictatorship and apartheid, towards world peace.

Distinguishing Features of CTBL in Comparison with the TLM/the Banking Method, Conventional CL Methods and Approaches, and CLT

Lastly, i have tried to illustrate the distinguishing features of CTBL in comparison with the TLM/the Banking Method, conventional cooperative learning methods and approaches, and CLT in a table: See Table 12. 1.

	The TLM/ The Banking Method	CL Methods/ Approaches	CLT	CTBL
Orientation	Text-based product- oriented	Context- focused (mostly) product- oriented	Context- focused process- oriented	Problem-focused future-oriented (it entails process also)
Type of centeredness	Teacher- centred	Learner- centred	Learner- centred	Learning-centred, with a special focus on learners as whole persons
Teacher's roles	Autocratic; Predominant mode of dispensing knowledge; Cheater; Depositor, &	Fellow facilitator of learning process, & Scaffold provider	Communicat ion model, & Facilitator of the communicati on tasks for language	Innovation model; Integrative_attitude reorienter & Agent of critical awareness & social change & development; & Midwife who gives

CTBL: Beyond Current Didactic Methods

	Mini dictator, in action		learning	birth to knowledge & challenging ideas in students' minds
Teacher's main concerns	Issuing communiqués; Making deposits; Infusing (false) knowledge into receptacles, & Cheating	Hammering effective variables in learning	Arrangement of class; Cultivating & improving the learners' communicati on ability, & the syllabus	Problimitising the context & creating cognitive disequilibrium; Decolonising students' minds, and Method engineering - for bringing a change in the patterns of interaction in society
Learner's roles	Numb depositories and acknowledgers	Active participants & accumulators of knowledge	Enthusiastic interlocutors	Proactive discussants, knowledge seekers, analysers, & evaluators
Learner's main concern	What to memorize in order to pass the course, enter universities, & become a boss	Gaining grades, rewards, awards, & recognition	Fluent communicati on	How to find out; Deep understanding for further investigation; Spotlighting false information, their sources & the philosophy beyond it
Interaction type	If any, it is teacher-to-one-	Intra- & inter-group	Person-to- person or	Intra- group collaboration but

CTBL: Beyond Current Didactic Methods

	student interaction at a time	cooperative interaction	intra- group cooperative interaction	inter-group competition
Grouping	No groupwork	Mostly buzz groups	Random grouping, mostly homogenous groups	Grouping in such a way that systematically caters to learners with different ability ranges & learning styles
Favourable to	Dominant minority – often extrovert but narrow-minded people	Free riders & social loafers	Extroverts & sometimes clever students	All, particularly weak students/the Oppressed
Main activities	Passively listening, repetition, memorization, recitation, translation, & reproduction	Negotiation, clarification, comparison, synthesis, elaboration, & application of concepts during problem solving activities	Negotiation, clarification, comparison, elaboration, & application of concepts during problem solving activities	Discussion about challenging ideas which solicit higher order of incisive & analytical thinking skills such as critical evaluation of causes & effects, analysis, synthesis, creative generalization, & elaboration
Communicative competence	grammatical	Some aspects of communicati	Some aspects of communicati	All aspects of communicative competence in

CTBL: Beyond Current Didactic Methods

		ve competence	ve competence	parallel
At the end of a (reading) course, students will be able to	Read the lines	Read between the lines	Read between the lines	Read beyond the lines
Students are treated as	Objects/Animals	Whole persons, & sometimes Subjects	Whole persons/participants	Subjects, & prospective Agents of change
Students' outlooks/ minds are hammered to be	(If any) narrow/shallow	Flexible & wide	So-so	Wide, holistic, realistic & flexible, but unshakable at times
Students are engineered to	Live as sheep in their country	Lead a successful life in their country	Communicate fluently, & sometimes accurately	Survive in more complicated environments, even at the global level
Students will ultimately contribute to	Dictatorship/ Apartheid, & finally Anarchism – a dog-eat-dog world	Successful humane living in 'cooperative oriented societies'	Tourism & economic development, mostly at the 'societal' level	Sustainable futures & World Peace (see Hosseini, 2006/2007)

Table 12.1 Comparison of CTBL with the TLM/the Banking Method, conventional CL methods and approaches, and CLT

Conclusion

.....

Learning without thought is labor lost; thought without learning is perilous.

-- Confucius

Academia has no option but taking account of real life situations and moving side by side with the constant flux and paradigm shifts, which are emerging based on peoples' needs. Learning-/learner- centred rather than teaching-centred activities and strategies should be focused upon as the need of the hour. However, given the fact that not every method or approach is a panacea to all language learning environments, the selection and implementation of a method/approach in different parts of the world demands great care and expertise. In other words, since our classes are, in essence, microcosms of the macrocosm – a fraction of the real world, the select strategies ought to take heed of the local economic, historical, socio-educational/cultural, and political factors, and reflect the realities of this dynamic and complicated competitive world. It is based on such a premise that i have offered CTBL to Education in general and to the ELT repertoire in particular in order to facilitate their success in the present world

context, which is characterised by ever-growing injustice, corruption, racism, tyranny, revolt, terror and bloodshed, and destruction also.

Competitive Team-Based Learning is an excellent and of course seminal approach for today world context as it offers a real hope of salvation of humanity the world over. It does not hurt to repeat here the statement, unfortunately still rejected by even some renowned scholars in spite of its obviousness, that CTBL is a very useful, effective, and practical 'political' approach to the pedagogy of particularly the oppressed, who are almost always the majority in today world circumstances. It is indeed a concrete plan of action for empowering and liberating the Other. It is an ensured pathway towards human security, peace, development, and prosperity. This is because contrary to the present immaterial methods and approaches, CTBL's focal area of concern is moral, spiritual, and intellectual revolution towards a big change in the present suffering peasant societies, who are contributing to an unhealthy and uncivilized world.

* * * * *

In the light of the importance attributed to cooperative learning methods/approaches and particularly CTBL, suggestions

to prospective stakeholders have been put forth in the following chapter. Furthermore, the contribution of this book to new knowledge and information on the subject in question and the journey or evolution CTBL vis-à-vis ELT and learning is likely to take in the near future is also indicated.

Discussion Questions

1. What other methods or approaches in the arena of ELT have been neglected in the section on 'CTBL and other Methods and Approaches in ELT'? Compare them with CTBL, in terms of their pros and cons.
2. How does RTR contribute to positive interdependence among participants?
3. Discuss the distinguishing features of CTBL in comparison to other methods of CL.
4. What are your suggestions for implementation of cooperative learning methods and approaches in different educational institutions? Discuss this question in terms of the feasibility of application of these methods in different educational settings.

Food for Thought

1. Against the emerging trends of globalisation which foreground excellence and competition as important goals, how would the long-term effects of CTBL on the development of a nation differ from those of other methods of CL?
 2. CTBL is a weapon – a strategic educational weapon. Discuss this point with reference to the threat of invasion of destructive cultures, the point i made in Chapter 2. In the course of your discussion take account of teachers' roles as attitude re-orienters and agents of critical awareness and altitudinal change.
- What is your opinion about the below saying of Paulo Freire:

.....
Wanting is not enough to change the world. Desire is fundamental, but it is not enough either. It is also necessary to know how to want, to learn how to want, which implies learning how to fight politically with tactics adequate to our strategic dreams.

Notes

1. **Acculturation** is a social phenomenon which may happen when an individual interacts with a group with different socio-cultural backgrounds. It is the process through which the individual internalises norms, beliefs, values, outlooks, and language of the host group.

References

1. Adprima: Toward the best (2010). Instructional Methods Information. Accessed January 3, 2010.
2. Kagan, S. (1992). *Cooperative learning*. San Juan Capistrano, CA: Resources for Teachers.
3. Kagan, S. (1995). We can talk: Cooperative learning in the elementary ESL classroom. *Elementary Education Newsletter*, 17(2).
4. Oxford, R., (1997). Cooperative Learning, Collaborative Learning, and Interaction. *The Modern Language Journal*, 81, 443-452.
5. Slavin, R. E. (1990). *Cooperative learning: Theory, research and practice*. Englewood Cliffs, NJ: Prentice-Hall.

6. Van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy and authenticity*. London: Longman.

=====

.....
✓ *****My instructional innovation, CTBL is an approach to the empowerment and liberation of the oppressed/ the weak/the poor who have their own identity, attitude, ideology, etc. but are almost always purposefully ignored, marginalised and deprived of their very basic rights, and in short insensibly victimised. To put it another way, CTBL is in the last analysis an approach to the elimination of apartheid and dictatorship who is in the habit of hegemonic articulation/presentation or infusion of their ideas, attitude, and ideology.**

-- The Author, Dr S.M.H.Hosseini, Iran

.....
As surely as we are driven to live, we are driven to serve spiritual ends that surpass our own interests.... We are not only in need of God but also in need of serving His ends, and these ends are in need of us.

-- Abraham J. Heschel

SECTION VIII

RECOMMENDATIONS

.....
✓ *****Imam Hossein (AS) taught us that even those who go for dirty actions and betray their people so as to enable themselves to survive for a longer duration of time are destined to dirty death. Therefore, those who dare not choose death, death will choose them.**
– Dr Shariati; Translated by the Author, Dr S.M.H.Hosseini, Iran

.....
-- شهادت حضور در صحنه حق و باطل همیشه تاریخ است. -- شهادت يك انتخاب است.
-- شهيد دكتور شريعتي

XIII

Suggestions to the Involved Stakes

.....

Seven Social Sins:

1. Politics without principles; 2. Science without humanity; 3. Education without character; 4. Pleasure without conscience; 5. Wealth without work; 6. Commerce without morality; 7. Worship without sacrifice.

-- Mahatma Gandhi

Advance Organiser Questions

1. Who is responsible for the present miseries of humanity?
2. On the basis of the knowledge you have gained out of this book about new trends in ELT/Education and particularly about CTBL, can you propose some suggestions to:

- A. Policy makers;
 - B. Resource material developers;
 - C. Syllabus designers;
 - D. Methodologists;
 - E. Teachers;
 - F. Test constructors and examiners, and
 - G. Researchers?
3. How could the above stakeholders contribute to a reform for transforming the present peasant societies into more civilised coherent nations?

Introduction

Although the legacy of the past focus on educational pedagogy still persists in many parts of the world, the pendulum in the sphere of ELT/Education has begun to swing in new directions contemporaneous with the process of globalisation at the dawn of the third millennium. ELT/Education has accommodated a paradigm shift from text-based towards context-focused pedagogy and approaches. Interactive ways of learning and teaching rather than teacher-fronted ways of teaching are becoming a felt need. Some innovative methods and approaches like CLT, Interactive

Learning, Collaborative Learning, and CL are rapidly evolving and gaining momentum and significance in such an atmosphere. Constructivists' views on learning like those of Avicenna¹, John Dewey, Jean Piaget, Lev Semenovich Vygotsky, Jerome Bruner, and Herbert Simon foreground the significance of such new approaches in ELT sphere. Based on the premise that language use and language learning are interactive activities, constructivists emphasize the importance of 'social interaction and interdependence' in learning situations holding the view that what is learnt about language is in actuality a reflection of interactions.

As Johnson (1985) has also argued, the importance of such emerging innovations goes beyond academic achievement of participants. 'Being able to perform technical skills such as reading, writing or any other problem solving activities is essential but of little use if one cannot apply them in interaction with others in real world settings'.

However, in continuation of such ideological trends, i have put forward my argument, implicitly or explicitly, throughout this book as under:

Being able to perform technical skills and even being able to apply 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 world. All i have meant to convey thorough this manuscript is that the present methods and approaches cherished by our antediluvian dictatorial didactic regimes are not able to serve humanity in the present world context as they are not able to meet our people's needs occasioned by the real world settings. Students in cooperative learning settings must learn humanitarian democratic values. They must learn how to function critically and creatively as responsible members of their societies and gain the ability to work with others in competitive environments, which is the keystone to building and maintaining stable marriages, careers, and peaceful and live societies.

It is in such a backdrop that i put into sharp focus my instructional innovation, which has been developed based on my philosophical attitude. CTBL is an excellent approach, i think. As it was indicated in my studies, and as it is realised from the mechanisms and the principles inherent in it, and also considering its magic *transforming power*², CTBL is a very useful, effective, and practical approach to the pedagogy of the oppressed, who are almost always the majority in today world circumstances. It is

indeed a concrete plan of action for empowering and liberating the Other or the weak/the poor/the outcast who have their own identity, attitude, and ideology but are almost always *purposefully* ignored, marginalised and deprived of their rights, and in short - insensibly - victimised, by the traditional dictatorial didactic modes of education like the Banking Method. And as i explained, the liberation of the Other means the elimination of the dictatorship. Therefore, as noted, my instructional innovation is, in the last analysis, an inimitable approach to the elimination of apartheid and dictatorship who are in the habit of hegemonic articulation/presentation or infusion of their ideas, attitude, and ideology from among human societies in the 21st century. CTBL is a future oriented weapon who responds to the need for a paradigm shift in today world ELT/Education for transforming the conditions of not only the oppressed's existence but also that of the humanity. CTBL primarily aims at preparing tomorrow citizenry not only for career and adult responsibilities but also for creating and above all maintaining sustainable futures.

This book suggested the idea that the prominence of the mission and the objectives of ELT/Education need to be explored from different vantage points in the present world context. ELT/Education has to move towards Hosseinian mode of

pedagogy, which manifests in CTBL. CTBL involves a shift in teaching paradigms, a shift in the way of thinking about teaching and living. Such a shift demands open-endedness of all the stakes involved and the ability and the courage to realize teaching as a political experience. A thorough consideration of such a shift exacts commitment, devotion, patience, perseverance, and expertise.

The justifications presented throughout this volume for the efficiency and the significance of CTBL may be considered potent and consistent enough to warrant a gradual shift towards using this unique approach in learning situations – from primary to university levels. Though it may take some years for the world to ensure that interactive and context-based Hosseinian pedagogy becomes a general policy in the field of ELT/Education at all graded levels, there are signs of hope. Impediments apart because of several factors, new directions in ELT/Education are likely to usher in new wisdom against the old and the familiar. Particularly African and Asian contexts and the contexts in the Middle East and Arab world demand so. Change is the essence of time, and changes are inevitable.

In view of the importance attributed to CTBL, i wish to put forth certain suggestions to all those concerned about and involved in evolving new and alternate educational pedagogies.

(Educational /Curriculum) Policy Makers

.....

To render relief to the distressed and to help the oppressed make amends (compensation) from Allah for great sins.

-- Imam Ali (AS)

A number of variables affect the quality of education which should be addressed. Who is to teach, what, to whom, for what purpose, to what extent, how, where, when, and how often? The concerns behind these questions should be taken into consideration. However, as regards the intention of the present book, educational policy makers could consider the idea that, in the context of the present scenario of globalisation, my instructional innovation could usher in certain significant paradigm shifts in education as a collaborative and cooperative venture, and gradually make the stakeholders be aware of social interdependence as a great value. As noted, the benefits of learning together through CTBL, which emphasises integrating all four language skills, are immense both from academic and from socio-political points of view.

The results of my MA and PhD research studies, which attempted to compare the effectiveness of my approach with the one developed by Johnson brothers at the University of Minnesota in the USA and the TLM, suggest that CTBL could be considered as *an appropriate approach both to ELT/ Education and to living* because it has the potential for tackling the inefficacy of the conventional methods both at academic and at social/global levels more effectively. CTBL is conducive not only to true and active cooperative learning but also to learning morals, ethics, and humanitarian values in human relationships amidst competitive environments, which emphasize a respect for the culture of learning/living. CTBL suggests capacity building of students and empowering them to face the challenges of globalisation and build their own living environments. It can serve not only as an exemplary model that could harness the kind of competition among the present world's citizens, nations, and civilizations, but also as a way of critiquing the hegemonic ways of thinking, condescending attitudes towards marginalized people, cultures and civilizations, and destructive models of modernization and development. Therefore, this instructional innovation may be considered as a drastic shift from the present directive approaches and even conventional innovative methods and approaches.

Competitive Team-Based Learning has the capacity to equip students for current globalized 'competitive' work environment and to contribute to learning humanitarian democratic values. It, thus, has the capacity to contribute to the development of live, humane, healthy, creative, and civilized societies and world peace *better* than other instructional methods and approaches like Collaborative Learning, Interactive Learning, and even methods in the arena of CL.

Competitive Team-Based Learning, however, can be interesting and successful provided teachers and students are familiar enough with their professions and responsibilities. Therefore, investment in training courses for teachers and students is needed for creating the grounds for the success of this innovation. This can also be done through seminars, lectures, or workshops. Such training activities could also focus on familiarizing both teachers and students with emerging online educational technologies, which can be used for boosting the effectiveness and success of courses run through CTBL. These training activities, when organized and coordinated well, would contribute not only to academic success of students but to the development of their personalities and capacities for team building, working in heterogeneous teams, collective thinking, and

sound decision making about personal and civic affairs in the social context. They would also be conducive to nurturing interpersonal relationships, interdependence, and human values.

As such, the infusion of CTBL into educational systems is essential if we want to contribute to healthy societies -- societies whose citizens would possess big hearts, incredible tolerance, and humane attitudes towards humanity and as a result would be far from hatred, jealousy, hypocrisy, conspiracy, oppression, racism, barbarity, corruption and so many other antediluvian devilish behaviours and characteristics. This way, a more civilized social order, social harmony, and compassionate civilisations and world peace could be ensured. It seems that time is ripe and opportune to look for ways of revamping education systems and educational pedagogies so that CTBL could be accommodated as a regular approach to teaching and learning.

Finally, I feel establishing a Head University, like the one I observed in Hyderabad in India (University for English and Foreign Languages), for improving the quality of ELT in countries like Iran is a must. Needless to say, such a university, ought to be run by best of those academicians who are innovative and of course committed to their profession and accountabilities. This university, as a resource as well as backup centre for other

universities and language institutes the country over, could include

a:

1. Centre for English Studies;
2. Centre for ESL/EFL Studies;
3. Department of Methods;
4. Centre for Curricular Material Development;
5. Centre for Teacher Empowerment (e.g. through organising regular national and international workshops and symposia);
6. Centre for Language Testing, and more importantly,
7. Centre for ELT and Online Technologies.

As noted, the integration of online technologies into language classes/courses/ curriculum could enhance the effectiveness of teachers' efforts and hence success of CTBL/the profession. It is in this backdrop that i (Hosseini, 2007) have suggested the inclusion of the Centre for ELT and Online Technologies in the proposed university as an indispensable task, especially in the present world context. Educational policy makers could also consider establishing/developing virtual schools, universities, and other educational institutes concurrent with the development of ongoing globalisation. (See also Chapter 9)

Resource Material Developers and Syllabus Designers

.....

Association with the wicked people is evilness, and association with the corrupted people brings doubts to oneself.

-- Imam Hossein (AS)

In virtue of the fact that the success of CTBL in (language) classes depends, in part, on the kind of materials, tasks, and activities applied in course of teaching, they should have the capacity to improve the power of team learning amidst competitive environments. However, in order to avoid further repetition, the above group of specialists are suggested to study the present book, particularly its fifth chapter, once again so that they could have a better grasp of what i mean by syllabi, and curricular materials, tasks, and activities for today world classes and didactic regimes. This would facilitate their contribution to a reform in the present education systems, for paving the way towards more civilised societies, compassionate civilizations, and world peace.

Methodologists

.....

I wonder why we are insisting on mere technical preparation of teachers in teacher preparation courses. Teachers should also be taught to teach anti-dictatorship/apartheid principles and approaches to tomorrow citizenry.

– The Author, S.M.H.Hosseini

As noted, it is unfortunate but true that ELT has not been a success in many parts of the world including Iran. If educators persist in antediluvian modes of presentation and do not take into account the significance of the new trends like CTBL in the profession, the situation may get worse in the years to come. Methodologists, thereby, are expected to modify their point of view, concurrent with the developments in the present scenario of ongoing globalisation, and change the ways they construct and prescribe their classroom activities, techniques, and instructional innovations.

The fact is that in the new emerging approaches to language learning and language teaching, the special circumstances and mechanisms in which language learning takes place are getting prioritized. CTBL is an approach that has evolved in such a context. CTBL stresses the significance of some factors of critical importance to language learning such as context of learning and

learners' attitudes and motivation. And, as illustrated throughout this book, CTBL could be considered as the most realistic approach in the arena of CL/Education/ELT methods and approaches. Methodologists may suggest this approach to (English language) teachers as one of the most effective for (language) classes inasmuch as it compensates the deficiencies inherent in the present methods and approaches effectively. As noted in Chapter 12, CTBL differs from other methods and approaches in some significant ways. Methodologists are suggested to adapt, not necessarily adopt, and modify the principles/techniques of my approach, and develop their own models.

Teachers

.....

How some educators could maintain indifferent while they are living with others, with the oppressed, in this hellish world?! Even plants and animals could not be neutral.

– The Author, S.M.H.Hosseini

Teachers should realize the fact that merely following the TLM means that they neither read the signs of the time nor are in tune with the latest methods and approaches to teaching or learning which have more capacity for promoting effective learning.

Teachers' efforts would be in vain if they insist on application of the TLM in their classes because the nature of this method of teaching is more favourable to students' short-term satisfaction only. It deprives learners of better opportunities for real learning/living.

On the other hand, with their emphasis on cognitive and affective aspects of learning and on the acquisition of social skills, cooperative learning methods and approaches connote and aim at long-term and enduring effectiveness of learning. However, before deciding on implementing any method/approach in their classes, it is very important to consider some critical factors such as the established goals, the level of practicality of the method with regard to the target groups' level, the kind of relationships teachers desire to pose among their students, the kind of facilities at hand, and so forth. Economic, historical, socio-cultural and particularly socio-political factors in the real world situations should not be neglected either.

Due to the patterns of interaction CL methods pose in classes and considering the psychological typology of students, it, at the first sight, seems that methods like CGBL, TGT, STAD, TT, and original Jigsaw might better cater to primary levels of education. But methods like GI, Jigsaw II, LTD, and CC seem to

better satisfy classes in higher education. And CTBL seems to benefit both primary and higher education. The significance of CTBL, for (language) learning environments lies in the emphasis it puts on systematic implementation of groupwork and in the focus it has upon boosting the effectiveness of shared learning/living. Furthermore, CTBL caters better for learners with different ability ranges and learning styles, especially for those who have an aversion towards pure cooperation in groupwork activities. More importantly, the mechanisms underlying CTBL solicit higher levels of cognition and aim at the development of complex and critical thinking, and creative problem solving skills like analysis, synthesis, evaluation, and application of concepts in different and more complicated situations.

Therefore, CTBL has advantage over the traditional didactic modes of instruction like ALM and even CLT for accommodating essential factors for effective language learning and language use. In addition, that CTBL prioritizes the idea of teamwork amidst competitive environments, as the very demand of tomorrow's citizenry, highly distinguishes it from the present innovative methods and approaches. Needless to say that CTBL prioritizes the idea of teamwork *with special foci on* 1) inter-group competition, 2) individual accountability of *all* team members, 3) systematic

implementation of effective groupwork, and 4) socio-political atmosphere in the present world context.

The significance of CTBL for the present world context refers to the fact that it not only has the potential to empower tomorrow's citizenry with the tactics and methods to more effectively obtain knowledge, solve problems, and in the process develop their communicative competence and construct knowledge. But it also has the capacity to enable them to work, learn, and develop together in the spirit of cooperation and fair competition on the basis of a respect for the culture of learning/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.

Hence, as a powerful praxis-oriented approach, CTBL has the capacity to contribute not only to effective (language) learning but to effect necessary social transformation as well. Therefore, if teachers truly believe in learners as whole persons and not just as machines with big electronic brains, and more importantly, if they want to contribute to healthy societies and world peace, then they should consider the implementation of CTBL in their classes.

Teachers should appreciate this systematically structured approach to Education in general, and ELT in particular, inasmuch as it aims at training life-long learners and cultivating well-empowered interdependent competent individuals equipped with academic and socio-political skills and strategies alike. CTBL intends to train tomorrow citizenry in a way that they would be able to live in this complicated competitive world successfully, both academically and socially, and impact upon it effectively – a task which could never be achieved by the present instructional methods and approaches.

In sum, in view of the fact that the conventional instructional methods and approaches, which are cherished by the current education regimes, are not able to serve humanity in the present world context as they are not able to consider the realities of today world, a takeoff from such innovations towards CTBL is worth considering (see Figure 13.1).

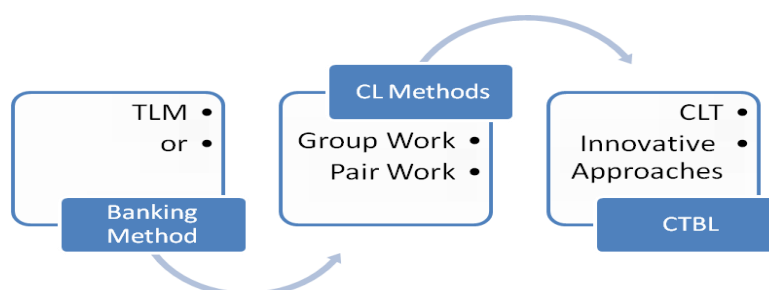


Figure 13.1 A model for a logic gradual departure towards CTBL

Because of the fact that students even at primary levels must be taught to think critically and creatively, and that the main mission of modern education is to prepare tomorrow's citizens to deal with complexity, diversity, and change, and the fact that CTBL better mirrors and appreciates the realities of life and further spurs students into learning, educators should consider this approach as their top priority for all graded levels. An in-depth understanding of the principles of this approach and its techniques/principles can help teachers develop a range of effective tactics and strategies for ushering in environments for interactive language learning. Such environments would help and ensure that students become more responsible and committed to critical negotiation of meanings which would contribute to building up of a new and just society that believes in cherishing and promoting the values of interdependence.

Finally, i should also like to suggest teachers to introduce their students to an at least one-session orientation workshop prior to the implementation of CTBL in their classes. This is very important as whether a method 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 approach. In such workshops, thereby, teachers should give a comprehensive elaboration about the approach and its principles and basic elements, make the students aware of the long-term benefits of CTBL not only from a personal outlook but from societal and political perspectives, and bring light to the relevance of this approach to successful living in real life situations and also to world peace. As such workshops familiarize students with the importance of CTBL more effectively, they motivate them for more effective co-operation, which in turn contributes to the success of the classes run through this approach. From among skills that teachers should try to illustrate in such workshops 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.

To sum up, the illocutionary force of this section is the implementation of my didactic weapon by teachers, in the present dog-eat-dog world context of racism, injustice and despotism, if they want to contribute to just societies and world peace. But for the perlocutionary effect of this article to come true, there is a need for the teachers, particularly in corrupt/dictatorial regimes, to have

the courage to transform themselves first, into intellectual sources of critical awareness and *agents of change* (change in cognition, thinking styles, beliefs, attitudes, and actions of the inhabitants of their milieus). This kind of transformation accelerates transforming of their students for uprooting any sources of corruption, oppression, fascism, terror and bloodshed, and destruction from among their societies. This way, they could ensure appropriate developments in their societies and consequently in the world. Hence the necessity of realising and the very need for redefining *teaching as a complicated edu-political process* which involves democratic thinking – at the global level, and diplomatic acting – at the class level, if we want to contribute to world peace.

Test Constructors and Examiners

.....

We learn much from our success, but still more from our failures.

-- The Author Unknown

The fact is that the ways tests are constructed and conducted and test takers are assessed greatly impact not only students' attitudes towards the objectives of the course content and the implementation and success of instructional methods, but also

social formation and development. Therefore, test designers and examiners need to consider a change in the types of tests, the contexts/atmospheres in which they are administered, and the procedures for assessing test takers. Tests should be realistic and assess the practical abilities of students in the application of knowledge to different, new, and semi/authentic/real life situations. The contexts in which tests are administered should also be appropriate and relaxing thereby letting test takers show all their potentials. Although the main goal of testing is to see whether the outcomes of instructional methods and approaches are in parallel with those already set by educational policy makers, testing could also be subordinated to teaching, at times. As such, testing would contribute to more effective achievement of teaching objectives.

Researchers

In the face of the dearth of research on the comparison of CTBL with other methods especially in the arena of cooperative learning methods and approaches, more research is needed to complement my research findings regarding the effectiveness of my

pedagogical innovation. The following questions might inspire especially researchers for further scientific explorations:

1. What kind of interactive methods or approaches could contribute more effectively to students' language proficiency?
2. Do the effects of CTBL and any other interactive method or approach (e.g. CGBL) differ on different language skills or even other subjects rather than English?
3. Would the effects of the TLM on the education of physically disabled or mentally backward students be comparable to the effects of CTBL on the education of these groups of students?
4. Compare the contribution of online technologies to the success of collaborative learning methods and approaches like CTBL.

Importantly, against the emerging trends of globalisation which foreground excellence and competition as important goals, a significant agenda for future research would be to investigate and compare the different long-term effects of CTBL vis-à-vis those of other methods of CL on the development of a nation. This could be considered with reference to the impact of the selected methods on

students', for example, level of objectivity, and critical and creative thinking abilities.

These areas of investigation can be considered with reference to areas like homogeneous versus heterogeneous groups, male versus female, small group versus large group, primary school versus higher education, and rural versus urban. Students' different socio-cultural/political backgrounds and attitudes towards group learning as well as their different styles of learning are also worth considering.

Another worth of investigation research domain in relation to the efficiency of collaborative learning methods and approaches refers to undergraduate learners. Unfortunately very few action empirical researches have been done to see the effectiveness of such innovations particularly at the undergraduate level. This is perhaps because the predominant belief is that college students may have an aversion to shared learning. Therefore, such areas should not be neglected by researchers. At any rate, i think in view of the fact that undergraduate students, in comparison with younger and less experienced students: (a) are more inclined to competition on the way towards their dream futures, (b) possess more acceptable (language) learning strategies and are more spurred to use these strategies, (c) have more knowledge on the

basis of language, and (d) are in a better position to think aloud and explicate the process they go through in course of arriving at meaning, it seems that they could reap more favourable benefits out of CTBL than younger and less experienced students. Therefore, the characteristics this group of students possess could be best harnessed in CTBL situations as in such settings the emphasis is on discussion and negotiation for meaning in competitive environments.

Conclusion

.....
✓ *****No doubt, there are much more to reach. All i needed was to spread my wings... Already done. Will soar towards the highest summits ...to show the oppressed new horizons, if THEY let me continue my flight, and if THEY do not target me with their missiles this time.**

-- The Author, Dr S.M.H.Hosseini, Iran

In this chapter i discussed in some detail, via putting forth certain suggestions to the stakeholders, the crucial need for a revolutionary change in the present Education systems – A paradigm shift towards accommodating innovative and realistic approaches like CTBL. This is because CTBL focuses upon foundational facets of contemporary education by aiming at forming and moulding interdependent competent life-long learners

who will be able to flourish both academically as well as socially. As a totally different approach, CTBL has the capacity not merely to address and solve the deficiencies of the conventional didactic methods and approaches both at academic and at social/global levels, but also to eradicate effectively any sources of racism, injustice, corruption, oppression, and destruction from among societies. CTBL is thereby a pragmatic solution to the present socio-educational/cultural/economic/political problems. Therefore, CTBL must be appreciated not just because it is a potentially modern, super-flexible, inclusive, relevant, and effective authentic didactic approach to Education in general, and language learning and language teaching in particular; or because it is in essence a strategic pedagogical weapon for the elimination of any source of corruption and oppression from among human societies. But also in the sense that it is a value and a to-the-point approach to the attainment of the ultimate goal of contemporary Education, which is the prosperity of the societies the world over, especially in the present context of ongoing globalisation.

Finally, it should be reminded that considering the suggestions provided in the present book will also, i hope, contribute to the promotion of Iranian universities' validity in the world: As i recently noticed, no Iranian university has been

included in the recent ranking of ISI, which has ranked the top 1000 universities of the world! This is a *tragedy* if not a *shame* for our education regime, which, at present, as elaborated, demotivates and derails our poor students, a huge number of whom enter universities with great zest, enthusiasm, and hope. I would like to digress a moment in order to remind you that these universities are run by those ilk of the so-called professors i shed light upon in Chapter 2 of the present book. Also recall that the ultimate authority in the country resides with the outcomes of these universities. In addition, please recall and review – deductively -- the problems occasioned by this group of people at national and international levels. Such big bitter facts thereby make more sense to espouse my argument for a radical reform which has been posited throughout this book with sufficient reasoning and justifications.

* * * * *

O God! Even at the end of this final round i still have the feeling with me that i have not been able to knock down the most vicious enemy of tomorrow citizenry, the Banking Method. Let me do it in the following section which is the bonus time. Therefore, i reserve further discussion on this issue for the part on Epilogue.

This is because it is 'at this juncture' that i feel i am in a position to go for the 'final round – final conclusion' in the following section, in Epilogue.

.....
*****Competitive Team-Based Learning, my instructional approach, is the sum total of my educational life. As a major building block to modern democracy, he derives inspirations from my philosophy. My CSPLL theory serves him as an *axis*. His *skeleton* is the MIO hypothesis of mine. My evaluation system serves him as a *heart*. My educational materials, tasks, techniques, and activities shape his *flesh*. My ethos manifests in the form of his *spirit*. And my objective and syllabus guides him as his *brain*. CTBL is my *vow*: My vow against any sources of oppression, corruption, destruction, and terror and bloodshed, at societal, social, and global level. *CTBL's main mission is to unfold the real worth of despots after he awakens their soldiers and possessions – the people/ the feeble. I will fight the battle against the despot, who plays the role of my god, to give meaning to my sufferings, and to heal my wounds occasioned by his special guard.***

-- The Author, Dr S.M.H.Hosseini, Iran

Discussion Questions

1. What are the goals of modern education? Why are we not able to address, pursue, and meet such goals effectively?
2. What knowledge and skills are worthwhile learning in today world context?

Food for Thought

1. Discuss the below saying of Imam Ali (AS):

.....
Whoever wants to be a leader should educate himself first. Before preaching to others, he should first practice himself [*and his tribe members*] in the morals he attempts to lead his people towards. Whoever educates themselves and improves their own morals first is superior to the man who tries to teach and train others [*without considering his lessons for himself and for his associates. A leader whose associates are in effect agents of corruption, betrayal, etc. cannot develop a just nation, hence the very need for his removal*]. Italics added.

Notes

1. **Avicenna**, as introduced through the Site of "Philosophy of Education - Wikipedia, the free encyclopedia.mht" lived from 980 AD to 1037 AD.
"In the medieval Islamic world, an elementary school was known as a maktab, which dates back to at least the 10th century. Like madrasahs (which referred to higher education), a maktab was often attached to a mosque. In the 11th century, Ibn Sina (known as *Avicenna* in the West), wrote a chapter dealing with the *maktab* entitled "The Role of the Teacher in the Training and Upbringing of Children", as a guide to teachers working at *maktab* schools. He wrote

that children can learn better if taught in classes instead of individual tuition from private tutors, and he gave a number of reasons for why this is the case, citing the value of competition and emulation among pupils as well as the usefulness of group discussions and debates. Ibn Sina described the curriculum of a *maktab* school in some detail, describing the curricula for two stages of education in a *maktab* school.

Ibn Sina wrote that children should be sent to a *maktab* school from the age of 6 and be taught primary education until they reach the age of 14. During which time, he wrote that they should be taught the Qur'an, Islamic metaphysics, language, literature, Islamic ethics, and manual skills (which could refer to a variety of practical skills).

Ibn Sina refers to the secondary education stage of *maktab* schooling as the period of specialization, when pupils should begin to acquire manual skills, regardless of their social status. He writes that children after the age of 14 should be given a choice to choose and specialize in subjects they have an interest in, whether it was reading, manual skills, literature, preaching, medicine, geometry, trade and commerce, craftsmanship, or any other subject or profession

they would be interested in pursuing for a future career. He wrote that this was a transitional stage and that there needs to be flexibility regarding the age in which pupils graduate, as the student's emotional development and chosen subjects need to be taken into account.

The empiricist theory of 'tabula rasa' was also developed by Ibn Sina. He argued that the "human intellect at birth is rather like a *tabula rasa*, a pure potentiality that is actualized through education and comes to know" and that knowledge is attained through "empirical familiarity with objects in this world from which one abstracts universal concepts" which is developed through a "sylogistic method of reasoning; observations lead to prepositional statements, which when compounded lead to further abstract concepts." He further argued that the intellect itself "possesses levels of development from the material intellect (*al-'aql al-hayulani*), that potentiality that can acquire knowledge to the active intellect (*al-'aql al-fa'il*), the state of the human intellect in conjunction with the perfect source of knowledge."

See

http://en.wikipedia.org/wiki/Cooperative_learning#cite_note-0.

This was accessed in 6 December 2010.

2. CTBL's magic *transforming power* especially for converting today 'sheep-like reticent bench-bound adaptable-to-the-world recipients/objects' to 'Agents of change or the Subjects who have the capacity to influence the world'.

=====

.....

Power undirected by high purpose spells calamity....

-- Theodore Roosevelt

Epilogue

.....
All who have meditated on the art of governing mankind have been convinced that the fate of empires depends on the education of youth.

--Aristotle

... And i have brought myself, by long meditation, to the conviction that the dawn of CTBL connotes the demise of the remainders of the ancient barbarous despots/emperors in today world context as I strongly believe that the fate of empires depends on teachers' approaches to the education of the youth. CTBL, my *realistic approach to liberal education* is, thereby, an ensured pathway to human security, development, and prosperity. CTBL is a future oriented edu-political approach which responds to the need for a paradigm shift in today world Education. It involves a shift in teaching paradigms, a shift in the way of thinking about teaching and living.

-- The Author, Dr S.M.H. Hosseini

Although i tried to elaborate the need for a holistic reform in the foregoing chapters in one way or another, i am coming to the conclusion that this issue requires a separate chapter, if not a separate book. However, here, at the end of this manual, in this final section, i discuss further the issue in order to arrive at a more concrete conclusion.

As i reasoned, empowering students for successful living in the present world context, which is highly multicultural, incredibly

complicated, and of course developmentally and fiercely competitive, is the necessary proviso for creating more civilized societies, compassionate civilisations, and so sustainable futures and world peace. And the truth is that particularly the conventional methods and approaches cannot help us meet such a goal. It seems to me that it was destined such a wide divergence between what our traditional education systems intend to make out of tomorrow citizenry and what their dream worlds, in today world context, exact them to be could not go any longer. I mean the deficiencies inherent in the present traditional education system call for urgent and pragmatic reform.

As it was noted, change is inevitable, and academia has no option but taking account of real life situations and moving side by side with the constant flux and paradigm shifts. CTBL is an excellent and of course seminal approach for today world context as it offers a real hope of salvation of humanity the world over. It is indeed a concrete plan of action for empowering and liberating the Other. It is an ensured pathway towards human security, peace, development, and prosperity. This is because contrary to the present immaterial methods and approaches, CTBL's focal area of concern is moral, spiritual, and intellectual revolution towards a

big change in the present suffering peasant societies, who are contributing to an unhealthy and uncivilized world.

However, despite its significant contribution to more comprehensive (language) learning and development, CTBL in the so-called Third World in countries like Iran may not be adopted/adapted because of several factors and reasons. Systemic flaws, hegemonic superimpositions, elitism, discomfiture of teachers who are more used to lecturing than facilitating, urban-rural divide, marginalization of students of mixed abilities, and absence of critical discourses may be part of the problem, preventing teachers and students as well from realizing the importance of this significant approach.

But a drastic shift from the present directive approaches and even conventional methods and approaches towards my pragmatic pedagogy is the need of the hour by virtue of the promising remarkable results we are likely to reap, in the course of time, through such a holistic instructional innovation. To that end, an urgent revamp of course contents and revision of textbooks and a pragmatic overhaul of syllabi for a thorough inclusion of CTBL and its principles and techniques in the present ELT systems is a must, if we want to facilitate our students to be resource-persons for themselves in the process of learning. It is a must if we want to

defeat the banking concept of education and ceaselessly endeavour to promote learning as a liberating agent that ensures and celebrates freedom and dignity of the learner as a collective experience. It is a must if we want to prepare our students to deal with complexity, diversity and change. It is a must if we want to equip our students to face challenges of globalisation successfully and if we want to enhance the development of more civilized social harmony, and so live, humane, healthy, and creative societies -- societies whose citizens, politicians, and leaders would possess big hearts, incredible tolerance, and humane attitudes towards humanity, let alone the Other. - Societies whose people would be far from hatred, jealousy, hypocrisy, conspiracy, barbarity, and so many other prehistoric devilish behaviours. Such societies, as i (Hosseini, 2006) have elaborated, in their turn, would more effectively contribute to world peace, which is the ultimate dream of human race in the present tough and complicated highly competitive world.

As noted change is the essence of time, but for a systematic reform to happen in our ELT/Education regimes, we should consider Luccock's saying first: 'No one can whistle a symphony; it takes an orchestra to do it.' But the point is that for whistling such a symphony – such a reform, all involved stakes (viz. policy makers, curriculum developers, etc.) ought to, first and foremost,

decolonize their minds and move beyond the traditional methods and approaches, which have already failed to bring effective learning, values, and skills for intellectual, moral, spiritual, and personal growth and development even at societal level, let alone global level. And this kind of daunting task solicits open-endedness in outlook and attitudes of all stakeholders -- a wider and more realistic and holistic vantage point. It is essential to bear in mind that if the involved stakes do not realize the urgent need for such a change and paradigm shift and continue to follow their separatist mentality and indulge in ancient concepts and insist on the present traditional modes of instruction, the very purpose of true education is going to be defeated or lost. Persistence in the implementation of particularly the Banking Method would also convey the idea that they have to resort to such regimes of education, which are contributing to apartheid and dictatorship, in order to make their dream worlds they could not reach to otherwise eternal! At any rate, the important thing that the respective visionaries and policy makers may need to keep in mind is that the insertion of such an innovation merely in methodology box, syllabi, and textbooks would not be sufficient if the problems afflicting the field/Education/the society are to be addressed in a holistic and appropriate manner. An overall reconstruction of the

entire educational mechanisms is required. This renovation should encompass the whole skeleton of Education/ELT, from the traditional notions to evaluation systems and criteria for developing and recruiting human resources, who would design, develop, and lead educational regimes in the present world context.

To sum up, i hope to have shown throughout this book that we should reconsider our 1) educational objectives, 2) instructional materials, 3) human resources, 4) pedagogical methods and approaches and 5) evaluation systems. And this is not possible unless we contribute to the elimination of those irresponsible persons in charge who view the holly arena of ELT/Education as a springboard for achieving their economical/political goals -- at the cost of academician spirit, societies, human values, and even religions. This kind of elimination is as much a crucial requirement and indispensable task as it is the need for recruitment of teachers, think tanks, ministers, and the beyond who are:

1. Gifted for their profession/positions,
2. Innovative and open, and
3. Committed to their professional/social missions and accountabilities.

As such, all these streams will, i hope, put their force into the form of a powerful huge ripple which reforms our milieu, from

the local to the international level, wiping out the remains of any sources of injustice, condescending looks, Hitlerian outlooks, hegemonic ideas, racism, oppression, corruption, destruction, and terror and bloodshed.

.....

✓ *** **Know thyself first, if you want to know God.**

-- Imam Ali (AS)

Our Holy Prophet Mohammad (PBUH) describes Imam Ali as under:

He is the first one to believe in Islam; He is the most knowledgeable; He is the most correct one in his DEEN; He is the most certain; He is the most patient; He is the most forgiving and generous; He is the bravest in heart; He is the IMAM and the successor after me.

However,

*****There is a big message in this let me say meta message of my holy Imam, who was brutally marginalized: To know yourself involves realising particularly your milieu - the people, the feeble, and the socio-political atmosphere within which you exist. And God does not tolerate injustice, oppression, racism, corruption, destruction, terror and bloodshed Hence The Crucial Need for a Radical Reform/Change.**

-- The author, Dr S.M.H. Hosseini, Iran

Appendices

.....
It is better to wear out than to rust out.

-- Anonymous

Appendix A

A Sample Lesson Plan Outline, Based on Jigsaw II /

By the author, Dr S.M.H.Hosseini

Learning stage of class: Uper-intermediate **Size of class:** 30 sts

Linguistic/ethnic composition of class: Iranian **Age level of class:** 21-23

Subject: Teaching Methodology **Aim:** Communicating the history of ELT

New words: Method era, War-time methods,...**Preparation:** Internet, soft music...

=====

PHASE I: Teaching

Allocated Time: 75 minutes

Warm up.....2

Review.....5

Correction of Homework.....3

Pre-speaking Activities

Activating students' minds.....5

Discussing the guiding questions in groups.....10

Speaking Activities

Practicing the material individually in home groups.....10

Discussing in expert groups.....10

Negotiating in home groups10

Follow up Activities

Discussing the topic class-wide.....10

Summary.....5

Homework assignment.....2

Preview.....3

PHASE II: Assessment

Allocated Time: 75 minutes

Individuals practice on the quiz.....30

Pair work and negotiation.....15

Group discussion and evaluation.....20

Providing answers.....10

=====

Appendix B

A Sample Lesson Plan for CTBL / By Seyed Mohammad Hassan Hosseini

Note: The lesson plans introduced here are not meant to be the one and only way to develop a lesson plan. They are general overviews that highlight the key points of creating a quality lesson plan. A lesson plan is simply a roadmap. We should not adhere to it rigidly. However, every lesson plan should address the following question: What is to be taught, to whom, why, how, when, and where?

Lesson Plan for CTBL / High school: Lesson 5, book 3

Institute: **Subject:** Reading Comprehension **Instructional Objective:**
Comprehending the text

Learning Stage of Class: Pre-intermediate **Size of Class:** 30 Students

Linguistic/Ethnic Composition of Class: Iranian **Age Level of Class:** 17-20 / male

Grammar: Reported Speech (Imperative) **New Words:** athlete, wrestling, celebration, hold,...

Preparation: Board, Flash cards, Soft music, Sts' text book, Team recognition forms

Time: 90 minutes

=====
TIME DIVISION: A: Warm up..... 3
 B: Review..... 15
 C: Correction of homework..... 5
 D: Overview..... 2
 E: View a: Pre-reading activities..... 8
 b: Reading activities..... 35
 c: Post-reading activities..... 10
 F: Summary of the new lesson..... 8
 G: Homework assignment..... 2
 H: Preview..... 2

❖ **PROCEDURE**

✓ **A: Warm up**

In this stage the teacher has the common greetings, calls the rolls, etc.

✓ **B: Review**

T: OK. Have your numbers, please. (Teams head together & the captains number their team members 1 to 4).

For checking the students' comprehension of the last unit, the teacher would begin like the below:

T: Are you ready to review the previous lesson? **Ss.:** Yes.

T: Now, team B, number 2 (e.g. Reza stands up) - OK., Have you a good memory Reza?

Reza: I think so.

T: What was the title of the last passage? **Reza:** Memory.

T: What did you learn from it? **Reza:** Many things; for example, we should study our English right

after you teach because forgetting is rapid at first days.

T: (While giving a mark to him and his team) Good. Sit down, please.

✓ **C: Correction of homework**

Here the teacher will check students' homework and understanding of the previously taught material.

T: Open your books on page 80, please. Have you answered the questions? **Ss.:** Yes.

T: Well, team F, number 3. The teacher asks some questions and number 3 answers. For some important questions students write their answers on the board for more discussion and understanding of other teams.

✓ **D: Overview**

The teacher has an overview on what is going to be taught. He introduces the topic, and to activate students' minds through some brain storming techniques, he asks some questions for immediate oral answers, hoping to explore and improve students' background knowledge on the topic:

T: What do you know about Olympic Games? **Ss:** would reply differently.

✓ E: View

□a: Pre-reading activities

1. Grammar: The teacher elaborates the “Imperative Direct and Indirect Speech”. Then, introducing the situation, he tries to exemplify it through a dialogue written on the board:

The doctor (to you): Take three tablets daily.

Your friend (to you): What did the doctor say?

You: He told me, “Take three tablets daily.”(Direct S.) **Your friend (to you):** Pardon?

You: He told me to take three tablets daily. (Indirect S.)

The doctor (to you): Don’t take three tablets daily.

Your friend (to you): What did the doctor say?

You: He told me, “Don’t take three tablets daily.”(Direct S.) **Your friend (to you):**
Excuse me?

You: He told me not to take three tablets daily. (Indirect S.)

Here the teacher illustrates the main differences and wants teams to practice them with some more patterns.

2. (Active) vocabulary: Now the teacher introduces a few more important selected words through 3C’s Approach (Murcia, 1991) in a psychologically “visual, aural, oral, and written” order. To teach the word ‘athlete’, for example, the procedure would be like the below:

➤ 1. Conveying the meaning

To do this, the teacher asks students: What am I? They would reply: You are a teacher.

T: OK. What are you? **Ss.:** We are students. Showing some famous athletes’ pictures such as Takhti, Lionel Messi, and Bruce Lee the teacher asks:

- What are these? Students might know nothing to reply.

Recognizing the right moment, the teacher *says*: They are “athletes”; *repeating* it loudly, he *writes* it on the board to make students write and repeat. To facilitate students’ fluency and comprehension, the teacher uses appropriate drills also in this stage. After he conveys the meaning of all key words in this way, teams head together to review the key words.

➤ 2. Checking understanding

Dr Seyed Mohammad Hassan Hosseini

To assure himself that students haven't just memorized the words, the teacher asks some questions from different students in different teams. For instance:

- a) Are you an athlete?
- b) How many athletes do you know?
- c) Who is the most famous athlete in the world?

➤ **3. Consolidating**

The teacher tries to relate the new words to students own experiences; i.e. calling a number from a team, he asks him to turn to his next friend and ask him whether he is an athlete, and if he says 'yes', he should try to find out what sports he likes? and why? etc.

□b: Reading activities

1. The teacher reads the passage (in special English with Richard's music on the go), and the students listen carefully and try to get the gist as well as improve their pronunciation.

2. Before students begin their own reading, the teacher writes one or two focus questions on the board:

- a) Are the Games held every year?
- b) Who decides the site of the Olympic Games?

3. The captains read the text out for their teams as silently and rapidly as possible. Each team is to decide and write down the answers to the questions in their papers.

4. After every team does the above, the teacher calls a team and then a number and the same student stands up to answer for the team. He will be asked to read his teams' answers to the questions out and then write them under the related questions on the board for more class-wide discussion. This procedure would go on for two or three teams' members.

5. The teacher challenges other teams to discuss and point out mistakes, if any, and suggest improvements.

6. At this juncture, students should read the text individually and in more depth, then they have time to discuss and decide on the remained questions, which are more detailed, with their teams' members.

□ c. Follow-up activities

1. Calling numbers from different teams to read the passage aloud, if necessary, the teacher wants them to translate some sentences for the whole class at this stage.

2. The teacher may also require the students to retell or outline the text.
3. The teacher calls numbers from different teams to have some related oral questions and answers:
 - a) How do you think the Games bring young people together?
 - b) Can women, in Iran, take part in the Games?
4. For & Against activity on the text or team to team questions on the text is also encouraged: Teams, here, can challenge each other for a discussion on the text.

✓ **F: Summary of the lesson**

The teacher has a brief review on the material taught.

✓ **G: Homework assignment**

The teacher announces his expectations for the next session. E.g. he wants students to summarize the text for next session.

✓ **H: Preview**

T: Next text is about the roots of words. E.g. the word ‘orange’ in English comes from ‘narange’ in Persian.

- ◆ **NOTE:** In this kind of classes, the teacher monitors students’ interaction for learning by systematically observing each team. Doing so, we not only have the opportunity to know our students better, but also with the explanations students give to each other, we have a window into their minds that allows us to see what they do and what they do not understand. While rounding about, we also intervene whenever it is necessary to motivate students and also teach them some facilitative learning strategies or even social skills. Such situations, thereby, provide us the opportunities to collect data for whole class processing.

=====

Appendix C

A Sample Lesson Plan for a Reading Class / By Hosseini, S. Mohammad H.

Learning stage of class: Pre – intermediate

Size of class: 30 Ss

Linguistic / Ethnic composition of class: Iranian

Age level of class: 18- 21

Subject: Reading Comprehension

Aim: Comprehending the text

New words: charity, sponsor, sponsorship, extension, ward, attempt, accommodation, desperate.

Preparation: White board, flash cards, students, text book, soft music.

Time Division: 90 mins.

=====

1. **Warm up**
2. **Review of the Previously taught material**
3. **Correction of homework**
4. **Overview**
5. **View**
 - A. Pre – reading activities
 - B. Reading activities
 - C. Post – reading activities
6. **Summary of the new lesson**
7. **Homework assignment for next work.**
8. **Preview**

PROCEDURE

After the warm up, review of the previously taught material, and checking students' homework, elaborate what you want to cover this session. Then go for pre-reading activities:

5. View

A. Pre – Reading Activities

Step 1: Introduce the topic, and ask some guiding questions (for immediate oral answers) in order to explore students' knowledge of the topic. Later require students to look at the picture at page 52 and discuss the ways in which charities raise money from the public.

Step2: Select a few key words for teaching by 'flash cards' through: Recognition, Manipulation, and Production stages.

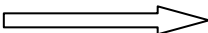
Teaching Vocabulary with flash cards

Activity A (Recognition)

T: Please look at the words and their meanings on the sides of the flash cards and listen to me carefully.

T:

charity



to help the poor

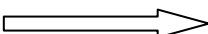
Note: **You should have already written the key word on one side of the flash card and its meaning or synonym on the other side. After teaching all key words in this way go for the next step:**

Activity B (manipulation)

T: Please look at the words and their meanings on both sides of cards and read aloud /repeat after me.

T:

charity



to help the poor

Ss:

charity



to help the poor

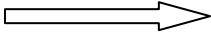
(All the other cards can thus be displayed and practiced in the same way.)

Activity C (Production)

Divide the class into two groups: group A and group B.

T: Group A, please read the meaning of the words on the back of the cards; and group B, please say the original related words.

Then display the back of the flash cards one by one.

Group A : to help the poor  Group B : charity

When half of the cards were shown in this way, the teacher asks groups to change their roles:

Group B read the meanings and group A say the original words.

Group B: to help the poor  Group A: charity

This procedure continues for the remained key words.

Activity D (production)

This time address individual students, randomly, and show one side of a card and require the selected student to read it and say what is written on the other side of the card.

T: Please look at the card, if you see a word read it aloud and say the related meaning. If you see the meaning read it and say the original word accordingly.

T: To help the poor  **S:** To help the poor Charity

B. Reading Activities

Step 1. Before the students look at the text, write one or two focus questions as fast as possible on the board.

1. How is Nicky going to raise money? 2. What will the money be spent on?

T: Read the text silently and answer the questions on the board as quickly as possible (Scan Reading).

Step 2. Students read the text (or a section of it) silently and write down their answers to the focus questions.

Step 3. Ask few students to read out their answers. Whatever their answer, say thank you.

Step 4. Have 2 or 3 students come to the board and write up their answers. Encourage others to point out mistakes (if any) and suggest improvements.

Step 5. Ask about the students' results, and check some individuals.

Step 6. Write up some more specific questions and ask students to read the text in more depth and answer the questions:

Comprehension check / Language work

1. How has Nicky been training for the climb?

2. How many people are going to take part in the climb?
3. What do they all have in common?
4. How long have they been trying to raise the money?
5. Complete this sentence: So far they ... nearly \$200,000
6. What donations has the group already received?

C. Follow Up Activities /Post Reading Activities

1. Read the passage aloud (once).
2. Have some oral questions and answers.
3. Encourage students to personalise the text and discuss it:

What do you think?

1. Do you think this is a worthy cause? Why?
2. If you decided to sponsor them, how much would you sponsor them for?
3. If they completed the climb, how much would it cost you?

For and Against (Discussion)

1. What do you understand by these?
“Charity begins at home” (English proverb) what about: الجار ثم الدار
2. We give other people not for the good we wish to do for them but for the good we wish to do for ourselves. {A French writer}

DO YOU AGREE? Why?

6. **Summarize the lesson.**
7. **Assign homework for next session.**
8. **Have a preview on what you want to teach next session.**

=====

Appendix D

.....
O Allah! It is You in Whom I trust amidst all grief. You are my hope amidst all violence. You are my refuge and provision in everything that happens to me. How many grievances that weaken the heart, leaving me with no means to handle them, during which friends desert me, and the enemy rejoices in it. I lay it before you and complain of it to You, because of my desire in You, You alone. You relieve me of it and remove it from me. You are the Master of all grace, the Possessor of all goodness, and Ultimate Resort of all desire.

-- Imam Hossein (AS)

Appreciating India/n

The in nature as-soft-and-flexible-as-a-butterfly wing mind of mine could also be - at times though- as hard and unshakable as iron –Depending on the way this flower-beautiful creature is treated/tortured!

INDIA: A Dream Land

i love India,

A land 'where knowledge is free';

'Where words come out from the depth of truth -- Where the clear stream of reason has not lost its way into the dreary desert sands of dead habits'.

i love India,

A land where 'the world has not been broken up in fragments by narrow domestic walls' and Hitlerian outlooks and approaches.

i love India,

A land where her beauty could be noticed in the manifestation of values and morals in her citizen's personalities, thoughts, outlooks, and acts of conducts rather than in their manifesto.

i love India,

A land where is governed by a people far from hatred, jealousy, hypocrisy, conspiracy, barbarity, and so many other antediluvian devilish behaviours.

i love India,

A land where is governed by a benign people with big hearts, incredible tolerance, and humane attitudes towards humanity. -
- A people whose beauty lies neither in the eyes of their beholders nor in their objects but rather in the kind of

relationships among the subjects (governors) and the objects (people): in mutual suitability and compatibility, in bilateral appreciation and respect...guided by reason, logic, and human values.

i love India,

'A land where tireless striving stretches its arms towards perfection';

Where the mind is not tortured to destruction – to death, with Fascists' approaches to mind torturing.

i love India,

A land where agents of critical awareness, attitudinal change and social development are not tortured to death or sent through the trajectory of decline of being targeted, deceived, trapped, defamed, ridiculed, scolded, marginalized, and victimized with dirty conspiracies and brute force but rather are given the opportunity to do any good that they could do to human being.

i love India,

'A land where the mind is led forward by thee into ever widening thought and action into that reason of freedom';

'Where the mind is without fear and the head is truly held

high';

Where is the ideal matrix for the mind of intellectuals and thinkers to rest and shine at peace.

i love India,

A land where is, in effect, God's - but not gods' - own land;

Let me love India, my dreamland -- my utopia.

Do not torture me any further; Let me sing for humanity – for freedom – for peace: I love India, at whatever cost. Come what may.

Do not assassinate my beloved any further, for nothing could block the flow of my wounded brain cells' song for my love, who truly manifests the glory of the unique beauty of God –

Take care not to push me to the point where i feel i need to leave a mark on your beautiful face out of my death. A mark, a red mark – a blood-red mark, who will follow you forever up to the time he leaves you in the hell, 'in this world' before your tribe members. For that world, let my Lord decide.

.....

Note: Parts of the above lines have been excerpted from the poem “Mind Without Fear” by Gurudev Rabindranath Tagore

Appendix E

.....

**The Lord
Is my shepherd....
i shall not want....
He makes me lie down in green pastures....
He leads me beside still waters....
He leads me in right paths for His name's sake.... Rsalms 23:1-2
--Holy Prophet Jesus**

Students' Opinions about CTBL

Students' opinions about the language courses run through CTBL indicate a very strong endorsement of this innovation.

Representative opinions which i collected at the end of my language courses in Iran and India are as follows – Respondents' abilities for critical thinking, and the creativity and objectivity of their minds, could also be noticed in their responses:

Abuzar (India): Definitely, CTBL was an interesting way for learning English because last years, for example, even though I received the 'A' mark, I could not able [sic] not only to remembered [sic] most of the material a few days after the final exam, but also not able [sic] to use English when I needed it

outside the class. But here, I had to discuss and use English and make the subject relevant to ourselves and so remembered better when I needed it.

Marzieh (Iran): Candidly speaking, this course has helped me enormously. For example, in last years, I did not like to think of what the text were [sic] about.... My aim was just memorizing key vocabularies and grammatical points and some important sentences – by rote - in order to regurgitate them in my exam papers for my cheaters [!] who were testing merely our short term memory power. But now, I know that whilst reading the text, I have to try to understand even what the writer intends to get at. I have adopted this procedure because of the complicated items/questions you develop for us to answer with reason.

Roopa (India): During the last years I've never thought of the strategies that can be so much facilitative of my understanding. In addition to language learning strategies, I surly learnt good deal of social skills from my friends in our CTBL class: Amongst them is the capability to be objective whilst arguing with an opponent especially at class-wide discussions.

Reza (Iran): Trying to see things from a different point of view and exchange each other's ideas in a context that prioritizes

dialogue, rather than monologue which involves mutual respect really impressed me and of course broadened my view and outlook. I think, it also improved my analytical thinking skills, a little bit late though. In the last analysis, I reckon, your approach to living recommends fascist dictators neither kill their people - as Shah Abbas Davanighi [!?] did, nor kill themselves - as Hitler did; but rather try to develop Imam Ali's (AS) outlook and approach. Winning is important but not at the expense of others' lives — Winning is important but not at the cost of humanity[!] - Winning is important but not at the cost of our religion[!!]

Shinu (India): I definitely think the fact of being accidentally selected to answer for other team members and even further to provide reasons for some answers made my attention more intense. This helped not just my language learning but also my reasoning ability to a great extent.

Sina (Iran): I learned not only some of the texts information but a great deal of new information about my own weaknesses. To be frank, I was always trying to avoid winning through cheating my people, my team members i mean, who have trusted me, as it was my habit during the previous centuries [!]....

Sharania (India): I love you, Dr Hosseini, [!] and your class because of three reasons only [!]: First because you were not in the habit of dictating your principles or ideas to us – you were not a dictator. This is very important even for your own survival – Here is India and this is 21st century [!!]. Secondly, in your land – I mean your class only – I did not even thought of hitchhiking as the mechanisms and especially the principles and norms underlying your culture did not let me do so. ... Sorry, I forgot the third [!!!].

Peyman (Iran): Although a good experience, the joy of working together depends on the partner you get. For example, i could not digested [sic] the supercilious behaviour of our team leader...cause he was not able to accept a learning culture and Islamic oriented democratic values at the initial stages. Therefore he resorted to any kind of stratagem to remain our team leader forever despite his incapacibilities and barbarous outlook and manners. The beauty of the culture and principles inherent in CTBL class, occasioned by your manifesto, was in that they eventually made him learn to come to terms and acquiesce others' supremacy – Though a little bit late, he learnt to be objective and fair and so, before we took the course of action, he voluntarily got off the position he did not deserve any further. Nothing could decolonize and then beautify such shallow-minded ilk of let me

Dr Seyed Mohammad Hassan Hosseini

say animal's [!!] mind but your magic approach to empowering us
towards our liberation from amidst the hell this animal and his
army [!], his supporters i mean, yielded for us [!!!]

Note: The exclamation marks added.

=====

.....

Those have more power to hurt us, that we love!

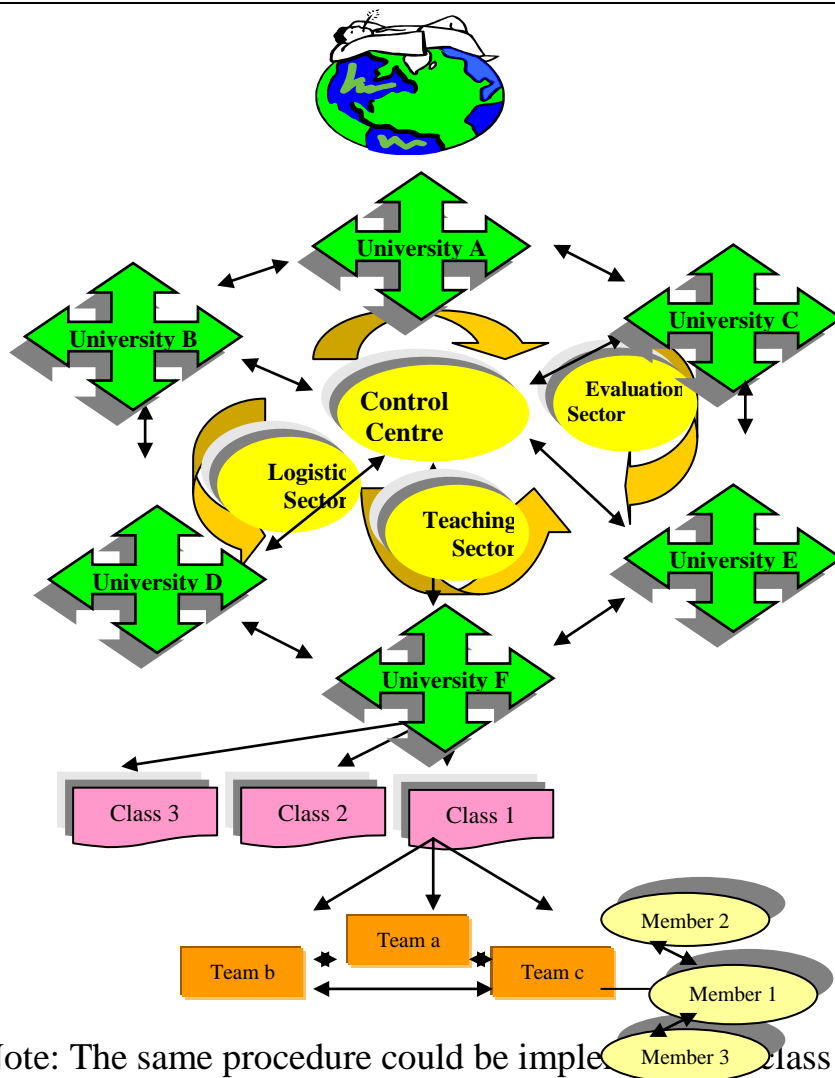
-- Anonymous

Appendix F

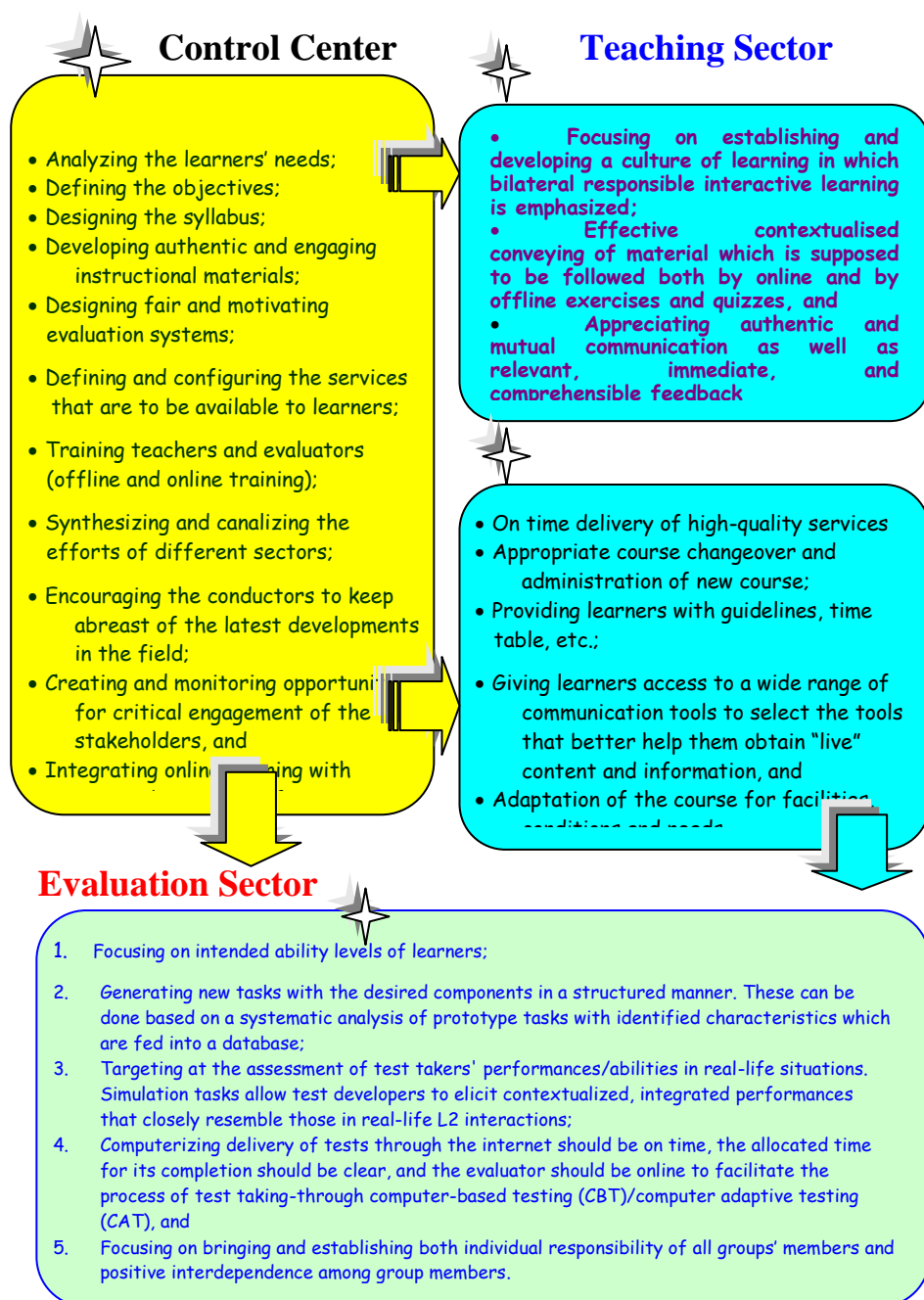
.....
Cling one and all to the faith of Allah and let nothing divide you.

-- The Author Unknown
.....

Web-Based Competitive Team-Based Language Learning: Enhancing the Efficiency of Distance Learning



Note: The same procedure could be implemented at the class level



Some Effective Hints for Teaching Language

Considering the below guidelines in the course of teaching would be of immense help to language educators:

1. Be prepared: NEVER, ever enter a language class without preparing beforehand. This exacts adhering to a lesson plan.
2. Never think about killing the time: Be active.
3. You are in the class to teach – not to show off.
4. Provide the kind of warm, embracing, and motivating climate that encourages students to engage/speak.
5. Try to integrate all skills and sub-skills. That is to say, consider *language as a whole* as its components are interrelated and influence one another.
6. Always have some open-ended questions rather than yes/no questions.
7. You are a moderator, facilitator, and orchestrator of learning opportunities for students not a predominant source of information and transmitter of knowledge.
8. Contextualise what you want to teach: Provide authentic language in meaningful contexts.

9. Do not talk too much. Try to engage students via team work, for example.
10. Patiently listen to students. Show interest and encourage them to communicate their thoughts.
11. 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. It is also important to explain and differentiate American and British styles and accents – whenever needed.
12. Provide appropriate feedback and correction. Treat ‘global’ errors as otherwise we cannot convey or comprehend thoughts/ideas. I mean to say make students notice their global/main errors and then help them correct them. But do not correct ‘local’ errors - the errors that do not corrupt the theme and the meaning of utterances. The point is that too much correction interrupts a learner in the flow of productive communication.
13. Suggest the most effective strategies / approaches to improving different (sub-) skills abilities.
14. Require students to expose themselves to movies, internet, chat rooms, and news. It is also beneficial to suggest them

good dictionaries, and text books for improving their lexical and grammatical competence.

15. Never forget my “4P” procedure in the course of teaching different (sub-) skills: “Present” it, encourage students to “Practice” it, motivate them to “Produce” it, and require them to “Personalise” it.

16. Reflect realities of the real world (e.g. cultural, economical, and political issues) in your classrooms. Remember that our classes should be a fraction of the real world. – We are preparing tomorrow citizenry for living and flourishing in the real world.

17. Never ignore the significant role of the internet for teaching (language).

.....

What this power is I cannot say; all I know is that it exists and it becomes available only when a man is in that state of mind in which he knows exactly what he wants and is fully determined not to quit until he finds it.

--W. Shakespear

INDEX

.....

✓

****I am the target of my country's Intelligence Service. THEY have threatened me and my beloved and have wreaked havoc on our lives. THEY are controlling and intervening my life affairs and harassing me through my cell phone, internet, colleagues, etc. THEY enter my apartment in my absence and do whatever THEY wish! I am worrying that they may cause me get diabetes/cancer, e.g., by mixing some drugs with my meals - in a non-sensible way. I have gained 30 extra kilos during the last 3 years, and as a consequence of this and the stress i am suffering from i have got blood pressure! After i wrote and published some articles/books about dictatorship in Iran, THEY threatened and later assassinated my sister-in-law in 2011. And when i announced these ilks of barbarity, THEY arrested me on my way to Turkey and sent me to Tehran's Liberty madhouse!? THEY kept me there for 48 days during which time THEY TORTURED ME both physically and mentally.... <http://bit.ly/2hdn653>**

-- The Author, Dr S.M.H.Hosseini, Iran

.....

✓ ***** For a king, the worst characteristics are three: fearing enemies, oppressing the weak, and being ungenerous.**

-- Imam Hossein (AS)

.....

✓ *****The weak can never forgive even if he is a ruler. Forgiveness is the attribute of the strong.**

-- Mahatma Gandhi

A

Academic Controversy,
accommodation of diversity,
acquisition,
active inquiry,
Affective Filter Hypothesis,
Agents of change,
Allah,
Allen,
Allport,
ALM,
Almighty,
altavista,
America,
analytical thinking skills,
anarchism,
animals,
apartheid,
approach,
Aristotle,
artefact,
asynchronous discussion forums,
attention,
attitude,
attitudinal change,
audio and video conferencing,
Audio Lingual Method,
Australia,
autocratic leader,
average scorers,

awaken,

B

Bandura,
Banking Method,
base score,
Behavioural Learning Theories,
behaviourism,
Bernstein,
betray,
betrayal,
Biharol Anwar,
Birjandi,
blogs,
bloodshed,
brain cells,
brainstorming,
bridging the gap,
Brown,
Brumfit,
Bruner,

C

calamity,
CALLA,
Canada,
Candlin,
capacity building,
capitalism,
CAT,

catalyst,
 catalyst for transformation,
 CBI,
 CBT,
 CC,
 CGBL,
 challenges of globalisation,
 change,
 Che Guevara,
 Chomsky,
 CI,
 CIRC,
 Circle the Sage,
 civilised societies,
 Classical Method,
 CLL,
 CLT,
 Cognitive Code Approach,
 cognitive conflict,
 cognitive development,
 cognitive disequilibrium,
 cognitive dissonance,
 cognitive growth,
 Cognitive Socio-Cultural
 Theories,
 Cognitive Socio-Political
 Language Learning Theory,
 Cognitive Theories,
 cognitivism,
 Cohen,
 Coleman,
 collaborative learning,
 collaborative skills,
 collective thinking,
 common fate,
 communicative competence,
 Communicative Language
 Teaching,
 compassionate civilisations,
 competitive environments,
 competitive ethics,
 Competitive Team-Based
 Learning,
 competitive world,
 Complex Instruction,
 comprehensible feedback,
 comprehensible input,
 comprehensible output,
 concordancing software,
 telecommunications,
 condescending look,
 confession,
 conflict,
 Constructive Controversy,
 constructivism,
 Constructivists' Theories,
 contemporary education,
 context of learning,
 context-focused approaches,
 contextual aspects of language,

contextualised thinking,
Control Centre,
Cooperative Group-Based
Learning,
Cooperative Integrated Reading
and Composition,
corruption,
Cottell,
Counselling Learning,
cramming skills,
creative thinking,
creativity,
criterion for real learning,
criterion-referenced evaluation
system,
critical awareness,
critical evaluation,
critical processing,
critical thinking,
crucial need,
CS,
curriculum,

D

danger,
David Johnson,
decolonise,
deductive thinking,
deficiencies,
demise,

democracy,
democratic values,
despot,
destiny,
destruction,
desuggest,
Deutsch,
development,
Dewey,
dictator,
dictatorship,
discourse competence,
discussants,
disposition,
diversity,
DM,
Drill Review Pairs,

E

educational technologies,
effective learning,
EFL,
elaboration of the material,
elaborative thinking skills,
ELF,
Ellis,
ELT,
empower,
Engagement Theory,
England,

equal participation,
ESL,
evaluation of causes and effects,
Evaluation Sector,
evolution,
exposure,
extrinsic incentives,
extrinsic motivation,

F

face-to-face mutual interaction,
fail,
fair and healthy competition,
fiasco,
FL,
flesh,
fluency,
foreign language,
formal features of language,
fossilized,
free riders,
Freire,

G

games,
GI,
global communication,
global peace,
globalisation,

God,
google,
Gouin,
grammatical competence,
group cohesion,
Group Investigation,
groupwork,
GTM,

H

habit formation,
habits of mind,
Halliday,
harness,
heavy question,
hellish world,
heterogeneous team,
high achievers,
Holland,
Holubec,
Holy Prophet Mohammad,
homogeneous grouping,
hopeless,
horrifying,
Hosseini,
Hosseinian,
humanistic approach,
humanistic views of learning,
Hymes,

I

Ibn Sina,
ideation,
illocutionary force,
illusion,
Imam Ali,
Imam Hossein,
immaterial,
imperialism,
improvement score,
India,
individual accountability,
individualistic learning,
individually competitive
learning,
inference,
informal education,
information gap,
information processing,
infusion,
innovation,
innovative methods and
approaches,
input,
input-output treatment,
insignificant,
instructional weapon,
intake,
intellectual growth,
Interaction Hypothesis,

Interactive Learning,
Interdependence,
interest-based grouping,
inter-group competition,
interlocutor,
international lingua franca,
interpersonal communication,
interpersonal goal structure,
interpersonal skills,
intolerance,
intra-group cooperation,
intrinsic motivation,
introverted students,
invasion of cultures,
Israel,

J

Jewish,
Jigsaw I,
Jigsaw II,
Johns Hopkins University,
Johnson and Johnson,
Julian,
just societies,

K

Kagan,
Karsley,
Kessler,
kill,

Knowles,
Krashen,
Kurt Lewin,

L

L2,
LA,
LAD,
language acquisition,
language proficiency,
language teaching methodology,
leader,
learner autonomy,
learner-centred approaches,
learning activities,
learning effect,
learning strategies,
learning styles,
Learning Through Discussion,
Learning Together,
learning/living culture,
Lefrancoise,
less skilled,
Levi,
liberal education,
liberating,
liberation,
liberty,
linguistic competence,

linguistic system,
Logistic Sector,
Long,
long-term retention,
low performers,
LT,
LTD,

M

MA,
Mahatma Gandhi,
maimed societies,
Mandela,
manifesto,
marginalised thinkers,
matrix,
Mead,
meaningful interaction,
Mejiden,
messaging,
metacognition,
method,
methodological savvy,
methodology,
Mexico,
MI,
milieu,
Millis,
mind,
mirror,

mission,
model,
modified output,
moodles,
Morton Deutsch,
mother tongue,
motivation,
Motivational Theories,
multicultural,
multimedia simulation software,
Multiple Input-Output
Hypothesis,
multiple whos,
Muslim,
mutual interaction,

N

NA,
native language,
negation of negotiation,
negative interdependence,
neglected,
negotiation of meaning,
neo-Deweyian,
neutral interdependence,
NM,
nonreligious,
norm-referenced evaluation
system,
Noticing Hypothesis,

NP,
Numbered Heads Together,
Nunan,

O

objectivity,
offline,
online,
oppressed,
oppression,
orchestrator of opportunities,
output,
over confident,
overhauling of the educational
system,

P

Palincsar,
panacea,
paradigm shift,
paradox,
parrot-like imitation,
participative learning,
pattern of interaction,
peer assessment,
peer evaluation,
people,
perlocutionary effect,
permanent,
personal growth,

Peyman,
PhD
philosophy,
Piaget,
podcasting,
political competence,
political problems,
political process,
politics,
poor,
positive interdependence,
possession,
power,
powerful,
PPP,
pragmatic and realistic solution,
problem-based learning,
process of learning,
Prophet,
Prussian Method,
psychological barriers,
psychological environment,
purposeful living,

Q

quality,
quality of understanding,
quiz,
Quran,

R

racism,
radical reform,
random grouping,
real Islam,
real learning,
real living,
real world situations,
reasoning,
Reciprocal Teaching of Reading,
recognition memory,
reflective thought,
reform,
regime,
reinforcing device,
relearn,
retention,
revolt,
revolution,
Richards,
RM,
Robert Slavin,
Rodgers,
Roger Johnson,
role playing,
rotating roles,
RoundRobin,
RoundTable,
RTR,
rubric generators,

rubrics,

S

SAC,

salient features,

scaffold,

scenario,

schema,

schema theory,

Schmidt,

Scotland,

Second language,

Second Language Acquisition,

Self,

selfless service,

senate,

Send-A-Problem,

Series Method,

serious question,

shame,

shared language learning,

shared learning goals,

Shaw,

sheep,

sheikh,

Shlomo Sharan,

Shneiderm,

short-term mastery of the course
material,

Simon,

simultaneous interaction,

skeleton,

Skinner,

SLA,

Slavin,

SLT,

Smith,

SO,

social activities,

social cohesion,

social context,

social development,

social disorder,

social interaction,

social interdependence,

Social Learning Theory,

social loafers,

sociocultural competence,

sociolinguistic competence,

Sociological Theory,

socio-political atmosphere,

Solve-Pair-Share,

spirit,

spiritual,

spoon-fed methods,

STAD,

stratagem,

strategic competence,

strategy,

Structured Problem Solving,
Student Teams-Achievement
Divisions,
students' responsibilities,
suffering,
Super Learning,
super-flexible,
survival skills,
SW,
Swain,
swim together,
syllogism,
syllogistic reasoning,
synthesis,
system,

T

TAI,
TBLT,
teacher dominated mode of
presentation,
teacher-centred methods,
teaching force,
Teaching Sector,
Team Accelerated
Individualization,
team formation,
Team Pair Solo,
team processing,
Teams Tournaments,

Teams-Games-Tournaments,
technique,
technologies,
Tel Aviv University,
temporary,
Terrell,
terror,
TESOL,
text-based learning,
text-reconstruction software,
TGT,
The Input Hypothesis,
The Other,
The Output Hypothesis,
The Reform Movement,
the truth,
Theory,
Theory of Language,
think aloud,
Thinking-Aloud Pair Problem-
Solving,
Three-Minute Review,
Three-Step Interview,
TLM,
TOIA,
tomorrow citizenry,
torture,
tortured to death,
TPR,
Traditional Lecture Method,

traditional modes of teaching,
tragedy,
transformation,
TT,
TV,

U

UG,
University of Minnesota,
unlearn,
USA,
utopia,

V

victimised,
violence,
Vygotsky,

W

washback effect,
Watson,
weak,
webquests,
websites,
whole language,

whole person,
Widdowson,
wikis,
Wilkins,
wipe out,
WLA,
wolf,
world peace,

Y

Yael Sharan,

Z

ZPD,

=====

.....

I still believe that the end of living is not to gain pleasure, recognition, award, position, and/or power, or to avoid pain and miseries. The end of living is to

leave behind a message, a lesson, a plan – a concrete plan of action - for serving God's own end, which is in need of us. This is all about what God created us for in today world context of injustice, corruption, treachery, racism, and despotism. Come what may – death or victory.

--The Author, Dr S.M.H. Hosseini

✓ خدمات آموزشی / مشاوره ای و علمی در حوزه آموزش زبان انگلیسی

توسط دکتر سید محمد حسن حسینی (PhD in ELT) نویسنده این کتاب و رسمی آموزش و پرورش با بیش از ۲۰ سال سابقه تدریس در دانشگاه‌های مختلف در داخل و خارج از کشور و نویسنده بیش از ۱۵۰ مقاله علمی در کانادا، آمریکا، آلمان، انگلستان، لهستان، ترکیه و هندوستان ... و ۱۳ کتاب **Beyond The Present Methods " منحصر به فرد از جمله " And Approaches To ELT/Education: The Crucial Need For A Radical Reform"** (جنگل تهران ۱۳۹۲) که این کتاب ترجمه آن است. این کتاب در جشنواره رشد تهران (۱۳۹۲) جزو ۳ کتاب برتر کشور شناخته شد.

سرویس‌های ما:

✓ اخذ پذیرش از دانشگاه های آمریکا و اروپا جهت

ادامه تحصیل در کوتاهترین زمان

✓ ترجمه و یا تألیف و چاپ کتاب و مقاله به نام شما در

آمریکا و اروپا در کوتاهترین زمان

✓ ویراستاری کتاب و مقاله شما در کوتاهترین زمان

- ✓ مشاوره و انتخاب موضوع و انجام پروپوزال و پایان نامه
(فوق) لیسانس و دکتری
- ✓ به همراه تهیه پاورپوینت (جهت ارائه پروپوزال و جلسه دفاعیه) و استخراج مقاله و چاپ کتاب از پایان نامه شما در کوتاهترین زمان
- ✓ کارگاه مقاله نویسی
- ✓ T.T.C / دوره‌های فشرده مربیگری زبان انگلیسی - منبع: کتاب خودم که در آلمان چاپ شد تحت عنوان "Teach Language Effectively: A Practical Crash Course"
- ✓ مکالمه فشرده و عادی
- ✓ MSRT - TOEFL - IELTS و ...
- ✓ کنکور (عمومی و تخصصی + منحصر الزبان)
- ✓ تقویتی، رفع اشکال و گرامر (مدرسه تا دانشگاه)
- ✓ ترجمه متون عمومی و تخصصی
- ✓ آموزش خصوصی از طریق تلفن، SMS و اینترنت

برای آشنایی با سایر کتب و مقالات اینجانب به وب سایتهم مراجعه کنید و آنها را سفارش دهید:

<http://drelt.ir>

<http://www.beyondelt.blogfa.com>

mhhosseini2020@gmail.com

تلفن: ۰۹۱۵۳۸۵۲۵۹۹