MY LIBERATING APPROACH 
EDU-POLITICAL THEORIES

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Abstract:
The practical results of current innovative methods and approaches which have been formulated based on Imperialism' theoretician theories are falling short of expectation in the present complicated competitive world’s circumstances: They are contributing to uncivilized detrimental-to-peace peasant societies. The present article, as such, gives a brief but to the point introduction to this researcher’s (Hosseini, 2000, 2020) seminal holistic revolutionary liberating didactic approach known as Competitive Team-Based Learning (CTBL) as a significant alternative to the present doomed-to-failure colonial educational approaches. Most importantly, it sheds light on this researcher’s edu-political theories namely Cognitive Socio-Political Language Learning Theory and Multiple Input-Output Hypothesis based upon which he formulated CTBL. The article then seeks to throw into relief CTBL’s distinguishing features and characteristics which make it a catalyst for transformation and change and elaborates howabouts of its contribution to the decline of the present Imperialist’s methods and approaches. The findings of some researchers on the effectiveness of CTBL as well as some significant suggestions to researchers, educators and educational policy makers have also found a place at the end of this article. CTBL is this researcher’s proactive sophisticated reaction to the social / political circumstances he and his family members along with the other marginalized/deprived communities are suffering from.

Keywords: colonial education; cognitive socio-political language learning theory; multiple input-output hypothesis; competitive team-based learning; catalyst for transformation and change; liberating approach to teaching

1. Introduction

In sharp contrast with few civilized and democratic nations whose education systems are empowering agents that contribute to their prosperity, most of educational regimes particularly in uncivilized dictatorial corrupt regimes are, indeed, mediational artefacts not merely for exploiting but for suppressing the people also. They have been designed

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in such a way that their outcomes are citizens who lack crucial knowledge, socio-political awareness and savvy, creativity, critical thinking/sensibility and some other such crucial habits of mind. These education regimes have not only failed to bring effective learning, values, and skills, for personal and moral development, but they have been engineered to function as, in point of actual fact, colonising factories that produce a huge number of mean sheeple or blind slaves for the leverage of the powerful minority. To justify such a claim of mine, it should be reminded that before entering schools, our children tend to think creatively and critically, be dubious, curious, fearless, disobedient and risk taker particularly in the course of thinking, ask purposeful big questions, and go beyond the red lines. But after they graduate from schools and even universities, they lose this kind of characteristic traits as they have already been transformed into timid sheep-in-nature reticent adaptable-to-the-world recipients/objects, who have been at the same time filled particularly with the lack of the knack for critical thinking. Throughout their academic lives, in our the-so-called-ideological education regimes, these objects or better say lumpen proletariats have been trained to accept their leaders’ absolute dominance and strong control over their existence in every aspect of their lives. They have been used to see the world through their leaders’ eyes, follow and imitate them sincerely, do whatever they dictate to them and in sum accept them as their gods! And this is exactly what the Capitalism and the Imperialism have designed their colonial education regimes for.

Many of the inferior-to-animals beings or the-so-called graduates of these colonial education regimes are hired in some corrupt organisations at local, national and even at international levels. These, let this researcher say, prostitutes do whatever satanic as well as fascist job to exploit the people and suppress critics in order to obtain the mercy of their rulers as a pathway to a better life and even to real God! Politicians, senators, community or party leaders and even presidents who misuse their positions and power to deceive the people and terrorize their critics’ personalities, for instance, in order to meet, build, maintain or develop their illegitimate dream world as the result of obtaining our rulers’ mercy are some such prostitutes amongst us. Judges who betray or oppress the oppressed further by overlooking their rights through their unfair verdicts, and the police commander in chiefs who support or even protect the dictators’ special burglars, criminals and even murderers are the other ilk of most hazardous prostitutes whose consciousness have already been buried alive through our education regime. The physicians who report critical thinkers’ murders as heart attack or suicide in order to guarantee their own survival and prosperity, and the scholars, lecturers and scientists who sell their talents and pens to the dominant mafia or party in order to support and generate their favourite culture are also some other ilk of dirty prostitutes in our seismic societies. The economists whose aim is getting richer and richer by whatever means and at whatever cost are prostitutes too. The most vicious prostitutes, however, are prophet-faced clergymen who pretend to believe in the dominant religion in order to maintain their own mostly invisible dream palaces on the ruins of the oppressed majorities’ lives. Amongst the most hellish prostitutes of this ilk are some the-so-called Ayatollahs whose main mission is rewriting ahadis, ravayat and even our holly book, Quran, and issuing communiques for murdering those who oppose their corrupt, satanic and fascist
murderous regime and system of management. If this researcher continues the above list of prostitutes, it will be discerned the people who sell their own bodies for earning their lives and mostly for their survival only should not be considered as prostitutes any further as they are not betraying others or their nation/civilization for their own illegitimate benefits and advantages. They are some deprived hopeless people who are the very by-products or better say waste of our corrupt regime and nation occasioned by our antediluvian dictatorial didactic regime.

Our present imperialist mode of education system, which is in service of those who have taken dear Islam hostage for suppressing and exploiting the people, is, thereby, the root of our socio-cultural, economical and particularly political problems and miseries. In addition to academic calamity, our education regime is contributing to an increment in some other disasters in our maimed societies. In Iran, for instance, at least 30% of students leave schools and universities before they obtain their certificates and degrees. Upsurge in complicated crimes, selling university seats and academic certificates and positions, poverty, robberies, broken lives, suicides, and more importantly emergence of diverse destructive ideologies and of course divorce of Islam and brain drain are among other hazardous by-products of our education regime. Needless to remind the fact that our rulers do not embrace or even tolerate any form of reform in the arena of their defected regime of education as they are ruling based on such favorable-to-them people and circumstances occasioned by their education regime. They are well aware of the fact that such reforms endanger their existence as it is through their psychological tool (i.e., Education regime) that they enable themselves not only to establish their favourite culture for controlling their possessions’ (i.e., people) thinking, beliefs, outlooks, and behaviours but to suppress and exploit them also. This is the reason as to why instead of harnessing scholars and critical thinkers for bringing about a thorough overhauling of the present antediluvian instructional regimes, our rulers are marginalizing and even torturing these sustainable future builders. They are, at the same, time intensifying the development of their military force/power for further panicking and suppressing their unsatisfied angry people. What worsens the circumstances here in Iran is that as opposed to Shah’s (i.e., our previous King) era when only those opposing his dictatorial regime were at risk, in our Mullahs’ era it is those opposing corruption, racism, injustice, and apartheid who are at risk! THEY even target and brutally victimize our beloved to keep us silent/slaves! (see http://iranglobal.info/node/66352) Through this ilk of policies and systems of management, our rulers leave no choice for our independent thinkers and scholars but to flee. They follow such policies purposefully as they know if our independent thinkers and scholars had the opportunity to serve our betrayed people, they would contribute to a nation who could not be suppressed and exploited easily. All this researcher means to say is that under tyrannical kleptocratic kakistocracies, no Education regime, generation, nation nor any civilization could flourish and shine forth but rather they all, as the waste of such regime, get buried in the depth of the history. Therefore, it is not possible to envisage the contribution of these power-thirsty, prophet-faced, wolf-in-nature, corrupt politicians and rulers, who are purposefully contributing
to the collapse of our nation, religion and civilization, to civilized just societies, compassionate civilizations and world peace.

It was in such a backdrop and mind-set that this researcher, as a liberal educator, put forward the idea that we, teachers, under tyrannical/fascist regimes, have no option but to avail our classes of *liberating education*, which involves democratic thinking, at the global level, and diplomatic acting at the class level: We should try to run our classes democratically and provide democratic environments and ambience wherein all today and tomorrow citizenry could feel respected, free and with equal opportunities. We should try to do this in order to make them feel the taste of real democracy and justice under a just system of management. We should also make our best to decolonize our wards’ minds and then turbo charge them with critical approaches to thinking skills and empower them with 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, in order to enable them to

1) Listen and to be flexible in thinking;
2) Communicate precisely and effectively;
3) Think in such a way that they be able to discriminate facts from among the ocean of diverse and at times irrelevant, fake or dis-information, opinions, and ideas for further analysis and interpretation in order to make sound decisions;
4) Criticise effectively, with reason, logic, and evidence;
5) Develop and consider different solutions to problems at hand;
6) Bear a responsibility to others and their societies and coordinate their efforts to leverage their best potentials to sift through complicated problems;
7) Manage conflicts peacefully and make collective sound decisions about personal and civic affairs, in real-world settings;
8) Refuse to accept false conclusions and fight the battle against any sources of destruction;
9) Generate 'the truth' throughout the world, and
10) Avoid their ancestors’ ostrich approach in confronting the tough realities including that of the Western hegemonic version of globalization, which has contributed to ongoing clash of cultures, civilizations and even religions. (see this researcher’s Ph.D. viva voce at [https://www.youtube.com/watch?v=QBrb0ySuPH0](https://www.youtube.com/watch?v=QBrb0ySuPH0)

In our democratically run classes, should adapt an integrative rather than a dominating role in order to bolster the status quo inherent in CTBL settings more effectively. 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, advertently or unwittingly, not only obstruct the process of growth in their people 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'. He continues that in our democratically run classes, we should lead to more effective learning and development by contributing to our students' cognitive dissonance via raising though-provoking questions. We should be on a constant lookout for appropriate opportunities to problematize the learning context via posing captivating and at the same time challenging questions in such a way that they encourage doubt, conflict, and discussion. As the kind of questions we ask make a world of difference to, e.g., the quality of ultimate results, we should be able to raise challenging queries to push the edges of students’ thinking and motivate a pursuit for resolution via fostering especially outside-the-box thinking. Our questions should lead our wards to a feeling of mental discomfort that facilitates an alteration of the attitudes, beliefs or behaviors in order to reduce the discomfort and restore balance. But this is not sufficient: We need to train our wards in such a way that it ensures their power to develop pertinent questions also if they want to influence the world. These stimulate tomorrow citizenries 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 their dammed creativity and paves the way to new opportunities and real knowledge. Through our questions, we should at the same time recalibrate our students’ critical attitudes towards oppressors and agents of corruption and betrayal. As such the Imperialist’s totalitarian/corrupt regimes would take care of themselves.

It was based on such premises that this researcher developed CTBL (Hosseini, 2007, 2020) in order to operationalize his dream for contributing to better and more sustainable societies and world peace. He suggests the implementation of his seminal transformative approach to teachers/educators in order to enable them to mutate the present ilk of passive obedient sheeple into some empowered brave capacitated civilized citizens. Such citizens would contribute to just societies more effectively as they would be willing to take the course of action against any sources of condescending look, Hitlerian outlook, injustice, oppression, repression, fascism, racism, terror and bloodshed and destruction. This would be in lieu of the fact that they would be desirous of choosing love over hatred, hope over despair, friendship over enmity, cooperation over conflict, prosperity over poverty and misery, civilization over barbarity and incarcerating antediluvian beliefs and ideologies into the depth of history with their coordinated efforts that cherishes diversity.

2. More about Competitive Team-Based Learning

It was in 2007 that this researcher, in his PhD thesis, elaborated how our education regime, the bases of which are teachers’ methods of teaching, is the root of our miseries. He, thus, posited the idea that teaching should be redefined as it could be something more than mere science, particularly in our circumstances: Teaching is and must be considered as an art that can serve us as a heart for orchestrating and facilitating a peaceful shift to democracy and civilisation. It was based on this mindset that this researcher presented his seminal edu-political theories, based upon which he formulated his transformative approach (i.e., CTBL). Watch the introductory videos to his initial thoughts which
contributed to CTBL at https://www.aparat.com/v/mfx1q and at https://www.aparat.com/v/aeOoI, the video of the implementation of his emancipatory approach in a real classroom situation at https://youtu.be/cPtOUalkJlk and the video on howabouts of the transforming power of CTBL at https://www.aparat.com/v/fAErU. Also, watch his PhD Viva Voce at Mysore University at https://www.youtube.com/watch?v=QBrb0ySuPH0.

As understood, CTBL is not limited to increasing the ability of students merely for appropriate use of language, as it is with Communicative Language Teaching (CLT). Nor does it focus on developing merely their knowledge and social skills, as it is with present innovative Cooperative Learning (CL) methods and approaches. CTBL has a far broader and much more realistic outlook as this researcher is of the opinion that successful survival in the present dynamic, complicated and tough competitive world settings and being able to face its realities demands something more than the appropriate use of language/knowledge or being polite in benign environments (Hosseini, 2007). Contrary to the conventional instructional methods and approaches, the nature and the characteristics of this researcher’s pedagogical innovation not only generate short-term results and contribute to excellence in the learning and provide students with the opportunities to acquire and internalise more effective tactics and methods for constructing knowledge and solving problems. They likewise promote true and flexible active learning, quality of understandings and what have been learnt, and accuracy of long-term retention, which is a criterion for real learning. They are also contributive to higher-quality cognitive/learning strategies, higher order of incisive, critical and analytical sensitivities and 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), and productive skills. The mechanisms underlying CTBL are at the same time conducive to interactive competence and especially to the acquisition of some crucial habits of mind such as objectivity, creative thinking and the betterment of the style and the quality of reasoning. Another outstanding feature of this world-class approach to ELT/Education refers to the fact that it facilitates today and tomorrow citizenry to instill 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. (Hosseini, 2011) CTBL’s democratic environments improve today and tomorrow citizenries’ attitudes, socio-political awareness and personalities and transform them, in the last analysis though, into empowered courageous agents of social disorder, change and development.

That this researcher lays his foci upon the below through different kind of tactics, stratagems, strategies, techniques, activities and mechanisms is the main secret beyond the success of his revolutionary approach to teaching for nation and peace building:

1) Systematic implementation of teamwork in competitive environments with democratic ambience. This facilitates the formation of different kind of associations and political parties at the national and international levels in real life situations in future.
2) Improving tomorrow citizenries’ different aspects of thinking for enabling them to identify the truths, which have the potential to liberate them.

3) Discussing current socio-political issues, at the class level which contributes to the development of all aspects of communicative competencies of our citizens.

4) Using irony in the course of critical awakening of tomorrow citizenry and leaving the space for them to come to the conclusions. To cite an example, differentiating different kinds of ruling systems like those of Islamic and dictatorial/kleptocratic kakistocracies from one another is among such strategies to bring students to the point they should have arrived at before.

5) Democratic management of classes which provides today and tomorrow citizenry the significant opportunities to feel the taste of democracy. This urges them to take the course of action for bringing a democratic system of management for their country.

6) Appreciating civilized and democratic societies’ values, principles and norms and internalizing them in tomorrow citizenry in order to promote the quality of their interactions and lives.

For more comprehensive understanding of CTBL, for the development of which this researcher received his PhD in Teaching Methodology from the biggest democracy in the world, see his 20th book introduced at the end of the Conclusion and Closure section of the present article.

3. Major theoretical building blocks of CTBL


As noted, the practical results of constructivists’ methods and approaches to teaching like Cooperative/Interactive Learning and even CLT are falling short of expectation in the real world situations as they are not rendering to a just civilized world. This is because they are not developing all aspects of communicative competencies of our students which include interactive, sociolinguistic, socio-cultural, economic, intercultural and particularly thinking, reasoning and political competencies and savvies also. This researcher emphasises on developing thinking, reasoning and particularly political competencies of our students, which have been overlooked even by modern educational theories and approaches, as he is of the opinion that it is the political discourse that is the heart of democracy. The present Western colonial methods and approaches are neglecting the fact that the development of such a competency affects students’ motivation, zest and abilities not only for learning but for living as well and enables them to have more significant impacts upon their milieus and destinies. It is in such a backdrop that as opposed to constructivists who deem language as a social phenomenon and as a means for communication, consider learners as social beings, aim at teaching merely communication skills/knowledge, and expect learners to take responsibility for constructing knowledge, this researcher (Hosseini, 2019) believes

1. Language is a socio-political phenomenon. It is not only a means for communication but it is also a means for socio-political relations and performance of socio-political
transactions among individuals and communities. Language is thus a powerful means for any form of reform and constructing organized and just societies also.

2. Our students are socio-politically situated beings rather than merely social beings.

3. We should also empower our students with critical requirements and skills for successful living in the real world circumstances as our classes, as the microcosms, are fractions of the real world, the macrocosm. And in the real world we have competition and socio-cultural-intercultural-economic and particularly political issues and circumstances that necessitate critical and analytical thinking and reasoning skills.

4. Students should be capacitated and motivated to build their dream societies and world also and take accountability for that.

As regard the first distinguishing belief of this researcher, which is the axis of his theory, he is of the opinion that language is a means for thinking as one may not be able to think without (mental/verbal) use of language. To cite an example, we cannot think about the beauty of a seaside, for instance, while the equivalent words in our thought are not, at least, facilitating the process of our thinking in our minds. Even in silent reading, we have no option but to use language, mentally though, as otherwise we cannot succeed to think in order to comprehend and proceed. To oppose this researcher’s idea, some specialists put the counter argument that having language does not make one more intelligent in and of itself as there are people with no language but who are very intelligent human beings! Same as being illiterate is not a sign of unintelligence, they reason! But this researcher reckons these specialists are of very poor assumptions. Even animals have language, let alone the people they refer to. Animals have language because they can communicate, they communicate or verbalise their thoughts which means using the language. See Vygotsky’s inner speech notion. The point, from this researcher’s view, however, is that the more qualified and powerful a being’s language (words, structures, etc.) is, the more it would contribute to a more qualified and powerful mind they possess simply because language is a means for thinking. And it is the beings’ minds that determine the level of their accomplishments, albeit there are exceptions that cannot be referred to for rejecting this generally accepted fact. In words of one syllable, language at least facilitates, if not manages/engineers, mental activities/thinking. Keeping this in mind, the fact, from this researcher’s vantage point, is that thinking, as perhaps the mere possession over which we, the oppressed, have absolute control on and no dictator 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, transformation and cascading change. This is possible because thoughts gather together to shape and reorient our attitudes, which in their turn impact upon our beliefs. And there is power in our beliefs as they influence and go forth in our behaviours and actions, which lead on to our destinies. Thinking, as the very result of the implementation of language, thereby, this researcher assumes, is the most powerful as well as complex psychological tool or artefact which has been bestowed upon humanity for building organised/just societies and civilized nations and world peace. Might be this is the reason as to why our holly Prophet, Mohammad (PBUH), says that one our thinking is better than 70 years
blind prayer, particularly in countries under prophet-faced totalitarian corrupt rulers or by Capitalists and Imperialists.

Therefore, language, as a means of thinking, impacts upon our destinies. The more significant point is that it provides us (i.e., we, teachers) a channel through which we have the significant opportunity to convey our ideas, ideology, dreams, beliefs and thoughts to our audience, to our students, who are and would continue to be almost always the purposefully marginalized oppressed majority. This golden opportunity is of crucial importance for if we succeed to engineer or affect their thoughts or even their approaches to thinking, we have already changed the world to their best advantage! It is based on such a premise that this researcher tries to reorient or reshape and improve his students’ thoughts and approaches to thinking through different mechanisms, activities, strategies, techniques, tactics, stratagems, etc. To cite an example, he teaches today and tomorrow citizenry, implicitly or explicitly, to consider the following crucial requirements, wittingly or inadvertently, in the course of thinking:

1) Decolonizing minds from antediluvian ideologies/beliefs and approaching new things, ideas, persons, ideologies, philosophical isms, etc. objectively first, without any kind of presupposition or prejudice, in such a way as if it were new (i.e., the ability not to be adversely influenced by preceding impressions).

2) Being risk taker and going beyond the red lines.

3) Thinking from a higher level and not being engaged too much in details, which most often derail us.

4) Attempting to understand not only persons, events, ideologies, etc. but the philosophies, causes or secrets beyond them and their relations also.

5) Trying to think holistically, creatively, logically, critically/analytically and strategically.

The kind of thinking this researcher encourages, thereby, is something totally different from the ilk of thinking the imperialist’s/despots’ favourite conventional instructional methods and approaches encourage. The sort of thinking he emphasises is a complicated profession as he is of the stand that just as there is nothing easier than to think, so there is nothing more difficult than to think appropriately and strategically. The kind of thinking he suggests exacts techniques and methods, as it involves objectivity, direction, approach, style, and quality. It is such sort of thinking that plays its role as a strong filter for assisting our citizenry to identify the truth from among the ocean of false information that has engulfed them. The magic point is that as holly prophet Jesus confirmed, ‘the truth will liberate them’. All this researcher means to say is that from the point of view of his Cognitive Socio-Political Language Theory (CSPLL theory), language is a liberating agent because, as noted, it is a means for thinking that leads us to the truth. This is as to why this researcher insists on the idea that through availing themselves of the purposeful language in their classes, teachers can and must play their roles as agents of critical awareness, transformation, change and development.

CSPLL’s theory and its affiliated approach to various forms of transformation per se could justify the reason as to why the mechanisms underlying CTBL are directed towards promoting different aspects of higher order incisive and analytical thinking skills.
and abilities of students with special attention to the significance of the process of thinking in reasoning growth. This researcher pursues such a goal particularly through the language he avails himself of in the course of teaching. It is in pursuit of such a goal that he provides all students with more equal opportunities to obtain knowledge, understand it, analyse 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 in their teams while they are thinking aloud which allows them to acquire their styles of and approaches to thinking and reasoning but also to use language - to think - in such situations, with the scaffold of their partners. 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 judged and challenged to support their answers/ideas with reason and logic (i.e., to practice purposeful thinking by using the language in the course of interaction with others). To put it another way, one outstanding feature of CTBL refers to the fact that despite the present methods and approaches, it draws on language as a tool for empowering students’ minds in order to enable them to have greater impacts on their milieus and in so doing they transform the conditions of not merely their own existence but that of the humanity as well. All these are possible as it is language, in this researcher’s classes, that is the instrument for thinking, negotiating meaning, discussing understandings and ideas and castigating one another for more comprehensive and effective achievement, growth, and development. Thinking, meaning, reasoning and social interaction are appreciated as the key to successful (language) learning/living in CTBL settings.

As you may have noticed, the traditional methods and approaches’ theoretical foundations 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 which overlook the oppressed majority. But CTBL’s theory of language deems language learning as a complicated process which occurs best in environments that are interactive and motivating and provide equal opportunities and freedom for all participants. This process involves active involvement of all of the students in semi/authentic socio-politically situated engaging environments where using the language to learn it rather than learning to use it is encouraged.

Therefore, from the perspective of this researcher’s CSPLL theory, language, as a socio-political phenomenon, is the cornerstone of human prosperity. This is because 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, is more capacitated to have a more successful social relationship and confront the realities of the present complicated competitive world successfully. Such an individual would more effectively contribute to democratic, live, humane, healthy, creative, and prosperous societies and peaceful world which are characterized by freedom, justice, security, welfare and civilization. The reverse could
also be the truth. That is, if we fail to realise the paramount importance of language in the course of teaching, it could play its role as the cornerstone for human miseries. Simply put, as indicated in Figure 1, social interaction, language development, reasoning abilities, learning, successful relationships, and social development and world peace are inextricably interwoven.

Figure 1: The cyclical interplay among social interaction, language development, thinking/reasoning abilities, learning, successful relationships, and social development and world peace proposed by CSPLL theory (Hosseini, 2012)

In its theory of language, thereby, CTBL postulates language use and language learning as interactive activities which occur best in contexts that reflect the real world holism and encourages negotiation for meaning, discussion and learner active involvement and participation in team activities. These activities involve risk taking, hypothesis testing, plan/decision making, problem solving, castigating one another, making judgments about one another logics, reasoning and achieved progress (i.e., developmental evaluation), and diplomatic resolution of conflicts. In words of one syllable, CTBL espouses the structural, functional and socio-political views of language. It, thus, prioritises both the knowledge of suitable use of meaningful language and the ability to manage discourse interactions, in socio-political contexts.

Through implementing CTBL, teachers would have enormous opportunities to impact on thinking styles and approaches of tomorrow citizenry, redirect their beliefs, develop their socio-political awareness and savvy, recalibrate their attitudes, and change their personalities, behaviours and destinies. It is in such a backdrop that this researcher recommends teachers and educators, who want to run their classes through CTBL, to take greater care of the language they use in their classes and improve their knowledge in the arenas of sociology, economics, psychology, cultural, political and other related sciences.
3.2. Multiple Input-Output Hypothesis: The present hypotheses are not enough

According to the Input Hypothesis of Krashen, only the input which is *comprehensible* for students could be understood and learnt. Later, in her Affective Filter Hypothesis, she continued that Openness of the learner to the input which depends on the level of affective filter is also a must for the acquisition/learning of language to occur. She explained when 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. In his Noticing Hypothesis, Schmidt put forward the idea that only that part of the (comprehensible) input which is *noticed* could find a mental home and so become *intake*. Swain, in his Output Hypothesis, took the stand that input is essential but not enough for adequate development of SLA. He was of the opinion that even using the language, though favorable to fluency, does not guarantee accuracy and language proficiency. That is, for achieving higher and deeper levels of comprehension and in order to augment the language proficiency of learners, the stress should be both on comprehensible input and on *comprehensible output*. Swain meant to say that *output* is also a key means to the development of L2 knowledge. Long raised another issue in his Interaction Hypothesis and argued that *interaction* is a vital requirement for effective language learning. He maintained that in the course of interaction or negotiation for meaning, learners come across some communication problems 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 conceded, add to the quantity of comprehensible input, which can result in modified output.

To put the sum total of the above hypotheses another way, if input is sufficient, comprehensible and noticed, affective filter is low, environment is relaxing and interaction and output are encouraged, then input could find a mental home and so become *intake or learnt*. But mere learning, for the contribution to which most of these hypotheses have been put forward, is not adequate: Students also need to *communicate* their understandings. The problem is that not all the intake could be *mutated* into productive skills (i.e., writing and speaking), albeit they more easily contribute to passive skills (e.g., listening and reading abilities) of students. And these hypotheses have not contributed to this kind of *transformation* in order to enable students to use (communicate) what they have understood or learnt. Worse yet, there is no other didactic theory or hypothesis that proposes an effective solution in this regard. This thought-provoking lacuna in the present related literature inspired this researcher to propose his hypothesis, Multiple Input-Output Hypothesis (MIO hypothesis), as under, in order to address and fill the gap to contribute to the success of ELT:

Although input, low affective filter, noticing, output, and interaction, even as it is considered by constructivists like Vygotsky, are crucial, they are not sufficient conditions for more effective and comprehensive language acquisition to take place in language classes: Greater and more systematic and strategic focus should be on providing the environments, requirements, mechanisms and opportunities that contribute to the transformation of the *intake/passive skills* into *active/productive skills*. This should be done for assisting and
enabling learners to use what they have already learnt. But we should also elaborate on the howabouts of this kind of contributions. And the provision of multiple sources of both input and output in learning environments and clarifying the howabouts of their contributions is a proper solution for more effective support to this kind of transformation. (Hosseini, 2010, p.239 and Hosseini, 2019, p.417)

Having realized the significance and importance of multiple sources of input and output as one of the major requirements for more effective and comprehensive language learning and development, this researcher tried to bring multiple sources of input and output through the implementation of a variety of resources, activities, strategies, tactics, techniques, mechanisms and opportunities in his classes. Needless to remind that he did such in order to encourage connecting what has been learnt to personal and real world experiences and using them for solving real-world oriented problems, in semi-authentic environments. Some such pragmatic solutions for converting students’ potentials to pragmatic skills in order to fill the said lacuna are as below:

1) Providing bona fide and highly structured motivational- as well as dialogic-based engaging competitive team-based learning environments that encourage scaffolding via providing multiple whos in heterogeneous teams. As such environments are conducive to negotiation, tutoring and discussion in different stages, through pair work, teamwork and class-wide interactions, they facilitate the improvement of zone of proximal development of each student also.

2) Providing pertinent authentic teaching materials as well as realia and students’ resources.

3) Giving importance particularly to activities like role playing and team tournaments.

4) Direct and indirect teaching of fruitful (learning) strategies.

5) Subordinating testing to teaching in appropriate influential ways.

6) Using online technologies and spaces like Zoom, Moodle, Skype, etc.

7) Valuing language as a whole (i.e., integrating all facets of language, which is not appreciated in the arena of ELT today). To appreciate the integration of all (sub-) skills of language even in specific courses for reading, for instance, this researcher tries to consider listening, speaking and writing as complementary skills to reading. He believes the whole language, rather than its isolated parts, carries more meaning, which should be negotiated and processed in his classes for deeper understanding and learning. 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 are 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 both verbally and in written form 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 this researcher’s reading classes.

The above 7 considerations are conducive to further involvement and active participation and contribution of all students in CTBL’s environments. In such interactive environments students learn to focus and concentrate on syntactic and semantic components of what this researcher presents in order to enable themselves to use the language appropriately. Such communicative engaging situations that seek mutual input-output treatment are conducive to deeper analysis of both input and output not just for meaning but for accuracy and frequency as well. These considerations, thereby, serve classes run through CTBL as multiple sources of input and output. But they also contribute to improving their own interwoven effects for soliciting deeper levels of cognition and develop students’ higher-quality cognitive strategies. They, at the same time, bolster various aspects as well as quality of students’ thinking abilities, in implicit and explicit ways, which are conducive not merely to in-depth comprehension and understanding of the material and so long-term retention of information, but to purposeful learning and even living also. In sum, the nature of the interactive learning in CTBL settings occasioned by the above considerations plays its role as a mediator between input and output. Simply put, they help to turn input into understanding and understanding into output, through written or oral communication; that is, they contribute to transforming what has been learnt into productive skills and fill the explicated gap. MIO hypothesis is, thereby, a great asset not only to modern ELT/Education but to building more developed and civilized nations and civilizations as it capacitates tomorrow citizenry to apply their knowledge also, for improving the conditions of their lives.

This researcher does hope that his edu-political theories would involve a paradigm change in the present ideological trends in the arena of Education in general and ELT in particular. It should also be reminded here that apart from the above theories of this researcher, there are likewise a considerable number of other theories which confirm the relevance of CTBL. Andragogy-, constructivists’, socio-cultural-, engagement-, speech-, motivational- and even behavioural learning- theories are among them. (See Hosseini, 2010)

4. The dawn of CTBL connotes the decline of CLT and other colonial current (interactive) methods/approaches

The truth is that the results yielded by CLT, which is, unfortunately, strongly recommended even by highly acclaimed specialists in the field, are falling short of expectations in most parts of the world. There are a number of drawbacks with Communicative Approach, which has not been a success hitherto. The first intolerable problem refers to the fact that it falls in the behaviourist extreme of the continuum of approaches to ELT. This is in lieu of the fact that it focuses on developing merely communication abilities of students. CLT’s objective is a condescending look upon human race as animals too are able to communicate with one another. Contrary to CLT,
which deems learners as animals, CTBL considers students as human beings for this researcher is of the stand that they are not merely communicators but they are also knowledge seekers, problem solvers, and critical evaluators of ideas, events, persons and their surroundings who should have active participation in constructing civilized societies and nations also. For the other problems of CLT, see Hosseini (2020) or watch this researcher’s video: https://www.aparat.com/v/zGV3v. Therefore, what this researcher cannot digest is that why the so-called applied linguistics, language teaching specialists/experts and methodologists are still insisting on the application of CLT, which has proven to be an outdated and even harmful approach to our language classes.

5. Some researches on the effectiveness of CTBL

A considerable aggregation of researchers has illustrated the significance and effectiveness of this researcher’s instructional approach (i.e., CTBL) vis-a-vis other methods and approaches particularly in the arena of CL. (See Hosseini, 2020) Among such methods is Learning Together (LT), which as opposed to CTBL that emphasises intragroup cooperation but intergroup competition, accentuates pure cooperation in intera and inter group relations. LT, which has been developed by Johnson and Johnson at the University of Minnesota in the U.S., is the most popular method of CL.

6. Conclusion and closure

The present paper set out to outline this researcher’s own approach to emancipatory education, which opposes with and is a panacea to established colonialist and imperialist modes of education. CTBL is obviously a reaction to our social / political context from which we are suffering for decades. Another issue that should be tapped more precisely is that almost all dictators, particularly in the Middle East, which entails more than 2/3 of the underground resources, are in service of Imperialism. They are well aware of the fact that because of their illegitimacy, they have no option but to betray their nations, national resources, religion and civilisations. Among their acts of betrayal are opposing any attempt for unifying Shia, Sonny and Jewish in the region, and sparking a sense of hatred towards Islam among the developed countries’ nations and even their own people. With the scaffold of their lords, the super powers of the world, they, at the same time, oppose any form of act, idea or thinker that contributes to the awakening and empowering of their people. They target and wipe out such agents of critical awareness through sensible and insensible fascists and satanic approaches in order to keep their possessions blind in the course of looting their national and human resources. These imperialism’s hirelings leave no choice for our brains but to flee to their lords’ lands, in order to serve their nations and civilisations!

This researcher, therefore, converted his transformative liberating whole to his edu-political theories in order to design and formulate his didactic weapon for a more significant contribution to the overthrow of such traitorous corrupt/totalitarian regimes that are also in the habit of hegemonic articulation, presentation or infusion of their
antediluvian ideas and barbaric ideologies to the oppressed majority. CTBL is an exceptional edu-political systematic approach to teaching that aims at awakening, empowering and emancipating the oppressed/the weak/the poor who have their own identity, attitude, ideology, etc. but are almost always purposefully ignored, marginalized and deprived of their very basic rights, and in short insensibly victimized. To put it another way, this researcher put forward his liberal pedagogical approach to compensate the deficiencies of current defected colonial didactic methods and approaches which cannot be conducive to a citizenry that the present real world’s circumstances demands. CTBL, therefore, intends to decrease the discrepancy between what our present dictatorial didactic regimes make out of our nations and what the realities of their tough circumstances exact them to be. It focuses upon foundational facets of contemporary education and aims at tackling the present edu, socio, economical and particularly political problems at local, societal and international levels. CTBL pursues such a goal by forming and moulding interdependent competent life-long learners who would be able to confront the complexities of the present world successfully and flourish both academically and socio-politically. What highly differentiates this inimitable revolutionary approach to the education of the oppressed from the conventional methods and approaches, thereby, lies in its magic transforming power: It focuses on empowering and turbo charging today world’s timid, passive and obedient marginalized deprived Oppressed majority’s/objects’ minds in order to transform them into empowered brave agents of change or the Subjects who will have the capacity to influence their milieus and even the world through decision and policy making. That way CTBL ensures transforming the present peasant societies into civilized nations and compassionate civilizations.

The importance of CTBL, as a fundamentally different approach to ELT/Education, thus, goes beyond academic achievement of participants. Since as a means to the empowerment of the Oppressed it contributes effectively to civilizations with more social order and cohesion, it is, in essence, a catalyst for change and, in the last analysis, an ensured pathway to human security, development, and prosperity. All these contribute to global peace, which is the ultimate dream of humanity in today world context of racism, injustice and despotism. As a highly structured, psychologically and socio-politically based learning-centered strategic approach which mingles affective, cognitive and socio-political aspects of learning, CTBL, this researcher’s realistic approach to liberal education, is, thereby, 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 even living and governing.

As a major building block to modern democracy, CTBL, the sum total of this researcher’s educational life, derives inspirations from his philosophy. His dreams guide it as its brain in the form of its objective and syllabus. His CSPLL theory serves it as an axis. Its skeleton is the MIO hypothesis of this researcher. His sophisticated evaluation system serves it as a heart. His educational materials, tasks, activities, strategies and techniques shape its flesh. And his ethical standards manifest in the form of its spirit. CTBL is, in brief, this researcher’s vow: It is his vow against any satanic and fascist agent
at societal, social, and global levels. **CTBL’s main mission is to unveil their real worth after he awakens and empowers their soldiers and possessions** – the people/ the feeble. As a purposefully boycotted driving force in efforts to combat lack of real knowledge, critical thinking sensitivities/skills, and socio-political awareness and savvy of today world citizenry, this researcher designed and introduced his **unique** liberating brainchild based on his own SEMINAL edu-political theories to the holly arena of Education to enable educators to fight the battle against traitor totalitarian regimes through recalibrating their teaching process towards awakening and empowering the marginalized Oppressed majority. This researcher has brought himself, by long meditation, to the conviction that the dawn of his emancipatory approach connotes the demise of the remainders of the ancient barbarous despots/emperors in today world context as he strongly believes that **the fate of empires depends on teachers’ approaches to the education of the youth.**

To sum up, the illocutionary force of this article is the implementation of this researcher’s didactic weapon by teachers in the present dog-eat-dog world context if they want to transcend the present top-heavy uncivilised societies towards their surreal sustainable just civilized societies and juxtapose their civilisations to those in the civilized world. As such, they would also give meaning to their sufferings and heal their wounds occasioned by the despots who play the role of oppressive gods. 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 convert themselves first to intellectual sources of critical awareness and **agents of change** (change in cognition, thinking styles, beliefs, attitudes, and actions of the inhabitants of their milieus) for uprooting any sources of betrayal from among their societies. That way, they could ensure their societies’ developments and prosperities which result in world peace. Hence the necessity of realizing and the very need for redefining teaching as a **complicated edu-political process** which, as noted, involves diplomatic acting – at the class level.

For more comprehensive understanding of CTBL’s salient features, techniques, evaluation system, syllabus, materials, tasks and activities, and also for teachers as well as students’ responsibilities in classes run through this approach, the rationale beyond its success, and much more information, see this researcher’s (Hosseini) 2018, 2019 and 2020. Watch the introductory video to one of manual at [https://www.aparat.com/v/fGYKb](https://www.aparat.com/v/fGYKb).

As you notice, this volume has special foci upon:

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

2) Shedding light on the chronological development of language teaching methodology for justifying the need for accommodating this researcher’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 on-
going globalization which means a great deal of competitive spirit in today world context;
5) Bringing to the fore this researcher’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.

This invaluable resource manual, which introduces teaching as the heart of modern democracy, will be of immense help particularly to those educators who are committed to the cause of nation as well as peace building. As a gold mine of the latest issues in ELT/Education, it will also be found highly useful for ELT students, teachers of all subjects 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. You can buy the first edition of this book from Amazon or contact this researcher and get the last edition for free.

6. Suggestions for further research

This researcher suggests theorists/specialists to compare his theory and hypothesis with the present theories/hypotheses from different angles and discuss about the prospects ahead of the education, societies and their systems of management. Also, he suggests teachers and researchers at all grade levels in different subjects to compare the effectiveness of his approach to (language) teaching with other methods and approaches with regard to all skills and sub skills of language and other subjects. Furthermore, this researcher is of the strong opinion that because of the reasons mentioned throughout this article, his innovative revolutionary approach to teaching contributes, in the last analysis though, to nation building, more civilized societies, modern democracy and world peace more effectively than the present methods and approaches. These areas too could be investigated by teachers/ researchers in different fields of education. The results of such researches could help the authorities of (foreign language learning and language) education in ministries of education and science and technology make decisions about implementing CTBL in schools and universities. Please search for “Dr Hosseini Weapon” and share my video for further discussion and research.

Funding
The study did not receive any funding.

Contributions
This paper is the sum-total of Dr. Seyed Mohammad Hassan Hosseini’s academic life.
Competing interests
The author declares that he has no competing interests with anybody.

About the Author
As an Iranian liberal educator, Professor Hosseini is interested in democratic education and has a zest for awakening, empowering, and emancipating the oppressed majority. He succeeded to publish more than 150 bookticles during his stay in India, in the course of pursuing his PhD, in ELT, amidst a horrifying hell the IRI Intelligence Service occasioned for him. He has suggested language as a liberating agent in his seminal Cognitive Socio-Political Language Learning Theory based upon which he formulated his instructional weapon, a weapon for the overthrow of dictatorial regimes. Particularly, since he recalibrated the critical attitude of his mind towards the philosophy beyond curricula in corrupt regimes and since he focused upon the importance of his didactic weapon for educators in today world context of tyranny, he has been under extreme brutal pressure here in Iran. Although Prof. Hosseini has the experience of teaching in different universities both in Iran and overseas, he has been obliged to teach at a school for backward students in Mashhad lest he transforms today and tomorrow citizenry into Agents of critical awareness and social change and development! THEY have arrested Prof. Hosseini on his flee to Turkey and taken him to Tehran Liberty madhouse thrice hitherto in order to torture/destroy his creative mind through more horrific approaches to mind torturing! Prof. Hosseini is at present searching for a job as a full-time lecturer to serve humanity at an international level. THEY have applied household radars in the apartment above Prof. Hosseini’s apartment in order to destroy his beautiful civilization builder mind via attacking it by devastating rays!? Search for “Household Radar” on the Net. Prof. Hosseini’s life was the fee for his contribution to transforming the sheeple into some people.

Abbreviations
EFL: English foreign language  
CL: Cooperative learning  
CTBL: Competitive team based learning  
CSPLLT: Cognitive socio-political language learning theory  
MIOH: Multiple input-output hypothesis  
CLT: Communicative Language Teaching

References


PhD Viva Voce of Seyed Mohammad Hassan Hoseini (2021). Retrieved 18 January 2021, from https://www.youtube.com/watch?v=QBrb0ySUPh0

Appendix A: The Learning Culture this researcher developed for DRAWING the FUTURE
Dynamic and comprehensive learning and development in CTBL environments does not evolve naturally. Learning, working and living together in such settings is an art which exacts principles, norms, skills, and of course a broad outlook also. One outstanding, if not unique, feature of CTBL refers to the importance it considers for its learning culture, which reflects civilized and democratic societies’ principles, norms, skills and outlook. This is because one vital factor that greatly affects the outcomes of this educational approach relates to the extent classroom participants are willing and could adhere to the learning culture this researcher has developed. Students are thereby expected to value it as contents and musts that must not only be learnt but internalised, for the sake of real learning/living, achievement, growth, development and peace building. Otherwise, if they do not value this learning culture, their teams and classes cannot function appropriately and effectively. Part of the CTBL learning culture manifest below in the form of 13 basic norms or ground rules which is always pasted as a poster on this researcher’s classrooms walls. This strategy highlights the importance CTBL considers for peripheral learning also. The other parts of this researcher’s manifesto could be realized from the mechanisms underlying his approach.

No one can learn tolerance in a climate of irresponsibility, which does not produce democracy. The act of tolerating requires a climate in which limits may be established, in which there are principles to be respected. That is why tolerance is not coexistent with the intolerable. Under an authoritarian regime, in which Hosseininity 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, economic, political backgrounds, we are all human and so are responsible for one another;
2) We try to be active in the course of learning/living and take care of the ocean of false information surrounding us in the course of decision making;
3) We share all relevant information openly, encourage others to contribute to discussions enthusiastically, listen to them attentively and objectively, and provide sensible reasons for the suggestions or ideas we expect them to consider or accept;
4) Constructive criticisms are most welcome and valued inasmuch for they lead to our learning, growth, and development;
5) Before criticizing others, we try to be objective and fair;
6) 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;
7) Everyone has equal and shared opportunities to prove his abilities in action. Those who prove themselves under such conditions deserve the bests;
8) 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
1)  Final, but rather they are pathways to gaining wisdom, attainment, success, and development. We, thereby, never cease taking risk in the course of thinking, articulating our understandings and decision making;

9) Losing is unavoidable as it is with winning; therefore, we practice to learn through losing as we do it through winning. Losing strengthens our willpower for winning – winning through losing;

10) 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;

11) No one has the right to deprive us of Freedom of thinking, articulating our thoughts and decision making as it is the very basic right that God Almighty has bestowed upon us;

12) We admire, appreciate, and respect our team leaders, teachers and even leaders as long as they have qualities, morals, commitments, talent, and academic and leadership ethics, and

13) Wining is important BUT not at the cost of academician spirit, moral ethics, and human rights and values.
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