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QUOTUTORING©

Revisiting Quotes from Educational Perspective:

An Inquiry into the Multifarious Applications of Grand Quotes

in English Language Pedagogy

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ABSTRACT

The purpose of this study is to inquire into the chances of incorporating world-appreciated quotes into EFL teaching/learning material components. One good way to accommodate various student learning styles (auditory, visual, tactile, kinaesthetic, etc.), to add fun-raising tenets to the class procedure, and above all to resurrect ethics in teaching craft, especially ELT, and at the same time accommodate all the skills and subskills of learning a foreign language, namely, listening, speaking, reading, writing, vocabulary and translation, is the use of world-known quotations by great women and men in different domains of knowledge. The researcher has contrived a model of task-based pedagogy (in the form of micro-lessons) through library and experimental study via qualitative-oriented questionnaire and observation. The original idea was driven by the hunch bolstered by years of related teaching. The second nature but primary cause of this study has been the ethic components that every world quote is inherently loaded with to convey maximal message through minimal stretch. Quotations are there to adorn, awaken, allude, motivate, and satirize the subject matters. This vastness of usage alone is a rich mine to be uncovered and explored with respect to the educational exigencies of the modern-day world; minimalism and immediacy of learning. Within a time-span of 10 sessions of 10 topics, the researcher in the persona of a teacher incorporated a bulk of well-quoted quotes in a conversation-geared Thematic Vocabulary class of 18 students selected only for this purpose in a Tehran-based institute. The themes that were studied are: Spirituality, Change, Learning, Beauty, Freedom, Time, Nature, Creativity, Traveling, and Work.

Key words: quotutoring, quotation, task-based teaching, ethics

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I. Introduction

Learning begins with the need for some motivation, an intention to learn. The learner must then concentrate attention on the important aspects of what is to be learned and differentiate them from noise in the environment. As Dhanavel (2003) propounds, motivation has long been a major problem for most teachers of English as a Second Language (ESL) everywhere. One of the successful ways, if the teacher is resourceful and judicious enough, to overcome this problem, is to use quotations appropriately. Vale, Scarino, and McKay (1991) hold that learners learn a language best when: they are exposed to sociocultural data and direct experience of the culture(s) embedded within the target language and, when they are involved in authentic tasks, and also when they are guided to attend mindfully to the learning process. All of these are inherent with quotes as compelling material.

Quotations are effective in their essence, usually because the author manages to say in fewer or more descriptive words what I've been thinking. In teaching, quotations can be as agents to satisfy students' varied learning styles. While many students are visual learners and many others are auditory learners, most students actually prefer a combination of visual, auditory, and kinesthetic learning. The teacher has to activate these motivational components in the students but that is the precise problem. How can it be done in every class everyday?

One interesting and useful way of activating the motivational components in students is the use of a quotation a day in the classroom (the Quotutorium). Jacob M. Braude (1994, p. 19) comments on quotations thus: "Many people sprinkle their everyday conversation with quotations. " These familiar sayings answer a special need of orators and statesmen, who search for quotations with which they drive home a point or sum up their speeches. Often the fruit of many years' study is brought together into a single sentence, and nothing adorns a composition or speech better than a fitting quotation. It backs up one's own beliefs. At the same time, it shows that those beliefs have been shared by other minds.

A quotation mark is not seen only in written texts but in the meantime a person speaks he raises his fingers to denote emphasis or re-statement or loyalty to copyright of a loanphrase, word, sentence, or paragraph. This comprehensiveness is only one impetus for the researcher to launch this study. Quotations are used for a variety of reasons: to illuminate the meaning or to support the arguments of the work in which it is being quoted, or to provide direct information about the work being quoted (whether in order to discuss it, positively or negatively, to pay homage to the original work or author, to make the user of the quotation seem well-read). Quotations are also commonly printed as a means of inspiration and to invoke philosophical thoughts from the reader. One interesting and useful way of activating the motivational components in students is the use of a quotation a day in the classroom.

Undoubtedly, quotations have several uses for the language user. It is the responsibility of the language teacher to draw the attention of students to the beauties and benefits of quotations. Undoubtedly, quotations have several uses for the language user. It is the responsibility of the language teacher to draw the attention of students to the beauties and benefits of quotations. Clearly then both language and content are important in every quotation, especially for use in the ESL classroom.

The teacher who has to teach English language through some worthwhile content has no better resource for motivation than catchy quotable quotes. For instance, "Give me the right word and the right context, I will move the whole world" is a quotation from Joseph Conrad, who adopted English as his third language and became a great story teller in English. For another instance, "The limits of my language are the limits of my world" is from Ludwig Wittgenstein, a pre-eminent philosopher. Conrad was a Pole and Wittgenstein was an Austrian but their quotations on the possibilities of language are greatly useful to motivate the students and thus get them interested in English language. The motivation generated in the students has to be sustained for a long period of time, say a semester or a year but ideally for whole life. That is where a quotation on the board a day comes handy. To begin with, the teacher can give the quotation for a few days and influence the students to expect a quotation a day. Then the teacher can identify a student or a group of students, if possible, to undertake the task of collecting and writing the quotations on the board everyday for the whole semester or year.

The teacher can bring life to these quotations and his students with his relevant comments on the quotations. In fact, if the teacher has adequate linguistic sensibility, he can use the quotations to teach synonyms, antonyms, sentence structures, pronunciation of words, and a host of other language aspects. These are not unfounded imaginary claims but practicable in actual classroom situations.

Samuel Johnson made use of quotations in A Dictionary of the English Language (1775) and ushered in a new dimension to dictionary making. He reasoned in his Preface to the Dictionary thus: "Every quotation contributes something to the stability or enlargement of the language" (Partington, 1996, p. 367). Similarly, for a language teacher every quotation contributes something to the teaching and learning of the target language.

1. Definition of key terms

The following terms seem to require clarification as they play substantial role in this study and as they recur frequently in its scripture.

Quotutoring: The researcher's coined term denoting tutoring through quotes, together with Quotutorium (the classroom) and the quote-based teaching techniques (the Quotutorials)

Quotation: A quotation is a pithy and profound statement that can be cited by a speaker or a writer to convey his ideas effectively. It is the repetition of one expression as part of another one, particularly when the quoted expression is well-known or explicitly

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attributed (as by citation) to its original source. A quotation can also refer to the repeated use of units of any other form of expression, especially parts of artistic works: elements of a painting, scenes from a movie or sections from a musical composition. (Wikipedia.org)

Task-based method: Task-based language teaching is a teaching approach based on the use of purposeful communicative and interactive tasks as the central units for the delivery of instruction (Richards and Schmidt, 2002, pp.539-541). So, here we are embarking on learning vocabulary not for vocabulary's sake but for communication's through improvised acts and tasks in class.

Ethics: Ethics is a branch of philosophy which seeks to address questions about morality, good and bad, and the right and wrong.

2. Significance of the study

A postmodern look at the said-and-heard legacy, or the pearls of wisdom, so to speak, by the great celebrities and luminaries across the globe would introduce a new niche to restore ethics in the demoralized educational systems of the millennial world, which in turn would rid the classes of the mere scientificity which has long afflicted them. The ultimate purpose of education is not the sole teaching/learning of a series of lesson or a collection of courses, but the holistic growth of the individual. Such globalized approach to language would alone bolster proximity among different languages, metaphoric formulae, and thought paradigms of different nations and may act as proof to the Jungean collective subconscious.

3. Purpose of the study

The major purpose of this study is to contrive a novel approach to teaching cultural values of different ethnos around the world not in the form of stereotypical lengthy texts of poetry, prose, fiction, etc., but through short quotations of succinct statements by the well-noted celebrities in different fields of science, art, literature, mysticism, sports, and religions of various sects and faiths as necessitated by minimalism in presentation and democracy in education. Such text stretches comfortably fit into the limited class time, and are easily incorporable into courses and credits such as interpretation, translation, writing, reading, topical conversation, comparative concepts relevant to international relations and dialog among civilizations and religions, faith, hermeneutics, ethnology, semiotics, cultural and sociological studies in varied genres and textologies such as satirical, biographical, anecdotal, ethical, ideal and ideological, all of which can bring about multidimensional growth and development in the course participants.

4. Statement of the problem

This study aims at re-reading great quotes of the world celebrities in varied spheres of written knowledge in English and Farsi (Persian language) with a comparative approach in quest of ethical standards and moral values so as to inscribe them into pedagogical frameworks and techniques to be incorporated inside various course credits, particularly humanities, in an attempt to revive sublime humanistic mores in teaching/learning events. Besides, another academic corollary herewith is the possibility of comparative survey of various nations' concepts and weltanschauung from different inter-cultural perspectives.

5. Research questions

The questions addressed by this study are as follows:

1. What are the pedagogic attributes of quotations?

2. How can quotes reshape into course materials?

3. Can learners learn better through quotes as texts of exposure?

4. What is the impact of quotes on students' moral growth?

II. Review of the related literature

Research directly in touch with the topic at hand, i.e. the uses of quotation in education, is either rare or thin. Thus the researcher has had to employ the implicit literature here and there to affirm and support his investigative hunch and pedagogic figments.

Dhanavel, in Anna University, employed quotations at the beginning of every semester and also of every class in a semester. He found to his satisfaction that most students are immensely motivated to learn English and also to live their life meaningfully. A number of teaching and learning centers have begun collecting quotations. Snow College in Utah even maintains a database searchable by source, author, etc, including collections at Western Kentucky University and the University of Minnesota. In most cases the quotations are given without specific citation to the source in which it first appeared. The quotations range widely. Some seem wise, others sappy. In the right setting, each becomes a rhetorical jewel.

Famous quotations are frequently collected in books that are sometimes called quotation dictionaries or treasuries. Apart from dictionaries and encyclopedias (cited in the Reference section of this study) which are considered among the most reliable and comprehensive sources, diaries and calendars often include quotations for entertainment or inspirational purposes, and small, dedicated sections in newspapers and weekly magazines — with recent quotations by leading personalities on current topics — have also become commonplace. This is most commonly seen in email messages and Usenet posts, while it is almost never seen in blog posts. In all these cases, quotations are usually included to give a glimpse of the user's personality, to make a statement of their beliefs, or to spread views and ideas. The sheer bulk of online quotations, combined with more efficient search engines, has effectively made the Internet the world's quotation storehouse, encompassing an unprecedented number of easily obtainable quotations.

According to Owl (2006), these three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author. **Paraphrasing** involves putting a passage from source material into your own words. A

paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly. **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Quotations, paraphrases, and summaries serve many purposes. You might use them to . . .

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- Expand the breadth or depth of your writing (Owl, 2006)

Writers frequently intertwine summaries, paraphrases, and quotations. As part of a summary of an article, a chapter, or a book, a writer might include paraphrases of various key points blended with quotations of striking or suggestive phrases.

Overall, though the literature might be rich enough in the sense that there is a good bonanza of quotations uttered by or attributed to a good host of men and women of knowledge available in books, encyclopedias, dictionaries, articles and websites, yet it is bitterly poor in the area of the subject and title of the study proposed by the researcher; i.e. the imminent utilities of quotations in the classroom and the impending corollaries and benefits of using them in post-class affairs in the minds and in the life of the learners, particularly students of foreign languages, English in particular, and translation, and comparative humanities. That is why a great part of this study is an abiogenetic personal endeavor.

This study aims at uncovering the merits of using quotes in the trajectory of any skills-oriented class in the form of an A to Z rubric for teachers to comfortably teach moral content and language in one lump. The present author has been using quotations sporadically to motivate the students for quite a long time. Recently he started employing quotations systematically. The result is satisfactory for both the teacher and the taught. To further fatten this part, I would also like to note that quotation is different from other similar notions, especially "saying", as a blanket term to embrace a good list of subcategories which have come underneath:

- Saying: *A pithy expression of wisdom or truth.* Depending on the aspects of the notability, there are a number of synonyms, or flavors of the notion:
- Apothegm: An edgy, cynical aphorism; such as, 'Men are generally more careful of the breed of their horses and dogs than of their children.'
- Chestnut: A long-used and well-known story,

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comment, or quote.
- Epithet: A descriptive word or phrase that has become a popular formulation.
- Gnome: (Greek: *gnome*, to know) A type of saying, especially an aphorism that is designed to provide instruction in a compact form.
- Mantra: A religious or mystical syllable or poetic phrase.
- Platitude: A flat, insipid, or trite remark.
- Quip: A witty or funny observation.
- Witticism: A smart saying, notable for its form or style rather than its content.

Yet to further elaborate:
- Cliché: is a saying, expression, or idea which has been overused to the point of losing its original meaning, especially when at some earlier time it was considered distinctively meaningful or novel, rendering it a "stereotype".
- Adage: is a short but memorable saying that holds some important fact of experience that is considered true by many people, or that has gained some credibility through its long use. Adages may be interesting observations, practical or ethical guidelines, or pessimistic comments on life. Some adages are products of folk wisdom which attempt to summarize some basic truth; these are generally known as "proverbs". An adage which describes a general rule of conduct may be known as a "maxim". The word derives from the Latin word maximus, "greatest", via an expression maxima propositio, "greatest premise". A pithy expression which has not necessarily gained credit through long use but which is distinguished by particular depth or good style is known as an "aphorism",

while one distinguished by wit or irony is known as an "epigram" (This humanist whom no belief constrained, Grew so broad-minded he was scatter-brained. J. V. Cunningham). Through overuse, an adage may become a "cliché" or "truism", or be described as an "old saw." Adages coined in modernity are often given proper names and called "laws". On the whole, an adage is a signature of a subculture. Example: "Don't count your chickens before they hatch" or "don't burn bridges behind you."
- Aphorism: denotes an original thought, spoken or written in a laconic and easily memorable form. The Aphorisms of Hippocrates were the earliest collection of the kind. They include such notable and often invoked phrases as:"Life is short, [the] art long, opportunity fleeting, experience misleading, judgment difficult." Usually an aphorism is a concise statement containing a subjective truth or observation cleverly and pithily written. Aphorisms can be both prosaic or poetic, sometimes they have repeated words or phrases, and sometimes they have two parts that are of the same grammatical structure. (Wikipedia.org)

Additionally, the exemplary aphorists who have been most quoted in the world are:••
William Blake
- G. K. Chesterton
- Kung Fu Tzu "Confucius"
- The Dalai Lama
- Albert Einstein
- Kahlil Gibran
- Lao Tsu
- Friedrich Nietzsche
- Voltaire

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•Oscar Wilde

•Ludwig Wittgenstein

•George Bernard Shaw

III. Methodology

The research method best applicable to the theme of this study, as the researcher reasons, is a qualitative one. The hypothesis of the study is that the application of great men and women's quotes has no effect on the improvement of teaching/learning process. A thorough non-participant observation of 2 randomly chosen classrooms unveiled the functional aspects of quotations in teaching. A short questionnaire further illuminated parts of the answers to the research, namely: 1) What kinds of texts do students averagely prefer to deal with in class? 2) What is teachers' preference in choosing texts for the class? But the more important questions were 3) What is the impact of quotes on learning English and moral growth of students? 4) In what forms do quotes help teachers with their teaching? And through questions as to whether the ultimate goal of education is to breed intellectual learners or not; language is best learned through course textbooks, or other media as well; a teacher must welcome use of stories, anecdotes, jokes, quotes, etc. to attract students' attention; a teacher should only command his subject matter and not necessarily know other disciplines; or using quotes in the class can implicitly teach an alien culture and thought paradigms. Within a time-span of 10 sessions of 10 topics, the researcher in the persona of a teacher incorporated a bulk of well-quoted quotes in a conversation-geared Thematic Vocabulary class of 18 students

selected only for this purpose in a Tehran-based institute. The themes that were studied were: Spirituality, Change, Learning, Beauty, Freedom, Time, Nature, Creativity, Traveling, and Work. In sum, the research method to befit the title and content was a library and qualitative one.

1. Instrumentation

Data collection is conducted through a questionnaire of 15 items (validated by three university scholars after a session of perusal), quotation dictionaries, encyclopedias, internet sites, and books and articles directly or indirectly engaged with quotations. The population is a sample of 40 teachers (20 male and 20 female) and 120 students (40 male and 80 female of randomly selected proficiency-tested learners screened through a TOEFL test, 2008) who responded to the questionnaire and 18 pupils (8 male and 10 female randomly chosen out of a volunteered 31) who received the quotation-flooded methodology for vocabulary learning interviewed for their stimulated recall and diaries thereafter. Library readings and content analysis comprised the greater part of the research, both bulk-wise and timewise. Following this study, the researcher has come to the facts and truths about quotations and their usage in the classroom.

IV. Findings and discussions

The multifarious nature of the methodology of this study yielded a showcase of output that is thus presented below.

1. An A to Z of Quotation Functions (QUOTUTORIALS)

Everyone likes good quotes, especially ones that convey an important idea. Often, a short quote reflects wisdom and can have a more profound impact than ten pages of tortured prose. The figures of speech or literary devices used in quotations are mainly: polysemy, ambiguity, oxymoron, irony, allusion, parody, pun, alliteration, tautology, ellipsis, metonymy, metaphor, simile, inverted structures, dangling structures, etc.

Quotations have got functions that are both covert and overt. Those having to do with pedagogy, translation, and comparative studies that have haunted the mind of the researcher through observation, interview and hunch are listed as follows: (This is a researcher-made taxonomy)

a.Glazing

A quotation makes your wording glossy and more native-like. The lexical, semantic and syntactic gaming available in the quote is a natural way of reproducing the second language we are dealing with or acquiring.

b.Beautifying

The teacher or student may cite or recite a quote to embellish the written or oral text. In practicing handwriting, teachers can ask students to write quotes of memorable substance or in defining words in a class of lexicon. The beauty can be of two kinds: form and content: the pretty phrasal formal aspects of the sentence, such as rhythm, alliteration, etc., and the sublime message imparted by the sentence. Doctor: A person who kills your ills by pills,

Smile: A curve that can set a lot of things straight!

c.Consecrating

It means citing a great quote of a great leader, mentor, prophet, teacher, hero, etc. to beatify and bless the theme one is trying to develop.

d.Affirming

It is a quote, long or short, to strengthen the idea just forwarded by the teacher.

e.Attributing

It means to advertently or inadvertently ascribe a piece of saying, a line of verse, a phrase of speech, etc. to someone important, be it truthful or erroneous.

One death is a tragedy; a million is a statistic. (Anonymous, but attributed to Stalin)

f.Appetizing (Warm-up)

It refers to a quoted statement which works as a prelude or an overture into a discussion; an attention-getter; a hook; an advance organizer. It is a popular gimmick in the beginning of speeches or monographs to haunt the mind of the audience. It acclimatizes students with the debate at hand.

g.Academizing

Quotation is an elemental part and parcel of APA (American Psychological Association) in academic writings (theses, dissertations, projects), articles and monographs, handouts, etc. It enriches the content of the work and reinforces the idea that is being delivered. "Now Skinner did reign in the land of psychology, and it came to pass that Chomsky smote Skinner and begat Krashen, and Krashen begat Long, and lo, Long begat Merrill Swain…" (Scott Thornbury)

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"… we need to be wary of taking SLA theory too seriously. And we should be suspicious of those who argue that knowledge of theory is a professional obligation. Teaching is a highly skilled activity, but it is not, alas, rocket science. In fact, it is probably not a science at all." (Scott Thornbury)

h. Parodying (Travesty)

It is to satirize a well-quoted quote in order to funnily rehash it, or to relate it to a new sphere of use. I teach therefore I am. (Anonymous)

I. Closing

Closing in a speech or writing is as important as the commencing; it makes the audience feel nostalgic about what he was exposed to. It acts like an ending ornament to your work, which if selected wittily, would arouse a round of clap.

j. Re-quoting

Otherwise renamed as "close reading" (Masiello, 1996), a part of a passage or sentence that is selected to be repeated to substantiate a claim.

k. Providing authoritative definitions

Quotes sometimes function as documenting agents and strong proofs, from the mouth or ink of an authority, to what one has offered previously through his words.

l. Humorizing

Humor is the essence of human. They say, among created beings, *only human can laugh*. A simple pun in the words or wording of a quote can rejuvenate, hypnotize, awaken, or redirect the attention of an audience. George Bernard Shaw is an unrivaled figure in this area. There is rich seriousness behind humorous sayings. Quotes also can meet the demands of

Edutainment—the conglomeration of education and entertainment in a classroom setting. "Success comes in cans, failure in can'ts." (Anonymous)

"An expert is one who knows more and more about less and less." (Nicholas Butler) "I have never let my schooling interfere with my education." (Mark Twain)

"Experience is a hard teacher because she gives the test first, the lesson afterward." (Vernon Law)

m. Stimulating debate

All quotes are given to stimulate thought and discussion and are not meant to be held up as the final views of anyone (James Rhem). Famous quotes are a fun way to promote reading and discussion. Example: Debate the following. "Education's purpose is to replace an empty mind with an open one." (Malcolm Forbes)

n. Demonstrating contrasting perspectives

No better alternative can replace the precision of an exquisite quote long established in the minds of the addressee when one wants to depict a contrastive notion. Example: "Reading makes you full, Lecturing makes you ready, and Writing makes you precise." "I go on working for the same reason that a hen goes on laying eggs." (H. L. Mencken)

o. Empowering

Quotes of whatever nature enable their users in terms of the power of language, the power to reason, predict, diagnose, and resolve issues in real-life real-time circumstances. They help students prepare for effective citizenship, in their workplace, at home, in their homeland and in the world. Example:

"Write your problems on sand, and your achievements on marble." (Anonymous) "Challenges make you discover things about yourself that you never really knew. They're what make the instrument stretch- what make you go beyond the norm." (Tyson)

p. Elevating writing style

Quotes, specifically, can help students promote their writing index, in terms of exposition, description, thematic development, coherence and cohesion, paragraphing, stylistics, etc.

q. Providing both pleasure and instruction

In introducing his dictionary, Johnson wrote that quotes, besides their immediate use, may give pleasure or instruction, by conveying some elegance of language, or some precept of prudence or piety, as they would illustrate the usage of a word, and also provide aesthetic pleasure on the one hand, and moral uplift and instruction on the other.

r. Displaying historical development of word or sense

In an anticipation of the nineteenth-century classical Greek lexicographer, Frank Passow (1786-1833), and of the *OED* founders who consciously followed in Passow's footsteps, Johnson also hoped that listing the illustrative quotations in their historical order would reveal the semantic development of a word or sense: as he wrote, 'By this method every word will have its history, and the reader will be informed of the gradual changes of the language, and have before his eyes the rise of some words, and the fall of others'.

s. Illustrating a genealogy of sentiments

Johnson had found that his original intention 'that every quotation should be useful to some other end than the illustration of a word', had had to be jettisoned for reasons of space. Nevertheless, he had not been altogether ruthless in his pruning, and had sometimes, though rarely, yielded to the temptation of exhibiting a genealogy of sentiments, by showing how one author copied the thoughts and diction of another. In Anne McDermott's discussion of the quotations, "the quotations are arranged in such a way that they give different inflections to the meaning of the word".

t. Explaining meaning

It is not sufficient that a word is found [in a quotation-source text], unless it be so combined as that its meaning is apparently determined by the tract and tenor of the sentence

u. Identifying and discriminating more senses

Scrutinizing words as they had been used in examples of real usage—quotations from literature, philosophy, history or elsewhere—surely reveals a bonanza of meanings peculiar to different contexts and genres.

v. Providing the raw material for lexicography

Quotations provide the empirical evidence on which the dictionary is constructed: it is the use of words in context that determines what a word means. A dictionary constructed in some *a priori* fashion, from a list of words rather than a list of quotations, is conceptually mistaken (words only 'mean' in context).

w. Aphorizing

Most specifically, quotations invariably have an

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agenda to carry out, and that is to illuminate and educate the minds. That is why we have a good repertoire of quotes in every store under conceptual headings for people to search and find, enjoy and internalize. In this sense quotes have got a cathartic effect on the audience. Examples:

Cigarette: A pinch of tobacco rolled in paper with fire at one end and a fool at the other! *"If you find a path with no obstacles, it probably doesn't lead anywhere"* (Anonymous)

"The important thing in life is not the triumph but the struggle." (Pierre de Coubertin)

x.Clarifying / Sophisticating

In most cases and for the purpose of elucidating a subject matter, quote users apply a charismatic saying for the purpose of clarifying a problem. In a similar vein, quotes when ambiguous, polysemous, or seditious are said by the user to complicate an issue in order to rhetorically turn it into an act of sophistry and ambiguation in order to intellectually dominate the audience. Language in the hands of rhetoricians is more lethal than a mass murder weapon

y.Expressing / Impressing

Using language for communication is not just a matter of expressing oneself but impressing others. For instance, in an interview session, in a public performance or speech, in the process of writing an essay, and most noticeably in creative writing, what mesmerizes the audience and keeps them tuned is the hyperlinguistic elements such as quotations as linguistic vignettes and ornaments added to the main bulk

of text.

z.Acculturating

Quotations alongside the many afore-mentioned utilities that they bear and impart are also agents to familiarize the audience with the actual culture embedded within them whose decoding process would not take long. So any learner of a second or foreign language may resort to them as a linguistic haven whereby one can also obtain the yardstick to measure their own culture against those of other speakers of the globe.

2.Hands-on classroom dynamics

Quotations are comfortably prone to task-based teaching methods. They can be used to teach all language skills and subskills; writing, reading, listening, speaking, vocabulary, translation, etc. The researcher as teacher asked the class to read the quote silently (avoiding reading it in my own voice for the fear that I might inadvertently emphasize key words), and to be prepared to comment on the selection to the whole class ("close reading" by Masiello).

One activity with quotes like these (not necessarily quotes about teaching, but quotes in general) is to give a class half of the quotes. Students then work in pairs to finish them however they fancy. It can be a fabulous five-minute filler.

Yet another task would be to hand out several quotes and make sure you have removed the name of the author. Get your students to read out the quotes and then discuss them. Do they agree/disagree, do they know who said it, is it quotable everywhere, etc.

For example:

Who said the following? Is it true? Can you second this quote?

"A lie gets halfway around the world before the truth has a chance to get its pants on."

"Vision is the art of seeing things invisible to others". (Jonathan Swift)

"Imagination is more important than Knowledge". (Albert Einstein)

Whatever knowledge the teacher has of these authors and their writings, he can share with the students and inspire them to set goals for themselves in life and achieve them against all odds. On some occasions the teacher himself may compose quotations on seeing the quotations on the board written by the student. One may ask them to coin one quote per night as homework on topics like education, wisdom, success, imagination, happiness, humility, beauty, love, courage, friendship, justice, creativity, and many others.

Many a researcher have proposed exploitation of quotes in classroom trends. Marlene Caroselli (2006, p. 77) suggests using quotations as one among 500 games and activities in the classroom. What follows are some of his proposals:

There is nothing quite like a quotation to lend credence to your opinion, to suggest you are a well-read person, to show off your memory, and to help sway others to your point of view. Quotations in the classroom provide vitality, verve, and verbal magic. Here are some ways you can use them to bring life and light (and

sometimes even laughter) to your classroom lessons. (Caroselli, 2006, pp. 83-90)

a. Disseminate the quotations. Use them as brainstormers, ice-breakers, and advance organizers or as recappers. Use an especially pertinent quote to generate discussion. In order to really stimulate discussion, take two diametrically opposed quotes from two well-respected figures and explore both viewpoints with the group.

b. Assemble familial wisdom. Ask groups to share advice or aphorisms passed along by their family elders. Then have them choose one that has particular relevance to the course and share it when called upon.

c. Have them match quote and quotee. Find at least ten quotations that relate to the course you are presenting. Then type two mixed-up columns: one listing speakers, and the second listing statements. Distribute and ask triads to match the speaker and the comment they believe she/he made.

d. Have them match a quote with an era. Not only can quotes give people something to think about, they also help develop awareness of the universality of certain values.

e. Cloze-test a quote. Deliberately eliminate some key parts of a quote and ask students to fill in the blank space.

f. Coin quotes of your own. Give students the courage to think highly of themselves and contemplate over issues and so fabricate or generate a quote of their own.

g. Find quotable material within the class

h. Use ads, company taglines, slogans, and the like to replicate new quotes.

I. Let them paraphrase a famous quote. Take a famous quote and ask them to change it by adding, subtracting or paraphrasing so that the final sentence has significance for the course.

j. Take quotations from popular music, keynote speeches, news scraps, film footages, etc.

l. Synthesize the course in a single quote. Use quotations to end the class on a high note.

k. Use quotations as the basis for role-plays. To emphasize key points, have participants devise skits that incorporate a quote.

l. Challenge a quote. Ask students to argue, agree or disagree to a quote's crux. m. Invite students to focus on form (grammatical specificities), meaning (content, theme, subject matter), discourse, semiotics, aesthetics, rehetoric devices, literary figures of speech.

3. Themes and quotes opted for the research

Ten different themes were chosen for ten sessions of teaching to 20 students of an institute to find out about their attitudes and feedbacks on the classroom procedures in an observation-driven diary of the class findings. For every theme or topic the teacher assigns an anthology of averagely 40 grand quotes (by all citizens of the world, including Iranians) to be taught and worked out in classroom: recited, read, re-written, re-phrased, discussed, scrutinized and examined (semantically, syntactically, semiotically, discoursally, stylistically,

aesthetically—in short, linguistically and metalinguistically), criticized and commented, listened to, spoken by, publicly presented, etc. The themes are as follows appended with exemplary quotes: **Spirituality (Religion)** "There is only one religion, though there are a hundred versions of it."

-George Bernard Shaw

"True religion is real living; living with all one's soul, with all one's goodness and righteousness." -Albert Einstein

"Kill one man and you are a murderer. Kill millions and you are a conqueror. Kill everyone and you are a God."

-Jean Rostand

Change

He who rejects change is the architect of decay. The only human institution which rejects progress is the cemetery.

~Harold Wilson

If you don't like something change it; if you can't change it, change the way you think about it. ~Mary Engelbreit

You must be the change you wish to see in the world. (Mahatma Gandhi)

Education (Learning/Teaching)

"If you think education is expensive, try ignorance." (Anonymous)

"I touch the future. I teach." (Christa McAuliffe) "*To be good is noble, but to teach others how to be good is nobler - and less trouble."* Mark Twain **Beauty**

Education is the art of making man ethical." (Georg Hegel, 1821)

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Everybody needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul. ~John Muir

Our hearts are drunk with a beauty our eyes could never see. ~George W. Russell

I've never seen a smiling face that was not beautiful. ~Author Unknown

Freedom

"Any existence deprived of freedom is a kind of death." (General Michel Aoun)

"Eternal vigilance is the price of freedom." (Raymonde Uy)

"Give me liberty or give me death." (Patrick Henry)

Time

A schedule defends from chaos and whim. It is a net for catching days. It is a scaffolding on which a worker can stand and labor with both hands at sections of time." (Anne Dillard) "But at my back I always hear / Time's wingèd chariot hurrying near; / And yonder all before us lie / Deserts of vast eternity." (Andrew Marvell, 1621–78)

"Dost thou love life? Then do not squander time, for that's the stuff life is made of." (Benjamin Franklin, from Poor Richard's Almanac) "Existence really is an imperfect tense that never becomes a present." (Friedrich Wilhelm Nietzsche) **Nature**

"In every walk with nature, one receives far more than he seeks." (Anonymous)

"Land really is the best art." (Andy Warhol, America, 1985)

"Nature abhors a moron." (Henry Louis Mencken)

Creativity

"Good taste is the first refuge of the non-creative. It is the last-ditch stand of the artist." (Marshall McLuhan)

"One must still have chaos in oneself to be able to give birth to a dancing star." (Friedrich Wilhelm Nietzsche)

Creativity is allowing oneself to make mistakes. Art is knowing which ones to keep. (Scott Adams, *The Dilbert Principle)*

Traveling

The world is a book, and those who do not travel, read only a page. --Saint Augustine I have wandered all my life, and I have traveled; the difference between the two is this -- we wander for distraction, but we travel for fulfillment. --Hilaire Belloc

The man who never in his mind and thought travelled to heaven, is not an artist. --William Blake

Work

"Genius is one percent inspiration, and ninety-nine percent perspiration." — Thomas Edison The brain is a wonderful organ; it starts working the moment you get up in the morning, and does not stop until you get into the office. Robert Frost John D. Rockefeller:

The common denominator for success is work. John Ruskin:

The highest reward for a person's toil is not what they get for it, but what they become by it.

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Education is the art of making man ethical." (Georg Hegel, 1821)

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V. Conclusion

The students would surely find the quotations useful in their speaking and writing. When they get some guidance, especially with moral values, for their life, they have intrinsic motivation. These moral values and linguistic skills are very much necessary for their personality development without which they cannot become effective and efficient professionals, let alone leaders and communicators. Consequently, the task of involving students with great quotes becomes easier for the teacher who can teach the lessons hour after hour and year after year with pleasure and profit. The purpose of this study was to try the chances of incorporating grand quotes into EFL teaching/learning material components and in the form of a task-based model of teaching that at the same time could accommodate various student learning styles (auditory, visual, tactile, kinaesthetic, etc.), and add fun to the class procedure, and most importantly resurrect ethics in teaching craft, and meantime accommodate the skills and subskills of learning a foreign language, namely, listening, speaking, reading, writing, vocabulary and translation. Every world quote is inherently loaded with maximal message and minimal stretch and is therefore amenable to the exigencies of modern-day classrooms as highlighted by this research.

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