 **[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)**[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885) Lecturer at Riyadh Community College, King Saud University

Top Contributor 1-Feb-2015/Sunday

What films would you recommend your students to watch?   
Put simply, apart from entertainment, films can be used for educational purposes.Yes. In terms of language acquisition, hearing and listening skills are the radical factors that influence very substantially the body of full comprehension of a film. Thus, the set objectives must be very clear while recommending a film of any category to be watched by a particular level of students. Of course, Rambo English usage in the films is going to do nothing other than a few thrilling actions and video effects. However, The Gladiator, Troy, Ben Hur, The Kingdom of Heaven, Titanic, A Passage to India, Gandhi (Ben Kingsley), Home Alone are types of animated films are highly recommended.

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 **Looking for course material to teach English for Logistics**

[Katleen Craenen](https://www.linkedin.com/profile/view?id=66011699&goback=%2Egde_761057_member_5960510175965114371) Policy Advisor in Adult Education & English Language Teacher

Hello everyone,   
  
I have just taken on the challenge to teach an 80-hour course of Business English in a vocational program for adults leading to a qualification in logistics administration (secondary education level). My main focus during my English studies was literature, though. A slightly different world ;-). So does anyone have good suggestions for course material for my English for Logistics module? My students' starting level is around A2 - B1 of the CEFR.   
I've already come across 'English for Logstics' from OUP, but I am curious to hear if there are any good alternatives - maybe with more attention for the general Business English skills such as telephoning and e-mailing.   
  
Thanks in advance for your replies!

 **[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)** [Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885) Lecturer at Riyadh Community College,King Saud University

Shipping and Logistics is a new managerial term. It can be treated as a management course under ESP as in paramedical courses for non-native of English language. 80 hours course for the starting level A2 - B1 of the CEFR , any specific interactive course module will be sufficient. www.oup.com/elt may be of help.

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 **Why do people teach and what does it mean to be a teacher?** [Victor Romain](https://www.linkedin.com/profile/view?id=13145911&goback=%2Egde_761057_member_5965449236458799104) Executive Language Consultant for Professionals Top Contributor

Of late, I have been in a rather reflective mood...of my life and my life's events, which recently set me thinking on this rather philosophical question - of all places, when I was laying in the bath. Having said that...the tub is usually a great place for doing some peaceful thinking.  
  
Looking back over my life, I have had quite a few careers...from being involved in the family's retail businesses - yes, I am a great salesperson. I just love the interaction and selling products - suited to the customer’s needs. I used to get a buzz - not out of the financial transaction...that was always second place to me, but in seeing a satisfied customer walk out of the door - knowing they'll be back sooner or later.   
  
I have been a ships cook. A post which I held for about ten years of my life, on the large passenger ferries between Dover, France and Belgium. I have even been a night time taxi driver.   
  
Then I fell into teaching English as a foreign language - basically because I wanted to escape from being a night time taxi driver. I studied hard and I also taught myself Russian and before long ...I was off to Rostov-on-Don in Southern Russia, in the early nineties, to go and teach English.  
  
Earlier today, however, I was pondering this double-barrelled question...why do people teach and what does it mean to be a teacher?   
  
Teaching is not one of the best paid jobs on the planet - so it cannot be about the money - indeed municipal garbage/rubbish collectors probably get paid rather better - at least in the long-term + they have job security and (in some cases) union support to turn to in the event of a problem.   
  
The job can be rather insecure...there are no long-term, fixed contracts in the TEFL world. They rarely exist there days...especially here in the UK, post economic 2008 worldwide financial crisis.  
  
Teachers, in any subject, can be also open to all kinds of problems - if, for example, should a student feel that he/she is getting 100% satisfaction from the lessons.   
  
For, it is always easier to blame the teacher, for a one's own shortcomings and/or lack of tangible progress. Of course, sometimes there are teacher/lesson execution problems, however, which can happen to even the most experienced teacher.   
  
Teachers come from all walks of life, cultures and backgrounds...I have even worked with former City of London bankers, who have dropped out of the world of high earnings and bonuses to become humble TEFL teachers.   
  
So...why do we do it...? Why do we become teachers: with all the admin work and many of the demanding and even (sometimes) stressful psychological problems, inherent with the job - not least of all job/career security?   
  
And what does it mean to be a teacher...? I (think) know what it means to me....but what does it mean to you? 28-Jan-2015/Wed

[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)  **[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)**

Lecturer at Riyadh Community College,King Saud University

Teaching is all but all is not teaching. And if someone is desirous of becoming a teacher, s/he/ should have got nothing but teaching. The spectrum of choice is wide for earning bread and butter while teaching alongside earning is a profession with utter devotion to the never ending process of natural leaning in the surrounding. Why English as a language only? Why not languages of the world be discussed while teaching English language?Language teaching is a chain reaction of diversities in terms of learners' individual talent. Professionalism or entrepreneurship is one domain of human skills, but teaching as a profession acts in its divine role that promotes and safeguards humanities. Mountaineers only can explain the feelings; how about being on the top of the world? Believe me: teaching is learning that never ends over a short span of one's life.

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* 1 hour ago 28-Jan-2015 /Wed

[Ziaur Rahman Khan](https://www.linkedin.com/profile/view?id=223779774&goback=%2Egde_761057_member_5965203479675838466)

**One of the candidates I was interviewing wrote in application "I want to apply for the post of teacher in English".Will anyone comment on the aptness of this construction,please ?**

[Ziaur Rahman Khan](https://www.linkedin.com/profile/view?id=223779774&goback=%2Egde_761057_member_5965203479675838466) ASSISTANT TEACHER at MIB GIRLS HIGH SCHOOL,KHED

Ljiljana Knezevic Ljiljana

Ed.S. (Educational Specialist) at University of Belgrade

I don't think this way is so much inappropriate. There are no grammar mistakes and this is a direct and short statement openly expressing intentions. It must be a younger person, this is their way! Some of my University students come to me at the end of the semester and say: 'I need your signature'. I usually answer: 'Really? I need a house at the seaside!'

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Madani Ahmad Lecturer at Riyadh Community College,King Saud University

Ljiljana's remark is interesting. A lady after marriage gets the tendency of farming cactus if at all she suspects the loyalty. Once, I reached my office early. In reply to my colleague's question: 'yes, the road was butter smooth', I said.

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 **How do you help IELTS students write essays when they have little knowledge (and/or interest) of world issues? Thanks**

[Iza Varnier](https://www.linkedin.com/profile/view?id=228111414&goback=%2Egde_761057_member_5964148164528214016) Senior EFL Teacher at LSI Brighton Top Contributor (26-Jan-2015)

**[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)**[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885) Lecturer at Riyadh Community College,King Saud University

How do you help IELTS students write essays when they have little knowledge (and/or interest) of world issues?   
The answer is there in your (Iza's) question: '...little knowledge of world issues'. Extensive reading leads to intensive writing. Successful reading comprehension is the enrichment of vocabulary. In a class room situation, devoloping the contextual ideas through the usage of topical/core vocabulary is the product of meaningful writing. And here you are.

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**[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)** [Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885) Lecturer at Riyadh Community College,King Saud University

Very instrumental role is the selection/adoption of teaching methodologies which are many. The popular one is the eclectic that is very diverse in nature. A well conceived approach to the teaching of any grammar lesson can be made impressive involving day-to-days' affairs(other than the prescribed text book). Once, the issue of boredom is removed from the class, achievement graph of the objectives goes very high. Rest is the depth of topic to be taught in the class.

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**KSA’s education strategy geared toward sustainable development**

ROAD MAP: Education Minister Prince Khaled Al-Faisal speaks at the Global Competitiveness Forum 2015 in Riyadh on Tuesday. (AN photo)

**RIYADH: MD RASOOLDEEN**

Published — Wednesday 28 January 2015

Last update 28 January 2015 3:05 am

 [Dr Madani Mohiuddin Ahmad](https://disqus.com/by/drmadanimohiuddinahmad/) • [3 days ago](http://www.arabnews.com/saudi-arabia/news/695836#comment-1823434499)

The Ministry of Education is seeking to develop the students’ level and   
teach them new skills to keep pace with the evolution of times...", Fair enough. Micro level technical skills through short term integrated scheme including medical service in the metro cities of the kingdom will fetch results faster. Industrial growth vis-a-vis employ-ability will be conferring the expectation of school and college graduates at massive level. As of evolution of time, it strictly demands the strategic technical grounds that meets and favors the rising demands of the people of the country.

**King Abdullah and the genuine tears**

﻿ **Abdulateef Al-Mulhim**

Published — Saturday 24 January 2015

Last update 24 January 2015 1:26 am

https://disqus.com/by/johnbrianshannon/

King Abdullah takes his rightful place among the historical kings of Saudi Arabia.

Abdullah's actions speak towards his care and concern for Saudi citizens by mooting many mega-projects to enhance national pride, to create jobs, and to broaden and deepen Saudi society.

Dr.Madani Mohiuddin Ahmad • [8 days ago](http://www.arabnews.com/news/694106#comment-1814679838)

The late king Abdullah's contribution and mentoring programs in the field of higher education is mountain high. Young generation of the country are now up with a vision of technical renaissance in making the country high tech and competing. Share ›

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| --- | --- |
|  | The Times Of India |
|  | Dear Reader, |
|  | Your comment on the article ''Saudi Arabia King Abdullah bin Abdulaziz dies, new ruler is Salman'' is now displayed on [timesofindia.com](http://timesofindia.com). |
|  | ''The mentor and a visionary of the Arab world, King Abdullah is no more. His absence at the moment is a massive and irreparable loss. People of India and 'his second' home is grief-stricken. May Allah grant him heavenly abode!'' |
|  | To reply to this comment, or see the whole conversation, [click here](http://timesofindia.indiatimes.com/usrmailcomment2.cms?msid=45985812&mailon_commented=1&usercommentid=33877025#toreply33877025). |
|  | Thanks for sharing your thoughts. |
|  | Regards, |
|  | Team TOI |
|  |  |

 **The Concept of a Syllable**

[Jordan Svien](https://www.linkedin.com/profile/view?id=7112421&goback=%2Egde_761057_member_5961521784242085891) Head of English Department at AICJ Junior High School Top Contributor

While many languages use syllables to structure word pronunciation, some languages have different structures that make comprehending the concept of the syllable difficult. Japanese, for example, is unique because every sound is its own syllable, as every consonant is followed by a vowel, and the consonant/vowel pairs are not separable (Although vowels can stand alone, consonants outside of the letter 'n' cannot. A consonant cannot follow a vowel without another vowel on the other side - thus, all  
Japanese words end in vowels or n's). Therefore the idea of syllables is completely foreign, because every sound that can be made already inherently is one.  
  
As an example, pronounced using phonetic Japanese, a word such as 'left' would be pronounced 'le-fu-to' due to an inability within the language to blend consonants. Thus, the word would be pronounced with three syllables instead of one, which contributes greatly to accent problems.  
  
If you were teaching a pronunciation class about syllables to students who had no inherent concept of them, how would you go about it? What explanations and examples would you give to fully communicate the idea of a syllable?   
  
(This lesson I describe is a common one for teachers in Japan, but I'd love to expand best practices and hear fresh ideas from this great community.)

**[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885)**[Madani Ahmad](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=224276885) Lecturer at Riyadh Community College,King Saud University

To be exact, I was waiting for a discussion on a topic like this what Jordan has raised.   
Concept of syllable is applicable in the teaching of every language of the world whereby every language is unique in terms of phono- phonoligical issues. One point is very clear\_\_ the smallest unit of a human sound is definitely a vowel(pure vowels/ monopthomg/dipthong or tripthontg). LET ME SAY: NO VOWEL NO CONSONANT. Syllabification of any language ultimately culminates into a vowel. Therefore. I will term this phenomenon as the concept of natural sounds in place of the concept of syllables. Above all, I don't thing ant human sound is possible without a vowel which is already merged with any consonant of any living or non-living language of the world. I have very clearly noticed that the first sound produced by a newly born baby is a vowel sound.aa...ai...m(a+a)+a+n... b(a+a)...baa.   
In case of Japanese, as Jordan points out that each sound unit is a syllable. Fine... this language is phonemic while English is not. Example: 'le-fu-to'(left). Arab learners of English read 'love' as 'lovii'. Any way. What can be the maximum number of human sound unit regardless of any language of the world? I am working on it.

 **[Fearchar MacIllFhinnein](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=30620346)** Fearchar [Fearchar MacIllFhinnein](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=30620346)

Interlingual subtitler at BBC

The only rule I can see is that sounds in languages are determined by physical capacities; that's taking the concept of rules to be the equivalent of those in natural sciences. All else is convention, and so mallesble and subject to change as circumstances alter. After all, it would be difficult to apply "rules" on syllables while looking at yodelling or whistling, as used by mountain dwellers to communicate, or at a click language, and that's without even considering the Pandora's box of literacy, which is full of very different conventions that do not necessarily relate to syllables, the multi-syllable Japanese characters derived originally from Chinese syllables but applied to Japanese multi-syllable words.

 **[Francisco Javier Sanjurjo Churruca](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=23475651)**Francisco Javier [Francisco Javier Sanjurjo Churruca](https://www.linkedin.com/groups?viewMemberFeed=&gid=761057&memberID=23475651)

Language Coach / Accent Training (Online and offline) at Freelance

My "linguistics" technical knowledge concerning syllables is limited to my own experience learning and teaching languages - mostly English - and what I have learnt in class as a phonetics students.   
  
I promise to concentrate on-topic (that is, on English)