

# CAMPAIGN NEWS DIGEST

OCTOBER 2007

## LANGUAGE TRAINING IN KABUL

NATO's Joint Force Training Centre in Kabul has told reporters that the Afghan National Army will soon receive foreign language training, particularly in English.

The deputy director of the training centre emphasized the growing importance of English in a multinational environment. In addition, the NATO training, operational and technical manuals are written in English, so English is often required for technical training.

NATO's Joint Force Training Centre in Kabul will coordinate this project with the Combined Security Transition Command-Afghanistan.

The program has been given top priority.

## VOCATIONAL TRAINING CENTRE

The South Korean military has built a vocational training centre at their military base in the Kurdish region of northern Iraq.

The economy in this region is rapidly growing and there are many job opportunities for skilled labourers. The centre contributes to the region by teaching local people those skills necessary for the reconstruction of the country.

The soldiers teach different vocational skills, such as repairing cars, operating construction machinery and repairing engines.

The objective of the program is to fill the growing demand for skilled labour in the area. The South Korean military commander says vocational training is important for the economy, and it raises the standard of living. He also hopes that people will be less likely to join the militia or the insurgency if they are employed.

## VOICE CONTROLLED ROBOTS

New technology will soon allow troops to use their voices to command robots.

This new device consists of an earpiece that connects to a small PC. The robot's movements will be guided by voice control. When operators give speaking commands, such as 'forward' or 'stop', the device will pick up the sound waves generated by their voices. The device is also equipped with cameras as well, so troops will be able to view images.

The voice-controlled robot will allow operators to hold their weapons while they control the robot. In addition, operators will not need to look at a computer screen to command the robot, so they will be free to perform other tasks. These features are essential for situational awareness.

The company is currently developing a version that will be ready for deployment to the field in 2008.

## IRANIAN-MADE FIGHTER JETS

This week Iran demonstrated its new fighter jet, the "Saegheh" (Thunder). Iranian experts have researched, designed and produced these planes. Iran says that the fighter jet is similar to the American F-18 fighter jet. The jets will fly at the annual military parade in Tehran.

Tigner, Brooks 'Language barrier hampers Afghan army training', *Jane's*, 21 September 2007  
[http://www.janes.com/news/defence/jdw/jdw070921\\_1\\_n.shtml](http://www.janes.com/news/defence/jdw/jdw070921_1_n.shtml)

Padden, Brian 'South Korean Military Contributes to Iraq Coalition in Safe Kurdish Region', *VOA News*, 20 September 2007  
<http://www.voanews.com/english/2007-09-20-voa22.cfm>

Grace, Jean 'Robot Controllers Free Operators to Handle Weapons', *National Defense* October 2007  
<http://www.nationaldefensemagazine.org/issues/2007/October/RobotCont.htm>

Iran Shows Off New Fighter Jet, *Defense News*, 20 September 2007  
<http://www.defensenews.com/story.php?F=3051932&C=mideast>

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## Student Worksheet

### Task 1: pre-reading vocabulary

Before reading the articles, match the words on the left to the definitions on the right.

- |                          |   |
|--------------------------|---|
| 1 top priority           | a) attempts by rebels to take control of a country by force |
| 2 vocational             | b) to produce   |
| 3 skilled labourer       | c) a person who uses a machine or a piece of equipment      |
| 4 insurgency             | d) a worker with training in a specific occupation or trade |
| 5 demand                 | e) preference   |
| 6 device                 | f) to have knowledge about your surroundings                |
| 7 to generate            | g) a characteristic; an important part of something         |
| 8 operator               | h) a piece of equipment designed to serve a special purpose |
| 9 feature                | i) training in a skill or trade for a future career         |
| 10 situational awareness | j) happening once a year                                    |
| 11 annual                | k) an urgent need   |

### Task 2: comprehension check

Write short answers to the following questions:

- 1 What is NATO's new project?
- 2 Why is English so important for the Afghan National Army?
- 3 What project did the South Korean military initiate?
- 4 What kind of skills does the centre teach?
- 5 What is the objective of the training?
- 6 How are these new robots commanded?
- 7 Why are these new robots better than other robots?
- 8 What is the "Saegheh", or "Thunder"?

### Task 3: discussion

The first two texts in this month's Campaign News Digest focus on training. Your teacher is going to divide you into two groups to debate the importance of language training. Some of you will be asked to defend its importance while some of you will be asked to oppose it.

### Task 4: writing

Write a report about a training exercise that you have participated in. Remember to answer the questions *Who*, *What*, *When*, *Where* and *Why*.

## Teacher's Notes

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## **Task 1: pre-reading vocabulary**

Before reading the articles, match the words on the left to a definition on the right. Encourage students to try to deduce the meaning of the words from the context using clues from the text.

- |                          |   |
|--------------------------|---|
| 1 top priority           | e) preference   |
| 2 vocational             | i) training in a skill or trade for a future career         |
| 3 skilled labourer       | d) a worker with training in a specific occupation or trade |
| 4 insurgency             | a) attempts by rebels to take control of a country by force |
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| 9 feature                | g) a characteristic; an important part of something         |
| 10 situational awareness | f) to have knowledge about your surroundings                |
| 11 annual                | j) happening once a year                                    |

## **Task 2: comprehension check: short answer questions**

Write short answers to the following questions.

- 1 NATO is organizing foreign language courses (English) for the Afghan army.
- 2 NATO manuals are written in English; English is important for training.
- 3 They built a vocational training centre; the centre teaches vocational skills to local people.
- 4 They teach vocational skills such as repairing cars, operating construction machinery or repairing engines.
- 5 They want to fill the need for skilled labour in the region. This will help with the reconstruction of the country.
- 6 They are voice controlled, they are commanded by speaking commands.
- 7 They are voice controlled, they have cameras, troops will be able to hold their weapons while controlling the robot, operators will not need to look at computer screen
- 8 The "Saegheh" is a new Iranian fighter jet.

## **Task 3: discussion**

The aim of this activity is to practice argument strategies and develop fluency.

As a lead-in, you could discuss how English is becoming an international language.

Ask your students to look at the following statement:

*"Language training should have priority over other kinds of training".*

Help your students to divide into two groups: those who agree with the statement and those who disagree. Tell them they are going to argue their group's position. Give the groups time to prepare their arguments (you may want to go around the class providing input where necessary).

Arrange the classroom so that there are two chairs facing each other. Arrange the remaining chairs behind each of the two so that you have two rows of chairs facing each other.

Tell your students they are going to discuss the topic in turns. Explain that two students will start discussing the topic. Tell them that you will tap one of the speakers on the shoulder during the discussion, which means that he must stop talking and sit in a chair behind him. The student sitting directly behind him will replace the speaker

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and then continue the discussion exactly where the previous speaker left it (until you tap him on the shoulder). For example, if a student is replaced in the middle of a sentence, the next student must complete his sentence. You can repeat this process until all of the students have spoken at least once.

You can continue the activity as long as you feel the energy level is high. There is no set time limit for how long each student should speak, but it is best to alternate the speakers one at a time so that each student speaks with two students from the other group.

You may want to review some discussion techniques before you start (agreeing, disagreeing, expressing opinion, etc.)

Encourage your students to aim for coherency; they should elaborate on the opinions expressed by the previous speaker.

You could extend this activity by asking the students to feedback and discuss any interesting findings as a class. Additionally, you could take note of any errors made during the discussion and compile an error correction sheet.

## ***Task 4: writing***

The aim of this exercise is to develop reporting skills. This can be a short report (for beginners) or a more detailed account (for more advanced students). It is not important to focus on any specific report format. However, you might want to remind your students that reports should be clear and concise. You may want to review/introduce basic reporting skills and text organization before your students begin writing.

Ask your students to write an account of a training exercise that they have participated in. (Alternatively, you could ask them to write about any previous courses or training that they have had.) You may want to write some suggestions on the board, for example:

- What type of training exercise was it?
- Where and when was the exercise held?
- Who participated in the exercise?
- How was the exercise carried out?
- What kind of skills did you learn?

To extend this activity, you could ask your students to present their reports orally to the class.

If your students have access to internet, you can direct them to this website. They can find various accounts of past and future training exercises.

[http://www.nato.int/kfor/docu/inside/2002/ik\\_020506b.htm](http://www.nato.int/kfor/docu/inside/2002/ik_020506b.htm).