

The Impact of Language in Rescue and Security Field

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Abstract

This study will explore the English language proficiency of fire fighters in the country of Kuwait given that expats outnumber citizens in this country. This matter is serious and in need of immediate attention. In case of fire, non-Arabic speakers who live and work in Kuwait will face difficulties in communicating to the fire department whether it is emergency operation rooms or rescue teams. English competence is crucial in this occupation, and it should be taught as a mandatory course in the Fire Fighters Academy. This study will investigate whether English is taught in this academy and whether the English courses offered are sufficient or useful. The literature review will be visited to fill a gap (delete this sentence). Additionally, necessary changes must be made in the Fire Fighters Academy and training centers. Data will be collected through surveys and interviews from firefighters and then analyzed through SPSS. This paper explores the actual number of English-speaking firefighters to improve the overall safety measures and procedures in one of the most essential security fields in the country.

Keywords: English for Specific Purposes, firefighters, language proficiency, Teaching English as a Foreign Language, security fields.

1. Introduction

According to the Worldmeter elaboration of the United Nations at worldmeter.info, the Kuwaiti land area is 17,820 Km² with a total population of 4,324,239 as of April 30, 2021. According to worldpopulationreview.com, 1.1 million of the Kuwait population is composed of Arab expatriates and 1.4 million Asian expatriates. Therefore, there is a large number of non-Arabic speakers in Kuwait. Naturally, English is commonly spoken in this part of the world as a lingua franca between all the Arabic and non-Arabic speakers as well as among the foreign speakers of different languages. Most if not all jobs in the private sector require knowledge or fluency of the English language. Firefighting is not a private sector career, yet English language proficiency is a must. Interestingly, we googled “skills of firefighters” and the first skill on the list was “effective communication skills”.

According to the official government website of Kuwait Fire Force, it was only during 2002 that Kuwait Fire Department became officially supervised by a Minister with its own government budget. There are 40 fire-fighting centers all over Kuwait and growing. In 2020, Law 13 was issued to transfer Kuwait Fire Department to Kuwait Fire Force (kff.gov.kw), which suggests a restructuring of the dynamics of such vital entity.

The researchers tried to collect information from some sources at the fire force, yet due to the restructuring of the whole fire department with the changes occurring the information was not necessarily clear at first. Firefighters in Kuwait graduate from a program that serves diplomas not bachelors’ degrees. The initial sources informed that this program is an extension of PAAET, The Public Authority for Applied Education and Training. There are two programs one for middle school graduates serving a special training diploma and one for high school graduates serving another special training diploma. A higher diploma program is also catering to the officers’ program. Since the concern here is about the English proficiency of Kuwaiti firefighters, we examined the nature of the English courses offered at their training center before they graduate. Supposedly, all of them speak and comprehend English because it is a required course. However, there are no statistics on English proficiency or fluency among firefighters, which requires some date collection of such valuable information. Currently, the training center is undergoing changes as well to be turned from a school or training center to an academy.

As for English classes, there is one mandatory class offered at the training center teaching basic language skills like grammar and vocabulary that of middle school level without teaching any real communication skills or even reading. Firefighters are at the crossroads of life-threatening situations like explosions, drowning, suffocating, dangerous smokes and chemicals, or accidents and crashes. They witness people dying and corpses often. It is a must that they at least know how to communicate with non-Arabic speakers in a country where foreigners outnumber Arabic speakers.

2. Literature Review

The idea of this paper was inspired by a friend who works at the Kuwait Fire Force who is doing his B.A. in English at a private college in the country discussing how his fellow fire fighters lack the simplest communication skills in English. After looking through the literature, there were several articles in American newspapers on lives lost and tragedies of fire where English speaking fire fighters were not able to communicate successfully with nonnative English-speaking victims of fire. There were also academic articles on communication failure in emergencies of fire as well as in medical encounters and emergency rooms.

It is only appropriate to start this section with a quote from the articles reviewed that really resonated with the purpose of this paper: "I was screaming to please help me. I begged. I yelled. But they told me they were doing all they could. They told me (in English) that I had to jump off the roof.... I kept telling them to please go inside and save my son". Fierros, a 24-year-old Spanish-speaking mother with limited English skills, lost her 5 years old son that day in the fire (Reyes, 1993). The increasing numbers of non-English speakers in the United States has a great impact on the delivery of services in departments like the fire force and the medical field, which created a critical need for the president in 2000, Clinton, to sign Executive Order 13166 "Improving Access to Services for Persons with Limited English Proficiency" (Divver, 2016). Interestingly, Christopher M. Divver is a lieutenant with the Clifton (N.J.) Fire Department enrolling in the Executive Fire Officer Program at the National Fire Academy and is a board member for the Company Officers Section of the International Association of Fire Chiefs.

Another article by someone in the field is by Robert Rielage, a former Ohio fire marshal who has been a chief officer in several departments for more than 30 years, who stresses the importance of communication between fire fighters and nonnative speakers to deliver safety tips and survival skills in case bilingual materials and interpreters are not readily available (2018). Dell'orto (2006) mentions two solutions for the problem of miscommunication in emergencies like fire or other situations as in cases of domestic violence agencies. In addition to training professionals in foreign languages, there is also the possibility of hiring interpreters to work on emergency hotlines and call centers. Another strategy aiding firefighters in dealing with foreign residents in emergencies is the use of flash cards of translated questions like "show me the injury?", "are you pregnant?", or "are you taking any medications?" (Jacobs, 2012).

Miscommunication can occur not only with different spoken languages but also with non-spoken ones like in the case of Ohio firefighters who took training in American Sign Language to help individuals in the deaf community who might be in need and who cannot afford the added tension of communication blocks (Richter, 2016). Other measures have been taken in other parts of the globe where fire departments used Apps or devices to translate several languages to reach diverse populations (Schulz, 2013).

Successful communication is key for understanding all human interactions in any kind of relationship or organization. Successful understanding is more crucial in life-threatening situations as in legal, health, or rescue and security fields. For effective intervention, decision making depends on collecting information probably from emergency calls, eyewitnesses, or surviving victims and if these are nonnative to the language of the country, then learning a foreign language could be the skill needed for individuals in critical jobs such as firefighters (Kuk & Pantya, 2016). Balazova (2016) wrote a whole diploma thesis on how to develop an appropriate English course designed for specific purposes to teach firefighters in the Czech Republic, taking into consideration their probable learning style, the language skills necessary, and the course length. A quote from Balazova that really resonates with the effort behind this paper is stated as follows "although some may say that it is highly improbable that a Czech firefighter might need English during service, in a modern globalized world the probability is increasing and if we consider a fact that any mistake made by a professional firefighter can result in his death and deaths of others, the need for them being able to understand and speak English is crucial".

Language barriers are costly in other emergencies as well like in ER or in doctor-patient encounters in general. Around 19 million individuals in America have limited English proficiency and many errors occur in medical encounters mostly omissions which are mostly made by ad hoc interpreters not hospital interpreters and that have potential clinical consequences (Flores et al., 2003). The risks are high for patients who are not able to

communicate with medical practitioners and experts and the possibilities of endangering their lives are more likely (Quan, 2011). In another article shedding light at the medical field and limited English proficiency (LEP) patients, the option of interpreters is offered to ease access to quality health care (Karliner, Jacobs, Chen, & Mutha, 2007). On a more general and larger scale, another illuminating study was done on 911 calls and emergency communications with LEP populations concluding that language barriers can greatly impact care outcomes (Meischke, Chaves, Bradley, Rea, & Eisenberg, 2010).

3. Methodology

The study started with an online survey aimed at fire fighters who were advised to distribute it among other fire fighters. It was a snowball data collection technique where participants helped in spreading the word about the survey. It was short, simple, and straightforward with strictly multiple-choice-questions for discovering quantitative data. There were four questions on demographics including age, education level, governorate, and work department. Additionally, there were ten questions on their experience with non-Arabic speakers, English proficiency, and any linguistic or communication blocks that they experienced at the job. A copy of the survey is attached (see Appendix A).

An attempt was made beforehand to contact public relations at Kuwait Fire Force; however, excuses were made due to the new changes that are in progress for their fire force and the unknown future of it. There have been some public discussions regarding the drastic changes occurring to the fire department becoming a fire force with more independence from other governmental entities, which resulted in terminating some departments and innovating others. At the same time, the new public dialogue suggests a merge between the Fire Force and The Ministry of Interior Affairs, which is the opposite of independence as an institution or authority standing on its own. These changes could result in frustrations and possible disappointments for members of the Kuwait Fire Force or it could result in promises. Crucially, another attempt to contact and visit public relations was inevitable. The main administrative building was visited where meetings with researchers and experts on statistics of firefighters were very fruitful. The researchers were handed two publications of the Kuwait Fire Force specifically the Human Resources Developmental Sector one of annual statistics and one on the fire force hierarchy.

The Annual Report of Kuwait Fire Force (2020) details the number of firefighters in Kuwait alongside their military ranks. This paper is curious about the feedback of military ranks in KFF specifically those who work in operation rooms as well as the Firefighting Section. The total number of firefighters is 4479 but those who are in the Firefighting Section are 3634 according to a manual in 2020. It is important to keep in mind that firefighters in Kuwait come from different sectors. There are firefighters at Kuwait Oil Company, National Guards, The Kuwaiti Army, and Kuwait Civil Defense. However, this paper is only concerned with The General Kuwait Fire Force.

The organizational manual of KFF (2020) further explains all the military ranks in details starting from lieutenant general at the top all the way down to firefighter. This paper is concerned with the ranks that are directly involved with emergency calls or rescue teams. According to several encounters with firefighters, it depends on who is available at the centers at the time of the call and the nature of the emergency. If it is a huge situation, even the only lieutenant general will supervise the team. If it is a serious emergency but not on the national level, the chief of the center who is a colonel will be on the rescue team. If it is a simple situation agent officers will be on the team. It depends on the center and the distribution of the tasks but it is normal for a colonel to answer emergency calls and ask for information and details on the situation. What matters is that the team has supervision and distribution of tasks. Normally, however, ranks that go out on rescue teams start from lieutenant colonel all the way down to firefighters.

There are six governorates in Kuwait and the firefighting centers are distributed geographically accordingly: Kuwait City, Hawally, Al-Farwaniya, Mubarak Al-Kabeer, Al-Ahmadi, and AL-Jahra. Additionally, there are the administrations of Western Centers, Northern Centers, and airports. Each firefighting administration has several centers. There are 43 centers total. Each center has four sections: A, B, C, and D. Moreover, there are two additional administrations worth mentioning: Rescue at Sea and Special Tasks. There are six locations for Rescue at Sea and three centers for Special Tasks (Kuwait Fire Force: Organizational manual, 2020).

There were some visits to firefighting centers to collect more surveys. Three centers were visited: Al-Shuhada in Kuwait City, Hawally, and Al-Qurain in Mubarak Al-Kabeer. Accidentally, at Al-Shuhada Center, we encountered the principal in charge of all Kuwait City firefighting centers and had the opportunity of having a short meeting to discuss the nature of the research. This meeting inspired the researchers to consider an alternative instead of teaching firefighters English for Specific Purpose or any special English communication course, Arabic can also

be taught to expats who don't speak Arabic or English. It can be a simple basic course of Arabic that has language conversation skills as well as Arabic culture teachings. This can turn into a linguistic, social, cultural, and national investment where we can teach Arabic language as well as Middle Eastern and Kuwaiti culture and traditions. This principal noted that there is in fact a high occurrence of encounters with new incoming expats who don't speak Arabic or English, which makes it impossible to communicate with them in anything other than signs.

4. Data Analysis and Discussion

4.1 Surveys

The number of participants are 179 firefighters. The ages range from 18–50. The educational level also varies starting from postgraduate degrees to middle school. The participants come from various governorates in Kuwait and the level of spoken English language also varies between the participants.

Table 1. The demographic independent variables

Ages	(18–30) 68	(30–40) 96	(40–50) 15
Education	Grad school 4	Bachelors 39	High school 107 Middle school 29
Governorate	Kuwait City 30	Hawally 39	Mubarak Kabeer 38 Ahmadi 43 Jahra 5 Farwaniya 24
Languages	Arabic only 90	Arabic and English 80	+ Other languages 7

The participants were asked 10 multiple-choice questions. The first of which was about the participants' level of English fluency. While only 9.5% believed their language was excellent, the majority (45%) stated they were good. 16.2% felt their English language fluency was weak. In a one-way ANOVA by governorate, significance was found at $f \geq 0.001$ (where significance was calculated at $f \geq 0.050$) as inhabitants of Kuwait City mostly believed their language was very good.

Most of the participants believed their ability to converse in English was good (43.6%), yet 20.1% stated that their ability to converse in English is weak. 95 participants stated that they come across non-Arabic speakers in emergencies and calls, 39 of them noted that they rarely get such calls. While understanding English is essential at this point, not all firefighters have the ability to converse well in English.

Most firefighters have not taken any English classes after obtaining their diplomas in firefighting (34.6%). Nonetheless, 32.4% have taken more than three English language courses. Very few participants found these courses extremely useful (10.6%), the majority found them weak and not useful. The figure below reflects the participants' opinions towards the usefulness of the English language courses.

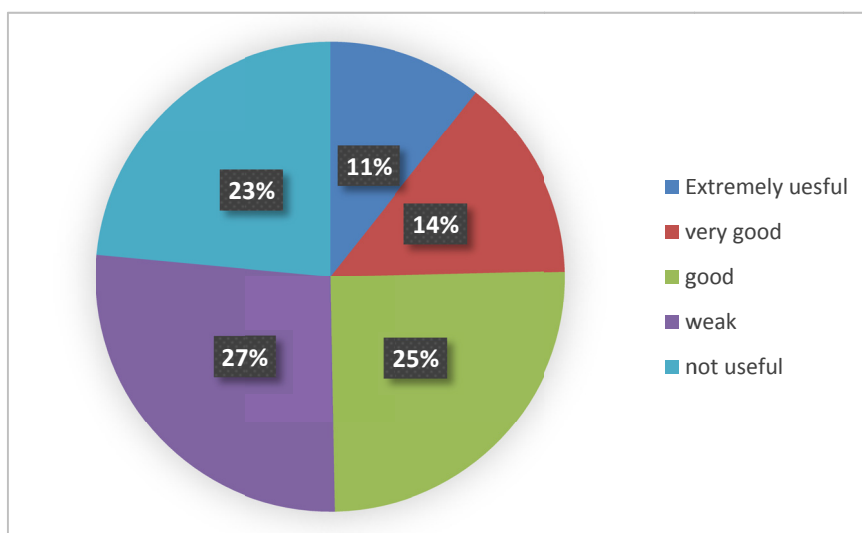


Figure 1. How useful are the English courses?

In a one-way ANOVA by usefulness of the English courses by language competency, significance was found at $f=0.006$. as firefighters who were fluent in English found the courses significantly more useful. In addition, age was also found significant in this statement as age group 30–40 significantly found the courses more useless than the other age groups ($f=0.006$).

When asked if the courses should focus on communication and conversation, 54.7% strongly agreed and 34.6% agreed. Moreover, 46.4% of the participants believed that it is extremely important to have more English classes, and 38.5% stated that it is important to have English classes. The reason behind this answer was reflected in the belief of the majority of participants that non-Arabic speakers might be compromised in times of emergencies due to language barriers as they stated (29.6% totally agree and 33% agree).

The last question was about the best way to overcome language barriers. Most firefighters believed they needed training courses after graduation (53.1%). Significance was found in a one-way ANOVA by age as age group 18–30 believed using a translator was the best way to overcome language barriers ($f=0.002$). Figure 2 below reflects the way firefighters would prefer to overcome language barriers.

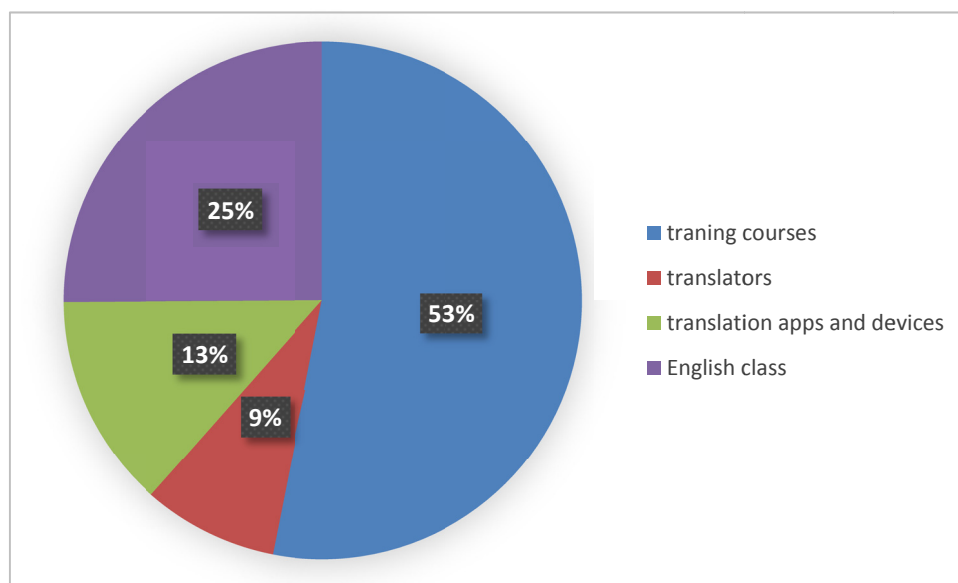


Figure 2. How to overcome language barriers

4.2 Interviews

For further transparency, some participants contacted the researchers to suggest some additional questions that can be further investigated. One of the participants recommended the need for a question regarding the firefighting education they received whether it was a diploma from their Fire Fighting School that follows the PAAET in Kuwait or whether it was a bachelor from abroad like Oman or Jordan for example. This creates an exception to the rule that the fire fighters graduating from Kuwait leave with a diploma with very little English training unless of course they choose to pursue their education further or to strengthen their English skills. Fire fighters who graduate from abroad universities in this field or hold a bachelor or graduate school degrees could show a higher proficiency for English. Another question that was suggested by participants is “do you agree with the following statement: an applicant to the Fire Force has to be at least slightly fluent in the English language?”. A third question was also suggested by a participant which was “Do you agree that media campaigns that raise awareness regarding the Fire Force safety protocols are to be conducted in English in addition to Arabic or any other language?”. These were significant additions to the research, which were not part of the survey at first, but were added later in the interviews. Another question that was added is whether firefighters could benefit from a sign language training course to help the deaf community.

Therefore, six questions were designed for short interviews that were conducted by two insiders in the fire force who assisted with this research. The questions were sent to them, and 11 interviews took place. A copy of the interview questions is attached (see Appendix B). Three demographic questions were included as well: age, work center, and education level. 7 participants were in their mid-twenties and 4 in their mid-thirties. As for fire

stations, 7 were from Al-Salmiya Sea Rescue, 1 from Al-Manqaf, 1 from al-Fahaheel, 1 from Shuaiba Harbor, and 1 from Hazardous Materials Center. In terms of educational level, 3 participants have middle school firefighting diploma, 4 have high school firefighting diploma, 1 bachelor's degree, 1 with firefighting diploma and courses abroad, and 2 with two diplomas from both The Fire Fighting Training Center and The Higher institute of Telecommunication and Navigation.

All interviewees graduated from The Fighting Training Center with either a middle school diploma or high school diploma. One of them has a bachelor's degree from a private college in Kuwait majoring in English literature. Two interviewees have two diplomas from both The Fire Fighting Training Center and The Higher institute of Telecommunication and Navigation. One has his diploma alongside a two-months course aboard in England besides several courses outside Kuwait. 8 participants found it necessary for firefighters to perfect the English language, 1 found a little English would be sufficient for the job, and 2 stated that firefighters should learn English and non-Arabic speaking expats can also benefit from learning Arabic in case they are spending a considerable time living in Kuwait.

As in most of the surveys, 5 interviewees described the English course they had at the Fire Fighting Training Center as good. 3 described it as very good or useful but in need of further development or practice as a firefighter's responsibility. 2 found it weak or not useful, while only one of them found the English courses at The Higher Institute of Telecommunication and Navigation to be excellent when compared with the English courses taught at the Fire Fighting Training Center which are merely good.

Most interviewees support English fluency as a condition for the job of firefighters. 2 strongly agreed, 6 agreed, 1 stated that it was unnecessary, and 1 was indifferent answering by "kind of". When it came to incorporating English in safety campaigns in the Kuwait Fire Force media channels 9 participants agreed due to the large number of non-Arabic speaking expats while 1 expressed that it was not important since non-Arabs don't follow Arabic media channels. One of the participants who agreed to broadcasting about safety measures in both Arabic and English is currently working on producing such bilingual programs on TV as well as social media. As for including the deaf in awareness programs of safety from accidents and fire, all participants agreed to include sign language training for communicating with the deaf or at least using sign language in media platforms of Kuwait Fire Force. One of them talked about a sign language workshop that has been established by both the Women Committee of Kuwait Fire Force and The Deaf Society in Kuwait. Another participant asserted that in every firefighting center there should be at least three individuals who have knowledge of sign language.

5. Conclusion and Recommendations

To summarize, this study investigated the usefulness of the language courses taken by firefighters in Kuwait. There was an adequate distribution of demographics of the participants in terms of age, education, governorate, and linguistic background. The study is based on a short multiple-choice survey mostly about English language competence and about the significance of English language learning in their field. Some interviews with firefighters from different fire centers were conducted later as well to explore further questions. 45% of participants believed their English is good, but it is unclear how good it is, since 50% of them stated their English courses before graduation were either weak or not useful. 95 participants encountered non-Arabic speakers in operating rooms or emergency situations. This emphasizes the importance of having a common medium of communication be it English or Arabic.

Firefighters don't have to excel in writing or reading skills, but at least need to be able to comprehend as well as communicate with English speakers who are in emergency situations. An intensive English for specific purposes (ESP) course should be mandatory. In this security field there are life and death situations such as car accidents or fire where language is crucial to gauge the severity of the case. In terms of the scope of English courses, they must focus on conversation skills as the majority of participants recommended. The majority also agreed on the importance of having English courses. Additionally, more than half of the participants believed that non-Arabic speakers could be at risk in times of emergencies due to language barriers. At the end, 53% of participants chose optional English training courses after graduation as the best solution to overcome language barriers in their field more so than translators 9%, translation apps 13%, or more English classes during the firefighting school/academy 25%.

This study is open to further investigation especially that it only sheds light at firefighters and their opinions on the issue of communication challenges with non-Arabic speaking expats and their English proficiency. There are two more populations to explore in future research. Expats in Kuwait can participate in a follow-up study about their experience in emergency situations with Kuwaiti firefighters or other professionals in the police force or the medical field. Also, English instructors who have been teaching firefighters can be interviewed or surveyed

about the curriculum, the teaching materials or methods, and their experiences in teaching in the firefighting school/academy.

This study has significant implications on a multitude of levels. First, societally, it encourages successful communication between nationals and citizens using English as a common ground to establish basic survival skills in times of emergencies. Second, professionally, it equips firefighters with linguistic knowledge as well as culture teachings. This study can be applied in other governmental sectors as well as private ones to analyze the need of English as a foreign language in Kuwait especially in critical places and jobs besides the Fire Force like the police, nursing, emergency medical technicians, banks, etc.

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Appendix A

Survey on some of the challenges faced by firefighters

استبيان عن بعض التحديات التي قد يواجهها الإطفائيين

Your participation in this survey will help us recognize some of the difficulties or struggles firefighters go through specifically on the linguistic and social levels, which can help us come up with some solutions or suggestions for a more successful communication among all parties involved in emergencies of fire or road accidents.

مشاركتم معنا في هذا الإستبيان سوف تساعدنا في التعرف على بعض الصعوبات أو العراقيل التي قد تواجه الإطفائيين خاصة على المستوى اللغوي أو الاجتماعي و الذي بدوره سوف يساهم في الوصول إلى بعض الحلول أو المقترحات من أجل التواصل الناجح لجميع الأطراف في حالات الطوارئ أو حوادث الطريق أو الحريق.

This survey is for firefighters only

Thank you for your cooperation

هذا الاستبيان لرجال الإطفاء فقط

شكرا لتعاونكم

1) Age (الفئة العمرية)

- A. 18–30
- B. 30–40
- C. 40–50
- D. 50+

2) Educational level (المستوى التعليمي)

- A. Middle school diploma (دبلوم بعد المتوسط)
- B. High school diploma (دبلوم بعد الثانوية)
- C. Bachelors (جامعي)
- D. Grad school (دراسات عليا)

3) Governorate (المحافظة السكنية)

- A. Hawaly (محافظة حولي)
- B. Kuwait City (محافظة العاصمة)
- C. Jahra (محافظة الجهراء)
- D. Mubark AlKabeer (محافظة مبارك الكبير)
- E. AlAhmady (محافظة الأحمدية)
- F. AlFarwaniya (محافظة الفروانية)

4) Department (القسم)

5) Languages-you can choose more than one (اللغات) - يمكنك اختيار أكثر من إجابة-

- A. Arabic (اللغة العربية)
- B. English (اللغة الإنجليزية)
- C. Other (أخرى)

6) How good is your English language?

هل تجد اللغة الإنجليزية؟

- A. Excellent (ممتاز)
- B. Very good (جيد جداً)
- C. Good (جيد)
- D. Weak (ضعيف)
- E. None (لا يوجد)

7) How good are you in English conversation?

هل تجيد المحادثة باللغة الإنجليزية؟

- A. Excellent (ممتاز)
- B. Very good (جيد جداً)
- C. Good (جيد)
- D. Weak (ضعيف)
- E. None (لا يوجد)

8) Do you come across non-Arabic speakers in emergencies or calls?

هل تصادفك بلاغات و حوادث مع غير المتحدثين باللغة العربية؟

- A. Always (دائماً)
- B. Usually (عادةً)
- C. Sometimes (بعض الأحيان)
- D. Rarely (نادراً)
- E. Never (مطلقاً)

9) How many classes of English did you take during your firefighting diploma study?

كم مقرر إنجليزي أخذت خلال دراستك في مركز إعداد رجال المطافي؟

- A. One (واحد)
- B. Two (اثنان)
- C. More than two (أكثر من اثنان)
- D. None (صفر)

10) How useful were the English courses during your firefighting diploma? كم مفيدة كانت

مقررات اللغة الإنجليزية خلال دبلوم المطافي؟

- A. Excellent (ممتاز)
- B. Very good (جيد جداً)
- C. Good (جيد)
- D. Weak (ضعيف)
- E. Not useful (غير مفيد)

11) The English course should focus on conversation and communication.

لابد لمقرر اللغة الإنجليزية أن يركز على المحادثة و مهارات التواصل.

- A. Strongly agree (أوافق بشدة)
- B. Agree (أوافق)
- C. Disagree (لا أوافق)
- D. Strongly disagree (لا أوافق بشدة)
- E. I don't care (لا أهتم)

12) The Fire Fighting Training Center should have more English classes.

لابد من توفير مقررات لغة إنجليزية إضافية في مركز إعداد رجال الإطفاء.

- A. Strongly agree (أوافق بشدة)
- B. Agree (أوافق)
- C. Disagree (لا أوافق)
- D. Strongly disagree (لا أوافق بشدة)
- E. I don't care (لا أهتم)

13) Non-Arabic speakers can be compromised in emergencies of fire or accidents due to language barriers.

غير المتحدثين باللغة العربية قد يكونون أكثر عرضة للخطر في حالات حوادث الطريق أو الحرائق بسبب عائق اللغة

- A. Strongly agree (أوافق بشدة)
- B. Agree (أوافق)
- C. Disagree (لا أوافق)
- D. Strongly disagree (لا أوافق بشدة)
- E. I don't care (لا أهتم)

14) What is the best way to overcome language and communication barriers in your job?

ما هي أفضل وسيلة لتجاوز اختلاف اللغات وعقبات التواصل في مهنتك؟

- A. Translators توفير مترجمين
- B. Translation apps and devices تطبيقات و برامج ترجمة
- C. Extra English classes مقررات لغة إنجليزية إضافية
- D. After graduation training courses دورات تدريبية بعد التخرج

Appendix B

Interview Questions

Age

Fire Center

Education level

- 1) Did you study at The Fire Fighting School that follows the PAAET in Kuwait or did you study abroad?
- 2) Do you think fire fighters have to perfect the English language or should non-Arabic speaking expats have to learn Arabic to bridge the language barrier?
- 3) How was the content of your English courses during your study? And was it useful in your career?
- 4) Do you agree that an applicant to the Fire Force has to be at least slightly fluent in the English language?
- 5) Do you agree that media campaigns that raise awareness regarding The Fire Force safety protocols are to be conducted in English also?
- 6) Do you support incorporating sign language in The Fire Force awareness programs?

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