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## **COMMUNICATION SEAFARER ON BOARD**

The general question addressed in this study is concerned with the perception of students of Kyiv state maritime academy regarding the introduction of the "Maritime English Proficiency" course.

This study attempts to answer the following research question: Can a course on multicultural issues increase the sea farers competence?

The study was conducted at the English language Department in Kyiv state maritime academy. The participants in the study were one hundred students who had performed their on board training in multicultural crews. First, we explained to the students the intended goal. After explaining to them the tasks they would be required to perform, we assured them that confidentiality would be maintained. Each student was then given a questionnaire consisting of ten questions. The time allotted to answers was one hour.

The questions included in the questionnaire were the following:

1. What nationality did you have to work with at sea?
2. Have you come across any communication barriers?
3. Can these communication barriers be put down to the linguistic aspect of maritime English in particular?
4. Can you give examples?
5. Apart from language barriers, have you faced any other difficulties due to cultural diversity
6. Did you feel in your shoes working in a multicultural environment?
7. If not, what sort of problems did you meet with?
8. Do seafarers need to know the culture of others while working in a multicultural environment?;
9. Do you think that there should be a course on communication skills and cultural awareness within Constanta Maritime University? Why? Why not?
10. Do you think a course on Intercultural Communication will be useful to improve the safety and the working environment on board? Why? Why not?
11. Should this course be taken by ratings as well?
12. What relevant topics should be included in the Intercultural Communication course?

The outcome of the present survey is presented below.

This section will deal with the participants' responses to the questionnaire. From the responses to the first question we made up a list of nationalities that Ukrainian seafarers had to interact with. The proportion of the nationalities was the following: British (6%), French (3%), Italians (4%), Chinese (3%), Japanese (3%), Russian (3%), Ukrainians (4%), Filipino (18%), Sudanese (2%), Bulgarians (4%),

Polish (6%), Greeks (3%), Egyptians (4%), Croatians (4%), Indonesians (9%), Portuguese (4%), Indians (7%), Norwegians (6%), Swedish (3%), Dutch (4%), etc.

A seafarer must be trained to demonstrate his ability to communicate effectively and to exchange information accurately. With a view to this, the maritime lecturers have to find the best way to describe how intercultural communication should be taught. The compilation of such a course is meant not only to educate students, but also strengthen their ability to study and comprehend the foreigners' heritage background.

Developing cultural intelligence takes time and experience to truly become confident that one can respond authentically in words and actions to different cultural situations. Understanding the nature of cultural intelligence, diagnosing one's cultural intelligence level and proactively developing a higher level of cultural intelligence can position a seafarer to succeed in a globalized maritime environment and support a shipping company's overall business goals. The importance of the course on "Maritime English Proficiency» reveals its vitality as part of merchant marine students' curricular content.