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THE IMO-STANDARD MARINE COMMUNICATION PHRASES – STATE OF AFFAIRS AND PROSPECTIVE STATUS IN MET

The draft IMO-Standard Marine Communication Phrases (SMCP), as approved by the 68th Session of the IMO Maritime Safety Committee in May 1997, was disseminated by IMO among all their member parties by IMO/Circular 794 (10 June 1997), and Members and Organizations were invited to conduct trials, preferably in non-English speaking regions, concerning the use of the SMCP. MET institutions, hydrographic offices, VTS Centres, port authorities and others involved in maritime communications and maritime training were asked to report the results of their trials to IMO by March 1999.

Starting as early as in 1994 the Chairman of the IMO Working Group on the SMCP and author of this paper used any opportunity at international conferences, workshops etc., to inform the MET community and especially Maritime English lecturers about IMO's intention behind the Phrases, their communicative strategy, the reason for having chosen this or that purpose orientated communication pattern in terminology and grammar, etc., etc. All that helped to remove certain misunderstandings about the Phrases, and, moreover, valuable advice and remarks as to their improvement have been gathered which will duly be taken into consideration when preparing the consolidated version. A qualitative step ahead has now been done as Maritime English lecturers in many different countries started thinking on the methodology, how to teach the Phrases, how to integrate them into Maritime English syllabuses or even into the MET curriculum according to STCW 78/95.

The IMO officially proclaimed trial period for the SMCP ceased in March 1999, and all IMO parties had the chance to have a detailed look at the Phrases, and MET institutions to test them in classes and courses.

From the comments, remarks, suggestions and criticisms brought by now to the attention of the Chairman of the IMO Working/Drafting Group on SMCP following conclusions may be drawn as far as the experimental use of the Phrases is concerned:

The trial period of about 20 months was definitely too short a time for a generalizing assessment regarding the benefit of the SMCP in practical maritime communication from

ship to shore (and vice versa), between ships, i.e. in so-called "4-S Communications", and on shipboard.

It obviously took some time for MSC Circular 794 to make its way from the different national maritime authorities "down" to shipping companies and the seafaring personnel whom first of all the Phrases have been developed for. There was just sufficient time for the latter - once they happened to learn from the existence of the SMCP mostly by the press - to contact the Chairman of the Working Group asking him for the corresponding diskette to be forwarded what he gladly did in more than 40 cases, and, by the way, the flow of requests is still going on. It is first of all ship's officers and MET instructors from the Asian, the West and East African regions who applied for the Phrases. From their requests and letters of thank one may firmly feel how badly they are in need of some kind of Maritime English "survival pack" both for shipboard use and instruction purposes. This brings me to the first general conclusion as to the value of the SMCP: We should always keep in mind that European ship's officers and European MET, disregarding the country, are at a high level as far as Maritime English standards are concerned compared to the conditions to be met in many of the countries in the above mentioned regions, and we should be very careful not to judge from European standards the elementary requirements of others. To sum this up: There was no sufficient time to really test the phrases in the practice of navigation, except for one instance to which I'll come back later on, but there was at least an opportunity to have a more detailed glance at the Phrases, and some of those who did it sent quite a few remarks to the Organization or to me, resp., allowing of a rough overall summary.

In Europe, as to my knowledge, almost all the Navigation Colleges, Schools and Universities as well as specialized institutions such as VTS, SAR or Harbour Police have included the SMCP into their qualification courses as required by the STCW 95; this is also true for some of the most important Maritime Universities in Japan and China. They already started to teach the draft SMCP to their cadets and students disregarding the forthcoming refinement which will most likely not change the entire principle. Having reviewed the Phrases proper on various occasions, e.g. at WOME 8 in Gdynia 1995, WOME 9 in Malmö 1997, WOME 1A in Shanghai 1998 and at many national Seminars in different countries or institutions, let alone at IMO themselves, experienced Maritime English lecturers meanwhile began to think in depth about approaches and methods of how to efficiently teach the Phrases - this is in my opinion a top ranking issue with regard to the SMCP for the Maritime English teaching community for the months or years to come.

But now I like to consider a few of the remarks which were forwarded to IMO and/or myself. Thank should be said in this connection to quite a number of institutions and colleagues from many countries who found time to put down their sometimes very detailed points of view. For reasons of time I'll restrict myself to some essential reoccurring items and will not stick to comments on, say, editorials such as misprints, occasional errors and inconsistencies in terminology or the lay-out, and on suggestions regarding re-phrasing to be made in a number of instances, etc. - all those comments are very helpful, many of them make sense and will duly be taken into consideration when completing the finalized version.

In Germany the VTS Centre German Bight Traffic whose sailings are extremely dense and to 85% international, was officially directed by the German Fed-

eral Ministry of Transport to test the Phrases in shore-to-ship oral communications from October 1997 to February 1999, and a Government Official was charged with supervising the test and keeping close contact to the Chairman of the Working Group. The basic statements read, in short, like this:

SMCP are not yet or scarcely known among bridge officers irrespective of the vessels' flags. Consequently, almost all vessels when contacted using the SMCP prefer to answer in what the VTS Operators call "open" language which is BE = Broken English.

In the beginning of the test period VTS personnel occasionally informed the contacted vessel that they will use SMCP and they sometimes even asked whether the OOW know what it is. This was a somewhat misled conception since actively sailing officers can, of course, not have a firm idea of the Phrases because they had neither been taught at academies in the past nor have they officially been introduced; it's only a very few officers aboard ships who follow the development of the SMCP by occasional notices in journals. It will probably take three to five years of graduates from maritime academies to make the Phrases known and applicable aboard vessels. The appropriate strategy with the VTS Centre, however, should have been to carefully check whether instructions, advice, information, warnings etc. given in the form of the standardized Phrases including Message Markers were properly understood and/or adequate actions taken. Having made that clear in consultations and VTS qualification courses, it was stated that appr. 65% of shore-to-ship communications may be said to have improved when using the SMCP. An appreciable side effect was the drafting of an "IMO-SMCP Guide to VTS Information Service" applicable in each VTS Centre wherever in the world. Anyhow, quite a number of VTS Operators, especially among those looking back at a long time of service in the stations, still seem to be a bit hesitant to systematically apply the Phrases, but being employees of public institutions, government authorities have certain means available to persuade those VTS Operators accordingly.

The VTS Operators furthermore stated that an insufficient command even of the fundamentals of the English language frequently makes the application of the SMCP a problem, and they continue that the efficient use of the Phrases will decisively depend on the implementation of global standards of Maritime English. I think the Operators are completely right in this respect, when they in summary call for

- *standardized qualification/further qualification courses with final tests on SMCP of VTS personnel in all VTS operating coastal states, and*
- *a considerable improvement of English language skills in general.*

That's why the IMO Working Group in its Report to the NAV Sub-Committee in 1994 "noted that a minimum level of proficiency in English be made mandatory for those embarking on a seafaring career" because, but this is of course not the only reason, "the new phrase book will build on a minimum knowledge of English" (NAV 40/25, 16.1). The VTS Operators close their evaluation stating that the SMCP will altogether considerably facilitate oral VTS communications if all parties concerned, i.e. shore and ship, will observe the Phrases.

In the following I like to sum up the various remarks sent to IMO or myself mostly from training institutions worldwide and also from the ISF which comparatively detailed commented on the Phrases.

The SMCP are welcomed as a useful tool for the further improvement of the safety-related oral communication as required by the STCW 95. This, however, is only true for users or trainees who already have a fair command of general English which is indispensable for acquiring and applying the SMCP.

This evaluation coincides with the estimation given by VTS Operators for their area of responsibility.

The SMCP should be incorporated into all Maritime English syllabi. The respective instruction should be based on the practice in the ship`s environment and be implemented through all the various modern language teaching methods.

In this connection I want to quote from the letter of the ISF to IMO:

"... the draft SMCP ... could give teachers the false impression that it is the definitive lexicon for effective communication. The effect of this could be that teachers will be encouraged to approach the subject in terms of learning by rote than the development of a syllabus that involves the practice of genuine English language communication".

This is precisely what the SMCP are not aiming at, neither are they a sort of operating instructions or manual for SAR, Fire Fighting or other safety-related procedures. In terms of text type the SMCP are a special form of dictionary listing simplified phrases instead of individual words. That`s why the SMCP are, for instance, almost completely lacking developed discourse features, except for Part IV - Chapter D: Passenger Care, necessary for a successful conversation. Things like that have to be created by methodically well prepared diversified teaching aids and, if not first and foremost, by qualified and imaginative lecturers of Maritime English making also use of user-friendly PC applications and taking into consideration specific educational conditions, backgrounds and systems. A colleague of ours from Australia, a `triallist` of the SMCP in China, Vietnam and elsewhere over the past 18 months, informed me about her approach and wrote: "For the effective understanding of teaching maritime English, a `thinking in English` teaching strategy rather than expecting trainees to memorize the Phrases underpinned each objective (set by the Phrases - PT); teachers and instructors found this and the interactive, task-based learning approach motivating, creating lively group discussion and interesting `instructions`/`radio communications` on transparencies." There are, of course, many different approaches. At the end of this contribution I`d like to present a few examples which I tested in my classes.

The teachers and lecturers for Maritime English should be familiarized in special seminars with the SMCP and appropriate teaching strategies and methods to be applied. The publication of a detailed Teacher`s Manual would be highly appreciated.

These recommendations are self-explanatory and their realization would essentially assist in the training of trainers, i.e. the Maritime English lecturers, which is fully in line with the STCW 95. I was informed from China, for instance, that courses of that kind have already been organized and even performed and I know of similar intentions in other parts of the world.

The introduction to the SMCP should provide exact information as regards their aims and objectives, their status and function in communication and their place within the Maritime English curriculum.

As far as the present introduction to the Phrases is concerned, the Working Group underestimated the importance of information required to be given. We cannot assume that potential users of the SMCP have knowledge of the lengthy reports of the Working Group to the NAV Sub-Committee in the years 1993 to 1997 where most of the information which are now felt to be provided can be found.. The Chairman of the Working Group did his very best in this respect outside IMO, but he only reached some dozens of participants of Maritime English Workshops, qualification courses and some readers of specialist periodicals - this, obviously, didn't sufficiently cover the ground.

A relatively detailed introduction to the SMCP which also should explain the basic communicative features of the Phrases, would clear up some misunderstandings, too. For example that one about the allegedly inconsistent deletion of indefinite/definite articles and the auxiliaries "is/are". This skipping of articles and auxiliaries whenever not damaging the meaning of the Phrase, was agreed upon at WOME 8, by the way, in Gdynia 1995, and checked for each individual Phrase by native English speakers in the Working Group. But there are some examples where this deletion could cause confusion, for instance: "Water on" is an order in fire fighting, and "Water is on" is its execution; "is" has to be in the latter in order not to mix up order and execution. Or, to finish with, there is the question "Propeller clear?", and the answer is "Propeller clear." Here and in a very few other Phrases we have to add the "is" in front of the question, because one cannot rely on the correct tone to be applied distinguishing question from information. The deletion has on purpose not been done, however, in Chapter D: Passenger Care, which offers Phrases to address passengers since one cannot assume passengers to be familiar with this military-style language, and in Chapter D we use the term "ship" instead of "vessel" which is used throughout the rest of the SMCP. Having explained that, about 95% of the apparent inconsistencies turn out to be purposefully applied; the remaining 5% have, indeed, been overlooked and have to be eliminated.

As to the place of the SMCP within the Maritime English curriculum: In STCW 95 you may read in Table A-II/1, that officers must have "the ability to use and understand the SMNV as replaced by the IMO SMCP." But in addition to this, and understand the SMNV as replaced by the IMO SMCP." But in addition to this, you may find some other 120 indications in STCW 95 and SOLAS/ISM Code where Maritime English abilities are either explicitly demanded or tacitly taken for granted - otherwise ship`s officers cannot meet the corresponding requirements. This is of highest importance when making up Maritime English curriculae and had, of course, duly been taken into account when developing the Phrases. In the tables of Annex 1, Scope of Maritime English, you can find the functions Maritime English has to fulfil as derived from the Conventions mentioned above, plus those which are not covered by these documents but being - not only in my opinion - a must for the corresponding curriculum. You also find in the tables which of the functions involve SMCP. On purpose I did not say "which of the functions are covered by the SMCP", since - once again - the Phrases alone do not make a Maritime English curriculum. I personally regarded these tables extremely useful when I had to reconstruct the Maritime English curriculum at my university.

The enormous amount of Phrases should be considerably reduced - at least for teaching purposes.

This is an issue the Working Group have been coping with from the very beginning of their work. One of the problems was that different organizations or institutions, such as IALA, IMPA, IHO, or countries submitted Phrases which they considered to be indispensable. The Working Group didn't feel authorized to impress their opinion upon the submitters' standpoints. However, the accumulation of contributions was in the end one of the reasons for that quantity of Phrases we are facing. And now the amount of Phrases is critically remarked in all the comments on the SMCP I know of and IMO NAV Sub-Committee will definitely feel urged to diminish their total number. There are different possibilities of how to do it, purely mechanical or editorial ones which might reduce the number by hundreds, or/and to consider a suggestion submitted by the ISF: "It should be made clear in the foreword to the SMCP that the references in STCW 95 only refer to those sections which revise the SMNV (i.e. the sections relevant to external communications. ... The introduction to the SMCP should make it clear that the phrases that may be useful for internal communication on board ship have been drafted as additional material to which English language teachers may refer, but which seafarers are not actually expected to learn on a phrase by phrase basis." This may lead to a kind of mandatory Code A and a recommended Code B as done in STCW 95. Irrespective of my personal point of view I regard this suggestion worth considering.

I like to finish my summary of the comments with this one which was frequently put forward:

The SMCP in printed, CD-rom and voice-recorded versions should be adopted and published by the Organization at its earliest convenience.

With respect to an IMO publication of CD and audio versions a little doubt might be justified whether the Organization will or can do that since money gets involved. This very idea appeared in various reports of the Working Group to NAV Sub-Committee, but nothing moved in this direction for obvious reasons. However, I know of quite a few private companies in Sweden and Germany which have already developed or are about to develop computer based teaching material for the SMCP, audio versions of the same included. So we shouldn't wait for the IMO to produce that sort of things but see what is on the market and check whether it may serve our specific purposes. Money has to be paid anyhow, and also publications by IMO which calls themselves a "non-profit" organization have their price.

The track of the SMCP through IMO bodies will be the following: NAV 45 in September 1999 will most probably establish a Correspondence Group which has to consider all the remarks and suggestions for a finalized version to be submitted at NAV 46 in September 2000 and then passed on via Maritime Safety Committee to the General Assembly for adoption in form of a GA Resolution.

I want to round up my presentation with a few out of a great variety of examples from my own teaching of nautical and engineering students at university and in qualification courses of VTS Operators and SAR personnel. It is only a very small facet from my SMCP instruction, but, nevertheless it might give you an idea of methods and approaches in this respect. The scripts of the exercises, most of them are scripts of audiotapes, you may find in the annex to this paper.

I should add that the full text of the Phrases (either the English or the bi-lingual English - German version, what to acquire is at the discretion of the students) is part of the standard mandatory textbooks of the students.

Annex 1: Scope of Maritime English (Deck Officers)

Function	Communication fields	Communicative situations	Communication items	SMCP
1 Ship Operation	1.1 Navigation	1.1.1 Entering / leaving ports	- Berthing/unberthing	IV-A 5.7
			- Anchoring	IV-A 5.5
		1.1.2. Manoeuvring the ship	- Watch orders	IV-A 3
			- Engine orders	IV-A 2
	1.1.3. Routeing the ship	- Voyage planning	-	
		- Position fixing	I 11,12,13,14	
		- Radar observation	IV-A 5.3	
	1.1.4. Navigating the ship	- Turning, crossing, overtaking	IV-A 3	
		- Traffic observation	IV-A 3	
		- Wheel orders	IV-A 1	
		- Look out	IV-A 3	
	1.2. VTS / Pilotage	1.2.1. VTS communication	- Acquiring/providing data	III 6.1
			- Providing VTS services	III 6.2
	1.2.2. - Pilotage		- Informing adjacent VTS	III 6.3
- Emergency/allied services			III 6.4	
- Requesting pilot/tug assistance			III 4.1, 4.3	
- Conversation with pilot			IV-A 5	
- Embarking/disembarking pilot			III 4.2	
- Transmitting /receiving reports			III 3	
1.3 Meteorology	1.3.1 Weather reports and observation	- Evaluating weather data	III 3.1	
		- Storm/Gale/Ice Warnings	III 3.1	
1.4 Special conditions	1.4.1 Helicopter operations	- Picking-up persons/rescue	III 5.1	
		- Requesting ice breaker	III 5.2.1	
	1.4.2 Ice breaker operations	- Assistance for convoy	III 5.2.2	

Scope of Maritime English (Deck Officers)

Function	Communication fields	Communicative situations	Communication items	SMCP
2 Ship Management	2.1 Port Routine	2.1.1 Contact with port authorities, agents	- Requesting clearance, pilots, tugs, berth, free pratique Getting certificates	III 4
			- Paying fees	-
			- Organizing turn-around in ports	-
	2.2 Cargo Works	2.1.2 Port State Control (also for Eng. Officers)	- Assisting Port State Control officers	IV-B1, 2, 3; D
			- Executing injunctions	IV-B1, 2, 3; C
		2.2.1 Cargo calculation and documentation	- Giving Statements	IV-B1, 2, 3; C
			- Loading/unloading preparation	IV-C 1.1
			- Discussing cargo quantities/stowage plan	IV-C 1.1
			- Checking shipping papers, bills of lading, charter party	-
	2.2.2 Cargo handling	- Discussing other legal matters	-	
		- Checking port facilities	IV-C 1.1	
		- Arranging loading/unloading rate	IV-C 1.2	
2.3 Ship Servicing	2.2.3 Damage and claims	- Handling dangerous goods	-	
		- Ordering stevedore gangs	-	
		- Asking for surveys	IV-C 2.2.1	
	2.3.1 Crew management (also for Eng. Officers) (also for Eng. Officers)	- Discussing handling limits (time, loading/unloading rate)	IV-C 1.1	
		- Writing letters of protest, sea protest	-	
		- Signing on/off crews	-	
		- Repatriating crewmembers	-	
		- Checking payroll	-	
		- Writing letters of quality of company	-	
2.3.2 Repairs (also for Eng. Officers)	- Ordering spare parts	-		
	- Ordering service	-		
2.3.3 Provisioning	- Ordering provisions	-		
2.3.4 Bunkering (also for Eng. Officers)	- Arrange bunker supply	-		

Scope of Maritime English (Deck Officers)

Function	Communication fields	Communicative situations	Communication items	SMCP	
3 Safety	3.1 Accidents	3.1.1 Kinds of accidents (also for Eng. Officers) (also for Eng. Officers) (also for Eng. Officers)	- Safety communication	III 3	
			- Action in case of danger	IV-B 1, 2, 3, 4, 5	
			- Action after accident		II 1, 2, App.
			- Distress/urgency communication		IV-B 1, D 2
			- Evacuating passengers and crew		
	3.2 Safety Equipment	3.2.1 Safety Equipment (also for Eng. Officers)	- Checking Safety Equipment - Instructing crew how to operate Safety Equipment	IV-B 1.3, 3.1 IV-B 1	
	3.3 Safety Drills (also for Eng. Officers)	3.3.1 Kinds of drills	- Fire drills - Flooding - Boat drills - Person-over-board - Spill drills	IV-B 3.2 IV-B 4 IV-B 1.5-8 IV-B 6.2 IV-C 1.2, 2	
	3.4 SAR	3.4.1 Joint and single SAR operations	- MEERSAR	III 1.2 IV-B 6	
	3.5 Environmental protection	3.5.1 Waste Management (also for Eng. Officers)	- Instructing the crew	IV-C 1.3	
			3.5.2 Pollution avoidance (also for Eng. Officers)	- Drills - Informing about cargo	IV-C 1.3 IV-C 2
3.5.3 Pollution fighting (also for Eng. Officers)		- SOPEP - Manning teams - Informing about dangers - Spill recovery	III 3.3 IV-C 1.2, 1.3 IV-C 1.2.1 IV-C 1.2.4, 1.3		

Scope of Maritime English (Deck Officers)

Function	Communication fields	Communicative situations	Communication items	SMCP
4 Social Responsibilities	4.1 Medical care	4.1.1 Medical consultation (also for Eng. Officers) (also for Eng. Officers) (also for Eng. Officers)	- Requesting Medico - Describing symptoms - Understanding diagnosis given in English - Understanding medical instructions in English - Advising medical treatment	III 1.4 - - - -
	4.2 Contacts among crew members	4.1.2 Medical assistance (also for Eng. Officers) 4.2.2 Social contacts (also for Eng. Officers)		-

Annex 2

Exercise 1: SMCP and Message Markers

These exercises are used to familiarize students with the Phrases. They are more or less so called pre-communicative exercises. In the first one students have to find the corresponding Phrases from the indicated section of the SMCP plus Message Markers covering the given statements. The key to the exercises, these ones and all the others, is not given to the students.

One of the minor problems in making up tapes like the ones given in this annex is, that one has to take care not to use the wording of the SMCP proper in the tasks; that prevents the students from merely repeating the pre-given texts of the tasks in their answers.

Exercise 2: Routine VHF Communication

These examples are communicative exercises. Students are given the handouts, at the beginning of the exercise with the parts they have to do given in italics, the part of the Port Radio is given on the tape. The students have to speak their part into the time gaps on the tape and their performance is recorded for a discussion later on. The duration of the time gaps may be adjusted depending on the students' level or performance. The roles of the students may easily be changed so that they can act as ship's officers or Port Radio Operators or both, corresponding handouts and tapes are available.

A general requirement to successfully carry out exercises like these is, that the scene has to be carefully set, i.e. the situational context has to be as close to real life as possible or practicable, this also means to consider such allegedly minor items as to include the so-called VHF random noise into the part of the radio station given on the tape, etc., and students have exactly to know what they are expected to do.

Exercise 3: On-board Communication (Fire Protection and Fire Fighting)

This role-play exercise is taken from SMCP Part IV - On-board Communication Phrases. Here the students have to orally carry out the parts of the officers, tape is only used to record their performance for a discussion later on. Depending on their level, the students may be given the handouts a day before to get prepared in form of a homework. An additional motivation may be gained when students are requested to make up similar dialogues on various sections of the SMCP by themselves and to demonstrate the results next day/week in the class - students like this kind of working with the Phrases very much.

Exercise 1: SMCP and Message Markers

Open your SMCP, Part III/6 "VTS Standard Phrases" (6.1.2)

Tasks:

Find Standard Phrases suited to replace the following sentences.

Add the appropriate Message Marker in front of the Standard Phrase.

- 1 A vessel named Carola with call sign JOPV is burning due to an explosion near Maja Reef.

Warning: MV Carola/JOPV on fire after explosion in position near Maja Reef.

- 2 Is any hazardous cargo burning in the ship?
Question: Are dangerous goods on fire?
- 3 Does the burning ship need any help?
Question: What kind of assistance required?
- 4 Carola needs help with powerful fire extinguishing pumps.
Answer/Request: MV Carola/JOPV requires fire pumps.
- 5 The ship isn't able to perform any manoeuvres.
Warning: MV Carola/JOPV not under command.
- 6 There are rocks in the position of the accident which are not shown in sea charts.
Warning: Uncharted rocks in distress position.
- 7 Carola gets informed that the ship Luzero with the call sign GN 3291 is on the way to help her.
Information: MV Luzero/GN 3291 proceeds to your assistance.
- 8 Carola is informed that supertanker Pritchie/7GFD assumes that she will reach her at half past nine p.m..
Information: VLCC Pritchie/7GFD expects to reach you at 21:30 UTC.
- 9 The VTS Centre needs to know the number of people who suffered any harm.
Request: Report injured persons.
- 10 The VTS Centre informs that Carola needs a doctor.
Request: MV Carola/JOPV requires medical assistance.

Exercise 2: Routine VHF Communication

Setting the scene:

MV Naibota Maru/JSAZ calls Renata Port/ISV asking for information
Renata Port/ISV provides the information required

You will act as Renata Port (RP) using the information given in *italics*

You have to apply the appropriate VHF Radio Procedures

You have to use SMCP (Part III/6.6.1) including Message Markers where appropriate

Renata Port/ISV this is MV Naibota Maru/JSAZ (2X)
come in please over

RP: *call the vessel by her call sign, ask her to spell her name*
ask what her flag state is
ask what her position is
tell her to change to VHF Ch 71

Renata Port/ISV this is MV Naibota Maru/JSAZ
on VHF Ch 71
I spell my name, first word: ... next word: ...
Answer: My flag state: Japan
Answer: My position 45 degrees 03.11 minutes North
013 degrees 24.02 minutes East over

RP: *call the vessel*
ask her what she wants

Renata Port/ISV this is MV Naibota Maru/JSAZ
My destination Renata Port
Question: What are my berthing instructions
Question: Where can I take pilot
Question: When can I take pilot over

RP: *call the vessel*
ask what her last port of call was
ask what her cargo is

Renata Port this is MV Naibota Maru/JSAZ
Answer: My last port of call: Lisboa - Portugal
Answer: My cargo: 8, 000 tonnes of iron ore
34 twenty-foot containers on deck over

RP: *call the vessel*
ask her whether she has any dangerous goods on board

Renata Port this is MV Naibota Maru/JSAZ
Answer: Yes, I carry following dangerous goods:
two tonnes of IMO Class 1 over

RP: *call the vessel*
tell her to keep on listening on VHF Ch 71 for three minutes

(call her again)
RP: *inform her that your port is not permitted*
to accept IMO Class 1 goods at present
inform her that her orders have changed
inform her that her new destination is Porto Antares

Renata Port this is MV Naibota Maru/JSAZ

I read back:

My orders have changed

New destination Porto Antares

Thank you, Sir Out

Exercise 3: On-board Communication (Fire Protection and Fire Fighting)

Setting the Scene (1)

The separator room in the vessel is on fire.

The officers, e.g. the Chief Deck Officer/Chief Engineer Officer(C) and the 2nd Engineer Officer have to take corresponding actions.

Student 1 will act as C using the information given.

Student 2 will act as E using the information given.

You have to apply SMCP (Part IV - Chapter B/3.2) where appropriate.

E reports a fire in the separator room of the vessel

C *wants to know whether any person has suffered injuries*

E informs him that one motorman has suffered injuries

C *asks whether the fire is in hand*

E replies that the fire is still gaining headway

C *needs to know whether the fire has caused any damage*

E answers that he stated little damage to the separators

C *orders to get the extinguishing water pipes under pressure*

E reports that he has put pressure on the pipes

C *orders to turn off the ventilator in the separator room*

E replies that he did so

C *instructs a fire fighting team of two men commanded by E to get ready, to put on smoke helmets, to apply powder for fighting the fire*

E informs that the fire fighting team is prepared for immediate action

C *orders to begin fire fighting*

E tells him that the retreat signal will be jerking the lifeline twice

C *asks whether the fire is still not under control*

E answers that the fire is well in hand

C *wants to know whether the fire is put out*

E responds that it is

C *orders to have an eye upon the location of the fire once an hour if it should start anew, and a report has to be given to him* informs that the fire alarm is over

Setting the Scene (2, alternative to 1):

The separator room in the vessel is on fire.

The Chief Deck Officer/Chief Engineer Officer and the 2nd Engineer Officer have to take corresponding actions to successfully extinguish the fire.

Use your imagination or experience and make up an appropriate dialogue to be performed between both the Officers from the moment the Chief Deck Officer/Chief Engineer Officer gets informed about the fire up to the cancellation of the fire alarm. Use SMCP (Part IV - Chapter B/3.2) wherever possible.

Additional information: One motorman suffered burns

Separators slightly damaged

No external help necessary

Breathing apparatus must be worn

Powder to be used as extinguishing agent

Key to Exercise 3:

(C = Chief Engineer Officer E = 2nd Engineer Officer)

E: Fire on board!

Separator room on fire!

C: *Report injured persons.*

E: One motorman injured.

C: *Is fire under control?*

E: No, fire not under control.

C: *What is damage?*

E: Minor damage to separators.

C: *Pressure on fire mains!*

E: Fire mains are under pressure!

C: *Switch off ventilator in separator room!*

E: Ventilator switched off.

C: *Stand by fire fighting team. 2nd Engineer in command of fire fighting team.*

Have two crew members in the team.

Fire fighting team must have breathing apparatus.

Use powder in separator room.

E: Fire fighting team standing by.

C: *Start fire fighting! Go through engine room. Agree on retreat signal and report.*

E: Retreat signal for fire fighting team: Pulling lifeline two times.

C: *Is fire under control?*

E: Yes, fire under control.

C: *Is fire extinguished?*

E: Yes, fire extinguished.

C: *Check fire area every hour for re-ignition and report. Fire alarm cancelled.*

Sažetak

IMO – STANDARDNE FRAZE U POMORSKIM KOMUNIKACIJAMA – TRENUTAČNO STANJE I BUDUĆI STATUS UČENJA POMORSKOGA ENGLSKOG JEZIKA

Nacrt IMO-Standardnih fraza u pomorskim komunikacijama (SFPK), kakav je prihvaćen na 68 sjednici IMO odbora za pomorsku sigurnost u svibnju 1997. godine IMO je podijelio svim svojim članicama preko svoje okružnice 794 (10. lipnja 1997.). Članice i organizacije zamoljene su da provedu pokuse, po mogućnosti u ne-engleskim govornim područjima, u svezi s primjenom standardnih fraza u pomorskim komunikacijama. Ustanove u kojima se podučava pomorski engleski jezik, hidrografski uredi, VTS-centri, lučke uprave i ostali koji su na bilo koji način uključeni u pomorske komunikacije i stručno osposobljavanje u području pomorstva, zamoljeni su da o rezultatima tih pokusa izvijeste IMO do ožujka 1999. godine.

Već 1994. godine, predsjedavajući IMO-ve radne grupe o standardnim frazama u pomorskim komunikacijama, a i sam autor ovog članka, koristio je svaku priliku na međunarodnim konferencijama, stručnim radnim seminarima itd. da obavijesti one koji podučavaju pomorski engleski jezik, posebno predavače pomorskoga engleskog jezika, o namjerama IMO-a ne samo vezano za standardne fraze, već i o njihovoj komunikacijskoj strategiji, razlozima zbog kojih su odabrali ovaj ili onaj ciljani komunikacijski uzorak bilo iz terminologije ili gramatike, itd. itd. Sve je to pomoglo da se neke nejasnoće u svezi s frazama uklone, i što je još važnije, uzeti su u obzir svi korisni savjeti i primjedbe vezane za njihovu još bolju primjenu, a sve će se to pravovremeno uzeti u obzir tijekom priprema zajedničke verzije.

Kvalitetan skok je sada postignut budući da su predavači pomorskoga engleskog jezika iz mnogih zemalja počeli razmišljati o metodologiji – kako nekoga naučiti te fraze, kako ih stopiti u nastavni plan iz pomorskoga engleskog jezika ili čak u nastavni plan i program učenja pomorskoga engleskog jezika u skladu sa STCW-konvencijom iz 1978/1995. godine.