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| IALA Guideline |

Guideline V??

VTS Voice Communication by VHF

Edition 1.0

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Revisions to this IALA Document are to be noted in the table prior to the issue of a revised document.

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# INTRODUCTION

As the maritime industry becomes more globalised with a diversified manpower originated from different parts of the world, effective and clear communication based on mutual intelligibility, regardless of interlocutors’ linguistic and cultural backgrounds, has been considered as the key.

A significant amount of attention needs to be paid to this growing phenomenon considering that the distribution of seafarers from non-native English regions are considerably high; the number of crew members belonging to these areas is expected to increase in the future. In order to cope with the cross-cultural VTS communication in a clear and well-organized manner, in this sense, the understanding and employing effective communication strategies are regarded highly essential. It is therefore crucial that both non-native and native English speakers speak in a structured and effective manner to facilitate mutual understanding.

Research have been conducted by specialised agencies. It shows that the main cause or a contributory factor to many shipping accidents is the language misunderstandings when speaking through VHF radio. The efficient use of the English language at sea is a key factor in ensuring safe and efficient navigation.

In light of the above, it was emerged, during IALA VTS symposium taken in Istanbul in 2012, the need to produce a new stand-alone document related to the VTS communication and procedures in order to facilitate clear and unambiguous transfer of information and it was recognized it should be a key component of IALA’s future work program.

# AIMS AND OBJECTIVES

This document supports VTS-operators (VTSOs) in their aim to deliver professional shore to ship radio communication by VHF. It is a practical document, limited in length and user friendly, to support both training in communication and the every day operation.

Standard phraseology may cover 80 - 90% of the language used by VTSOs. Quite often situations which require the mastering of the English language, because non-standard phraseology is needed, are handled by a VTS supervisor or another very experienced person. This means that the mastering of English among VTSOs may differ according to the necessity of the use of proper English.  
  
This document is harmonised with other existing relevant documentation and is part of the IALA (concept) Recommendation VXXX “VTS Communication”.

# GROUND RULES

When people interact in a cross-cultural environment, they need to adjust their speech and vocal patterns in order to increase efficiency and mutual understanding. In order to provide safe guidance of trafﬁc the VTSO should at least be able to communicate in English on a certain minimum level. This minimum level indicates that the VTSO masters standard phraseology without problem.

## Why use standard phraseology?

Standard phraseology is not the same as proper English. It is essential that standard phraseology is concise and clear to everyone. A sentence such as: ‘Question ETA’, is perfect standard phraseology. What is more: it is far easier to teach in non-native speaking countries. Full English sentences requiring the mastering of English grammar, whereas standard phraseology is designed to be understood by everyone.

VTSOs perform activities on three levels:

1. skill based level

2. rule based level

3. knowledge based level

Skill based level are those activities that we perform automatically. There is no conscious processing in the brain; we do not think when we execute them. Think of walking, bicycling and so on. These activities are executed even better without conscious processing in the brain. Imagine when you run down the stairs and you suddenly wonder how you do that? You immediately improved your chances of falling down.

Rule based level activities are those that are executed on a sub-conscious level. They include activities that are executed very frequently. For example when someone asks you how much 2 times 2 is. You do not really need to think about this. You can say instantly that the answer is 4.

Knowledge based level activities which require active decision making. These are matters we need to figure out. We have to think them over in order to come up with a solution. Under stress or severe time pressure out knowledge based level is affected the most. It is difficult to make proper decisions under time pressure. Recent literature from Nobel price winner Daniel Kahneman suggests that decisions made under time pressure are never knowledge based. It is therefore essential that communication can be executed on a rule based level. This level is less effected by stress. If stress is high because of adverse situations Rule based activities will still be carried out without mistakes. It is therefore essential to use standard phraseology under all circumstances in order to be able to process them on a rule based level.

## Levels of English

In order to assess the level of the English language the International Civil Aviation Organization (ICAO) developed a system which is aimed at language proﬁciency in a professional environment. By means of 6 distinctive categories and 6 levels of proﬁciency, the examiner will be able to assess the level in an objective manner. This system that is initially developed for aviation, can well be used for VTSOs. The advantage over other systems is, that this system restricts itself to professional use of the language. See annex A “Level of English” for more details of the different levels.

## Minimum level

The VTSO should at least be able to communicate on level 4 “Operational level” This level indicates that the VTSO is able to master standard phraseology without problem, although the ﬁrst language still inﬂuences pronunciation, stress, rhythm and intonation. Despite this the VTSO is able to produce and understand intelligible language.

Level 4 is sufﬁcient for 90% of the daily routine. Uncommon events or incidents and accidents need a higher level of language proficiency.

Level 5 is the level, where the VTSO understands work related messages without problem. Here he should be able to guide unexpected events or events that are beyond ordinary communication exchange of an VTSO.

Level 6 is the highest level. VTSOs who achieve level 6 are near native speakers.

Language proficiency may not last a life time. Uncommon phrases need to be used with certain intervals in order to remain current. Languages therefor should be refreshed at regular intervals. A possible system for refresher is as below.

|  |  |
| --- | --- |
| **IALA language levels/Refresher** | |
| **Level 6** | Never |
| **Level 5** | Once every 5 years |
| **Level 4** | Once every 3 years |
| **Level 3** | Insufficient for VTSO |

# COMPILING A MESSAGE

This section refers to the preparation, formulation and structure of compiling a message. To convey messages clearly and understandably, the VTSOs must consider the following communication rules:

1 The active use of Message Markers listed in IMO Resolution A.857(20)

* 1. the phraseology preceded by message markers does not need to be grammatically correct.

1. Keep sentences short and simple:
   1. Short straightforward phrases help listeners to understand the message and also retain its core points. If possible, use only one topic per sentence.
2. Keep the subject, verb, and object as near to one another as possible:
   1. The most natural and intelligible order for English sentences is subject–verb–object. (VTS-example nog in te vullen).
   2. The insertion of modifiers, phrases, and clauses between these basic structural elements increases the chances of a misunderstanding by preventing listeners from catching the core meaning of a sentence. (e.g. Tom, chairman of this WG, is awesome/handsome. Better is: Tom is awesome/handsome).
3. Use the active voice (form used to build a sentence):
   1. The active voice is a form which emphasises the subject performing an action, whereas the passive voice focuses on the object being acted upon by a verb.(e.g. Guidelines are developed by IALA = passive voice, IALA develops guidelines= active voice).
   2. The active voice has a strong communicative effect, allowing one to construct a more clear and direct message, and also emphasises the subject of sentence.
4. Use familiar, common and frequent words:
   1. The words listed in annex C. “Basic words” off this document must be considered as the first choices for vocabulary even when using plain language.
   2. Choice of vocabulary is one of the most significant factors affecting clear and effective communication, specifically in multilingual environments.
   3. Select common and short words if available. Avoid unusual, obscure, and lengthy words.
5. Make sentences positive rather than negative:
   1. Positive sentences are usually shorter and clearer because they generally use a single word in place of several.
   2. Without changing the intended meaning, positive sentences allow listeners to save time by reducing unnecessary mental work and conveying the point faster and more easily.
6. Spell out words and numbers:

a To promote better understanding when using numbers or letters (names of buoys, stations, call signs, etc.), spell out words and numbers as necessary using the tables in annex B. “Spelling of letters and numbers”.

## Message structure

Radio communications between coastal stations (including VTS Centres) and ships have to comply with the ITU Radio Regulations, Volume IVE, Recommendation ITU-R M.1171-0 and following.

This Recommendation prescribes the structure of radio communication messages, both unilateral (e.g. one way shore to ship) as well as bilateral communications (shore to ship and vice versa).

The structure of VTS messages is as follows:

VTS Centre DenHelder

this is motorvessel …………

- Position ………..

- body of message ………..

- Over, out [optional].

[to be completed with more unilateral and bilateral examples]

In order to improve the quality of the message, it is vital that the body of the message is structured as well.   
Annex C. “Basic words” and annex D. “Standard sentences” provides basic words and sentences.

## Basic words

In order to accomplish safe communication between shore and ship, it is vital that the body of the message is structured. This may be regarded the most important part of the message. Basic and basic words will help the VTSO to structure the body of message. By means of these basic and basic words the VTSO gains an important tool to share with master of the vessels. See annex C. “Basic words”.

## Use of message markers

In order to improve the radio discipline, the VTSO use the ‘message markers’ listed in IMO Resolution A.857(20) in the communication with shipping. This is in order to keep the communication short, to the point and clear for all users.

The use of the eight message markers:

* INFORMATION [optional]
* QUESTION [optional]
* ANSWER [optional]
* INTENTION [optional]
* REQUEST [optional]
* WARNING [mandatory]
* ADVICE [mandatory]
* INSTRUCTION [mandatory)

## Result oriented messages markers

A fundamental principle of VTS communications is that advice and instructions should be ‘result oriented’ only; leaving the execution to the vessel. The execution, such as courses to be steered or engine manoeuvres to be ordered, remains the responsibility of the person on board accountable for navigational decision making at that time.

## Read back message

A read back should be mandatory when the message markers ‘INSTRUCTION, ADVICE or WARNING’ are given by the VTSO. There is no read back when the message marker INFORMATION is used. If the VTSO wants a read back he can request this by the message: Read back.

# DELIVERING A MESSAGE

[This section refers to transmitting techniques used in VTS radio communication]. When communicating using radio devices], Information exchanges and broadcasts must be **A**ccurate **B**rief and **C**lear (ABC). In order to achieve effective communication, the steps as described in the following sections should be considered.

[*For discussion:* The description of transmitting techniques may not be incorporated into this Guideline. The use and how to operate VHF equipment in most cases has already been theoretically presented in relevant other - more technical oriented courses - ore are described in the operating manual of the equipment manufacturer. Therefore is suggested to delete the wording between square brackets]

## Preparation

1. prepare the message you want to transmit
2. listen on the frequency to be used to ensure that there will be no interference with a transmission from another station.
3. start transmission when you are physically and mentally ready [prepared?].

## Speech Rate

Speech rate is the speed at which a speaker conveys his or her message. On average, the speech rate of an adult English native speaker is reported as between 150 and 190 words per minute (WPM). A slightly slower speech rate than normal helps listeners to understand the message.

It is specifically important in an environment in which people from different linguistic backgrounds speak with their own accents, intonation, and pronunciation originating from their mother tongues.

Considering that speaking at a faster rate greatly hinders lower level English speakers comprehension and increases their language anxiety, modulating speech at a slower rate of 120 WPM is highly recommended for clear and effective communication.

Specifically, in emergency situations, a much slower rate of 100 WPM should be applied so important information can be clearly and accurately delivered under high-pressure and cognitively challenging conditions.

## VOICE VOLUME

The volume of your voice is important in the transfer of the message. Intonation is essential for a clear

understanding of a message. Shouting usually causes distortion. The placement of stress within a group of words plays a crucial role in the enhancement of intelligibility by helping listeners to catch the core meaning intended by a speaker in a more instant and direct manner.

Pronunciation of letters.

1. the most important part of the message should be spoken slightly louder, longer, and higher than its neighbouring words (e.g. Which PART of your vessel / is AGROUND?).
2. The voice should be pitched slightly higher than for normal conversation to improve clarity.

## Words grouping and pausing

Together with adjusting speech rate, one can employ word grouping and pausing strategies to increase his or her intelligibility in VTS communication. In other words, intelligibility can be enhanced considerably by dividing sentences into smaller groups of phrases according to a single unit of thought and by pausing briefly between word groups.

1. The effect of word grouping and pausing is specifically prominent for the following reasons:
   1. speakers can moderate their speech rates by pausing between each word group.
   2. pausing gives listeners time to process each pack of information delivered and for speakers to prepare subsequent information for delivery.
   3. grouping and pausing contribute to the decreased use of unnecessary fillers like um, hm, and uh, which are reported to hinder mutual intelligibility.
2. Four words is generally recognised as the most intelligible unit of grouping and pausing for comprehensible and clear communication, and the division of units generally coincides with grammatical language structures.
3. Avoid filler words or hesitation sounds such as *‘ahhhhh, mmmmm, ehhhh’.*
4. Provide one phrase for one event. Use short sentences divided into sensible phrases which maintain a natural rhythm; they should not be spoken word by word.

## Abbreviations

Abbreviations will often save time in speech. Many abbreviations are so commonly used in normal speech that they are more familiar than their original unabbreviated form. The use of such abbreviations in radio transmissions is to be encouraged provided that:

1. they are quicker and easier to use than the full word (e.g ETA, ETD)
2. they are sufficiently well known to avoid any confusion and subsequent confirmatory transmissions.
3. where an abbreviation has more than one meaning, the intended meaning is obvious to the addressee from its context or frequent usage.

## Repetition

When communication is difficult, phrases, words, or groups may be transmitted twice. If any part of a message is considered sufficiently important to need safeguarding, repeat the message, using the appropriate basic word ‘Repeat …’.

# HOW TO INTERPRET A MESSAGE

This section refers to the accurate interpretation of radio communications received by a VTS.

Interpretation of the message requires skills as the encoding process. Just as confusion can arise from errors in encoding, it can also arise from decoding errors especially during emergency situations. The use of radio device and internal/external factors could be reasons that influence the decoding procedures. In order to achieve effective communications a number of actions should be considered.



## Influence of internal and external factors in receiving messages

Some factors such as feeling, health and mental state, culture, the work environmental could influence interpretation of the receiving calls.

### Mental preparedness

There are some causes, health and mental state, can contribute to this

### distractions

Distraction could be caused by: the lack of ability to pay attention; lack of interest in the object of attention; or the great intensity or attractiveness of something other than the object of attention. Distractions come from both external sources, and internal sources.

External distractions include factors such as visual triggers, social interactions, music, internet and phone calls. The physical working environment (temperature, ventilation, lighting, room dimensions, suitability of workstations, seating) if not properly set could cause loss of focus on communications.

Multitasking and overload could also be considered as distractions in situations requiring full attention on a single object. There are also internal distractions such as hunger, fatigue, illness, worrying, and daydreaming. Both external and internal distractions contribute to the interference of focus on the interpretation of incoming messages. VTSOs have to be aware about the potential distractions and that a proper focus requires discipline and mastery to achieve, like any other skill.

# DEFINITIONS

The definitions of terms used in this IALA Guideline can be found in the International Dictionary of Marine Aids to Navigation (IALA Dictionary) at <http://www.iala-aism.org/wiki/dictionary> and were checked as correct at the time of going to print. Where conflict arises, the IALA Dictionary should be considered as the authoritative source of definitions used in IALA documents.

# ACRONYMS

IALA International Association of Marine Aids to Navigation and Lighthouse Authorities – AISM

IMO International Maritime Organization

PTT Push To Talk

SMCP Standard Marine Communication Phrases (IMO)

VHF Very High Frequency (30 MHz to 300 MHz)

VTS Vessel Traffic Services

VTSO Vessel Traffic Service Officer(s)

WPM Words per minute

# References

* IMO Resolution A857(20) Vessel Traffic Service.
* IMO - The Standard Marine Communication Phrases (SMCP).
* IALA workshop on common phraseology and procedures for VTS communication, Denpasar, Bali, Indonesia, 20 to 24 February 2016.
* ITU Radio Regulations, Volume IVE, Recommendation ITU-R M.1171-0 and following

# Annex A. Level of English

In order to assess the mastering of the English language ICAO developed a system which is aimed at language proﬁciency in a professional environment. By means of 6 distinctive categories and 6 levels of proﬁciency, the examiner will be able to assess the level in an objective manner.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| LEVEL | PRONUNCIATION  assumes a dialect and/or accent intelligible to the aeronautical community. | STRUCTURE  Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task | VOCABULARY | FLUENCY | COMPREHENSION | INTERACTIONS |
| EXPERT  6 | Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding. | Both basic and complex grammatical structures and sentence patterns are consistently well controlled. | Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics.Vocabulary is idiomatic, nuanced, and sensitive to register. | Able to speak at length with a natural, effortless flow. Varies speech flow for stylistics effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously. | Comprehension is consistently accurate in nearly all context and includes comprehension of linguistic an cultural subtleties. | Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately. |
| Extended  5 | Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding. | Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning. | Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic. | Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers of connectors. | Comprehension  is accurate on common, concrete, and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers. | Responses are immediate, appropriate, and informative. manages the speaker/listener relationship effectively. |
| Operational  4 | Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding. | Basic grammatical structures and sentence patterns are used creatively and are usually well controlled.  Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning. | Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances. | Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction,  but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting. | Comprehension is mostly accurate on common, concrete, and work-related topics when the accent of variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies. | Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of event. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying. |
| Pre-operational  3 | pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding. | Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning. | Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary. | Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting. | Comprehension is often accurate on common, concrete, and work-related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situational complication or an unexpected turn of events. | Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with reasonable ease on familiair topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events. |
| Elementary  2 | pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and frequently interfere with ease of understanding. | Shows only limited control of a few simple memorized grammatical structures and sentence patterns. | Limited vocabulary range consisting only of isolated words and memorized phrases. | Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words. | Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated. | Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges. |
| Pre-elementary  1 | Performs at a level below the Elementary level. | Performs at a level below Elementary level. | Performs at a level below Elementary level. | Performs at a level below Elementary level. | Performs at a level below Elementary level. | Performs at a level below Elementary level. |

# Annex B. Spelling of letters and numbers

**Phonetics and numerals**

Phonetic alphabets are used to clarify letters which sound similar when transmitted over the radio. They are commonly used in sending call sigs and in cases where a single letter is used to designate something. (Search team A would be transmitted as “Search team alpha.”) Many phonetic systems have been devised. The one provided is the one used by military services and the international aviation community and is the most commonly used. As a skilled operator you should know these and be able to readily use them. When spelling a word precede your phonetic spelling with the basic word I SPELL and say the word before and after the phonetic spelling.

For example:

Contact MS Liwai, I SPELL lima india whiskey alpha india, Liwai at your starboard side.

|  |  |  |  |
| --- | --- | --- | --- |
| A - Alfa | H - Hotel | O - Oscar | V - Victor |
| B - Bravo | I - India | P - Papa | W - Whisky |
| C - Charlie | J - Julliet | Q - Quebec | X - X-ray |
| D - Delta | K - Kilo | R - Romeo | Y - Yankee |
| E - Echo | L - Lima | S - Sierra | Z - Zulu |
| F - Foxtrot | M - Mike | T - Tango |  |
| G - Golf | N - November | U - Uniform |  |

Numerals are spoken similarly to what we do in normal talking with a couple of exceptions.

|  |  |  |
| --- | --- | --- |
| 0 | zero | Zeero |
| 1 | one | Wun |
| 2 | two | Too |
| 3 | three | Tree |
| 4 | four | Fower |
| 5 | five | Fife |
| 6 | six | Six |
| 7 | seven | Seven |
| 8 | eight | Ait |
| 9 | nine | Niner |
| 1000 | thousand | Tousand |

Numbers are pronounced as individual digits:

* 963 should be pronounced as “Niner six tree”,
* 13-2973 should be “One tree dash two niner seven tree.”,
* Hundreds and thousands should be pronounced as hundreds and thousands,
* 2600 should be “Two six HUN-dred.”,
* 96,000 should be “Niner six TOU-sand.”.

Numbers should be preceded by the proword ‘Figures’.

# ANNEX C. Basic words

Below is a list of basic and basic words which will help the VTSO to structure the body of the language.

**Basic words**

Basic words are abbreviated, standardized ways of saying common things in communication. They facilitate communication because you don’t have to wonder what something meant, the basic words all have distinct meanings. The common basic words and their meanings are as follows:

|  |  |
| --- | --- |
| **Basic Word** | **Meaning** |
| Affirm | Yes |
| Approved | Permission for proposed action granted. |
| Check | A number indicating the number of words of text in the body of the message follows. |
| Cleared | Authorised to proceed under the conditions speci ed. |
| Confirm | I request verification of: (clearance, instruction, action, information). |
| Contact | Establish communications with… (your details have been passed). |
| Correct | That is correct. |
| Correction | What I just said is incorrect, the correct form is . (This basic word can only be used within a transmission. After you say Over, the whole transmission must be resent in its correct form.) |
| How do you read | What is the readability of my transmission? |
| Ignore | Disregard last message |
| Incorrect | That is not correct. |
| I read back | I read back to you the message I just received to confirm that I received it correctly. |
| I say again | I am retransmitting something previously sent. This can be used with All after, All before, Word after, or Word before.\* |
| I spell | Phonetic spelling follows. (When spelling say the word before and after spelling it. “Schmidt, **I spell**, Sierra, Charlie, Hotel, Mike, India, Delta, Tango, Schmidt.”) |
| Maintain | Continue in accordance with the condition(s) specified or in its literal sense, e.g. ‘’Maintain VFR’’. |
| Negative | No. Not received. |
| Out | End of transmission. No answer is required or expected. |
| Over | End of transmission. An answer is expected. Go ahead and transmit. (Note that the basic word Over and the basic word Out mean opposite things. One says don’t answer, the other requires an answer. **“Over and out” is never correct, I don’t care what Hollywood thinks.)** |
| Read back | Read back to me the message as you received it. |
| Read back correct | Your read back of the message was correct. |
| Report | Pass requested information. |
| Request | I should like to know.. or I wish to obtain.. |
| Say again | A request to retransmit all or a portion of a transmission. This can be used with All after, All before, Word after, or Word before. |
| Standby | Wait and I will call you. **NOTE:** No onward clearance to be assumed. The caller would normally re-establish contact if the delay is lengthy. **STANDBY** is not an approval or denial. |

The proper use of the basic words improves unambiguous communication from shore to ship and vice versa.

# ANNEX D. Standard sentences

In the table below you ﬁnd the standard sentences which were gathered from several parties in Bali (IALA workshop on communication in 2016). These sentences will be useful to train communication.

|  |  |
| --- | --- |
| Embarking / disembarking pilot | |
| 1. | Pilot will embark on arrival at … |
| 2. | Report when pilot on bridge. |
| 3. | Report when pilot disembarks. |
| 4. | Contact pilot on VHF channel … |
| 5. | Confirm pilot boarding time. |
| Navigational information | |
| 1. | Channel … is closed for inbound traffic. |
| 2. | Fishing gear damage / oil pollution / wake damage / … is reported in position / location / near … buoy. |
| Traffic information | |
| 1. | Deep draft vessel … approaching point … |
| 2. | General direction of the TSS you are using is (cardinal direction). |
| 3. | Vessel ahead of you is on the same / opposite course. |
| 4. | vessel leaving …….harbour will pass you starboard to starboard, port to port. |
| 5. | leaving vessel …. meters within the entrance of …. harbour will wait untill you have passed |
| 6. | the vessel on oppositie course will cross your bow,, will pass astern. |
| 7. | inbound vessel at miles west, north, south or east with destination……… |
| 8. | outbound vessel at miles west, north, south or east with destination……… |
| 9. | Vessel on opposite course passing your port / starboard side. |
| 10. | Vessel … will overtake you on port / starboard side. |
| Navigational assistance service | |
| 1. | Navigational Assistance Service started at … UTC/LT. |
| 2. | Navigational Assistance Service ended at … UTC/LT. |
| 1. | your position is bearing …..degrees, distance to bouy……… |
| 2. | your position……miles to bouy…….cables out the north bank, paralel/converging/ diverging |
| 3. | additional information: vessel on opposite course at ……..miles |
| Request and Identification | |
| 1. | Is your AIS switched on? |
| 2. | No AIS data from your ship, please check |
| 3. | Request re-start your AIS. |
| 4. | Check AIS for position errors. |
| 5. | Check initial settings of your AIS |
| 6. | Update AIS information (e.g. Port of destination, draft, air draft …). |
| 7. | Service / equipment / … not operational. |
| 8. | Service / equipment / … restored. |
| Position | |
| 1. | You are within the area of …VTS/sector, call … VTS/sector on channel … |
| 2. | You are entering … sector, report to … / change channel to … |
| 3. | You are out of VTS area … |
| 4. | Call us when entering VTS area … |
| 5. | Distance to …, … cables / NM. |
| 6. | You are approaching the … (e.g. pilot boarding station/anchoring position). |
| Clearance, forward planning | |
| 1. | Next reporting point is … |
| 2. | Report when leaving / entering VTS area … |
| 3. | Report when MV … is passed and clear. |
| 4. | Keep a distance of … cables/miles to the vessel ahead of you. |
| Anchoring | |
| 1. | What time did you drop anchor? |
| 2. | Proceed to anchorage area … for further instructions. |
| 3. | You are not permitted to anchor ........ |
| 4. | Anchor on arrival. |
| 5. | Heave up anchor and proceed to pilot station / entrance / strait / fairway / … |
| Arrival, berthing and departure | |
| 1. | What are my berthing instructions?. |
| 2. | Your berth will be available |
| 3. | You will berth at … |
| 2. | Tug and tow in position … |
| Enforcement | |
| 1. | This is VHF working channel, VTS conversation only. |
| 2. | Two way traffic not permitted in …, adjust your ETA / speed. |
| 3. | The speed limit / maximum speed / minimum speed in channel / fairway / strait is … knots. |
| Avoiding dangerous situations, providing safe movements | |
| 1. | Vessel … outbound, passing buoy, contact on VHF channel. |
| 2. | Vessel …, risk of collision, with the vessel … of you. |
| 3. | Contact vessel … on VHF channel … . |
| 4. | Proceed at safe speed. |
| 5. | You are outside the correct traffic lane. |
| Draft and air draft | |
| 1. | What is your maximum (air) draft (fore/aft draft)? |
| Others | |
| 1. | What is your present security level? |
| 2. | Do you have valid International Security Certificate of Compliance (ISCC)? |
| 3. | Port on security level ....... |
| 4. | We received a report that you hit buoy … in position … |
| 5. | This incident will be investigated. |