Mirjana Borucinsky
Jana Kegalj

Notes on Written Communication in Marine Engineering

UNIRI
PFRI Pomorski fakultet
Sveučilišta u Rijeci

Mirjana Borucinsky, Jana Kegalj

NOTES ON WRITTEN COMMUNICATION IN MARINE ENGINEERING

RIJEKA 2020
EUROPSKA PRIJESTOLNICA KULTURE

Sveučilište u Rijeci
University of Rijeka

Izdavač

Sveučilište u Rijeci
Pomorski fakultet

Autori knjige

Doc. dr. sc. Mirjana Borucinsky
Jana Kegalj, prof.

Urednica

Vesna Vranić Kauzlarić, dipl. ing.

Recenzenti

Izv. prof. dr. sc. Sandra Tominac Coslovich
Doc. dr. sc. Daniela Matić

Lektura i korektura

Dr. sc. Jasmina Jelčić Čolakovac

Priprema

Redak d.o.o. - Split

CIP zapis dostupan u računalnom katalogu
Sveučilišne knjižnice Rijeka pod brojem 141205035
ISBN 978-953-165-132-5

Prvo izdanje

Odlukom Senata Sveučilišta u Rijeci KLASA:***, URBROJ: **** ovo se djelo objavljuje kao izdanje Sveučilišta u Rijeci.

Pomorski fakultet Sveučilišta u Rijeci

Mirjana Borucinsky
Jana Kegalj

Notes on Written Communication in Marine Engineering

Pomorski fakultet
Sveučilišta u Rijeci

Rijeka, 2020.

“There is no situation in which knowledge is more truly power than at sea.”
- Lord Brassey[1]

[1] http://www.marineengine.com/boat-forum/showthread.php?4973-Early-Crusader-Serial-number-list&styleid=7 (accessed June 1, 2019).

This handbook reflects years of experience of two Maritime English teachers and of research carried out as part of the project *Jezik i njegov učinak: primjer brodostrojarske prakse* /*Language and its Effect in Marine Engineering Communications*, No. 2170-57-01-17-8, supported by the University of Rijeka, Faculty of Maritime Studies - Institutional financing of scientific activities in 2017-2018.

Contents

Tables

Figures

INTRODUCTION

The aim of this handbook is to provide guidelines for effective communication in the marine engineering context. The guidelines are linguistic in nature, i.e. we wish to raise awareness about the communicative effect that is achieved by using particular linguistic structures. The handbook is based on the assumption that language is used purposefully.

The handbook is intended for students who have just graduated from a maritime higher education (MET) institution, the department of marine engineering. It is also intended for engineer officers who engage in written correspondence with superintendents, technical staff, etc. on a daily basis, and finally, it can be used by Maritime English (ME) instructors for teaching writing to students of marine engineering whose English language proficiency is estimated to be B2 or higher according to the *Common European Framework of Reference for Languages* (CEFR[2]).

Maritime English is an umbrella term which refers to the English language used by seafarers both at sea and in port and by individuals working in the shipping and shipbuilding industry.

> Maritime English subsumes five different subvarieties according to the specific purpose they serve within the maritime context: English for navigation and maritime communications, English for maritime commerce, English for maritime law, English for marine engineering, and English for shipbuilding. (Bocanegra-Valle 2013: 3579).

Pritchard (2011) defines Maritime English as a collective term that encompasses nautical English for seafarers, technical English for marine engineers, maritime legal English for maritime law specialists and maritime business English for logistics and administration personnel. However, most Maritime English materials, either commercially purchased or house-developed, are commonly limited to the terminology specific to deck officers and/or logistics and shipping. Hence, other specialties, including marine engineering, are subsidiarily addressed, which evokes concerns about their readiness for communication at workplace. It is generally believed that marine

[2] https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions (accessed February 20, 2020).

engineers' English language proficiency is lower than that of seafarers in the navigational department, as confirmed by Logie (2019: 212):

> From Marlins' experience testing seafarers' Maritime English globally, we are aware that engineers in particular can require some support to develop their English language skills. The English language level of engineers can often be lower than that of seafarers in the navigational department.

Numerous papers have been published on efficient communication on the bridge (cf. Trenkner 1996; Cole & Trenkner 2009; Noble et. al. 2011; Mönnigmann 2015; Pritchard & Kalogjera 2000; Pritchard 2011; John, Brooks & Schriever 2017; Mönnigmann & Čulić-Viskota 2017; Ziarati et. al. 2012; etc.); however, (written) communication in marine engineering practice has been scarcely addressed and English for marine engineering indeed seems to be one of the most neglected subvarieties of Maritime English in terms of research that has been carried out, existing teaching materials, handbooks, etc. Therefore, this handbook is an attempt to contribute to the theoretical and practical aspect of English for marine engineering and more specifically, written communication in marine engineering.

A review of existing literature shows that teaching materials for engineer officers are fewer in number and much less developed than those for deck officers. A survey of the syllabi at MET institutions in Croatia (the Faculties of Maritime Studies in Rijeka, Zadar, Split, and Dubrovnik) has revealed that students studying marine engineering receive 10 to 15 per cent less instruction in English than students in the navigational department, and that a rather small amount of time is devoted to the development of writing skills and written correspondence (e.g. e-mail correspondence, daily, monthly, yearly and damage reports, (dry docking) specifications, remarks in the engine room log book, etc.). At the Faculty of Maritime Studies in Dubrovnik this is partially covered in the course English language 4 (45 hours in one semester) and at the Faculty of Maritime Studies in Rijeka in the elective course English language 6 (45 hours in one semester). Luzer and Spinčić stated in 1998 that the English language proficiency of marine engineers was a subject matter that had so far been unjustifiably neglected by the maritime community, and unfortunately this situation has not changed even two decades later.

The handbook is laid out as follows: In Chapter 1 the existing guidelines pertaining to the English language skills for marine engineers are critically analysed and required levels of English language proficiency for engineer officers established. The function of language and the outline of the basic communication process is described in Chapter 2. Existing models of communication and their application in the language classroom are depicted in the concluding section of Chapter 2 which is intended primarily for Maritime English (ME) instructors. Formal guidelines for efficient communication are presented in Chapter 3 whereas the purpose of Chapter 4 is to provide an outline of different ways in which grammatical and lexical means can be used for more efficient communication. This chapter contains numerous real-life or authentic examples from a collection of e-mails. The focus in Chapter 5 lies on symbolic and abbreviated forms commonly used in marine engineering. Exemplary authentic e-mails as well as corrected authentic e-mails, i.e. good and bad examples are displayed in Chapter 6 so as to provide better insight into the way e-mails should be composed. Finally, conclusions are drawn in Chapter 7 and a summary is given on the most important elements of the handbook.

CHAPTER 1

ESTABLISHING THE REQUIRED LEVEL OF ENGLISH LANGUAGE PROFICIENCY FOR ENGINEER OFFICERS

What engineer officers need to know

English has been the *lingua franca* for ship communication since the 18th century (Molt 2006) and it is the main language of the shipping industry. Hence, the use of English is regulated and/or described by the following documents (cf. also John 2019):

- the *International Convention on Standards of Training, Certification and Watchkeeping* (*STCW*), was the first one to establish minimum basic requirements on training, certification and watchkeeping for seafarers on an international level[3];
- SOLAS (*International Convention for the Safety of Life at Sea,* 1977), which prescribes compulsory use of English if no other common language is spoken;
- the *Standard Marine Navigational Vocabulary* (SMNV), which was adopted in 1978 by the International Maritime Organization (*IMO*), revised in 1985 and replaced by the *Standard Marine Communication Phrases* (*SMCP*) in 2001;
- the *Model Course* (3.17) on Maritime English, which provides practical guidance on how to teach Maritime English.

The *STCW Convention* (Table 1) specifies the minimum standard of competence for officers in charge of an engineering watch in a manned engine-room or designated duty engineers in a periodically unmanned engine-room.

---

[3] The *STCW Convention* was adopted in 1978, entered into force in 1985, significantly amended in 1995, following another amendment in 2010, also referred to as the *Manila Amendments*. http://www.imo.org/en/OurWork/HumanElement/TrainingCertification/Pages/*STCW*-Convention.aspx (accessed June 15, 2019).

Table 1. The *STCW Convention* (Table A-III/1)

COMPETENCE	KNOWLEDGE, UNDERSTANDING AND PROFICIENCY	METHODS FOR DEMONSTRATING COMPETENCE	CRITERIA FOR EVALUATING COMPETENCE
Use English in written and oral form.	Adequate knowledge of the English language to enable the officer to use engineering publications and to perform engineering duties.	Examination and assessment of evidence obtained from practical instruction.	English language publications relevant to engineering duties are correctly interpreted. Communications are clear and understood.

However, “use of English in written and oral form” and “good command of spoken and written English” are very broad and vague notions, which should be further elaborated. Furthermore, it seems that not enough attention is devoted to the development of communicative competence and writing skills of engineer officers and students of marine engineering.

Another relevant reference point for Maritime English instructors is the *Yardstick of Maritime English Competence for Ships Officers* (Cole & Trenkner 2009), frequently referred to as the *Yardstick*. It describes levels of English language proficiency for seafarers (management and operational level only[4]), (Table 2).

[4] When developing the *Yardstick* the authors deliberately did not include the identification of Maritime English communication requirements of the different shipboard rating ranks, i.e. the *STCW Convention* Support Levels, but restricted themselves to the personnel covered by the *STCW Convention* Operational and Management Levels educated and trained at higher MET institutions. Furthermore, requirements concerning general English language proficiency have not been included explicitly as in the authors’ understanding a certain command of general English is a basic prerequisite in this respect (cf. IMO *SMCP* 2002).

Table 2. The Yardstick

YARDSTICK OF MARITIME ENGLISH COMPETENCE FOR SHIPS OFFICERS		
Band	**Definition**	**Descriptor**
9	**Expert User** **(Senior Navigation Officers/ Senior Engineer Officers/ Masters)**	Has a full command of Maritime English as to safe navigation, technical ship operation, emergency management, cargo handling and administration; meets fully all the Maritime English requirements as laid down in the *STCW Convention*. Communicates fluently on radio complying with the Radio Regulations, is fully conversant with the *IMO-SMCP* and uses them flexibly when the addressee gives reason to apply them. Expert in the use of glossaries, dictionaries, and seldom needs aid when reading *IMO* and other documents or handling professional correspondence. Unhindered when leading meetings, even controversial ones, with other officers, crew, authorities, services and outsiders. Able to develop personal skills to include the instructions of others in the use of the English language on board.
8	**Very Good User** **(Senior Navigation Officers/ Senior Engineer Officers/ Masters)**	A command of Maritime English approaching that of the expert user in safe navigation, technical ship operation, emergency management, cargo handling, and some administrative tasks; meets fully the Maritime English requirements as laid down in the *STCW Convention*. Copes well even with demanding and complex language situations, whether in oral or printed/written form, with only rare uncertainties and minor lapses in accuracy, fluency, appropriateness and discourse which do not affect communication. Communicates fluently on radio complying with the Radio Regulation. Fully conversant with the *IMO-SMCP*. Gives clear and sufficient orders in all situations connected with job and rank. Able to develop personal skills to include the instruction of others in the use of English language on board up to band 6.

7	**Good User** **(Junior Navigation Officers/ Junior Engineer Officers)** **Minimum required for certification as Chief Officer**	Uses Maritime English effectively but may need to take special care in complex and difficult situations; meets the Maritime English requirements as laid down in *STCW Convention*. Communicates well enough on radio complying with the Radio Regulations. A few lapses in accuracy, fluency, appropriateness and discourse and in conveying or comprehending the content of a message, but communication is effective, consistent and unmistakeable. Conversant with the *IMO-SMCP*. Can give clear and succinct orders to ratings. Understands written and spoken instructions in how to use, maintain and repair equipment. Any lack in Maritime English skills does not hinder safe ship operations. Able to draft the messages, reports and letters required for ship business occasionally using dictionaries, glossaries and/or correspondence guidelines.
6	**Competent User** **(Junior Navigation Officers/ Junior Engineer Officers)** **Minimum required for certification as OOW/ EOW**	Uses Maritime English with confidence in moderately difficult situations; meets basically the Maritime English requirements as laid down in the *STCW Convention*. Noticeable lapses in accuracy, fluency, appropriateness and discourse that may lead to difficulties in complex situations. Communication is effective on most occasions. Can communicate on radio under the supervision of senior officers applying selected standard phrases and occasionally using manuals in order to comply with the Radio Regulations. Speaks, reads and writes Maritime English sufficiently well for ship operations. Is familiar with the *IMO-SMCP*. Competent use of language in giving and executing orders. Able to respond competently in emergencies. Able to comprehend nautical/engineering publications. Able to write up logbook without causing misunderstandings.

5	**Effective User (Assistant Navigation Officers/ Assistant Engineer Officers)**	Uses the language independently and effectively in all familiar and moderately difficult situations. Can read and pronounce the *IMO-SMCP* applicable to the working sphere. Frequent lapses in accuracy, fluency, appropriateness and discourse, but usually succeeds in communicating. Basically, abilities as at band 6 but permitted to act only under constant supervision. Effective use of Maritime English in giving and carrying out orders.
4	**Modest User**	Uses basic range of Maritime English, sufficient for familiar and non-pressure situations. Many lapses in accuracy, fluency, appropriateness and discourse that restrict continual communication so that frequent efforts and guidance are needed to ensure that the Communicative intention is achieved. Renders the minimum level required to follow specialist instruction in Maritime English using the *IMO-SMCP*. Able to ask and answer basic questions referring to the vessel, its cargo, equipment and machinery. Can pass on distress/urgency and safety messages and ask for assistance in cases of emergency using the relevant *IMO-SMCP*
3	**Limited User**	Can communicate using sentences and questions. Problems in accuracy, fluency, appropriateness and discourse so that communication frequently breaks down or is difficult to maintain. Understands and executes orders from the *IMO-SMCP* for basic shipboard needs such as general emergency drills, person over board, and standard wheel/engine orders. Can speak about basic duties on board.

2	**Intermittent User**	Uses a very limited range of Maritime English. Adequate for basic needs and simple situations. Able to verbalize and understand such items as names and ranks, ship's name and certain specifications of the vessel and/or its machinery. Can look up basic phrases from the *IMO SMCP* but uses them inflexibly. Can ask for help and assist officers directing passengers in different situations, particularly in cases of drills or emergencies.
1	**Non-User**	Uses a few words or phrases such as common greetings. Capacity limited to elementary listening and reading skills. Recognizes notices and signs within the working sphere but has difficulty in interpreting the information into action. At the lowest level, recognizes which language is being used. Should not be admitted as Navigation Officer Cadet/ Engineer officer Cadet without prior pre-sea Maritime English training.

The Yardstick (Cole & Trenkner 2009) adopts that Senior Engineer officers "[Have] a full command of Maritime English as to safe navigation, technical ship operation, emergency management, cargo handling and administration; meet fully all the Maritime English requirements as laid down in the STCW Convention".

One of the most recent developments in Maritime English is the *SeaTALK MARITIME ENGLISH*[5] project offering training modules which "provide MET institutes with concrete tools for adopting the *STCW* requirements that promote practical and effective communicative competences in the English language". Upon browsing the *SeaTALK* project

[5] The *SeaTALK Maritime English* training modules are designed for use in the communicative approach as recommended by *IMO* Model Course 3.17, Maritime English (2015 edition). Moreover, the *SeaTALK* training modules take into account the sets of competences included in the *Common European Framework of Reference for Languages* (CEFR). The *European Language Portfolio* offers guidance on assessing student progress by matching competences against 'can do' statements. In a similar manner, the *SeaTALK* modules refer to *Common European Framework* (CEFR) skills to allow students to cross-reference their progress according to levels described in the CEFR.

web site, the authors have found that following activities refer to written correspondence for engineer officers at operational/management level:

> Witness Statement, Repair Specifications (1 document, covering both Operational and Management Level) and Diesel Generator Troubleshooting.

Level descriptors for engineer officers are provided as well, and the writing skills are described as follows:

Level descriptor – Engineer officers Operational Level

> **Writing skills** – providing relevant information in ship documents; conveying the content of a message; completing information in different types of text; creating a discursive text following a format (witness statement / report), appropriate layout, style and register linking ideas into coherent paragraphs; using symbolic and abbreviated forms.

Level descriptor – Engineer officers Management Level

> **Writing skills** – producing clear, well-structured complex letters in an appropriate style; creating a discursive text following a format (Witness statement / Note of Protest / Report), appropriate layout, style and register; linking ideas into coherent paragraphs; using symbolic and abbreviated forms with ease; presenting points of view, developing an argument highlighting the most important points and supporting them with examples.

In order for engineer officers to achieve the mandatory requirements under the *STCW* Code, it is essential that they develop effective and efficient communication skills and profound knowledge of Maritime English. This would obviously increase the safety of operation of ships and the success of seaborne business.

CHAPTER 2

COMMUNICATIVE COMPETENCE

How and why do we communicate?

> Communicative competence means having 'a competence to communicate'. This competence can be oral, written or even non-verbal. It is an inclusive term that refers to possessing the knowledge of the language as well as the skill to use the language in real life situations for fulfilling communicative needs. (Ahmed 2018: 27).

Communication can be non-verbal (body language, gestures, facial expressions, etc.) and verbal (written or oral). Verbal communication is achieved through language. The most important function of language is that of communication. Hence, we use language to[6]:

1. **express emotions and attitudes** (this is the **emotive function**),

   (1) *Wow, she's a sight!*

2. **state or describe something** (this is the **referential function**),

   (2) *The main bearing and the crankshaft are damaged*.

3. **establish social relations** (this is referred to as the **phatic function**), the purpose of which is not to convey information, but to establish social relations, for instance when we engage in *small talk,*

   (3) *What a quiet day we're having today***.**

4. **engage the addressee or receiver (interlocutor)** directly (this is the **conative, expressive or affective function**),

   (4) *Oilman, do start that pump***!**

We can also use language for artistic expression **(**the **poetic function)** and, finally, we can use language to talk about language **(the metalinguistic function),** for instance in a sentence *'Seafarer' is a singular noun*. Hence, language is a tool of communication and communication is a means through which we influence others, change their attitudes, motivate them and establish relationships with them.

---

[6] The following is a simplified version of Jakobson's (1960) theory of communication.

From the point of view of sociolinguistics (i.e. the study of language in context), the hierarchy and power position among interlocutors (speakers) plays an important role, as in:

(5) *Of concern is the statement that the machine "ran dry!" How can this be possible?*

where the Superintendent addresses the Chief Engineer directly, exhibiting his authority on the one hand and requesting the Chief's responsibility on the other. The speaker's feelings and psychological states, reactions or views of certain situations can be expressed by specific linguistic means, such as modal verbs in example (5).

So, how and why do we communicate?

Communication[7] skill is not language specific, but for communication to take place participants need to share a code (i.e. a language). As shown in Figure 1, communication takes place between a sender (a person who wishes to communicate information), a receiver (a person to whom the information is communicated) and the encoded information to be communicated (i.e. the message).

7 The Cambridge Dictionary of English (CDE) defines communication in the following way:
communication, noun**,** UK /kəˌmjuː.nɪˈkeɪ.ʃən/ US /kəˌmjuː.nəˈkeɪ.ʃən/

1. the act of communicating with people, e.g. *We are in direct* **communication** *with Moscow. With no decent phone signal,* **communication** *is difficult.*
2. a message or a letter, e.g. *We received your* **communication** *of 11 March and are sorry to inform you that we won›t be attending the conference.*

communications [plural]

1. the various methods of sending information between people and places, especially phones, computers, radio, etc.: e.g. *the* ***communications*** *industry*
2. ways of moving between one place and another, e.g. *Its commercial success as city is partly due to its excellent rail and road* **communications**.

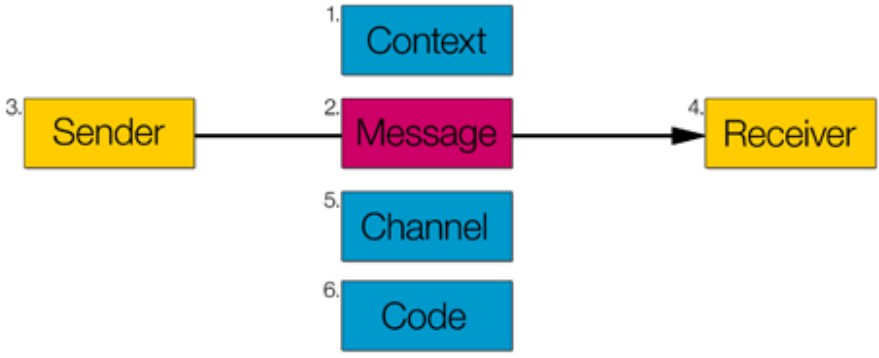


Figure 1. A model of communication[8]

A sender encodes information into a message which travels through a communication channel (written or oral) and reaches the receiver who decodes and interprets the message (and acts accordingly). There might be some noise (interference) in the communication channel, but generally speaking there is sufficient redundancy for the receiver to be able to interpret the message, and additionally, the context enables receivers to interpret messages correctly. For instance, if we hear the word *bow* in a maritime context, we know that it refers to 'the front part of the ship' as in the expression *on the bow* meaning 'within 45° of the point directly ahead'[9], and not to 'the movement of bending your body or head forward as a way of showing respect or expressing thanks'. In spoken communication, the feedback allows interlocutors to respond to messages, either verbally or through body language, to correct their messages, clarify possible misunderstandings, etc. Since this element of feedback is missing in written communication, it is crucial to adhere to the requirements for efficient written communication (section 2.2).

[8] Roma_jakobson_theory.png (accessed February 12, 2020).

[9] CED. https://dictionary.cambridge.org/dictionary/english/bow (accessed February 20, 2020).

2.1 Oral and written communication

Misplaced words can amuse and confuse

Both, oral and written communication unfold in a specific way, and are a part of the same basic communication process which has been described at the beginning of this chapter. The basic elements of the communication process are presented in Table 3.

Table 3. Elements of communication

Element of Communication	Definition	Oral Communication	Written Communication
1. Source	the sender who encodes the message and transmits information	Superintendent makes a telephone call to the Master.	Superintendent writes an e-mail to the Master.
2. Receiver	the person who decodes the message and receives information	Master listens to the Superintendent.	Master reads Superintendent's e-mail.
3. Message	extralinguistic information coded as linguistic information	Superintendent asks the Master to send a report.	Superintendent e-mails the Master reminding him to send a report.
4. Channel	the medium through which the message is transmitted	The channel is the telephone.	The channel is e-mail.
5. Feedback	the response that indicates that the message has been received and understood	The Master says yes. (In oral communication, feedback in form of replies, questions or even body language, enables synchronous flow of the communication process.)	The Master replies with an e-mail saying yes.

Element of Communication	Definition	Oral Communication	Written Communication
6. Context	the surrounding (physical) environment within which communication takes place	Office	Ship
7. Interference	Also known as noise, interference is anything that blocks or distorts the communication process.	The Superintendent calls, but the Master has missed the call because he is in a different time zone from the Superintendent.	Master does not receive the e-mail, because it was accidentally discarded into spam.
8. Redundancy	the unnecessary use of more than one word or phrase meaning the same thing	Repeating the word 'report' in the communication	In the sentence: *That man is a marine engineer* both *that* and *is* indicate that *man* is singular noun

Written communication differs from oral communication in many aspects. One of these is the lack of nonverbal dimension in the written form. In oral communication, both the verbal and nonverbal dimension exist, dynamically shaping and adjusting the way we express ourselves. We get immediate feedback from the receiver of the message as the communication process is synchronous. In writing, the choice of words and language structures assume the role of interpersonal interaction, therefore, since we are not physically present when the receiver receives the message, we often have to anticipate the receiver's needs, their interpretation of the message and tailor our language according to that. As opposed to face-to-face communication, writing is a rather static form, but it does provide us with more time to plan and revise our message, and as the messages can be retained and kept as legal evidence, it is the preferred way of communication in the business world. In marine engineering, the very nature of the job imposes the way of communication, as communication in writing is the only possible choice. As it is quite formal, following particular rules of composition, it requires some training and practice

to satisfy the requirements of such communication. The requirements for successful communication are: **appropriateness, clarity, coherence, correctness, efficiency, formality, objectiveness and succinctness (conciseness).** They are described in more detail in the next section.

2.2 Requirements for efficient (written) communication

Simplicity is the ultimate sophistication (Leonardo da Vinci)

Formal communication requires some training and practice. The following requirements should be adhered to in order to achieve more efficient communication.

APPROPRIATENESS

Appropriateness refers to the use of appropriate language, i.e. avoiding ambiguous and complex words, misleading cues, poetic words, etc. In the maritime world, choosing the right words in time saves the day.

For example, phrases like ***Could you please advise*** *the Master regarding the e-mail below?, Each operation listed below is specific for itself, so* ***we would kindly appreciate*** *if you can submit a separate Risk Assessment for each operation.*, ***Could you kindly provide*** *a copy of approval*?, ***Would you please check***…, …***we would appreciate if you could advise us***…, *Your help is* ***greatly appreciated***, while addressing a superior or a junior via e-mail for getting some work done, are more appropriate than blurting out an order. The meaning conveyed is the same, but the actual impact on the person is different, as they will make a difference of accepting a request or enquiry or not. Written communication itself requires the use of certain formulas and phrases, which convey respect and social distance. For example, ***Please find enclosed*** at the beginning of the e-mail, or ***Looking forward to hearing from you*** at the end of the e-mail are common phrases.

Furthermore, while writing, we immediately apply self-censorship, aware that written communication is quite different from oral communication. We are aware that it is often not enough just to convey the message, but we are also performing a social act through language, which then needs to be appropriately expressed. Therefore, we constantly balance between appropriateness and clarity.

CLARITY

Clarity means being clear and easy to understand. The lack of clarity in maritime communication causes misinformation, mistakes, frustrated employees, and information lags that affect efficiency and profits. If tasks were not precisely defined, the engineers might not perform their jobs as expected. If unclear instructions are given, it takes time to clarify things and correct the mistakes caused by misunderstandings. In maritime communications, it is important for the receivers to get what you are trying to say with little work. To achieve clarity, sentences should be short, engaging and grammatically correct. The layout is displayed in formats that help receivers follow along and make sense of the content. Each paragraph should express one idea and the ideas should have a logical flow (e.g. from general to specific).

An analysis of the e-mail below shows how unclear instructions may cause delay in everyday business.

Thanks for your message below well noted.

Please note that we have taken the Form QR-TMR-63 from our Form file and is not a DM-10 modified.

I have been investigating the matter and you are right, the form has a small modification in his name.

This form last update is June 21st 2006 and comparing with the original form the form kept in our files was modified with the letters TRM instead of TMR.

This is happening because anyone can modify a form easily without notice.

Anyway, now we have the form as was received in June 21st with the proper letters.

The only reason why we were sending in pdf format was because we thought that our signatures were required.

From now on only electronic format will be sent. Our intention was to send by mail from Cape Town the hard copy signed.

Please find attached the electronic format of the one that was difficult to see. (Port hawse pipe)

Please number the one of the E.R. piping with Pipe 03.

Many Thanks for your observations.

While on the one hand, the mistake in naming the document was made on board, on the other hand, clear instructions for sending the document were obviously not given in previous correspondence.

COHERENCE

In a communicative situation, such as e-mail writing, we want to get our idea(s) across as clearly and accurately as possible. Besides following the previously mentioned conventions, requirements and language structures, there is another element that connects ideas in a logical order, makes the text smooth and readable, easy to follow and understandable. These features refer to coherence and cohesion in writing, namely, the connection between ideas and the connection on a sentence level, respectively. Written communication is in itself specific and requires specific coherence and cohesion devices, as it needs to be more explicit and more straightforward than face to face communication.

Coherence and cohesion, i.e. the logical flow of ideas and their grammatical and lexical linking, assist in clear communication of ideas and overall text readability. If the text does not contain these linking strategies, it becomes difficult to read and understand, the idea cannot be discerned and the reader gets disinterested. When it comes to writing e-mails specifically, coherence refers to the structure of the e-mail. In other words, it is recommended to organize ideas in paragraphs, i.e. to outline the text by placing each idea in a separate paragraph. Each paragraph should begin with a topical sentence, which is then further elaborated in the paragraph. Digressions as well as unimportant information should be avoided, as these will only distract the reader.

Cohesion refers to the linguistic features of a text that indicate relationships between ideas in the text. It may be achieved in several ways: by repetition, by using synonymous words, linking words and back referencing. Chapter 3 provides a brief overview of cohesive strategies used in the analysed e-mails.

CORRECTNESS

Correctness refers to two things, namely, conveying true facts and being linguistically accurate. All information you convey should be reliable and

valid. False, manipulated and exaggerated information irritates the receiver and makes the communication ineffective. Also, it is very important that the text does not contain many grammatical errors that hinder understanding. Clearly, in everyday life, seafarers have little time to deal with grammatical correctness, but this can considerably affect efficiency and clarity.

The following example shows how understanding of the message is obstructed by the linguistic mistakes made:

> *Would you please check next opportunity the properly working condition of the following equipment, the spare parts available onboard if not please issued a new requiition and advice my self accordingly, as well too for any pending requition not yet supplied.*

In business correspondence, students of marine engineering and engineer officers like any other person, tend to use available technologies to help them avoid spelling mistakes and grammatical errors. However, even technologies are not *bullet proof*, as for instance a word such as *warn* will not be recognized as an incorrect entry in the phrase *a *warn out bearing* (instead of a *worn-out bearing*).

EFFICIENCY

Everything discussed so far in one way or the other, affects efficiency. In the maritime world, an efficient message assists in making the shipping operation run smoothly. The seafarers are increasingly required to do more with less, constantly under pressure and with shorter deadlines, so neither they nor the receiver have the time to write or read long e-mails. Efficiency has become a key word, which implies understanding of the goal and desired results of communication. Therefore, it is necessary for the sender to get to the point quickly and make every sentence as short and clear as possible. Any unnecessary words should be omitted and focus should be laid on the message itself. In the end, effective writing means accomplishing the purpose.

FORMALITY

Formality refers to appropriate style which should be adopted in official situations (see also *The Yardstick* in Chapter 1). It relates to the previously discussed topic on appropriateness, as appropriate style will have some

degree of formality. There are several levels of formality (roughly formal, semi-formal and informal) and the choice depends on the audience on the one hand, and the purpose of writing on the other. In maritime communications, e-mail writing ranges between formal and semi-formal, depending on the relation between the sender and the receiver (whether they are peers or subordinate/superordinate) and their previous communication and contact. Therefore, attention is paid to roles, protocol and appearance. This reflects in language as specific vocabulary and syntax are used, e.g. direct questions and imperative forms are avoided and replaced by if-phrases or modal verbs.

The degree of formality may be reflected already in the salutation. The salutation *Dear Sir* is quite formal, while *Hi [name]* is rather informal. This sets the tone of the message and dictates further use of language structures.

OBJECTIVENESS

In order to be effective, maritime communication needs to be objective. It conveys facts and every fact must be clear and verifiable, as this is crucial for further work. Subjective descriptions are to be avoided and personal feelings omitted.

The following e-mail, besides giving the facts, provides a subjective opinion, which is quite informal and unnecessary.

> *Attention [name]*
>
> ***As luck would have it** we have just opened our LO backflush filter at Qingdao for candle cleaning, **we** found the candles to be fully intact with no sign of damage. Our model has much smaller candles than the one shown.*
>
> *At the moment we are gas freeing at least 8 tanks for the buyers rep to inspect, the vessel must go for its intermediate repair at the end of the year, when we will be gas freed again, so to **me this is a bit of a waste of money** not to mention damage to the environment! Still we are just **pawns in the game**.*
>
> *Rgds C/Eng.*

Phrases like *We are pawns in the game*, *no brainer*, *It seems to m*e, etc. should be avoided as well as sarcastic remarks. Further, instead of the active voice, the passive should be used. Hence, the sentences *We found the candles to be fully intact* should be replaced by *The candles were found to be fully intact*.

SUCCINCTNESS (CONCISENESS)

In maritime communication, as in any business communication, the message should be concise, i.e. contain only relevant and necessary information and avoid repetition. It should be borne in mind that "less is more", meaning short sentences and short paragraphs are recommended. This can be achieved by deleting redundant adjectives (e.g. it is not necessary to say *serious disaster* because all disasters are serious), using verbs instead of verb/noun pairs (e.g. *make a decision* or *issue an order* could be replaced with *decide* and *order*), cutting long phrases (e.g. instead of *We are in the process of upgrading* you can simply say *We are upgrading*.).

To communicate successfully in the workplace environment, engineers should always strive to adhere to these requirements. As choosing the right words in time just might save the day, it is important to familiarize oneself with useful practices and efficient language structures to avoid potential pitfalls of such communication. In the examples (6) and (7) the action is the same, but the words one uses make a difference in acceptance of the request.

(6) *Clarify the following items.*

(7) *We would kindly request*[10] *you to clarify following items*.

Finally, an engineer's work on board vessel is regularly evaluated and except for technical knowledge he/she has to possess adequate communication skills (see *Sea Staff Technical Evaluation* in Figure 2). Therefore, this handbook tries to provide insights into efficient writing and raise awareness about some key issues in written communication.

[10] The request [someone] to [verb] construction sounds awkward to native speakers of English. It also seems to show a slow decline in the Corpus of Historical American English (COHA), from 13.71 hits per million words in the 1820s to just .2 per million words in the first decade of the 2000s. (https://www.arrantpedantry.com/2018/07/05/i-request-you-to-read-this-post/, accessed February 10, 2020).

SEA STAFF TECHNICAL EVALUATION

1. CANDIDATE

NAME	
AGE	
MARITAL STATUS	
PRESENT EMPLOY	
NOTICE REQD	
MEDICAL	
HOME AIRPORT	

INTERVIEW GENERAL

DATE	
LOCATION	
POSITION/ RANK	
YRS WITH CERT	

2. EXPERIENCE

YRS BULKERS	
YRS GAS	
YRS TANKERS	
YRS U/VLCC	
YRS GEN CARGO/ REEFER	
YRS OTHER	
YRS RANK	
ENG EXP B&W, MHI, SULZER, M.SPD ENG, ST TURB	
NEW BUILD	
SPEC PROJECT	
COMPUTER USE DOS, WP, E.MAIL, PMS	
SHORE EXPER	
SPECIFIC TRADES EG ICE/ FERRY	
THE CANDIDATE MEETS OUR REQUIREMENTS AND IS THEREFORE ACCEPTABLE FOR EMPLOYMENT SIGNED: DATE:	
OVERALL EVALUATION: GOOD, SATISFACTORY, POOR	
EMPLOYMENT OFFER YES / NO REJECT YES / NO HOLD ON FILE YES / NO	
SIGNATURE	

OR

3. EVALUATION

GRADING	V GOOD	SATI-SFY	NO
EDUCATION			
EXPERIENCE			
PERSONALITY			
PERSONAL APPEARANCE			
COMMUNICA-TION SKILLS			
OTHER INT.			

THE CANDIDATE DOES NOT MEET OUR REQUIREMENTS IN THE FOLLOWING CATEGORIES.
1.
2.

SIGNED: DATE:

Figure 2. Sea staff technical evaluation form

2.3 Types of written communication in marine engineering

Company forms, check-lists, remarks, reports, specifications…How do I deal with these?

As stated in the Introduction of the handbook, more focus should be laid on writing skills to address students' and engineer officers' needs, in particular on the predominant written communication in marine engineering, which according to Luzer and Spinčić (1998) and Spinčić and Luzer (2007) may take up six forms:

TYPES OF WRITTEN COMMUNICATION IN MARINE ENGINEERING

- **PRE-ARRANGED COMPANY FORMS**
- **CHECK-LISTS**
- **NOTES AND/OR REMARKS**
- **REPORTS AND SPECIFICATIONS**
- **SHORT MESSAGES (E-MAILS, FAXES)**
- **A COMBINATION OF THE AFOREMENTIONED**

Examples of the predominant forms in marine engineering correspondence are presented in Figures 3-8 (based on and adapted from Spinčić & Luzer 2007).

Culpepper Maritime Line
M.V.'Brenda'
Limassol

At sea, 3rd January, 1995

REQUISITION LIST FOR CONSUMABLES

1.	Kerosene	200	ltrs
2.	Asbestos cloth 3,0mm x 1,000mm x 3,000	1	roll
3.	Soldering paste 200gr	1	tin
4.	Metal polish paste	0,5	kg
5.	Rubber gloves, insulated,1500 V	1	pc
6.	Inspection flashlight with mirror, Model F	1	set
7.	Spare flashlight bulbs for Model N1 1000NB	12	pcs
8.	White cotton waste	50	kg
9.	Screwdriver, plastic handle		
	a) Flat, blade length 100mm, 125mm	2	pcs
	b) Philips, blade length 100mm, 125mm	3	"
10.	Steel plates		
	a) 2.3mm x 914mm x 1,829mm	2	plates
	b) 16.0mm x 1000mm x 1000mm	1	plate
11.	Hand threading taps (No.1,No.2&No.3 in set) M3,M4,M6,M8,M10,M14 and M16	1	set
12.	Emery cloth, abrasive, 230mm x 280mm		
	a) Grit No. 60	1	pkt
	b) Grit No.120	2	pkts
	c) Grit No.280	1	pkt
	d) Grit No.400	1	"
13.	Silicon paper, abrasive,		
	a) Grit No.400	20	sheets
	b) Grit No.800	20	"
14.	Steel flats - Hot rolled		
	a) 3mm x 25mm	50	m
	b) 4.5mm x 50mm	18	"
15.	Electric contact cleaner,484grm,spray, No226	6	tins
16.	Chipping goggles, plastic scope	4	pairs
17.	Protecting goggles	6	"

Chief Engineer: .....

Figure 3. A pre-arranged company form

Safety Equipment

1. Fire alarms	
1.1. Are alarm switches fitted in accommodation?	*Yes No*
1.2. If no, how would you raise alarm?	.....
1.3. If yes, where is the nearest switch?	.....
1.4. Where is the nearest alarm bell to your cabin?	.....
2. Fire extinguishers	
2.1. How many different types are on board?	.....
2.2. Is fixed system fitted in accommodation?	*Yes No*
2.3. If yes, what type of system?	.....
2.4. Is fixed system fitted in cargo spaces?	*Yes No*
2.5. If yes, what type of system?	.....
3. Fire hoses	
3.1. Where is the nearest hose to your cabin?	.....
4. Breathing apparatus	
4.1. Where is the nearest unit to your cabin stowed?	.....
4.2. Where are the other units stowed?	.....
4.3. Have you used this equipment before?	*Yes No*
5. Telephones	
5.1. Is internal telephone system fitted?	*Yes No*
5.2. If not in your cabin, where is the nearest telephone?	.....
5.3. What is the Bridge number?	.....
5.4. What is the number of the Engine Control Room?	.....
6. Lifesaving	
6.1. How many persons can be carried by lifeboats on	*Stbd ..... Port .....*
6.2. How many persons can be carried by liferafts on	*Stbd ..... Port ..... Fwd .....*
6.3. How many lifebuoys are stowed on board?	.....
6.4. Have you used this equipment before?	.....

Figure 4. Safety equipment check-list

ENGINE LOG BOOK ABSTRACT

Ship's name:	M/V "ISLA MODESTINA"
Owner:	Schiffahrtsgesellschaft Reiner Bernhafen Schmidt KG Hamburg
Flag:	Panamanian
Port of Registry	Panama
Official No	9675 - HA - F
GRT	6316,75
NRT	3397,60
Call Sign	H 9 DS
Master	Capt. Kurt Schwartz
Date:	Thursday, 26 March 1994
Port:	Baltimore "*Maryland Drydock*"

Remarks: M.E. forward "B" turbocharger overhauled, turbine blades found to be severely damaged.

Chief Engineer

_____

Figure 5. Remarks in an engine log book abstract

M/V "ISLA MODESTINA"
Baltimore, 1 April 1994

REINER BERNHAFEN SCHMIDT
Rödingsmarkt 23
3 Hamburg 69

DAMAGE REPORT OF M.E. FWD. TURBOCHARGER

On 26 March.1994 while overhauling the M.E. fwd. turbocharger, type MAN VV 45/54, serial No 603050, it was found that the exhaust gas turbine blades had suffered severe bending.
It is presumed that the damage was sustained due to burning of the exhaust valve on cylinder No. 7A having occurred in the port of Miami on 26 January, during the shifting from anchorage to our berth. A fragment torn off from the burnt exhaust valve must have entered the turbine causing the damage.
The turbine wheel was replaced with a spare available on board. On the last exhaust gas turbine overhaul, carried out in Guayaquil on 7 - 10 January 1993, no damage had been observed.
Entry of the occurrence was made in the log book under the date of 26 March 1993 (see abstract enclosed herewith).

Here is a list of spares and material from the ship's store used for replacing the exhaust gas turbine.

Spare parts:
1. nozzle ring
2. complete gas turbine assembly with bearings and labyrinth seals.

Material:
Various screws ..... *20 pcs*
Cotton waste ..... *10 kg*
Vecon cleaner ..... *10 ltrs*

Chief Engineer

Encl. Abstract from the Engine Log Book (1 copy)
Statement of crew's overtime (1 copy)

Figure 6. Damage report

Arlena Shipping Line, Ltd. Form ASM 60

Teriseti Str. – Ano Patisia, P.C. 11141 Athens *Ship no.*

Telephone: 2101525, Fax: 2101654 Specification No.10 RV 003

SPECIFICATION OF REPAIR

SHIP: Metios

JOB DESCRIPTION : Complete refurbishment of stage I fresh water generator for No. 1 evaporator unit

EXECUTED BY: Yard

MAKER, TYPE, RATING, WT, VOLUME, RPM, VOLTAGE
Atlas Freshwater Generator, Type AFGU No. 9

LOCATION: Main engine room, port side gallery

DETAILED SPECIFICATION INCLUDING SIZE, AMOUNT,DIMENSION, MATERIAL ETC.

Access: Before commencing work, the following must be removed from vessel to a store ashore:
1 pc sea water cooling pipe for condenser to be disconnected at welded flange.
All wiring to be disconnected from the following pumps before removal: 1 pc distilled water pump, 1 pc ejector pump No. 2, 1 pc brine water pump
Stage I of the evaporator unit to be disconnected as follows:
disconnect see feed water pipe at coupling,
disconnect fresh water cooling/inlet outlet at welded flange,
disconnect overhead distilled fresh water pipe at welded flange,
disconnect 2 pcs air ejector pipe at welded flange,
cut 2 pcs welded upper support.
Slide stage I aft across deck and out through hole in ship's side. Remove the heater and condenser from stage I; Replace 1 pc brass plug in heater. The heater is to be acid cleaned and pressure tested before installation. The condenser is to be renewed (Owner's supply). Unit to be sand blasted internally and inspected for any areas of corrosion in presence of the Owner's representative. Corroded areas to be repaired by cutting out existing plate and welding in place new steel plates. Welding to be visually inspected by Owner's representative before coating the interior of the units with 2 component plastic tank protection in accordance with manufacturer's instructions. Reassambled stage I to be returned on board after completion of this specification. Reinstall refurbished unit as original. Weld together the leg supports. Secure upper supports. All new steel and welding to be corrosion protected. On completion of the installation, pumps and wiring which were removed for access are to be brought back to vessel and reinstalled as original.

Chief Engineer ..... Master .....

TO BE INCLUDED	
	Gas free certificate
	Lighting
	Ventilation
	Cleaning before
✔	Cleaning after
	Staging
	Cranage
✔	Internal transportation
	Transportation outside yard
✔	Access work
✔	Corrosion protection
	Paintwork
✔	Pressure testing
	Function testing
	Correction drawings
MATERIAL	
✔	Yard supply
✔	Owner's supply
THE WORK TO BE SURVEYED ALSO BY	
	Class representative
✔	Flag state authorities
	Manufacturer's representative
	Underwriter's representative
ENCLOSED	
	Photo
	Drawing
	Sketch
✔	Sample
DISTRIBUTION	
✔	Originals: ASL
✔	Copies: Ship's file

Figure 7. Specification of repair

LAMERE NAVIGATION CO, INC.
M/V "HELENIA"
L.R. No. 7301461

At sea, 27th April, 1996

Lloyd's Register of Shipping
3rd Fl. Fifty Fith Plaza
Jukhumvit 55
Bangkok 10110
Thailand

Dear Sirs,

This is to certify that the safety valve of the exhaust gas economiser was adjusted to 11,8 bar on 27th April, 1996 en route from Koshichang to Kijang and an entry was made in the ship's log to this effect.

Yours faithfully

Paul Jonas
Chief Engineer

Figure 8. Short messages (an e-mail)

The predominant forms of written communication illustrated in this section require different levels of English language proficiency. Whereas prearranged forms and check-lists require only a comprehensive level of English, notes, remarks, reports and e-mails require a more extensive and active knowledge of English. Hence, it is necessary to provide more instruction and more opportunities for students to acquire the necessary knowledge and master the writing skills which are an important part of the engineer's job. Although

it may feel as something quite natural, as it is one of the ways in which we usually communicate, when asked to write an e-mail, for example, one often feels anxious as if this writing process exerts more effort than face-to-face communication.

2.4 Models of communicative competence

Doing by saying

This final section of Chapter 2 describes how communicative competence is developed in the language classroom. This section is of more importance to ME instructors and is less relevant for students and engineer officers.

The phrase *communicative competence* was coined by Hymes (1972) to describe what "[E]nables a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom". The concept was in stark contrast with Chomsky's (1965) dichotomy between competence and performance. For Hymes (1972) communicative competence does not only mean the grammatical competence but also the sociolinguistic competence as "there are rules of use without which the rules of grammar would be useless" (Hymes 1972: 277). Hymes thus understands communicative competence as "the tacit knowledge of the language" and "the ability to use it for the communication" (2001: 16).

Savignon's (1972) view of communicative competence is very similar to Hymes' understanding. Consequently, she considers communicative competence as an ability to function in communicative settings, which is again in opposition to Chomsky (1965). In other words, communicative competence is manifested in the communication and by following this line of thought the primary goal of language learning should be the development of the communicative skills (Ahmed 2018: 28), governed by the principle that "language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning" (Krashen & Terrell 1983: 55). Most scholars agree that communicative competence is invariably tied to social competence and language use, i.e. communicative competence implies various competences. Additional components or a system of knowledge of the various aspects of language and language use as well as a system of skill needed for communication was introduced by Canale and Swain (1980)

who understand communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication.

Widdowson (1978) defined communicative competence in terms of *Usage* (i.e. one's knowledge of the linguistic rules) and *Use* (one's ability to use his knowledge of the linguistic rules for effective communication). The definition of communicative competence adopted in this handbook is in line with Ahmed's (2018) definition and encompasses both the knowledge of the linguistic and non-linguistic rules of communication as well as the skill to use such knowledge effectively and appropriately in real life situations for the purpose of fulfilling communicative goals.

Communicative competence has become a very prominent issue of debate in foreign and second language teaching and learning. In addition to the models briefly outlined above (Hymes' model (1972); Canale and Swain's model (1980)) many different models exist that strive to explain communicative competence (cf. Bachman's model (1990); Celce-Murcia, Dornyei & Thurrell's model (1995); Littlewood's model (2011)). Balboni and Caon (2010) have proposed a model of communicative competence to address the following question: *What is the meaning of "being able to communicate in a language"?* For that purpose, they have envisaged a model of intercultural communicative competence (ICC), as illustrated in Figure 9.

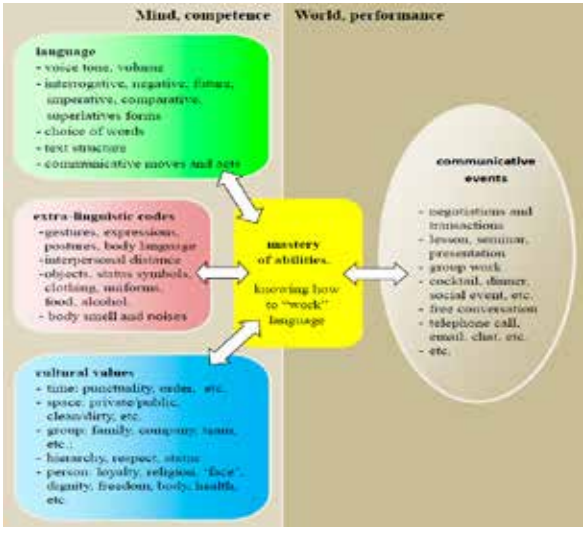


Figure 9. Balboni and Caon's (2010) model of ICC

The authors suggest that „[i]ntercultural communication is governed by competence groups, respectively verbal, non-verbal and cultural, and is realised in the context of communicative events governed by grammars which contain both universal elements and local cultural elements“. The introduction of the cultural element of communication makes this model very applicable to Maritime English.

Figure 9 is very illustrative as it shows that acquiring skills and competences is not sufficient, but that successful communication entails the knowledge of how to ‘work language’ and how to interweave skills and competences into communicative events, such as writing e-mails.

The work on board a ship includes many aspects, from everyday operational jobs and routines to outstanding situations, unusual findings and special circumstances. Therefore, seafarers are placed in a particular situation where they have to work with people from all over the world, in a confined space and perform as best as possible. In such circumstances, they have but one universal tool at their disposal which may assist them in their joint efforts, and that is language. English is adopted as a global language in maritime operations and as such it has received much attention over the years to make it as practical as possible for everyday communication. Much of these efforts were focused on the practical task of producing guides for its use, ready-made solutions and phrases for various situations, instant structures to be learnt and used world-wide. In this sense, the focus was more on Maritime English and not so much on marine engineering English.

This handbook was construed precisely having the pragmatic aspect of language in mind. It looks into the functionality of this variety of English and the communicative function it fulfils on board a vessel. The goal is to raise awareness on the impact of language structures and the intricate ways we use the language to achieve our intentions. In the fast and demanding working circumstances, there is an increased need for quick, precise and reliable provision and/or interpreting of information, therefore the choice of correct language structures in that sense is essential. Although written communication lacks the non-verbal dimension, language itself with its strategies serves as an indicator of mutual relations and roles of the speakers in the speech act. By selecting the appropriate language structure, the speakers may act more efficiently, which is extremely important in practice

This active role of language was first formulated in the middle of the 20th century by Austin (1962), who directed the attention to the pragmatic aspect of the language, illustrating how an utterance may be interpreted in different ways depending on the role of the speaker, on the relations of power and solidarity, the expectations of the listener and various other extralinguistic circumstances. When we start a conversation, we automatically act according to certain norms of conversation, expecting a certain kind of behaviour from our interlocutor. However, each language, and each variety of a language, has its specific norms, and the awareness and knowledge of the same will lead to a more efficient, accurate and faster communication, which would in turn lead to a better and safer life on board.

Thus, we have tried to develop a useful methodological tool for understanding the effect of language structures in *English for Specific Purposes* (ESP), which may serve as the basis for defining the characteristic language skills necessary for everyday communication in marine engineering.

CHAPTER 3

WRITTEN CORRESPONDENCE

The proper way to communicate

3.1 Layout, style and register

Quality over quantity

The e-mail has become the main means of correspondence in many organizations. This is mostly owing to the fact that it is an instant, quick, and efficient way of conveying messages between individuals. There are many factors to consider when writing a business e-mail in everyday situations, like the design and layout of the e-mail, the style and register (formal or informal) employed, the use of attachments, etc.

The layout of an e-mail resembles the layout of a formal letter. Although the e-mail used to be more informal, with its increasing use nowadays it is considered as legally binding and official as any other signed document. To a certain extent, the style does depend on the reader or the receiver of the e-mail. Generally speaking, a more formal style is employed when the receiver holds a more senior position in the organization, when the receiver is someone outside one's organization, when the receiver is not familiar with the terminology or jargon, or when the e-mail is likely to be archived or become a part of important documentation about an event. The e-mail writing software or app used often determines the design of the e-mail, but in general this is always the same:

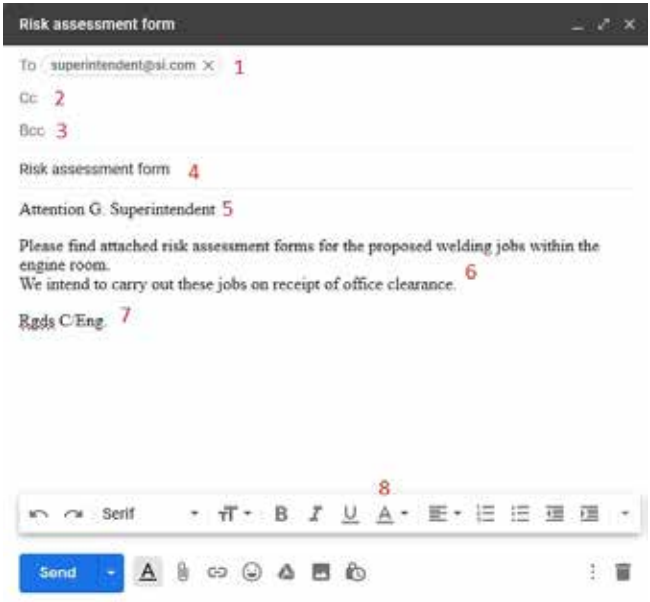


Figure 10. A sample e-mail 1

1) **To:** means the e-mail address of the receiver. It has to be precise and correct, otherwise the e-mail message will return.

2) **Cc:** means *carbon copy*; here one can write the e-mail address of another receiver, who is not the original receiver of the message, but the message concerns them as well, so he/she may follow the correspondence and be acquainted with the flow of the conversation; the original receiver can see that the message has been sent to another person as well.

3) **Bcc:** means *blind carbon copy*; here one can write the e-mail address of a receiver or receivers; he/she will receive the message but the original receiver, or any other receivers, will not be aware that the message has been sent to this person. This is mostly used when one wants to protect the privacy of that particular receiver.

4) **Subject:** the subject of the message should be descriptive, concise, and professional. Subject lines are an important hint regarding the topic of the message. Punctuation, capital letters or symbols should be avoided. It is recommended to limit the subject line to 50 characters.

5) **Salutation:** in technical e-mails, i.e. e-mails written by Chief Engineers, Superintendents or technical staff, the salutation usually follows the pattern of business e-mails, with the word *Dear* followed either by *Sir or Madam*, or *Mr./Ms*. followed by the family name of the person. Specifically, in practice, it is possible to find other forms of salutation, namely, *Attention*, *Gentlemen* or *Good day*. After cooperating for some time, the business formalities give way to a friendlier tone, so it is possible to find also *Hello* or just the person's name.

6) The **body** of the e-mail: contains the specific message, depending on the situation. The messages should be properly organized – each idea should be organized in one separate paragraph, which should not be too short, but should still be understandable and informative enough.

7) **Complimentary close and signature**: the e-mails always end with some kind of a greeting. The most formal ones are *Yours sincerely*, *Yours faithfully* and *Yours truly*. In practice, these are used mostly at the beginning of correspondence, but soon the interlocutors transfer to something less formal, like *Best regards*, or just *Best*. This is often abbreviated to *Rgds*. The complimentary close is followed by the name of the sender and his/her rank, which is considered as their signature.

8) **Various buttons**: these buttons serve either to edit the text in the e-mail, or attach a document, an image, an emoji, etc. These are functional buttons, provided by each e-mail writing software or app.

Some other important points to consider are good manners in correspondence. An e-mail should never be ignored; in case one does not have the time, one should send a brief response saying that the e-mail has been received and will be dealt with in more detail as soon as possible. The same applies if the response requires more time, more investigation into the matter, problem solving, or else. Good time-management is essential in dealing with e-mail correspondence.

E-mail correspondence has a number of positive effects, as it has increased the speed of communication, on the one hand, and on the other, it seems that in time, as two persons communicate, the hierarchical difference between them evens out and e-mails become more informal. E-mails also allow people to receive them and answer in their own time, when it is convenient for them. However, sometimes the burden of e-mails is overwhelming and one needs

additional time, patience and concentration to answer everyone and follow all conversational threads.

3.2 Greetings, salutations and complimentary close

Do I have to call you "Dear"?

A business e-mail should always start with a greeting. As the first part of a business e-mail, salutations set the tone of the message, reflect the relations of power between interlocutors, indicate the emotional atmosphere of the correspondence and give a hint about the speaker's intention. Although these are just a few words, the reader makes assumptions about the sender and predicts and anticipates what is to follow in the message. This is why it is an important part of the message.

1) **Dear** – the conventional, traditional way to start a business correspondence in English is with the expression *Dear*, although this alludes to other affective expressions, such as *Darling*. It should be pointed out that the salutation *Dear* is a civilized courteous convention, and has nothing to do with affections. It has become a part of the business etiquette and as such represents the most neutral way of beginning a business e-mail. *Dear* is conventionally followed by the surname of the recipient and a comma, for example, *Dear Mr Smith*. This kind of salutation represents an official greeting and indicates a formal tone of the correspondence, usually an impersonal and neutral one.

2) **Att Chief Engineer** – indicates a very official and cold greeting sent, for example, from a Superintendent to the Chief Engineer, either to warn or remonstrate. It indicates the sender's superiority and power, reflects their authority on the one hand and indicates the negative tone of the message and emotional tension, on the other.

3) **Gentlemen** – a common salutation, usually followed by a comma. This also reflects a formal tone of the message, usually sent from a superior to several receivers (hence the plural), but more neutral in emotional tone than the previous greeting.

4) **Hello** – simple informal greeting. This is usually sent between interlocutors who have been communicating for some time and are at the same level of power.

5) **First name of the sender** - reflects a friendly relationship, a relaxed tone and is often sent between persons who have been cooperating for some time with each other. This is the most informal of the salutations, even though it may be sent in formal business situations, but only between peers who have already communicated. This kind of greeting is not recommended between people who are not on the same level of power, as it would sound strange and unnatural. Sometimes a person at a superior position may address an inferior with their first name, if the tone of the message is relaxed and friendly, but vice versa is not deemed appropriate.

Another interesting fact is that the difference in salutations may be of a cultural nature. For example, the Chinese often write *Dear good Captain*, repeating the adjective *good* throughout the message. In fact, in Chinese, duplication or repetition of the same adjective reinforces the meaning of the adjective and emphasizes the emotion that the sender is trying to convey.

The body of the e-mail should always have a conclusion, some final remarks, and of course a salutation at the end. This is a social convention, which reflects good business etiquette and influences the way the receiver will see one as a business partner. Some formal ending phrases include:

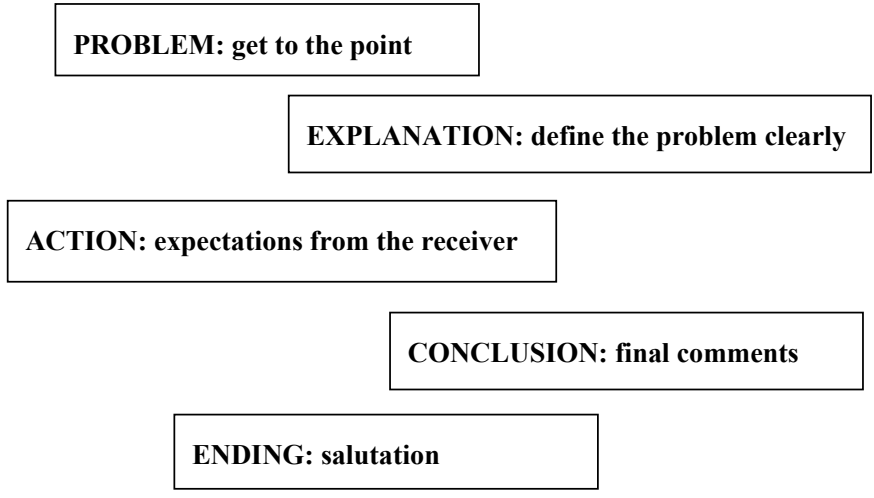
- *Yours faithfully (when one does not know the name of the person the e-mail is being written to)*
- *Yours sincerely (when one does know the name of the person the e-mail is being written to)*
- *Yours truly (American English)*
- *Best regards*
- *Regards*

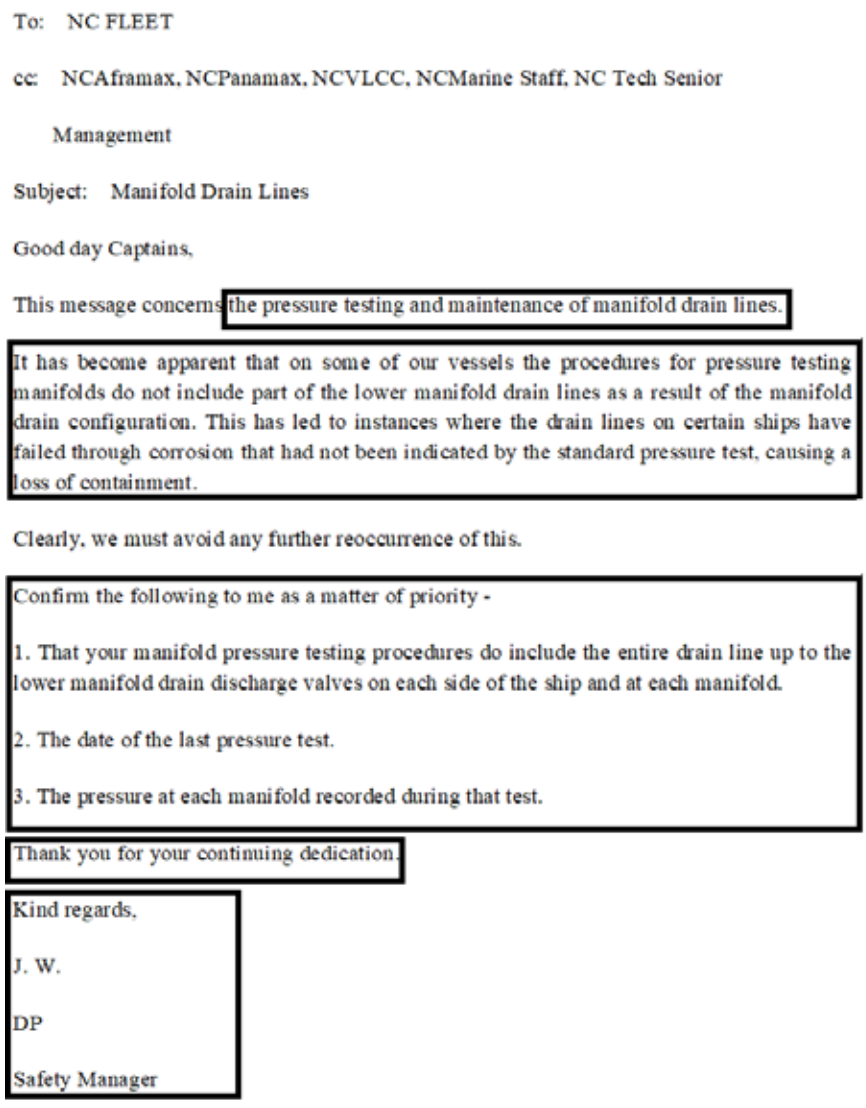
It is always a good idea to include an electronic business card, or an automatic signature, which will consist of sender's full name, title/position, name of the organization and other contact details, as the receiver cannot find such information anywhere in the e-mail.

3.3 Body of the e-mail

Get to the point

Another important aspect to be considered is the sequence of information, the way information is presented in the text, as this influences the effectiveness of the communication. In marine engineering, the reason for writing often dictates the structure of the text, but it is always important to bear in mind the following:





To: NC FLEET

cc: NCAframax, NCPanamax, NCVLCC, NCMarine Staff, NC Tech Senior Management

Subject: Manifold Drain Lines

Good day Captains,

This message concerns the pressure testing and maintenance of manifold drain lines.

It has become apparent that on some of our vessels the procedures for pressure testing manifolds do not include part of the lower manifold drain lines as a result of the manifold drain configuration. This has led to instances where the drain lines on certain ships have failed through corrosion that had not been indicated by the standard pressure test, causing a loss of containment.

Clearly, we must avoid any further reoccurrence of this.

Confirm the following to me as a matter of priority -

1. That your manifold pressure testing procedures do include the entire drain line up to the lower manifold drain discharge valves on each side of the ship and at each manifold.

2. The date of the last pressure test.

3. The pressure at each manifold recorded during that test.

Thank you for your continuing dedication.

Kind regards,

J. W.

DP

Safety Manager

Figure 11. A sample e-mail 2

The subject line should provide a brief and clear idea of what is to be expected in the body of the e-mail. It is important to provide the subject, not to omit it, but also not to provide a too extensive subject or a too vague one. A relevant subject line will help the receiver organize their inbox and quickly retrieve your e-mail when necessary.

PROBLEM – after the greeting, the first, introductory paragraph should provide a short explanation of the reason for writing. As the reader usually reads the first lines of an e-mail, it is important to be as precise and to the point as possible not to confuse the reader, but to provide enough information so they would read the rest of the text. Here are some good examples:

(8) *I regret to inform you of the breakdown of the accommodation air condit. compressor no. 1.*

(9) *On leaving Mina Al Fahal it was noticed that a Main Eng Cyl head stud on No5 Unit was loose*.

(10) *We are pleased to give you a quotation for the repairs of the elevator when the vessel arrives in Singapore.*

EXPLANATION – after defining the reason for writing, now the sender has the opportunity to elaborate further. It is important to separate the paragraphs clearly, placing each idea in another paragraph. However, attention should be paid to include only the important information and avoid bulky texts or distracting information. In case the sender has something longer to say, it is sometimes a good idea to place it in the attachment, and provide only the essential information in the e-mail. The important thing is that the body of the e-mail remains clearly outlined, using spaces between paragraphs, even bullets to separate different points, for example:

(11) *The main bearing and the crankshaft are damaged.*

1) The bearing needs to be renewed; no spare on board

2) The c/shaft is damaged in way of the contact face with the bearing; no spare on board.

ACTION – the receiver will not know what is expected of them unless you tell them. It is important to be clear and specific, to avoid misunderstandings or confusion, which is consequently a waste of time. The sender needs to make sure that the message is written correctly and clearly so that the receiver knows what action to take.

(12) *Please investigate fully and forward a report soonest in this regard.*

CONCLUSION – here you can write some final comments, ask for a quick reply, express hope for future cooperation, etc. depending on the situation. Here are some examples:

(13) *Awaiting your prior final approval.*

(14) *Unable to provide you with information about the cause of the failure as it happened one day before my arrival on board; but it seems that for some reasons the compressor ran dry. (comment on the previous text)*

(15) *Thank you very much for your professional cooperation.*

(16) *Please find attached photos (additional info).*

ENDING – it is appropriate to end the letter with some kind of closing salutation. The closing words or phrases, mentioned above, are a part of e-mail etiquette and as such they represent a kind of social politeness.

CHAPTER 4

GRAMMATICAL AND LEXICAL MEANS OF ACHIEVING COMMUNICATIVE COMPETENCE

What words do I use?

This chapter focuses on grammatical and lexical means of achieving communicative competence[11] (see Chapter 2). Knowing what words to use and how to use them is an important part of becoming communicatively competent.

The authentic examples presented in this chapter have been developed from corpus findings, i.e. from 395 e-mail messages[12] by Chief Engineers, Superintendents, and Technical Staff composed in English as the basic language of communication. The e-mails composed in real-life communicative situations formed a corpus entitled Marine Engineering E-mails (MEEM) counting 112,616 tokens, 78,793 words and 2,977 sentences. The distribution of parts of speech (POS) and their frequencies in the corpus are presented in Table 4.

Table 4. POS and their frequencies in MEEM

POS	Total frequency	Percentage
nouns	34,868	49,41 %
verbs	9,258	13,11 %
adjectives	3,754	5,33 %
adverbs	1,898	2,69 %

[11] Communicative competence includes four elements (Canale & Swain 1980):

1. Grammatical competence: words and rules
2. Sociolinguistic competence: appropriateness (see section 2.2).
3. Discourse competence: cohesion and coherence (see section 2.2).
4. Strategic competence: appropriate use of communicative strategies.

[12] The authors are indebted to Prof. Josip Luzer for collecting the e-mails over the span of ten years from Chief Engineers and former students. The Chief Engineers are of Croatian nationality, to whom English is a second language, and the other participants in the communication process are both, native and non-native speakers of English. Their names, as well as the names of ships they served on have been replaced by initials to protect their privacy.

pronouns	2,521	3,57 %
conjunctions	2,000	2,84 %
prepositions	8,108	11,49 %
numerals	8,158	11,56 %
Total	70, 565	100 %

The prevailing part of speech found in the corpus are nouns, which is expected due to the specific nature of the e-mails and the register employed. These nouns can be classified into two categories: 1. those relating to business correspondence and 2. technical nouns[13]. The second category are verbs, which are dealt with in more detail in subsection 4.2.

Based on more than ten-year long experience as ME instructors, we have concluded that it is not nouns which present most difficulty for students of marine engineering, but that prepositions, verbs with prepositions, adverbs and conjunctions seem to be more difficult and require further attention for written communication to be more successful. These will be dealt with in subsequent sections of the handbook.

4.1 Prepositions

Below or under (the) deck?

Prepositions express relations between sentence elements. They are considered one of the most difficult elements for learners of English as a foreign language as most prepositions can have many different meanings and functions. Hence, it is difficult to explain what the preposition *at* means without providing all the possible contexts of its usage and without taking into account how the preposition combines with a particular noun or adjective. Furthermore, since English, unlike Croatian, has a fixed word order and does not have cases, all relationship within a sentence are expressed by prepositions.

[13] Nouns in general, and technical nouns particularly do not seem to present that much difficulty for students of marine engineering and engineer officers. Even complex noun phrases seem to be easily understood and interpreted by this group of language learners, as shown by Borucinsky & Kegalj (2019).

For all the reasons listed above, this section focuses on meanings and uses of prepositions relevant for marine-engineering communication. The prepositions are listed alphabetically and corpus examples, i.e. authentic sentences are used to illustrate their meaning and point to (un)grammatical usage of prepositions.[14]

about

Meaning: subject matter, respect, space, approximation

(17) *During our first interview **about** the safety precautions…*

(18) *Sea passage from Fujairah to Kharg, **about** 32 hrs.*

In the corpus of collected e-mails the preposition *about* is most commonly used to indicate that the discussion is 'on the subject of' or 'connected with something', as in example (17). Furthermore, *about* can be used to denote respect in formal contexts such as business correspondence. Other prepositions within the same general area of meaning are *regarding*, *with respect to*, *in respect of*, *respecting*, *on the matter of*, *about*, *concerning*, *as to:*

(19) *a. **About** the question you raised in your last e-mail, I…*

*b. **As to** the question you raised in your last e-mail, I…*

About can be used in approximations, as in (18).

Additionally, *about* can mean 'in a particular place' or 'positioned around a place without a particular purpose'. However, this usage was not attested in the corpus.

above

Meaning: relative position (see also *below*)

(20) *The viscosity is **above** the upper limit for this lubricant grade.*

Above is a preposition of relative position. It means 'in or to a higher position than something else' and is a counterpart of *below.*

[14] Please note that not all prepositions of the English language are listed and explained in detail here, but rather those that are commonly found in marine engineering correspondence. Furthermore, meanings of prepositions are described in reliance on Quirk et al. (2010), and the Cambridge Dictionary of English (CDE).

across

Meaning: relative position, passage, movement, orientation (see also *along, over*)

(21) *To establish what is needed, we need to know how old these drain lines are **across** the fleet.*

(20) *Please procure one and send it ***across**[15] [over].*

The preposition *across* can be used to emphasize that something is happening at the same time in many places, e.g. within an organisation, a city or a country, as in example (21). However, in example (22) the preposition is used incorrectly and should be replaced by the preposition *over.* As a preposition of relative position *across* means 'from one side to another', as can be illustrated by Figure 12 (cf. Quirk et al. 2010: 68).

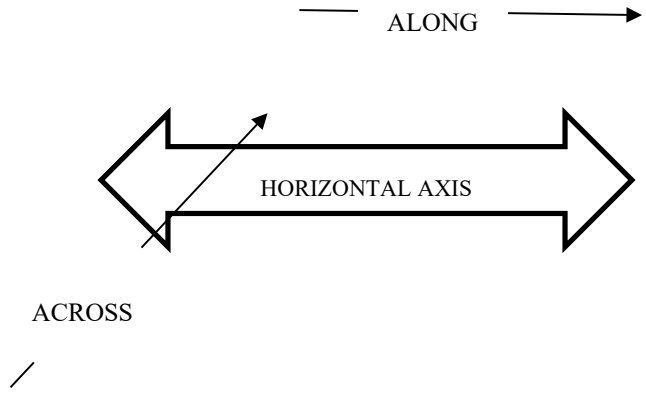


Figure 12. Prepositions *across and along*

after

Meaning: relative position, time (see also *before*)

(23) *It seems that about one hour **after** *commence[ment of] loading the terminal representatives checked the availability of the EBBDs and these were not yet in place.*

[15] All the words, phrases, or sentences marked with an asterisk (*) are ungrammatical. Corrected letters, words, phrases, etc. are inserted in square brackets [].

(24) ***After*** *replacing the counterbalance valve on the port windlass, the noise that was previously observed disappeared.*

Before, after, since, till, until can be conjunctions as well as prepositions. As prepositions, they occur almost exclusively as prepositions of time. Prepositions cannot be used before verbs, therefore the phrase **after commence* is ungrammatical and has to be corrected as *after commencement or after commencing*, with a slight difference in meaning.

against

Meaning: position, opposition (see also *for*)

(25) *Performance is also assessed* ***against*** *the overriding challenge set out in 2006 to maintain the level of safety performance in areas where it is managed well, and to deliver continuous improvement in priority risk areas.*

Against conveys the idea of opposition and it presents a counterpart of the preposition *for.*

along

Meaning: movement, addition, orientation (see also *across*)

(26) *Following the above MI Administration's guidelines, please also find attached the revised list/table of Countries/Ports, where either elevation of the security level or additional measures should be applied, which is circulated* ***along*** *with the weekly piracy report.*

Along denotes 'from one end towards the other' or 'in a line parallel with' (e.g. *along the river bank*) and contrasts with *across* 'from one side to another' in terms of a horizontal axis (e.g. *across the river*), (see Figure 12). In example (26) it means 'with' or 'in addition to'.

among

Meaning: space, relation (see also *between*)

The preposition *among* was not attested in the corpus of collected e-mails. It is assumed that *between* was used in all the instances where *among* would be more appropriate.

around

Meaning: space, movement orientation, approximation

(27) *Particles of white metal were found in deep tray **around** aft oil drain to the oil sump and under units # 5; 6 & 7.*

(28) *We are pleased to give you a quotation for the repairs of the elevator when the vessel arrives in Singapore **around** 4/3/2007.*

In example (27) *around* conveys the meaning of movement orientation and in example (28) it conveys approximation to indicate that something will happen a few days before or after a specified time (around 3rd of March, which can mean 1st, 2nd, 3rd of March or even 4th, 5th or 6th of March).

as

Meaning: basis of comparison, role

(29) *Then hopefully these can be scanned and sent **as** a .pdf file.*

(30) *These are two completely different jobs yet both are labelled **as** pipe number 2 jobs in differing forms.*

As is a basis of comparison and it is used to refer to the degree of something and is commonly found in the following phrases: *as such, as necessary, as well as, as far as, as part of,* etc. Additionally, similar to *like, as* can be used to designate a role, as in:

(31) *a. He spoke **like** an engineer. [= in a manner resembling an engineer]*

*b. He spoke **as** an engineer. [= in that capacity]*

*c. He spoke **as** an engineer does. [= in that manner]*

at

Meaning: space, dimension, time, position, goal, target, stimulus (see also *in, on*)

(32) *Please revert with your answer to this email **at** Your earliest convenience.*

(33) *A new cell has been made for indicating where the vessel has been instructed to proceed **at** maximum or economical speed.*

(34) *Vessels that dock **at** the Port of Long Beach will earn a Green Flag environmental achievement award when they attain 100% compliance with the voluntary vessel speed reduction program for a 12-month period.*

In example (32) the preposition *at* is used to indicate an unspecified period in time, although it can be used to show exact time as well (e.g. *at three o'clock*).

As a preposition denoting goal and target it is used with verbs such as *aim, alarm*, etc. (see also 4.2).

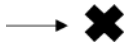
Furthermore, *at* can be used to denote stimulus. Compare the two sentences:

(35) *a. I was alarmed **at** his behaviour.*

*b. I was alarmed **by** his behaviour.*

At his behaviour expresses a stimulus, and *by his behaviour* is an instrument. *At* is used in the following phrases: *at the expense of, at the top of, at variance with, at the moment, at the time.*

Besides denoting time, goal, target and stimulus, *at* is also a preposition of space and dimension. To understand prepositions of space and dimension the following illustration might be useful:

	POSITIVE		**NEGATIVE**	
	direction	position	direction	position
DIMENSION-TYPE 0 (POINT)	to 	at 	(away) from 	away from 

Dimension-type 0:
at the bus stop
at the North Pole
at the end of the road

Figure 13. Prepositions of space and dimension (type 0)

Hence, the phrase **ballast piping at pump room* is not correct, as *the pump room* is an enclosed space or area (i.e. dimension type 3, see Figure 15) which requires the preposition *in*.

before

Meaning: relative position, time (see also *after*)

(36) *Much more information is required **before** a considered comment can be made on the alleged contamination.*

Before means 'at or during a time earlier than' and is the counterpart of *after*.

below

Meaning: relative position (see also *above*)

(37) *Thanks for your message **below**.*

(38) *Please follow ***below** *instructions.*

(39) *Herein **below** the full particulars.*

Just like *over* and *above* are synonymous, so are *under* and *below* and the latter are also antonymous to the former. *Over* and *under* tend to indicate a direct vertical relationship or spatial proximity whereas *above* and *below* simply indicate 'on a higher/lower level than'. Unlike most prepositions, *below* (and *above*) tend to appear after the noun, not in front of it. Hence, it is more grammatical to say *Please follow the instructions below* (example (38)).

between

Meaning: space, relation, time (see also *among*)

(40) *...there is a wide variety of usage **between** vessels.*

(41) *The vessels in the VLCC fleet have been distributed **between** the following Marine Superintendents for dealing with all Marine issues.*

(42) *The Company's external audit takes place next week **between** 4 and 7 December.*

Between relates the position of an object to a definite or exclusive set of discrete objects, whereas *among* relates to non-discrete objects. Thus, it is possible to say both: *the house stands between two farms* and *the house stands among farms*. However, whereas it is possible to say Switzerland lies

between Germany, Austria, and Italy, it is not possible to say **Switzerland lies among Germany, Austria, and Italy*. In examples (40) and (41) both the prepositions, *between* and *among,* can be used.

As a preposition of time, *between* cannot be replaced by *among* as it is used for periods identified by their starting and ending points, as in (42).

by

Meaning: space, time (see also during), means and instrument, agentive, stimulus (see also at), reaction

(43) *DNVPS has acted or made arrangements in reliance on decisions made or information given **by** or on behalf of DNVPS.*

(44) *Our intention was to send the hard copy signed **by** mail from Cape Town.*

By can be used as an instrument, as in (43), meaning 'on behalf of', and as a means or mode of communication, as in (44).

Further, as a preposition of time *by* has the meaning of 'no later than' (e.g. *You should be here by 11 a.m.*) and 'during' (e.g. *by night*).

As a preposition of place, it is used to indicate that something is 'beside' or 'at the side of' (e.g. *by the sea*).

It can further be used in measurements and amounts:

(45) *The fuel consumption has increased **by** 2 per cent.*

By is also used in phrases such as: *by means of, by way of*.

despite

Meaning: concession

(46) ***Despite** the readings *(were not send) [not being sent] by mail I will personally inform the pilot/loading master when they arrive to the bridge about the readings in empty tanks.*

(47) *Vessel will not fail reporting anymore any H2S concentration in cargo tanks **despite** any time constriction or tiredness.*

Despite is a more formal version of *in spite of* and has a meaning similar to 'though' and 'even though'. Corpus data have shown that the preposition

despite causes most difficulty, not in terms of its meaning (as it has only one) but in its correct usage in the sentence structure. In example (46) *despite* should be followed by a non-finite clause (*Despite the readings not being sent*…) instead of a finite one.

down

Meaning: movement, orientation (see also *up*)

(48) *The power supply unit broke **down** because of failure of the cooling fan.*

Down is a position of movement and orientation which indicates that something is 'toward or in a lower position' and stands in contrast with *up*.

In the corpus of collected e-mails it co-occurs (collocates) with verbs such as *break, hand, slow,* etc. (see section 4.2).

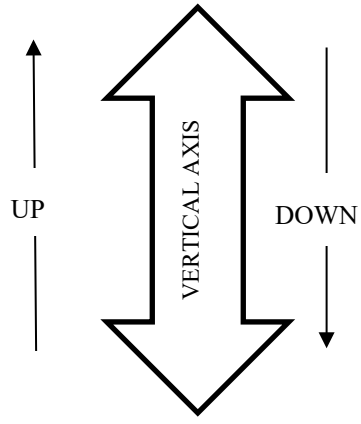


Figure 14. Prepositions of movement (vertical axis)

during

Meaning: time position, duration (see also *by*)

(49) *I will revert with our findings **during** next laden passage.*

During refers to a point or period within duration rather than duration itself and can be used synonymously with *by* in phrases such as *during the night* (*by night*). However, it cannot be replaced by the preposition *by* in contexts such as illustrated in example (49).

except

Meaning: exception

(50) *All the data referring to this Section of the WMM are the same as the data in the Incinerator Log Book* ***except*** **from [for] the temperature recording.*

(51) *On vessels conducting lightering operations in a designated lightering zone, a licensed individual or seaman may not work,* ***except*** *in an emergency or a drill.*

The simplest way of explaining the meaning of the preposition except is 'not including'. It is invariably used with the preposition *for* (not *from*) as in (50).

for

Meaning: duration, cause, purpose, intended destination, recipient, support (see also *against*)

(52) *Many Thanks* ***for*** *Your observations.*

(53) *I will raise one urgent requisition* ***for*** *the main bearing.*

For can be used to convey a variety of different meanings, such as intended recipient or purpose, as in (52). As a preposition of time it indicates a certain amount of time (e.g. *I have been waiting* ***for*** *two hours*) or an occasion (e.g. *Please make sure that everything is ready* ***for*** *the forthcoming voyage*).

Other meanings of the preposition *for* were not attested in the corpus.

from

Meaning: space, orientation (see also *to*), resultative, originator, duration, cause, source, origin, substance

(54) *Please be informed that we have received a message* ***from*** *Copenhagen spare part department.*

(55) *We have seen no evidence* ***from*** *any vessel's sample results that the cargo in the ship's tanks at the load or discharge port was off specification.*

In written correspondence *from* designates the originator or source, i.e. the sender of the message. It can also designate a source or a place of origin, as in (54) and (55). As such, and specifically in contexts such as these illustrated

in (54) it contrasts with *to*. Furthermore, it also contrasts with *during* as it can be used to specify a certain period in time (e.g. ***from*** *1400 hrs to 1800 hrs* vs. ***for*** *four hours*).

in

Meaning: measurement into the future, time, space (see also *at, on*)

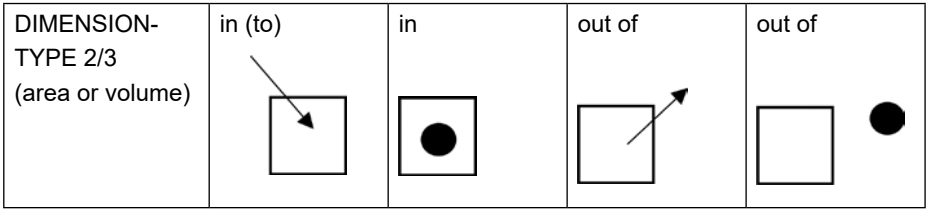
(56) *Thank you for your attention* ***in*** *this regard.*

(57) *…kept* ***in*** *our files.*

(58) *received* ***in*** *July.*

(59) *…****in*** *.pdf format*

In is a preposition of space and is a dimension 2 and 3 preposition (see Figure 15). It is used to describe that something is inside an enclosed space (e.g. *in the engine room*).



Dimension-type 2 and 3:
area: *in the world, in the village, in the park*
volume: *in a box, in the bathroom, in the cathedral*

Figure 15. Prepositions of space and dimension (type 2 and 3)

Further, it means that something is expressed or written in a particular way and in prepositional phrases, as in (56). Other prepositional phrases are: *in accordance with, in addition to, in case of, in charge of, in comparison with, in compliance with, in conformity with, in conjunction with, in consequence of, in contact with, in lieu of, in (the) light of, in line with, in place of, in possession of, in (the) process of, in quest of, in question, in regards to, in relation to, in reliance on, in respect of, in search of, in spite of, in view of, in way of.*

As a preposition of time it is used when referring to an unspecified period in time, as in (58). However, for specific periods in time the preposition *on* is used (*on Monday, on 10th October* vs. *in July*, *in summer*), as illustrated in Figure 16.

TIME		Preposition	PLACE	
Centuries	1900's		Countries	*Croatia*
Decades	the 90s	IN	Cities	*Zagreb*
Years	1995	(general)	Enclosed space	*the engine room*
Months	June, August			
Weeks	5 weeks			
Seasons	*summer*			
Periods of time	*the past*			
Parts of the day	*the morning*			
Time	*the weekend*		Streets	*Marin Držić street*
Days	*Tuesday*	ON		
Dates	*10th April*	(more	Surfaces	*the deck*
Specific days	*my birthday*	specific)	Means of transport	*the ship*
			Communications	*the radio*
Hours	*1700 hrs*	AT	Addresses	*10 Marin Držić street*
Parts of the day	*noon*	(very		
Time	*the moment*	specific)	Specific locations	*the terminal*

Figure 16. Prepositions of time and space

inside

Meaning: space (see also *outside*)

(60) *Please give (us) a bit more details regarding this specific work i.e. is the welding going to take place **inside** or outside the incinerator etc.*

The preposition *inside* is very simple compared to most other prepositions as it conveys one meaning solely, that of an inner part, space, element, etc. contrasting with the preposition *outside*.

into

Meaning: space, movement (see also *in, onto*, Figure 17)

(61) *Incinerator roof and side refractory supports need to have frame welded **into** position.*

(62) *This can be used to inject freshwater (from outside source) by flexible hose **into** sample pipe to dilute the sample.*

Into is a preposition of destination meaning 'to the inside of a container, space, pipe', etc. Between the notions of simple position (or static location) and destination (movement with respect to an intended location) a cause-and-effect relationship obtains:

DESTINATION	**POSITION**
*Ann went **to** Oxford.*	AS A RESULT: *Ann was **at** Oxford.*
*Ann climbed **onto** the roof.*	AS A RESULT: *Ann was **on** the roof.*
*Ann dived **into** the water.*	AS A RESULT: *Ann was **in** the water.*

of

Meaning: cause, means, subject matter, material, various relations

(63) *FYI, and as you may have surmised, a signed hard copy **of** the form is not actually required.*

(64) *All **of** your comments are noted and understood.*

Of is used to show possession, after words or phrases expressing amount, number or a unit, or in phrases *of concern to, of interest to, of service to, of usage to*, etc.

on

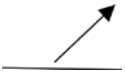
Meaning: space, time position, target, means and instrument, respect, subject matter (see also *at, in, into, onto,* Figure 13, Figure 15)

(65) *The First Engineer remains **on** board and should provide full details of the failure.*

(66) *Please keep us updated **on** your progress.*

(67) *Thank you for your report and comments **on** subject vessel's incident.*

On is a dimension type 1 /2 preposition and when used as a preposition of position, it means that something is on a line or surface, as in (65). Furthermore, it can be used to express means and instrument as in (67), or a subject matter or content, as in (66).

DIMENSION-TYPE ½ (line or surface)	on (to) 	on 	off 	off 

Dimension-type 1 and 2:

line: The city is situated *on the coast / on the River Thames.*surface: A notice was pasted *on the wall.*

Figure 17. Prepositions of space and dimension (type 1 and 2)

As a preposition of time, *on* is used to express a specific time period (e.g. *on 5th November*). Corpus data have shown that the preposition *on* can be used idiomatically, meaning that something is 'in stock':

(68) *...no spare available **on** hand.*

However, in general English the phrase *at hand* is more commonly used to designate that 'something is available' or 'at someone's disposal'.

Other nouns the prepositions *on* combines with are: *account* (*on account of), behalf (on behalf of* (*in behalf of* (AmE)*), completion* (*on completion of*), etc.

out (of)

Meaning: negative position (see Fig. 15)

(69) *Remote Operation no. 2 was **out of** service due to the failure of the operator control panel (OCP).*

The preposition *out of* is termed a negative preposition as it means 'not in'. It shows movement away from the inside of a place or container.

outside

Meaning: space

(70) *Please give a bit more details regarding this specific work, i.e. is the welding going to take place inside or* ***outside*** *the incinerator etc.*

Outside is the negative counterpart of *inside* and is used to depict an external part of something

over

Meaning: survey of different senses, relative position, relative destination, passage, movement, orientation, resultative, pervasive, 'more than', duration, subject matter (see also *under, across,* Figure 12)

(71) *In particular, the piston retaining rings showed evidence of wear* ***over*** *an extended period.*

Over has a wide range of meanings and it is impossible to sum them up, but they can be understood from different contexts. In the corpus of collected e-mails it occurred 17 times as a time preposition and in combinations with verbs such as *change* (*change over*), *hand* (*hand over*), etc. (see also 4.2).

per

Meaning: distributive frequency

(72) *USD 250* ***per*** *day*

(73) *Please assist them to depart as* ***per*** *schedule.*

Per is used to express rates, prices, or measurements as in (72) and it means 'for each', or in phrases, as in (73).

since

Meaning: time (see also for, *during*)

(74) *Please note that* ***since*** **the 20 March 2007 all officers scheduled to join a vessel have been signing their contracts with the new rates of pay.*

(75) *It will cover all 12 OSG ships that have been investigated by the DOJ* ***since*** *the investigation commenced.*

Since designates that an activity has started at a specific period in the past and it can be followed by a subjectless -ing clause (*since finishing my last job*) or a noun phrase with a deverbal noun or some other noun phrase interpreted as equivalent to a clause.

through

Meaning: relative position, passage, orientation, pervasive, perseverance, duration, intermediacy (see also *across,* Figure 18)

(76) *It seems that the vessels air service pressure is enough for passing **through** the line but when (the) pump is working there is not enough flow passing to the pump.*

(77) *The servicing of the automation/control of the boilers is arranged **through** service agents as appointed by Hyundai.*

(78) *Please do not hesitate to get in touch with me either ***through** [by, via] email or phone for anything you would consider urgent.*

Through means 'from one end or side to the other'. It is a dimension type 2 preposition.

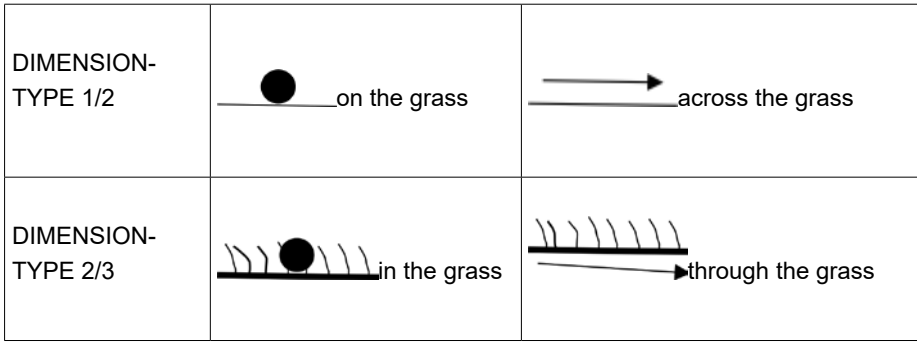


Figure 18. Prepositions *through* and *across*

Despite having many meanings *through* does not express means or instrument, and can hence not be used in contexts such as (78) where the prepositions *by* or *via* would be more suitable.

throughout

Meaning: pervasive, duration

(79) *The numbering must remain consistent **throughout** in order to avoid confusion.*

(80) *As you know we are checking on NS5 usage **throughout** the fleet & I have the following observations on rechecking the Overseas Donna.*

Throughout is the only preposition whose primary meaning is pervasive, as it expresses the meaning of 'in every part', or 'during the whole period of time'.

to

Meaning: space, movement, recipient, duration, reaction (see also *into, onto, at,* Figure 13)

(81) *This index can be e-mailed **to** the office periodically.*

(82) *...the form will be attached **to** work orders and added **to** the dry dock project.*

The preposition *to* is most commonly used as a preposition of direction, destination and recipient, i.e. it shows who receives something or who experiences an action. It is used in phrases: *to a degree, to a (certain) extent.*

under

Meaning: relative position, relative destination, passage, subjection, 'less than' (see also *over*)

(83) *This should generally be filled in by the Master or the deck officer delegate, but **under** the supervision and responsibility of the ships Master.*

(84) *Vessels operating Hydrostatic Balanced Loading (HBL) will not be accepted **under** any circumstances.*

Under is used to indicate that something or someone is 'in or to a position below or lower than something else' frequently in such a way that one thing covers another. It is an antonym of *over* and its more formal counterpart is *underneath*.

until

Meaning: duration

(85) *VALID **UNTIL**: 31 JAN*

(86) *The mooring/unmooring should be deferred **until** proper crew can be obtained.*

Unlike the time preposition *by* which presents an end point, *until* and *till* can only be used with durative verbs (*He deferred the meeting **until** the crew appeared*).

up

Meaning: movement, orientation (see also *down*, Figure 14)

(87) *It must be kept **up** to date.*

Up means 'toward a higher position, value, number or level'. In the corpus it is mostly used in combination with verbs.

upon

Meaning: formal for *on*

*(88) In this case the invoice may be created based **upon** the delivery which will include deposits as it is deemed an unequal exchange.*

via

Meaning: means

(89) *Please advise all your crewmembers that all routine communications relating to shipboard crew matters should be relayed to the managing office **via** the [m]aster.*

(90) *The following 1 piece(s) have been sent **via** DHL EXPRESS.*

As both examples above indicate, *via* is a preposition which expresses that a particular machine, system or person is used to send or receive something. Its second meaning is 'going through or stopping at a place on the way to another place' (e.g. *The London-Berlin flight goes via Paris*).

with

Meaning: space, pervasive, manner, means and instrument, accompaniment, support and opposition, having, ingredient

(91) *Ship schedule **with** Agency details is attached.*

(92) *We are looking into Life boat maintenance on board our vessels **with** particular reference to what we are doing now and how we can improve it.*

(93) *In any event, please keep in contact **with** agents regarding vessel›s movements.*

The corpus has shown that the most common meanings of *with* are 'using something, including something or together with someone', as illustrated by the examples (91), (92) and (93). It is also used in phrases such as: *with the exception of, with regard to, with / (in) reference to, with (this) in mind*.

within

Meaning: space

(94) *Please find attached risk assessment forms for the proposed welding jobs **within** the engine room.*

(95) *Elemental test results are **within** normal range for this equipment.*

Within means 'inside' or 'not beyond a particular area, limit or period of time'.

without

Meaning: means and instrument, accompaniment, having (see also *with, within*)

(96) *Please notify the sender by reply transmission and delete the message **without** copying or disclosing.*

The negative counterpart of *with* and *within* is *without* denoting the 'lack of something' or 'omission to do something'.

4.2 Verbs with prepositions

Inform *to or just inform?

The corpus analysis has revealed that certain verbs are invariably combined with wrong prepositions (e.g. **inform to*, **depend of*, **await for*). In order to help students of marine engineering and engineer officers avoid such mistakes in writing, a list of verbs and the accompanying prepositions mostly frequently used in marine correspondence is presented in alphabetical order with examples from real-life correspondence. This list might also be useful for ME instructors when selecting authentic course materials for classroom activities.

access at

(97) *Advisories published in 2005 can be **accessed at** this link.*

add to

(98) *At this stage have nothing to **add to** the master's report.*

address (to)

(99) *I look forward to your prompt reply **addressed to** my attention as well.*

adhere to

(100) *Please review and* **adhere to** *its contents and discuss with all the crew on board.*

advise of ('inform someone about something')

(101) *Class to be* **advised of** *modifications to be carried out on Specific vessels.*

affect(ed) by

(102) *Identify which controlled documents need to be changed and which pages* **affected by** *the change.*

agree on/to/with

(103) *The mooring master will work through the check lists on his arrival and will* **agree on** *mooring, cargo transfer and communication.*

(104) *We have* **agreed to** *the following process to ensure that our officers receive their wage adjustment in an effective manner.*

(105) *Attached is the definitive listing as* **agreed with** *Crewing.*

align with

(106) *Instructions have been reviewed considerably to eliminate unnecessary requirements and relevant record keeping and also be* **aligned with** *the electronic PMS in NS5.*

apply for

(107) *I have told the Agent to* **apply for** *the VISA asap and I will order flight for him for 17th afternoon or 18th if 17th is not possible.*

appoint as/by

(108) *P. B. has been* ***appointed as*** Company Security Officer.

(109) The servicing of the automation/control of the boilers is arranged through service agents as ***appointed by*** Hyundai.

arise from

(110) *Information* ***arising from*** those reports will be incorporated into the planned maintenance requirements of these windlasses.

arrange for/through

(111) *Agents will not* ***arrange for*** bunkers while charterer's cargo is on board the vessel without prior written agreement from Charterer.

(112) *The servicing of the automation/control of the boilers is* ***arranged through*** service agents as appointed by Hyundai.

ask for

(113) *With this in mind I need to* ***ask for*** further co-operation with accident and incident reporting.

assist with

(114) *Hopefully this will* ***assist with*** the accuracy of your budgets.

The construction *assist in* was not attested in the corpus, although it could be used in similar contexts to the one illustrated in (114). The only distinction between *assist in* and *assist with* is that the former is followed by a verb (e.g.

to assist in calculating the budget), whereas the latter is commonly followed by a noun.

attach for/to

(115) *I have* **attached for** *reference the original e-mail approval in October 2005.*

(116) *More information is included in the PDF Document* **attached to** *this e-mail.*

(117) *Please print out the pages and* ***attach** *on respective logbooks. [to/onto]*

attribute to

(118) *The contractor reported that, the presence of noises when the windlass was paying out, but the lack of noise when it was heaving up, could only be* ***attributed to*** *a defective counter-balance valve.*

base on

(119) *We will ?apply [make] any adjustments here,* ***based on*** experience.

blow through

(120) *This has led to the need to have ALL sampling lines* ***blown through*** *with full pressure ships service air.*

board in/on

(121) *Alternatively our team can* ***board in*** *Mina Saqr.*

(122) *Surveyor and Koch Rep from Petromar will* ***board on*** *arrival via Helo.*

break down

(123) *The power supply unit* ***broke down*** *because of failure of the cooling fan.*

bring to (someone's attention)

(124) *The following issues have been* ***brought to*** *our attention.*

carry out/on

(125) *We can **carry out*** another complete overhauling of the piping system inside ballast tanks.

(126) *Intention to **carry on*** a hot work on Stbd Windlas*s.*

cause by

(127) *The reason was the rolling **caused by*** the swell during the operation and the continuous monitoring of the mooring lines.

charge for

(128) *…the agreed fee to be **charged for** the service in question.*

check for/on/with

(129) *The starboard windlass hydraulic motor on this vessel will be dismantled and **checked for** indications of wear consistent with the port motor.*

(130) *As you know we are **checking on** NS5 usage throughout the fleet & I have the following observations on rechecking the Overseas Donna.*

(131) *Kindly also **check with** Viking, as they are to send out technicians for the servicing of lifeboat release gear.*

come into (effect)

(132) *Please find attached Marine Safety Advisory 35/06, reminding you that the mandatory ship reporting (MSR) scheme for waters of the North Atlantic Ocean off the coasts of southern Georgia and northern Florida **comes into** effect on 15 November 2006.*

comment on

(133) *Please **comment on*** the report and if the points made are substantially *[in] correct please advise what corrective action has been taken on board to prevent a reoccurrence.*

communicate with

(134) *We can **communicate with*** them **through our walkie-talkie on board.*

compare to/with/against

(135) *… the fuel and air controllers should move to a set position and show a set signal which can be **compared to** the original settings and adjusted as necessary.*

(136) *This form['s] last update is June 21st 2006 and **comparing with [against]** the original form the form kept in our files was modified with the letters TRM instead of TMR.*

comply with

(137) *The inclusion/updating of the list for Enviro-logger spares in the NS5 will **comply with** the requirements of our MS as referred in the MOI section 9.7.*

concentrate on (*of)

(138) *We will be examining all other couplings/bearings in similar fashion, but will **concentrate *of** **[on]** the shaft splined coupling at this stage.*

confirm with

(139) *This should, however, be **confirmed with** the local agents.*

connect to/onto (*on)

(140) *A fixed FW connection with isolation valve is permanently **connected on[to]** the ODME Freshwater supply pipe.*

***consid*er for (a purpose)**

(141) *Should the above captioned vessel fall within the above parameters please advise as to the next scheduled survey date in order to ensure that the vessel continues to be **considered for** BP Group use.*

deal with

(142) *If your vessel is unfortunate enough to be involved in an incident, or your crew suffer personal injury, then your time will necessarily be taken up [with] **dealing with** the problem *in [at] hand.*

depend on

(143) *Only when there is an unequal exchange will deposits be charged or credited back **depending on** the flow of cylinders*

destined for

(144) *Vessels **destined for** French Ports must comply with the voluntary French Safety Charter.*

direct to (towards)

(145) *Additionally, any press or investor inquiries should be **directed to** J. S.*

discharge to/via

(146) *When engine room generated slops or sludge are transferred to a cargo slop tank, the contents of this tank can never be **discharged via** the ODME, but must be **discharged to** a proper shore reception facility or barge*

discuss with

(147) *Please review and adhere to its contents and **discuss with** all the crew on board.*

distribute to

(148) *Please be advised that no hard copies of the above changes will be **distributed to** the fleet by QE.*

e-mail to

(149) *This index can be **e-mailed to** the office periodically in order to check and ensure that we have received all forms that have been submitted.*

engage in

(150) *…if vessel has been **engaged in** ship-to-ship transfer operations before and if the present crew on board has experience with this type of operation.*

entrust with

(151) *Please ensure that all persons who are **entrusted with** creating Personnel Records are aware of the above.*

equip with

(152) *Note: Lifting hook must be **equipped with** safety latch.*

exclude from

(153) *…poor performance or over consumption and will be **excluded from** that specific log.*

exempt from

(154) *This electronic mail may contain information that is privileged, proprietary and confidential and/or **exempt(ed) from** disclosure under applicable law.*

extract from

(155) *The reason for this is that the companies KPI's (Key Performance Indicators) for vetting inspections are **extracted from** NS5.*

facilitate through

(156) *… meeting minutes reporting is now **facilitated through** NS5.*

fill in/out

(157) *All (the) data you can enter in the Position Details screen must be **filled in**, this includes the Position, Bunkers, Activities, Cargo, Laytime, Performance and Security.*

(158) *Please see attached cargo waiver form to be **filled out*** and sent back to me ASAP.

fitted to/with

(159) *In order to facilitate the recovery of the port anchor, a motor was removed from a mooring winch on the port side and **fitted to** the windlass in addition to the fitting of the winch power pack.*

(160) *Are tanks **fitted with** remote pressure measuring equipment?*

focus on

(161) *In some respects, it is the Coast Guard's way of telling the people of OSG to keep their heads up high and their minds **focused on** their work.*

forward to

(162) *Please can you **forward to** me at this address, the following information*

generate from

(163) *If the delivery date is wrong then it affects the accruals **generated from** the system.*

get into

(164) *We believe that it is in our best interests to end this long-standing investigation rather than **getting into** a protracted legal battle we have no assurance of winning.*

go to/for

(165) *At the moment we are gas freeing at least 8 tanks for the buyer's rep to inspect, the vessel must **go for** its intermediate repair at the end of the year, when we will be gas freed again,…*

(166) *As we could only trace as DC 2000 system, **go to** the operator control station and press "system info" copy down following information and send to us as soon (as possible).*

get through

(167) *...the wire **got through** three different main bearings and as it was found in all three crankcase compartments, [*meaning any bearing could be involved].*

give off

(168) *All materials likely to **give off** flammable vapour shall be removed from Hot Work area.*

hand over

(169) *I am **handing over** my responsibilities to the capable hands of Mr Jeff Wilson who will assume the role of Designated Person Ashore.*

help with

(170) *It also **helps with** our budget as quoting at rfq stage allows us to budget more accurately.*

include in (*at)

(171) *Copies of relevant drawings are **included in** the plan.*

incorporate in/into

(172) *These changes will be **incorporated in** the Incinerator Log Books when they *(will be) [are] reprinted.*

(173) *Information arising from those reports will be **incorporated into** the planned maintenance requirements of these windlasses.*

indicate(d) in

(174) *Enter the changed section exactly as it is **indicated in** this email...*

install on

(175) *Do you have a recirculating line **installed on** your OWS system?*

intended for

(176) *Chinook Maiden's cargo preparations were no different to several other cargoes carried, **intended for** cracker feedstock.*

involve in

(177) *If your vessel is unfortunate enough to be **involved in** an incident, or your crew suffer personal injury, then your time will necessarily be taken up with dealing with the problem in hand.*

issued by

(178) *All passengers travelling with seaman tickets including ship's inspectors and technical staff need to have a letter of guarantee **issued by** the shipping company or the managing/crew*

recruitment agency stating the crew member's name, date of travel, name and location of vessel.

keep in/to (at)

(179) *…**kept in** our files*

(180) *or double hulled v/l's cargo must be handled in such a way that the v/l always has a seagoing gm and that free surface will be **kept to** an absolute minimum.*

label as

(181) *These are two completely different jobs yet are both **labelled as** pipe number 2 job in differing forms.*

lead to

(182) *This has **led to** instances where the drain lines on certain ships have failed through corrosion that had not been indicated by the standard pressure test, causing a loss of containment limit to*

limit to

(183) *In order to receive a written approval from the office for the requested Hot Work your request should contain but should not be **limited to** a short description of the work including the time schedule and attached Risk Assessment.*

list as

(184) *I say this because the form is **listed as** a QR-TRM-63, when in fact it should be QR-TMR-63.*

located in

(185) *The cracks are **located in** the welded area in the internal side of the foundation.*

look into

(186) *The quality of the food supplied by A.'s sub-contractor T, will be **looked into***

mark as

(187) *Please note our inspector will always endeavour to discuss the observations, in Section 3* ***marked as*** *"No", with the Master.*

move to

(188) *Procedure has been* ***moved to*** *new MOI 4 - Code reserved for future use QP-25 Operational Integrity Procedure.*

nominate(d) by

(189) *… when final port and agent are* ***nominated by*** *Charterers,...*

negotiate with

(190) *Having* ***negotiated with*** *local port authority, the tentative ETB Cezi Terminal for your good tanker will be Feb.25 PM.*

operate at

(191) *After re-assembly the motors* ***operated at*** *normal operating temperatures.*

pass on/from/to/through

(192) *Please* ***pass on*** *to your vessels that they only have approved software (see attached list) onboard.*

(193) *Please note that this vessel cannot isolate the cargo tanks as there are not IG branch valves, so the fumes are* ***passing from*** *tank to tank as all of them are permanently connected.*

(194) *It seems that the vessels air service pressure is enough for* ***passing through*** *the line but when pump is working there is not enough flow passing to the pump.*

proceed to

(195) *After completion of STS operation vessel will* ***proceed to*** *Malongo Terminal.*

provided by

(196) *Please see details of boiler drum gaskets* ***provided by*** *C/E for the manhole doors.*

quote for

(197) *It was very good to speak to you just now and as we discussed, we do not normally **quote for** cylinder deposits because in nearly all cases the vessel will perform an equal exchange of cylinders and in this case, there will not be any deposits charged.*

read through

(198) *Please **read through** thoroughly and commence entering the data fully.*

receive from

(199) *After* [*having*] *checked the cargo papers the only information **received from** surveyor off Dejon after the STS operation was that the H2S ppm in shore tanks was 85.*

reduce to

(200) *The same have been **reduced to** ALARP maintaining additional safety measures.*

relate to

(201) *You have identified all the associated risks **related to** your Hot Work Operations.*

remove from

(202) *As a temporary solution a hydraulic motor is to be **removed from** a main deck mooring winch and fitted to the windlass to allow the use of the windlass during cargo operations.*

reply to

(203*) E.L. and R. do not need to **reply to** this email*.

report to

(204) *…third party audits or inspections shall be **reported to*** the Company.

respond to

(205) *Please **respond to** L.*

result in

(206) *The situation as it stands would **result in** an immediate vetting failure.*

return to

(207) *Both Superintendents will be **returning to** the UK this weekend.*

revert to/with

(208) *Please as soon as you have updated your files, **revert to** the office the corresponding DTR*

(209) *I will **revert with** our findings during next laden passage.*

schedule for

(210) *Kindly find below services **scheduled for** vsl during forthcoming call.*

send to/in/as

(211) *Originals will be **sent to** your SA agents and another copy to your Newcastle office.*

(212) *The only reason why we were **sending in** pdf format was because we thought that our signatures were required.*

(213) *Hopefully these can be scanned and **sent as** a pdf file*

submit for/to

(214) *In such cases a copy of the latest ESP Condition Evaluation Report and associated survey reports and thickness measurements should also be **submitted for** review.*

(215) *The revised Drawings/Plans to be **submitted to** Class for approval.*

supply with

(216) *The manufacturers are aware of this problem and are tracing which vessel has been **supplied with** a possible faulty unit.*

transfer from/to

(217) *Due to, OWS Decma Monitor Failure, the Environmental Tag # 0020853, will be removed from deck sludge tank "delivery valve", in order to* ***transfer from*** *Engine BHT.*

(218) *When engine room generated slops or sludge are* ***transferred to*** *a cargo slop tank,…*

vouch for

(219) *Neither the confidentiality nor the integrity of this message can be* ***vouched for*** *following transmission on the Internet.*

wait for

(220) ***Waiting for*** *your reply.*

work on/with

(221) *You must also ensure all future calls are also updated according to the position you are* ***working on****.*

(222) *I have enjoyed greatly* ***working with*** *everyone in OSG for the past 15 years.*

Of relevance for written communication in marine engineering might also be the verbs relating to engine room activities specifically, as the verbs listed above are verbs found in General English only.

Table 5. Basic verbs relating to engine room activities (Spinčić & Luzer 2007)

Knowledge of the basic verbs relating to engine room activities:	
MACHINERY OPERATION	*stand by, start (up), open, switch on / off, cut out, put in / on, supply, operate, run, stop, close, shut off / down, connect / disconnect, engage / disengage, take over, change over, raise steam, give a turn, move, shift, pull, push, continue to, proceed to, lock / unlock, turn, turn on / off, vent, reduce, light up / flash-up the boiler, etc.*
ASCERTAINING CONDITION	*inspect, examine, check, test, ascertain, assess, go and read, see that, measure, gauge, control, find, observe carefully, take a reading of, take a sample of, etc.*

MAINTENANCE AND REPAIR WORKS	*tighten / untighten, make tight, secure, slacken, loosen, mount / dismount, dismantle, fix, fit, refit, assemble / disassemble, remove, withdraw, insert, change, replace, set, adjust, regulate, clean, unclog, sound, drain, empty, dry, fill, refill, charge, hold down, maintain, renew, restore, lift, hoist, etc.*
SAFETY	*make sure, ensure, be sure to, be careful to, take care of, avoid, try to .... if, watch carefully, pay (close) attention to, keep in mind˝, etc.*

Furthermore, the ability to use the basic verbal forms for a correct oral and written communication is exemplified in Table 6.

Table 6. Basic verbal forms in oral and written communication in marine engineering (Spinčić & Luzer 2007)

IMPERATIVE	*Start up the luboil pump for the main system.* *Let us continue to move the engine ahead.* *Let them open the crankcase door.* *Do not forget to measure the temperature of both HP and LP turbine casing.*
PRESENT SIMPLE ACTIVE	*I guess it is time to shut off No. 3 nozzle valve.* *There seems to be trouble in the governor.* *It does not react quickly enough at the change of speed.*
PRESENT SIMPLE PASSIVE	*The fuel booster pump is already stopped.* *All lubricating oil sump are filled to the correct level.*
PRESENT CONTINUOUS ACTIVE	*Both pumps are now operating and oil is flowing uniformly from all the bearings.* *Well, are things going well here?*
PRESENT CONTINUOUS PASSIVE	*Care is being taken that the fuel oil and cooling water return temperatures are maintained at the given value.*
PRESENT PERFECT ACTIVE	*We've changed fuel oil already.* *Right now the bridge has informed us of five miles before the pilot station, Chief.* *Have you checked boiler mountings?*
PRESENT PERFECT CONTINUOUS	*The warming-up operation has been proceeding just as scheduled.*

PRESENT PERFECT PASSIVE	*The equipment required for standby has been prepared.* *The cause of generator failure has not been ascertained yet.* *Have repairs on the boiler been carried out?*
PAST TENSE ACTIVE	*The same trouble happened in the previous voyage.* *I gave it a thorough check-up myself.* *No.2 fuel transfer pump failed to start.* *Did you check the thrust bearing?*
PAST TENSE CONTINUOUS	*It is necessary to renew the blower ball bearings as they were making an unusual noise recently.*
PAST TENSE PASSIVE	*All was checked and found in order.* *Was the steering gear tested?* *Were all vital external and internal parts found good for filling?*
FUTURE TENSE	*I'll start up the priming pump and try to clear air out.* *Shall I stop turning and disengage the gear?*
MODAL VERBS *CAN MAY, MIGHT, MUST, HAS/HAVE TO, AM/IS/ ARE TO, SHOULD*	*You can start opening the steam stop valve slowly. No. 2 genset can't be set in stand-by condition.* *May we proceed to the engine trial, Chief?* *There might be something wrong with the control gear.The packing ring might have worn again.* *Revolutions must be reduced gradually.* *The water extraction pump must be started.* *The engine fuel oil system should now be primed.*
QUESTIONS BEGINNING WITH *WH- WORDS*	*Why don't you make sure that all indicator valves are open?* *What is the present pressure of the starting air receivers?* *Which pump shall we use No. 1 or No. 2?* *How about the steam pressure in the boiler?* *How long should the cooling water be kept running?*

4.3 Adverbs

Working hard or hardly working?

Adverbs are parts of speech that modify a verb, a noun phrase, another adverb, an adjective. They describe how, where, why and when something is done. Some adverbs have the recognizable ending *-ly*, but many do not, so we can only identify them depending on their function in the sentence. They are also problematic because their position within a sentence may vary: some of them may take any place in the sentence:

(223) *On successful completion of this audit a new DOC will be issued and **immediately** communicated to all vessels*.

(224) *If original ETA changes by more than 4 hours, Master must send an updated ETA, with explanation to all parties **immediately***;

while others have a specific place in the sentence and may not change it. Their position in a sentence is not only governed by grammatical rules, but also by what the speaker/writer wishes to emphasize.

Here are also some potentially confusing situations, like the one in the introduction of this section:

Adverbs ***hard*** and ***hardly*** have the same root, and may therefore confuse the user. In fact, *hard* may function as an adjective, modifying a noun, with the meaning 'solid, firm' (e.g. *hard floor*) or 'difficult' (e.g. *hard question*). It may also modify a verb, having the function of an adverb, e.g. *I worked very hard last week*. On the other hand, *hardly* functions only as an adverb and its meaning is quite different from *hard*, i.e. 'only just, almost not', as in the sentence: *I could hardly hear him speak*. Therefore, in the initial question, *working hard* would mean 'working diligently' while *hardly working* would mean 'almost not working'.

There are some other instances of confusing adverbs, like ***late*** and ***lately***. Whereas *late* as an adverb means 'after the expected, proper, or usual time' (e.g. *She is often late for work*.), *lately* is similar to 'recently', as in: *Have you read any good books lately?*

Here are some more examples of confusing adverbs:

(225) a. *I am **dead** tired***.** (adverb meaning 'exactly, completely, very')

b. *Hydrogen sulphide is a **deadly** gas*. (adjective meaning 'fatal, causing death')

(226) a. *You can't eat **free** in a restaurant*. ('without payment')

b. *Speak **freely** – no one will harm you*. ('without limit or restrictions')

(227) a. *Throw it as **high** as you can*. (refers to 'height')

b. *I can **highly** recommend this product*. ('very much')

(228) a. *This is **the most** beautiful ship I have ever seen*. (superlative form of adjective)

b. *The crew members are **mostly** non-smokers*. ('mainly')

Another problem with adverbs is that they sometimes get confused with adjectives. Note the following examples:

(229) a. *Please study [the manual] **carefully***.

b. *Officers should be very **careful** when authorizing a requisition*.

In (229 a.) the adverb *carefully* describes the verb, while in (229 b.) the adjective *careful* describes the noun (*officers*).

When it comes to using adverbs, it is important to use them reasonably and moderately. We often use them to emphasize a point or even as a language filler, but care should always be taken to use adverbs when they add genuine, useful information so that the text remains clear and efficient.

Here is an alphabetical list of adverbs listed according to their frequency in the corpus, with examples and remarks about some specific cases.

accordingly

Meaning: 'correspondingly, consequently'

(230) *Please revert with a firm order soonest ensuring enabling us to proceed **accordingly.***

again

Meaning: ‘back, once more, besides’

(231) *Unfortunately, the radar is failing **again.***

already

Meaning: ‘before the present time, earlier than the time expected’

(232) ***Already** booked the barge on Singapore arrival.*

Already is used to express an action that was completed before something else happened.

also

Meaning: ‘in addition’

(233) *As the addition to the above you should **also** fill a separate Hot Work Permit for each operation.*

(234) ***Also** the new procedure indicates the reporting mechanism of audits through NS5.*

The adverb *also* is used when adding some information, commonly in writing and may occupy different positions in a sentence.

always

Meaning: ‘at all times’

(235) *The vessel **always** followed the Terminal representative recommendations.*

apparently

Meaning: ‘according to what seems to be true or likely’

(236) *The vacuum switch has been checked and is **apparently** well and within the settings.*

BUT

(237) ***Apparently** when *blowing [blown] with air the system is in good order.*

The adverb *apparently* describes something that seems to be true based on what is known. It may take the initial or medial place in a sentence.

considerably

Meaning: ‘to a large degree’

(238) *Instructions have been reviewed **considerably** to eliminate unnecessary requirements.*

correctly

Meaning: ‘according to facts, properly, in a way that is generally accepted and approved’

(239) *Officers should perform the delivery of goods and services timely and **correctly.***

(240) *All couplings **correctly** filled with oil/grease as appropriate.*

currently

Meaning: ‘at the present time’

(241) *If the officer is **currently** on board the payment will be made on board…*

directly

Meaning: ‘in a direct manner, immediately’

(242) *Please ask the master to respond **directly** to…*

especially

Meaning: ‘particularly, above all’

(243) *...extra safety measures to be taken, **especially** at Cabinda.*

Especially should not be confused with *specially* which refers to the specific purpose of something.

ever

(244) *Your co-operation is, as **ever**, greatly appreciated*.

Ever can be used as a positive counterpart of *never*, or as a synonymous term of *always*, as in (233).

finally

Meaning: ‘after a long time or some difficulty, eventually’

(245) *…the DOJ investigation has **finally** been brought to a conclusion.*

BUT

(246) ***Finally,** we agree to delegate (Ch. Eng.) for the refill of the lifeboat(s) bottles.*

If this adverb used at the beginning of a sentence, then it introduces the last point.

fully

Meaning: ‘completely’

(247) *In the near future it is hoped that we will be in a position to **fully** utilise NS5 for dry dock specifications.*

further

Meaning: ‘in addition to, to a greater degree’

(248) *I will revert **further** with comments regarding the level of detail required on the forms themselves.*

A synonymous form of *further* is *farther*, but the former is more commonly used.

generally

Meaning: ‘in a general manner, as a rule, usually’

(249) *This should **generally** be filled in by the Master or the deck officer Delegate.*

BUT

(250) ***Generally**, the cylinder deposit charges are not known until the invoice is received from vendor.*

greatly

Meaning: very much

(251) *Your help will be **greatly** appreciated.*

here

Meaning: ‘in or at this place’

(252) *No consumption for purging or heating to be entered **here**.*

herewith

Meaning: enclosed here

*(253) Please find attached **herewith** the scanned copies of Marshall Islands endorsement 3rd Mate your ready reference/file.*

Herewith means ‘with this communication’ or ‘enclosed here’ and it should not be confused with *hereby*, which means ‘by this means’.

hopefully

Meaning: ‘in a hopeful way’

(254) *This will **hopefully** eliminate the problems that some ships encounter.*

(255) ***Hopefully** this will assist with the accuracy of your budgets.*

Hopefully is used to express something someone would like to happen. It may appear at the beginning of the sentence modifying the entire clause, or in the middle modifying just the verb.

immediately

Meaning: ‘now, directly’

(256) *Upon sailing each port, [the] Agent is to **immediately** telex the Statement of Facts.*

just

Meaning: ‘exactly, precisely, recently, barely, immediately, directly’

(257) *I have **just** received a call from tankers in order to fill up asap a questionnaire for lightering.*

kindly

Meaning: ‘in a kind manner, readily, naturally’

(258) ***Kindly*** *acknowledge receipt, review its contents and file it accordingly.*

Kindly is an adverb, which has different meanings, but in the collection of e-mails it is similar in usage to *please*.

never

Meaning: ‘not ever, at no time, not under any condition’

(259) *The surveyor* ***never*** *measured or recorded the content of H2S in the cargo tanks.*

normally

Meaning: ‘in a usual or expected way, regularly’

(260) *We will not* ***normally*** *require to re-inspect the vessel for a period from the date of inspection.*

please

Meaning: used in polite requests and questions

(261) ***Please*** *acknowledge receipt and understanding of this message by Master and C/E.*

(262) ***Please*** *find attached a guide for printing labels for spares.*

Please is a function word used to express politeness, polite affirmation, emphasize a request, to soften an order or request, in which case it is followed by imperative (in that sense, it is similar to *kindly*). Its position may vary, but in the analysed corpus it is almost exclusively positioned at the beginning of the sentence, immediately before the verb.

previously

Meaning: ‘before the present time’

(263) *We have* ***previously*** *carried out work for your company…*

Previously can also refer to the time indicated in the sentence.

prior to

Meaning: '*before'*

(264) *I understand that this failure occurred **prior** to your arrival.*

properly

Meaning: 'in a proper manner, in an acceptable or suitable way, accurately'

(265) *The technician was unable to set up and test the counter-balance valves **properly** as it was not possible to conduct a safe on-load test of the windlass at the time.*

recently

Meaning: 'lately'

(266) *This same problem has also **recently** been corrected on the sister vessel.*

separately

Meaning: 'in a separate manner, not together'

(267) *Certified Copies of the same will be sent **separately** to your office address.*

soon

Meaning: 'without any delay, promptly'

(268) *Please contact Mr. XY as **soon** as possible for confirmation and latest details.*

(269) *I will be deleting certificates which are not applicable very **soon**.*

still

Meaning: 'without motion, always, increasingly, nevertheless, yet'

(270) *…we are **still** facing problems with CLO supply.*

very

Meaning: ‘in a high degree’

(271) *Right now we are **very** busy attending discharge and many* visitors...

(272) *Thanks **very** much in advance.*

Similar to please, the adverb *very* does not have a strict meaning, but it emphasizes the meaning of another adjective or adverb.

well

Meaning: ‘in a good or satisfactory way; in a thorough manner’

(273) *…the system is apparently working **well** only for a short period of time (1-2 hours) areas that may be affected by the Hot Work should be cleaned as **well**.*

Similar to *very*, the adverb *well* is used to express many meanings; for instance that something was done ‘attentively, rightly, properly, sensibly, thoroughly’. Its most frequent meaning in the corpus is that of ‘also’.

4.4 Conjunctions

Building sentences

Conjunctions are words or phrases used to link other words or phrases together to form meaningful units and provide a smooth transition between related ideas. There are three basic types of conjunctions: coordinating conjunctions, correlative conjunctions and subordinating conjunctions.

4.4.1 Coordinating conjunctions

Coordinating conjunctions are the most common ones. Their main function is to join words, phrases, and clauses together, which are usually grammatically equal. They are placed in between the words or groups of words that they link together, and not at the beginning or at the end.

and

(274) *I have been investigating the matter **and** you are right...*

As a coordinating conjunction, *and* is used to join phrases and clauses, and may suggest a chronological order of activities.

but

(275) *Unable to provide you with information about the cause of the failure as it happened one day before my arrival on board; **but** it seems that for some reasons the compressor ran dry.*

But is used for contrast or exception.

or

(276) *According to this program the vessels that help improve the air quality by reducing their speed, when they enter **or** depart the port, at 12 knots speed limit in a zone of 20 miles*

The conjunction *or* is used to connect possibilities or choices.

so

(277) *We need to weld a tool/bolt to the fractured part **so** that we can remove it.*

So is used to introduce clauses of result or decision.

4.4.2 Correlative conjunctions

The correlative conjunctions are pairs of conjunctions which are used to join equal sentence elements together.

either/or; neither/nor

(278) *...report no areas of substantial corrosion, **either** within the cargo area **or** any other particular compartments within the vessel.*

These conjunctions come in pairs and join two positive/negative options. A common grammatical mistake with these conjunctions is subject-verb agreement. When they join two (or more) items serving as the subject of the sentence, the number of the verb (i.e. singular or plural) always follows the latter of the options. Multiple singular options do not create a plural noun.

whether/or

(279) *Please clarify **whether** the welding is going to take place on a [B] ulkhead only **or** at the tank side as well.*

This conjunction is used when offering two possibilities.

4.4.3 Subordinating conjunctions

Subordinating conjunctions introduce a dependent clause, and describe the relationship between the dependent clause and the independent clause in the sentence.

in order to

(280) *The vessel has requested that a service company attend **in order to** repair her Hyundai Elevator.*

In order to is used to express purpose or intention.

in the event that

(281) ***In the event that** a helicopter has to land during mooring/ unmooring please ensure that adequate personnel are available.*

This is very similar to ‘if’ or ‘in case that’.

provided

(282) *There is also no need to forward hard copies of the forms **provided** we have received the electronic versions.*

The conjunction *provided* is used only if a particular thing happens or is done. It is commonly encountered in legal documents and has a meaning similar to 'given that'.

unless

(283) *Nothing to be entered in MDO **unless** the vsl uses it.*

Unless means 'if not'.

while

(284) *We are also looking at retro fitting hydraulic hanging off pendants for use **while** carrying out maintenance and or training.*

While is used to express the time during which something (else) is happening.

4.5 Transition words

Transition words are expressions that connect ideas, but they can also introduce a certain shift, contrast or opposition, emphasis or agreement, purpose, result or conclusion, etc.

4.5.1 Addition

furthermore

(285) ***Furthermore**, find attached the risk assessment form*

Furthermore is used to add a point to an argument.

in addition/additionally

(286) ***In addition** to my message below, for us to facilitate the upgrade, please carry out the following...*

This transition word is used for adding another element, idea, etc.

moreover

(287) ***Moreover**, if they neglect to state the items not delivered, or items delivered in bad condition, the inventory and the budget consumed will be wrong*

Moreover is used to introduce new information that adds to or supports what has been said previously.

4.5.2 Cause-effect

accordingly

(288) *Kindly acknowledge receipt, review its contents and file it **accordingly**.*

therefore

(289) ***Therefore** I attach a risk assessment for the hotwork planned.*

4.5.3 Comparison

in the same way

(290) *For those ships in TI we are now going to split the voyages on Chopsin to legs, **in the same way** as TI do with their Voyage Reports.*

likewise

(291) *Please review the contents of the attached document and please ensure that your officers do **likewise**.*

4.5.4 Contrast

but

(292) *Some of our older ships have facilities to fit hanging off pennants, **but** new-builds do not have them.*

however

(293) *Two Haven instrumentation techs attempted to solve the boiler automatic control problem,* ***however*** *they only played about with the parameters.*

instead

(294) *There were some cases where a whole assembly was requested* ***instead*** *of some of its components, creating delays in the procurement cycle.*

4.5.5 Conclusion

finally

(295) ***Finally*** *we agree to delegate (Ch. Eng.) for the fill of the lifeboat(s) bottles.*

for example/ for instance

(296) ***For example*** *if your speed is 14knts and you consume 60 mt a day on Beaufort 7 and...*

4.5.6 Insistence

in fact

(297) ***In fact,*** *all equipment connected in the handling of any onboard waste...*

4.5.7 Time

currently

(298) *We are* ***currently*** *mid-way through the approval process with Class.*

immediately

(299) *If original ETA changes by more than 4 hours, Master must send an updated ETA, with explanation, to all parties* ***immediately****.*

in the meantime

(300) ***In the meantime**, and as a matter of urgency, grateful if you could arrange to check all cargo pump couplings...*

previously

(301) *After replacing the counterbalance valve on the port windlass the noise that was **previously** observed during paying out disappeared.*

4.6 Repetition

Repeating key words or the structure of the entire sentence establishes the links that the reader needs to follow the progress of ideas easily.

(302) *Have observed several **cracks** in the **Foundation** Plate of the intermediate **support** of the M/E Exhaust Manifold. This **support** is placed between the M/E T/C. The **cracks** are located in the welded area in the internal side of the **Foundation**. The cracks are important and I suggest this job to be carried out on shore, if authorized, during anchorage time.*

4.7 Back referencing

Back referencing means that a word, usually a pronoun, a demonstrative or a synonym, refers back to something mentioned previously in order to form a connection between sentences.

(303) *Please find attached risk assessment forms for the proposed **welding jobs** within the engine room. We intend to carry out **these jobs** on receipt of office clearance.*

(304) *On leaving Mina Al Fahal it was noticed that a Main Eng Cyl **headstud** on No5 Unit was loose, were moved the **stud** and found the thread to have cracked off within the engine entablature tapping, we need to weld a tool/bolt to **the fractured part** so that we can remove **it**. Therefore, I attach a risk assessment for the hotwork planned.*

In (304) these jobs refer to the welding jobs, stud to the full form headstud and the pronoun it refers to the fractured part.

CHAPTER 5

SYMBOLIC AND ABBREVIATED FORMS

The case of economy in language

Abbreviations are shortened forms of a word or a phrase used instead of that word, usually owing to reasons of language economy and conciseness (see section 2.2). They are usually formed by omitting certain letters considered unnecessary or combining the initial letters in a phrase. The language of marine engineering is abundant with abbreviations, whether technical or general. These abbreviations have become a part of the jargon and are well-known to professionals in the field. That is why they do not obstruct communication within the group, but the problem may arise if the communication extends beyond the group of professionals.

It is important to note that each company has its own abbreviations which have become common in their business correspondence, therefore, it is necessary to get to know the abbreviations specific for a certain company.

Here we will focus on the most common abbreviations used in the corpus of e-mails, with their explanations. For a full list of abbreviations used in marine engineering, cf. Spinčić and Luzer (2007: 657-665).

Table 7. List of technical abbreviations

Abbreviation	Meaning
Ass. Eng.	Assistant engineer
AVR	Automatic voltage regulator
Aux.	Auxiliary
B/W	Ballast water
BA (sets)	Breathing apparatus
BC	Butyl cellosolve
BCH	Code for the Construction Equipment of Ships Carrying Dangerous Chemicals in Bulk
BDC	Bottom dead centre
BDN	Bunker delivery notes
BHT	Butylated hydroxytoluene
BNKMO	Bunker management officer

BQS	Bunker quantity service
C/E	Chief engineer
C/O	Chief officer
C/P	Charter party
Capt.	Captain
CDI	Chemical data reports
CFC	Chlorofluorocarbons
CFR	Code of Federal Regulations
CG	Coast Guard
CMS	Continuous maintenance survey
CO2	Carbon dioxide
COTP	Captain of the port
COW	Crude oil wash
CPP	a) Clean petroleum products b) Controllable pitch propeller
c/shaft	Crankshaft
CSO	Company Security Officer
CW	Cooling water
Cyl.	Cylinder
D.D.	Day dated
D/G	Diesel generator
Deg.	Degrees
DI	Distilled
DNVPS	Det Norske Veritas Petroleum Service
DO	Diesel oil
DOC	Document of Compliance
DPA	Designated person ashore
DTR	Detail Transaction Report
DWT	Deadweight
EEBD	Emergency Escape Breathing Device
EGB	Exhaust gas boiler
EGE	Exhaust gas economizer
EIAPP	Engine international air pollution certificate
ELSA	Emergency Life Support Apparatus
ER	Engine room

ESP	Enhanced Survey Programme
ETB	Estimated time of berthing
Evap	Evaporator
Exhaust v/s	Exhaust valves
F.O.	Fuel oil
FPSO	Floating production storage and offloading
F.W.	Fresh water
FN tape	Anti-splashing tape for ship's engine room
FWG	Fresh water generator
GMT	Greenwich Mean Time
GPS	Global Positioning System
GSP	Good safety practice
HBL	Hydrostatic Balanced Loading
HC	Hydrocarbon
HCF	High cycle fatigue
HFO	Heavy fuel oil
hyd	Hydraulic
IBC code	International Code for the Construction and Equipment of Ships carrying Dangerous Chemicals in Bulk
IG	Inert gas
IGS	Inert gas system
IMO	International Maritime Organization
ISM code	International Safety Management Code
ISO	International Organization for Standardization
ISPPC	International Sewage Pollution Prevention Certificate
ISPS	International ship and port facility security code
KPIs	Key Performance Indicators
LCG	Liquified chemical gas
L.O.	Lubricating oil
l.o. OEM	Lubricating oil original equipment manufacturer
LEL	Lowest expected level
LNG	Liquified natural gas
LOC	Letter of compliance
LPG	Liquified petroleum gas
LT	Local time

MDO	Marine diesel oil
M/E	Main engine
MPA	Maritime and port authority
MSO	Marine safety office/officer
MTBE	Methyl tert-butyl ether
NOx	Nitrogen oxides
o/hauls	Overhauls
ODME	Oil discharge monitoring equipment
OOW	Officer of the watch
ops	Operations
ORB	Oil record book
OWS	Oily water separator
PC	Personal computer
PCBs	Polychlorinated biphenyls
PMS	Power management system
POB	Point of Berth
ppm	Parts per million
PSC	Port State Control
pts/ps	Port side
PVC	Polyvinyl chlorides
QE	Quality engineer
QP	Quality procedure
RA	Risk assessment
rpm	Revolutions per minute
S.W.	Sea water
SCBA	Self-contained breathing apparatus
SDR	Supply discrepancy report
SES	Safety equipment survey
SIRE	Ship Inspection Report Exchange
SLCC-A	Sample colour concentration – A treatment
SMS	Safety management system
SOLAS	International Convention for the Safety of Life at Sea
SOx	Sulphur oxides
SQE	Supplier Quality Engineer
stb/stbd	Starboard

STCW	International Convention on Standards of Training, Certification and Watchkeeping for Seafarers
STS	Ship-to-ship
Supt	Superintendent
Sys. oil	System oil
TAN	Total acid number
TBN	Total base number
T/C	Tank cleaning or turbocharger
tk	Tank
TMSA	Tanker Management and Self-Assessment
ULCC	Ultra large crude carrier
TVE	Tank vessel examinations
UMS	Unmanned machinery space
USCG	United States coast guard
V/Is or Vsl	Vessel(s)
VLCC	Very large crude carrier
VOC	Volatile organic compounds
Voy	Voyage
VRS	Voyage Reporting System
W.O.	Waste oil
WFS	Waterfronts / Waterfront shipping

Table 8. List of general abbreviations

Abbreviation	Meaning
abv	above
adv	advise
arvl	arrival
ASAP	as soon as possible
Att	attention
Brgds	best regards
chrtrs	characteristics
e.g.	exempli gratia (for example)
ETA	estimated time of arrival
etc.	et cetera

fwd	forward
Fyg	for your guidance
FYI	for your information
Gents	gentlemen
hrs	hours
i.e.	id est (that is)
misc.	miscellaneous
mssg	message
pcs	pieces
pls	please
qty	quantity
recvrs	receivers
reg	regarding
req	request
Rgds	regards
yrmsge	your message

CHAPTER 6

LEARNING FROM EXAMPLES

When in doubt…

One of the ways to learn is by studying real-life examples. That is why we have made a selection of some bad and good examples from the corpus of e-mails to provide more insight into the way e-mails should be composed. Firstly, we put forward some e-mails which were not written properly, either because they contain grammatical or spelling errors, stylistic or structural mistakes, or the tone of the message is inappropriate. The corrections are indicated by ~~strikethrough~~, if the word or phrase is incorrect, and red letters for words or phrases that were added or inserted as correct.

6.1 The best example is a bad example

Example 1.

From: M.S.

Sent: 30 September 2006 7:35

To: FLEET TEAM C; Vessel IT Support

Subject: M.S./ T. M MASTER

~~Good day~~ Dear Sir or Madam,

TM Master is still ~~nost~~ not working, so we will not cancel NCR as yet.

Also now every 2 minutes we get a message on ~~comms~~ computer ~~now get,~~

q~~Q~~uote “a program is trying to automatically send e mail on your behalf“.

W~~w~~hen you cancel it, you get ~~come up~~ “unexpected error on tm master exchange”.

All this causes problems as we can_not stop it and it interrupts routine messages.

SO we NEED SOME ONE ~~OUT~~ TO COME AND SORT TM MASTER OUT PROPER~~T~~LY ~~FOR~~ ONCE AND FOR ALL. (capital letters are not recommended in written communication as they signal shouting)

Best ~~R~~regards,

J.S.

Master

M.S.

Example 2.

From: on behalf of M.S.
Sent: 20. (no full stops in dates or years) June 2001 16:33
To: IT Support
Cc: London Fleet Team C
Subject: RE: M.S./ T.M MASTER
~~Good day~~ Dear Sir or Madam,
Firstly, as I ~~have sent~~ have mentioned in ~~other~~ the previous ~~E~~ e-mail, C/E ~~in Rotterdam~~ was up for 48_hrs in Rotterdam, with no sleep, taking fuel, lubs and stores with a stand-by thrown in as well, so he was not in the best condition to judge whether the job was done ~~right~~ properly.
~~When you think of it a bit of a no brainer to send technician to Rotterdam as it is a very busy Port. C/E not a happy man after reading your E mail.~~ (This is too informal and direct; Suggestion: Actually, Rotterdam is a very busy port which might be too intense for a technician to handle. So, you can understand his dissatisfaction.
As I was on leave in August, I cannot comment if ignored_,but as with most Masters I' am (it is better to use full forms instead of the contracted ones) a Master mariner Class1 not a Computer expert ~~if MOL wants computers to run then may-be they should send people to ships to sort out problems~~ (too direct and sarcastic in tone, suggestion: As there are still problems with the computers, perhaps it would be a good idea if an expert were sent) like an electrician is sent once or twice a year.
As for NCR I did not send ~~in~~ it, when the job is done I will close out as PSC in Punta Arenas want it closed out as well. ~~,~~ ~~Pls give me B.Gates address and I will send it him when job done to Mine and C/E satisfaction~~ (Again, this is too sarcastic, one should always try to contain oneself; it should be rephrased or omitted).
I have the detailed instructions for fixing the ~~E~~ e-mail so I will see what I can do tomorrow._U~~n~~unfortunately, I ~~cann't~~ cannot promise any_thing.
Lastly, ~~I'm~~ I am getting ~~a little bit fed up of constantly being the whipping boy for any thing that goes with computers & radio gear~~
~~If MOL is not happy with me plenty of flights to Uk from around the world pls feel free to sent another Master out who has more computer experience.~~ (again, all of this is too direct and inappropriate for formal communication. Suggestion: It seems that we are constantly struggling with the same problem, without any proper solution. I regret that I could not be of more assistance due to my lack of experience with computers. However, I am willing to accept any suggestions that you might have).
Best regards,
J.S.
Master
M.S.

Example 3.

-----Original Message-----
From: M.R.
Sent: 03 January 2007 07:33
To: P.D.
Cc: FLEET TEAM C
Subject: Re: Tank Hatches Sealing
Dear H.-san,
Thank you very much for your understanding.
Please be ~~noted~~ advised that we will ~~inform~~ send your comments to the relevant vessels (Cabo, Chinook, Midnight, Global and Millennium) through our ship management company M.
Best wishes,
G.D.

Example 4.

-----Original Message-----
From: A.R.
Sent: 15 October 2005 17:00
To: M.S.
Cc: Operaciones-
Subject: RE: M.S. –ETA Punta Arenas
~~Good Day~~ Dear Master,
Your ETA to Posesión Bay duly noted, please keep us updated ~~if~~ in case of any change.
Kindly ~~advice~~ advise (advice is a noun, advise a verb) if you ~~will~~ have any ~~requires~~ requirements (a noun is required here) such as medical attention~~s~~, garbage disposal, crew changes etc. and we will assist you.
Best regards,
A.R.

6.2 Setting a good example

Example 5.

To: Fleet C Ships
Attn: The Master
Fm: M. London
For your interest and information please see attached some recent circulars concerning the increased frequency of accidents on product chemical tankers apparently related to tank cleaning. The circulars are informative only and do not imply that changes in SOLAS/ IBC codes are imminent. Nevertheless, it appears inevitable that nitrogen systems will become compulsory probably sooner rather than later.
Meantime, our best guarantee for avoiding accidents is adherance to safe tanker practices, proper use of inert gas – particulary during tank cleaning when backhauling volatile CPP such as gasolines and naphta.
As always, very interested in your own opinions and input.
Best regards
A.D.C.

Example 6.

TO: MASTERS, ALL TANKSHIP MANAGED VESSELS
CC: FLEET MANAGERS AND SUPERINTENDENTS
DATE: 24.03.00
REF: 0290745/ASHIP521
RE: ENVIRONMENTAL MANAGEMENT SYSTEM
FOR STATISTICAL PURPOSES, OUR PRINCIPALS REQUIRE:
A SUMMARY STATEMENT RE GARBAGE HANDLING FOR THE MONTH OF OCTOBER 2001.
AND
A STATEMENT OF THE INVENTORY OF REFRIGERATION GASES ON BOARD.
WE SUGGEST THIS TIMED FOR END OF OCTOBER.
KINDLY RESPOND BY FILLING ONE (1) LINE ON THE ATTACHED FORMS AND RETURNING TO US AS SOON AS POSSIBLE, AND IN ANY EVENT NOT LATER THAN 15TH NOVEMBER.
BY COPY OF THIS MESSAGE FLEET GROUPS ARE REQUESTED TO MONITOR RESPONSES FOR TIMELY RETURN TO MOL, TOKYO.
MOL INSTRUCTIONS ARE COPIED BELOW.
QUOTE
Dear Sirs,
As we informed you in our previous circular and the Environmental Report 2001, MOL has adopted its own Environmental Management System (MOL EMS 21) in April 2001.
It is now used in our offices and marine transportation to help improve environmental conditions.
In this regard, we need to obtain the following shipboard data in order to aid our future planning.
1) Shipboard garbage, Oil residue
Data for the period October 1-31, 2001 (one month) based on the Garbage Record Book and Oil Record Book of each vessel
2) The Freon (CFC/HCFC/HCF) for use in shipboard machinery
Your kind cooperation and support for this matter will be highly appreciated.
Yours sincerely,
-Attachment-
THANKS AND REGARDS,
D.

Example 7.

To: Master
Fm: W.S.
Re: C.M.V. 200449 – Naphtha Cargo
Dear Capt. P.,
We received an e-mail today from the receivers from the Naphta cargo at Aratu. According to the receiievers, the inspectors at discharge port reported high Methanol contents on the naphtha of MT Chinook Maiden.
Receiver's specs allows for METHANOL contents at 10 ppm wt max and the Naphtha received fromyr vsl contained 81 ppm wt methanol. This level of contamination could badly affect some of recvrs downstream products.
In this specific case, it looks as though recvrs were able to blend the cargo with naphtha from other sources decreasing the final figures of Methanol (to around 40 -50 ppm wt). They are following the result of our production and hope there won't be any serious implication.
This could have been, and may still end up being a huge problem. Would you pls check / advise where this issue may have originated from. We appreciate yr feedback accordingly.
As you know, the voyage instructions stated the following, VESSEL TO ARRIVE AT LOADPORT WITH SUITABLE BALLAST IN ACCORDANCE WITH TERMINAL REGULATIONS AND WITH ALL CARGO TANKS/ LINES/ PUMPS THOROUGHLY CLEANED, STRIPPED, DRAINED, FREE OF ALL RESIDUES FROM PREVIOUS CARGO AND BE ACCEPTABLE TO INSPECTIONS FOR THE LOADING OF DESIGNATED NAPHTHA CARGO. AS LAST 3 CARGOES METHANOL/ METHANOL/ CPP – CHRTRS REQUEST VSL TO PLEASE ENSURE A THOROUGH WATER WASH AND RINSE OFF ALL CARGO TANKS.
TANKS TO BE DRY.
Pls advise by return what tank preparations were made from vsls side prior to loading Naphtha at Skikda.
M.S. will be loading ex Skikda next week and it is imperative that we do not have the same problem on that vsl.
Many thanks for yr prompt response.
B/Rgds P.H.

Example 8.

To: M.L., Fleet Team C
Attn: N.D./ A.C./ B.B.
From: M.S.
Subject: Various
Msg. ref: 07194/MNC01.5
Date: 18 August '05
Good day Gents,
During our last call in Rotterdam, in September, we were supposed to have gyro service (VRS2005). This did not take place for some reason unknown to us –I think it was probably due to lack of service technicians being available during the weekend that we were there.
N., you advised me, after we left Rotterdam last time, that the service would take place on our return. We were under the impression that this order was still pending. Two days ago, we were advised that this requisition had been cancelled and to make a new VRS.
We made a new VRS2073 for the gyros and sent it back to your office on 17 October.
I note that this was not listed on D's Port Report that was received yesterday evening.
I know that D. has gone for a few days on holiday; so, please get the person who is covering for him to arrange the service.
We have an intermittent deviation error, between the two gyros; which sometimes occurs after large alternations of course and when swinging around at anchor. I suspect that this is caused by a worn bearing that is sticking and causing one of the gyros to precess out of true temporarily. This was the cause of a similar problem that I had on Naparima.
Please note that the makers recommend that these are serviced annually and, from personal past experience, I know that without this annual service can be more costly in the long term. The gyro fluid deteriorates and causes pitting to the gyro sphere. Then the sphere has to be replaced at much greater expense than the cost of the annual service.
RE: Radar ARPA Target Data problem (VRS2068)
After forwarding information about our problem to our Shore Based Maintenance Providers; I have received no advice from Radio Holland about how to resolve this.
Please arrange for a technician to attend.
The Chief Engineer told me that, in his telephone conversation with N. last Friday, the Chief was told that he might be making a visit to the ship in Rotterdam.
If so, please confirm; once again, we have prepared the MOLT019 in preparation for his visit.
For ISPS purposes I am supposed to interchange information on visitors with the agents and have all potential visitors listed for the gangway watch.
Best Regards
R.C.J.
Master

Example 9.

To: TTMC
Attn: D.W.
Cc: MELPG
Attn: T.O.
Fm: Tankship Management
Ref: 070157/SI02/MBR/4.1
Date: 20th Feb. 2004
Re Maracas Bay bunkers
Good Day D.,
Noted the report from the independent surveyor, and whilst interesting to note, we have no proof that this was in fact a representative sample of the fuel supplied to the ship at that time.
The problems the vessel reported were associated with filter choking which could have been caused by the purifiers not operating correctly on fuel of a high density. However, the purifiers on this vessel and most others these days will operate on densities above 0.991 kg/ but the fuel specification is still set at this level.
I do not think anything is to be gained by entering into long discussions over the origins of various samples, the repeatability of tolerance of density measurement etc. with suppliers of this fuel. (In cases involving disputes over fuel quality, an independent Surveyor is ussually appointed to draw samples from the vessel's tanks and then to witness the testing of these samples. Samples supplied by barges could have come from anywhere and we'd be very surprised to find one of these out of specification!)
The vessel does not seem to have suffered any damage to the fuel system and the only inconvenience was that the engineers had to keep watch for a few days in order to be ready to change over the filters when required. Not sure of the costs of this in terms of overtime but the purifiers will have to be opened during the next port of call for inspection. The spares used during these inspections would normally have been required and if the suppliers were happy to cover the costs of these, a few hundred dollars I expect, then good will would prevail.
The ship's staff will continue to closely monitor the use of this fuel and any side effects that its use may have caused and we will advise if further problems are encountered. Once we have received a quote for the spares used, we will forward this to you for re-imbursement from the fuel suppliers.
Thank you and Best Regards
S.R.
Eng. Supt.

Example 10.

From: L.P.

Sent January 21, 2003 12:31 PM

To: D.W.

Cc: Marketing

Subject: Test results

: D.W.
As per our telcon, ref above analysis, pls find msg below and test result attached which comes out just in Spec (around 0.995).
Regards
L.P.

CHAPTER 7

CONCLUSION

In conclusion or inconclusive?

The aim of this handbook was to establish the required English language proficiency levels for engineer officers and to provide a useful methodological tool for more efficient communication in the marine engineering context.

In Chapter 1 we have pointed out the need for more instruction in English as a second language for students of marine engineering at MET institutions as well as the need for refreshment courses for engineer officers on board ship. Furthermore, instruction on written correspondence is necessary taking into account the significant amount of time engineer officers at management level spend on filling out forms, writing e-mails, reports, specifications, etc.

Theoretical foundations of the communication process have been laid out in Chapter 2 where we have discussed how and why we communicate and what the main elements of communication are. Furthermore, in this Chapter we have explained how written communication differs from oral communication and we have presented different types of written communication in marine engineering with accompanying illustrations. The final section of this chapter is intended as a reference for Maritime English (ME) instructors, as it depicts existing models of communication relevant for language teaching and the intercultural environment on board ship.

The notes provided in Chapters 3 and 4 are expected to be a good reference material for students of marine engineering and engineer officers, either when in doubt or when looking for the perfect phrase. Stylistic guidelines are presented in Chapter 3, whereas linguistic guidelines for efficient communication are provided in Chapter 4. These two chapters combined, which constitute the larger part of the handbook, contain more than 300 authentic example sentences showing how various language structures can be used in efficient communication.

In Chapter 5 the most frequent and commonly used abbreviations in marine engineering are presented.

Ten sample authentic e-mails are provided in Chapter 6 and are used as good and bad examples to illustrate what is acceptable and what is not acceptable in written correspondence. The original (authentic) e-mails can be used as a teaching resource. Hence, the handbook also provides a valid contribution to materials design and development in ESP teaching (specifically for marine engineering English) as there is scarcity of such materials.

Finally, a glossary of linguistic terms is provided to help the reader comb through linguistic terms (i.e. the metalanguage) he/she might not be familiar with.

GLOSSARY OF LINGUISTIC TERMS

abbreviation – a shortened or contracted form of a word or phrase used to represent the whole

acronym – an abbreviation formed from the initial letters of a word or a phrase, e.g. ***IMO*** is an acronym of the ***International Maritime Organization***

active voice – a form or a set of forms of a verb in which the subject is typically the person or thing performing the action (e.g. ***The Chief Engineer*** *wrote the report*)

adjective – a word which describes or modifies a noun, i.e. gives more information about a noun, e.g. *a* ***marine*** *engineer*

adverb – a word which describes or gives more information about a verb or an adjective, e.g. *to communicate* ***efficiently***

antonym – a word or a phrase that has the opposite meaning of another word or phrase in the same language, e.g. ***inefficient*** is an antonym of *efficient*

article – a word which is used with a noun to specify grammatical definiteness, e.g. ***the*** *Chief Engineer,* ***an*** *engineer*

backreferencing – referring to something that has been mentioned previously

case – a specific inflection of a word depending on its function in a sentence (e.g. ***the nominative case, the accusative case***, etc.)

clause – a unit of grammatical organization next below the sentence in rank, e.g. ***As he was late***…

coherence – the quality of being logical and consistent

cohesion – a way of linking words, phrases, sentences and paragraphs together

collocate – to co-occur

communication channel – the medium through which the message is transmitted

conjunction – a word or a phrase which is used to connect clauses or sentences, e.g. ***and, or, however***, etc.

context - the surrounding (physical) environment within which communication takes place

corpus – a large collection of texts

demonstrative – a word which specifies the thing or person referred to, e.g. ***this***

direct question – e.g. How are you doing*?* as opposed to an indirect question *I was wondering how you are doing.*

discourse – written or spoken communication

discrete – separate, distinct

durative verb – a verb which expresses a continuing action

feedback – a response to a message

finite clause – a clause which contains a finite verb form, e.g. ***goes*** in *he goes* is a finite verb form

if-phrase – phrases (also clauses) used to introduce possible or impossible situations or conditions and their results

imperative form – a linguistic form used for giving orders, e.g. ***Start that pump! Do start that pump!*** (The negative counterpart is ***Do not start that pump!***)

instrument – a means for achieving an effect

interference – noise in the communication channel or process

interlocutor – a person who takes part in a conversation

jargon - special words or expressions used by a profession or group that are difficult for others to understand, e.g. ***technical jargon***

language filler – a filled pause; a word or a phrase which is used (in conversation) as a hesitation marker, e.g. ***um, like, you know*****,** etc.

lexical– related to the words or vocabulary of the language

lingua franca - a language that is adopted as a common language of communication between speakers whose native languages are different, English is the *lingua franca* of modern communication

linguistics – the study of language

linking word – a word which connects two sentences

message – information encoded in language

modal verb – a type of a verb which is used to express likelihood, ability, permission, request, capacity, suggestions, order, obligation, advice, etc., e.g. ***may, can, should, must***

non-finite clause - a clause which contains a non-finite verb form, i.e. a verb form that does not change, e.g. ***to go***

noun – a word used to identify any of a class of people, places, or things or to name a particular one of these, e.g. *an* ***engineer***

noun phrase – a phrase formed by a noun, and its modifiers (other nouns, adjectives, etc.), e.g. ***a marine engineer***

numeral – a word which is used to express quantity, e.g. ***few, many***, etc.

passive voice – a form or set of forms of a verb in which the subject undergoes the action of the verb (e.g. ***The report was written*** (*by the Chief Engineer*).

POS – part of speech – a category to which a word is assigned in accordance with its syntactic functions, i.e. word class

pragmatics – the branch of linguistics which studies language in use and how language can be used to achieve a goal

preposition – a word which usually precedes a noun and expresses a relation to another word or element in the clause (sentence), e.g***. at, in, on***, etc.

pronoun – a word which is used as a substitute for a noun, e.g. ***I, you, he, she***.

receiver – the person to whom the message is sent

redundancy – additional information which is not crucial for the understanding of the message

sociolinguistics – the study of language in context

source – the sender of the message

speech act – an utterance considered as an action, particularly with regard to its intention, purpose, or effect

subject – the person or thing about whom the statement is made**, e.g.** ***The engine assistant*** *is to report to the Chief Engineer.*

subject-verb agreement – explains that the subject and the verb must agree in number, e.g. ***a ship is - ships are***

superlative form – used in comparisons, expresses the highest degree of a quality, e.g. ***the best***

synonym – a word or phrase that means exactly or nearly the same as another word or phrase in the same language – the words ***concise*** *and* ***succinct*** are synonyms

syntax – the arrangement of words and phrases to create well-formed sentences in a language

term – a word or phrase used to describe a thing or to express a concept, especially in a particular kind of language or branch of study, e.g. ***crankshaft*** is a technical term

terminology – the body of terms used with a particular technical application in a subject of study, profession, etc.

token – an individual occurrence of a linguistic word in speech or writing

utterance – a spoken word, statement, or vocal sound

verb – a word used to describe an action, state, or occurrence, e.g. ***to overhaul***

vocabulary – words used in a particular language

REFERENCES

1. Ahmed, Sabri T. S.; Pawar, Sunil V. 2018. Communicative Competence in English as a Foreign Language: Its Meaning and the Pedagogical Considerations for its Development. *The Creative Launcher: An International*, 2/5, pp. 301-312. https://www.researchgate.net/publication/324392820_Communicative_Competence_in_English_as_a_Foreign_Language_Its_Meaning_and_the_Pedagogical_Considerations_for_its_Development (accessed August 2, 2019).
2. Austin, John Langshaw. 1962. *How to do things with words*. Cambridge, Mass.: Harvard University Press.
3. Bachman, Lyle. 1990. *Fundamental considerations in language testing*. New York: Oxford University Press.
4. Balboni, Paolo E.; Caon, Fabio. 2010. Abilità strategiche di comunicazione per il funzionario degli 'Esteri': dalla competenza linguistica alla competenza interculturale. In *Diplomathìa: l'arte di imparare due volte*, F., Lobasso (Eds), pp. 34-42. Catanzaro: Rubbettino. https://www.researchgate.net/publication/309610373_A_Performance-oriented_Model_of_Intercultural_Communicative_Competence (accessed Dec 1, 2019).
5. Bocanegra-Valle, Anna. 2013. Maritime English. In *The Encyclopedia of Applied Linguistics,* C. A., Chapelle (Ed.). Oxford: Wiley-Blackwell. DOI: 10.1002/9781405198431.wbeal0746. (accessed August 2, 2019).
6. Borucinsky, Mirjana; Kegalj, Jana. 2019. Syntactic ambiguity of (complex) nominal compounds in technical English // *International journal of English studies,*19, 2; pp. 83-102, doi:0.6018/ijes.352751
7. Canale, Michael. 1983. From communicative competence to communicative language pedagogy. In *Language and communication,* J. Richards & R. Schmidt (Eds), pp. 2-27. London: London Group Ltd.
8. Canale, Michael; Swain, Merrill. 1980. Theoretical bases of communicative approaches to second language teaching. *Applied Linguistics*, 1, pp. 1-47.

9. Celce-Murcia, Marianhne; Dornyei, Zoltan; Thunrrel, Sarah. 1995. Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6 (2), pp. 5-35.

10. Chomsky, Noam. 1965. *Aspects of the Theory of Syntax*. MIT Press: Massachusets.

11. Cole, Clive; Trenkner, Peter. 2009. The Yardstick for Maritime English *STCW* assessment purposes. *IAMU Journal*, 6 (1), pp. 13-28.

12. Hymes, Dell. 1972. On Communicative Competence. In *Sociolinguistics Pride*, J. B., & Holmes, J. (Eds.), pp. 269-293. Baltimore, USA: Penguin Education, Penguin Books Ltd.

13. Hymes, Dell. 2001. On communicative competence. *Linguistic anthropology: A reader*. Pp. 53-73

14. International Maritime Organization. 1978. Standard Marine Navigational Vocabulary (SMNV). London: International Maritime Organization.

15. International Maritime Organization Standards of training, certification and watchkeeping for seafarers. 1995. London: International Maritime Organization.

16. International Maritime Organization. 2001. Standard Marine Communication Phrases (SMCP). London: International Maritime Organization.

17. Jakobson, Roman. 1960. Closing Statements: Linguistics and Poetics. In *Style in Language*, Thomas A. Sebeok (Ed.), pp. 350–377. Cambridge Massachusetts: MIT Press.

18. John, Peter; Brooks, Benjamnin; Schriever, Ulf. 2017. Profiling maritime communication by non-native speakers: A quantitative comparison between the baseline and standard marine communication phraseology. *English for Specific Purposes* 47, pp. 1-14.

19. John, Peter. 2019. *Building a quantitative linguistic profile of bridge team communication for a performance assessment of native and non-native speakers of Maritime English*. PhD Theses, University of Tasmania, Australian Maritime College.

20. Krashen, Stephen D.; Terrell Tracy D. 1983. *The Natural Approach. Language acquisition in the classroom*. Phoenix: Indiana University.

21. Littlewood, William. 2011. Communicative language teaching: An expanding concept for a changing world. In *Handbook of research in second language teaching and learning*: Volume II. E. Hinkel (Ed). pp. 541-557. UK: Routledge.

22. Logie, Catherine. 2019. My practice: English e-learning course for engineers at elementary language level international Maritime English Conference. In *Proceedings of the IMLA International Maritime English Conference*, pp. 212-213. Eland Islands: Finland.

23. Luzer, Josip; Spinčić, Aristide. 1998. Reports on Level of Competence in Communication, Marcom Project, European Commission's Research Programme into Waterborne Transport, Institute fur Sichercheitstechnik/ Verkehrssicherheit. V(ISV) im Technologiezentrum, Warnemünde. /Final document/Part of project Level of Competence in Communication Among Marine Engineering Officers, Workpackage 5.2.1/2.

24. Molt, Elisabeth. 2006. No Double-Dutch at Sea: How English Became the Maritime Lingua Franca. *International Journal of Maritime History*, 18(2), pp. 245-255.

25. Mönnigmann, Bernd. 2015. Mehr Sprachliche Kompetenz auf See. *Hansa International Maritime Journal*, 152(9), pp. 33–35.

26. Mönnigmann, Bernd; Čulić-Viskota, Adelija. 2017. Standardised English Language Proficiency Testing for Seafarers. *Transactions on maritime science* 02: pp. 147-154.

27. Noble, Alison; Vangehuchten, Lieve; Van Parys, Willy. 2011. Communication for maritime purposes: Some exploratory results of a survey-based study on intercultural and linguistic features. *International Journal of Applied Linguistics*, 162, pp. 111-133.

28. Pritchard, Boris; Kalogjera, Damir. 2000. On Some Features of Conversation in Maritime VHF Communication. In *Dialogue Analysis VII: Working with Dialogue*: M. Coulthard, J. Cotterill & F. Rock (Eds.) Selected Papers from the 7th IADA Conference Birmingham 1999, pp. 185–194.

29. Pritchard, Boris. 2011. Nature of maritime VHF communications and prospects for new research. In *Communication for Maritime Purposes - An International and Interdisciplinary Issue,* Vangehuchten, Lieve; Van Parys, Willy ; Noble, Alison, (Eds.). Antwerpen: Universiteit Antwerpen.
30. Quirk, Randolph; Greenbaum, Sidney; Leech, Geoffrey; Svartvik, Jan. 2010. *A comprehensive grammar of the English language,* PE edition. London: Longman.
31. Savignon, Sandra J. 1972. *Communicative competence: An experiment in foreign-language teaching*. Vol. 12. Marcel Didier.
32. Spinčić, Aristide; Luzer, Josip. 2007. *Engleski u brodostrojarskim komunikacijama/English in marine engineering communications*. Rijeka: Adamić.
33. Trenkner, Peter. 1996. IMO-Standard Marine Communication Phrases (SMCP) – an attempt to meet increased communication requirements of ship's officers. Ninth international maritime lecturers' association international conference on maritime education and training (IMLA 9), International Maritime Lecturers' Association, Kobe.
34. Widdowson, Henry G. *1978. Teaching Language as Communication*. Oxford: Oxford University Press.
35. Ziarati, Martin; Ziarati, Reza; Bigland, Oliver; Acar, Ugurcan. 2012. Communication and Practical Training Applied in Nautical Studies, Tuzla, Istanbul: Centre for Factories of the Future, Coventry University Technology Park, Coventry, UK and TUDEV Institute of Maritime Studies. http://www.marifuture.org/Publications/Papers/ COMMUNICATION_AND_PRACTICAL_TRAINING_APPLIED_IN_NAUTICAL_STUDIES. pdf (accessed March 20, 2019).

Web sources:

1. Cambridge Dictionary of English - https://dictionary.cambridge.org/
2. CEFR- https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions
3. MarineEngine - http://www.marineengine.com/
4. SeaTALK - https://seatalkweb.com/
5. SketchEngine - https://www.sketchengine.eu/

INDEX

SVEUČILIŠTE U RIJECI
POMORSKI FAKULTET