Making sure that your instructional language is at an appropriate level can also alleviate some of the stress learners encounter when engaged in task completion. Keep grammar and sentence structure consistent with the proficiency levels of the target students. At lower levels, stick to simple sentences wherever possible and use visuals to support your instructions. It is also important to check the word frequency and lexical density of text that you put online. There are excellent word frequency checkers online that you can use to ensure your instructional language and rubrics are easily comprehensible, according to the CEFR and other levels of your learners. Inclusivity is also an important feature of online content and can be approached in terms of a risk area. Ensuring that the language you use online does not cause offense is an important risk mitigation strategy. Offensive, dishonest or inaccurate content online can cause major headaches in terms of damage to the reputation of your Centre. It's important to remember that the internet is "forever" and "you are what you email". It's also important to be aware of what might be offensive to different student cohorts, particularly if you are looking to move into a new market with significantly different cultural expectations - or to their parents if you will be introducing programs for young learners - a seemingly innocuous reading activity about x-raying ancient Egyptian mummies to reveal ancient tattoos could be seen as a distressingly morbid focus on death and the sinful practice of tattooing in some cultures.