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s a lecturer in communications studies (both written and visual for native as well as non-native English speakers), in both my selection and presentation of course materials, I draw on my previous and extensive professional experience in corporate communications (in which I was responsible for the design and production of effective communications materials for diverse audiences) in order to demonstrate the benefits of a rigorous adherence to the ideals of semantic clarity (an especially important linguistic feature during my six years teaching professional English communication to French students in which I was required to constantly strive to foster both the ability *and the confidence of* non-native speakers in their English language skills) and thereby demonstrate not only the ability to *exhibit* but simultaneously *encourage* both an awareness and an appreciation of the practical and tangible benefits resulting from the use of simple and engaging syntax in the composition of short, crisp and politically sensitive statements and through which to encourage and engender (via the establishment of a common code) a tangible commitment on the part of my students to the attention, the understanding and the interests of the defined audiences to whom they addressed themselves, thereby providing my students with the willingness and ability to avoid – with the increasing ease which is the gift of habit and practice – precisely the kind of sentences which, tortuous to follow and dependent for both their clarity and stability on the very weakest of grammatical moorings, all too often epitomise the structural deficiencies found within the language (including diction and phraseology) of many documents (brochures, websites etc.) and other outputs of corporate communications which (if I can only escape from this clause I will join you) I confess, even some of my own earlier efforts had previously offered indignity and unwarranted offence to the rich literary heritage of which I was (Oh! False Prophet!) a most unworthy ambassador – and by which I had (for shame!) inadvertently placed obstacles in the path of those same young, inquisitive minds to whom, as guide and mentor, to whom I had now been given both the weighty responsibility and the (perhaps undeserved) honour of demonstrating and inculcating the complex range of abilities – intellectual, grammatical/syntactical and indeed, aesthetic – the confident acquisition of which are essential if they are to be able to recognise, appreciate and develop in their turn, the capacity for well-crafted and unpretentious expression: an eye, or rather, an ear for which constitutes an important (in fact, if one would pause briefly to consider the matter, the *primary*) prerequisite for the development and deployment of those skills deemed necessary for the composition of consistently comprehensible, precise, engaging (and, as we must take heed to remember always that the primary objective of any use of language is *to communicate*), a clear and simple English sentence.