

What, How and Why

- Follows a long-held conviction that understanding English leads to better use of English.
- Adapts ideas from car manuals and progressive methods of teaching EFL.
- Addresses directly the point of view of those who have been let down by school or have let themselves down at school.
- Acknowledges students' failures and wariness of adult advice and interference.
- Engages with both students and helpers using humour and anecdote.
- Points out important reasons for communicating clearly and accurately: economic, psychological, social and political.
- Maximizes students' chances of getting things right and then finding the confidence to take the next step.
- Includes "Essentials" – supplementary material for tutors and for students in a hurry.
- Aims at independent, educated use of the written language and makes clear the importance of this for life, not just for schools and examinations.

Responses to WHW – discussion and trials with:

- Four educational charities
- Two schools
- A military prison
- Four school "failures"
- Several teachers
- A mother and son
- Private tutors

School "failures" speak of:

- An imaginary classroom where there are no bullies or disruptives, but where much encouragement is provided.
- A positive authorial presence.
- Anecdotes and self-deprecating humour that encourage perseverance.
- The variety of ways shown by which they can improve their writing.
- A mother leading the way, teaching herself and helping her son.

Educational charities etc. responded as follows:

- Very entertaining – clearly a great idea. (Plain English Campaign)
- A keenness to review the book once there is a publication date. (Education Otherwise)
- American colleagues who assure me that America would value the book

Extent – 80,000 words approx.

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For further information or a chapter to try, contact: peterinson@yahoo.co.uk