

**English as Skills:
Functional English**

Key values: knowledge about language, standard forms and genres, production of useful citizens.

Role of teacher: inculcation of knowledge about language, demonstration of standard forms and uses, correction of student products.

Role of learner: assimilation of knowledge about language, application and practice of standard forms and uses, analysis and criticism of models.

Key figures: M. Scriven, J.M. Williams, F. Christie, J. Martin, J. Rothery.

**Cultural Heritage:
English as the Great Tradition**

Key values: conservation and transmission of the canon of great works of literature, production of keepers of the cultural flame; perpetuation of universal human themes and values.

Role of teacher: transmission of knowledge and value of the cultural tradition and induction of students into the language of literary criticism.

Role of learner: assimilation of information about the literary tradition and great works, interpretation and reproduction of the 'right response', assimilation of literary critical discourse, development of moral and aesthetic sensibility.

Key figures: F.R. Leavis, E.D. Hirsch, A.S. Bloom

Progressive English (elsewhere known as Growth Model English, Whole Language, New Literacy or Personal Growth)

Key values: respect for the individual qualities of the learner, child-centred, experiential, exploration of language in use, for production of personal meanings and growth in language competence; production of self-actualising individuals.

Role of teacher: facilitation of language-rich experiences and contexts; collaboration and negotiation with the learner; provision of appropriate resources and information as the learner needs them.

Role of learner: participation and engagement in learning experiences; articulation of personal response; co-operation and collaboration in learning experiences; respect for responses and products of other learners.

Key figures: J. Britton, D. Barnes, H. Rosen, J. Dixon, J. Moffett, G. Boomer, J. Willinsky.

**Radical English:
Cultural Criticism**

Key values: recognition of cultural construction of texts and readings, and the values and interests privileged in each, promotion of equity and power for minorities, production of critical citizens.

Role of teacher: foreground ways in which texts are constructed, make accessible/visible cultural assumptions and stereotypes, make available alternative readings, promote construction of critical readings.

Role of learner: analysis of construction of texts, production of alternative readings, identification of attitudes and values privileged by particular readings, production of alternative texts.

Key figures: T. Eagleton, C. Belsey, S. Ball, A. Ken and D. Gardiner, W. Green.