

# EXTENDED DEGREES: A UNIVEN STUDY

P KABURISE

## Abstract

The four year extended degree (ED) with a foundation provision is one of the academic intervention tools available to underprepared students in higher education institutions (HEIs). University of Venda (Univen) introduced this form of assistance in 2007 to students enrolled in the Schools of Human Sciences, Management and Law (HML). The 15% completion rate for this first cohort is a cause for concern. This paper examines the implications of this result in terms of Univen's implementation of EDs. EDs can be variously applied dependent on the peculiar situation in an institution and it can be assumed that Univen chose the current format after due consideration of all factors. The poor throughput rate of these students, however indicate otherwise, motivating this investigation. An examination of the curricula for the various degrees indicates that Univen is implementing a blend of the various academic interventions without the necessary reconfiguration of teaching and learning and this might be the cause for the poor performance. The final sections of the paper contribute to the debates on topical issues related to academic literacy and support such as an extended high school period and a four year generic bachelor's degree.

**Keywords:** Extended degree, underprepared students, academic literacy. Univen, results, curriculum

## 1. INTRODUCTION

South Africa's graduation rate of 15% is one of the lowest in the world according to the National Plan for Higher Education compiled by the Department of Education in 2001. In 2005 the Department of Education (DoE) reported that of the 120,000 students who enrolled in higher education in 2000, 36 000 (30%) dropped out in their first year of study; 24,000 (20%) dropped out in their second and third years. Of the rest, 60 000, only 27% graduated within the specified three years duration for a generic bachelors degree, while one in every two technikon students dropped out between 2000 and 2004. According to Letseka and Maile (2008) it has since being established that in some institutions the dropout rate is as high as 80%.

DHET then went on to put this picture in financial terms. The Department noted, with concern, that the dropout rate was costing the government R4.5 billion in grants and subsidies to higher education without a resulting return on the investment. Economic results from such a scenario include poor growth rate of the country as skilled high level personnel and managerial skills for businesses and industries become scarce at a time when these are becoming increasingly essential for social and economic development in a knowledge-driven world.

The reason usually given for this most unsatisfactory state of affairs is the problem of inadequate articulation between secondary /high school and tertiary levels of education. It was realised that certain category of students have generally not been equipped with key academic approaches and experiences which are taken for granted and which are essential to traditional higher education programmes. This gave expression to the term 'articulation gap' as referred to by the 1997 White Paper (DoE 1997: 2.32). This gap manifests itself in students who lack skills such as, the ability to critically interact with issues, engage in academic discourse, handle the linguistic sophistication required to access lectures, lecturers and comply with the rigors of research.

This low success rate seen, predominately, in students from disadvantage communities makes the situation, socially, also worrying since it is also causing the defeat of one of the strategic objectives of the National Plan for Higher Education – 'to promote equity of access and outcomes and to redress past inequalities through ensuring that student and staff profiles reflect the demographic composition of South African society'.

Reasons for under-preparedness are various and dynamic but the reasons can be broadly grouped under lack of academic literacy (AL). AL is a complex, multifaceted term and its presence and development are dependent on a multiplicity of contributors. Hence, a discussion of AL cannot be taken in a neutral context but must be fore-grounded in the profile of the country, the lecturers and students' profile, an institution's philosophy, among others (Cliff *et al.* 2003). Where students' level of AL is such that it puts the students at risk of non-completion of their studies, some kind of intervention is usually offered. It is within this context that institutionalized academic support has been undergoing constant evolution in an attempt to come up with the most relevant design.

## **2. AIM AND OUTLINE OF THE PAPER**

This paper reports on an impact study of one type of academic intervention adopted in Univen, the extended degree (ED). The aim of this paper is to discuss the significance of the performance of one cohort of students enrolled for ED in the Schools of Human Sciences, Management and Law (HML). In 2007, 120 students enrolled in various degrees offered in HML; these should have completed their degrees by 2010. Their graduation rate of 15% as against the overall Univen rate of 21% is a clear indication that Univen's use of ED as a means of improving both access and success needs interrogation. Using Univen as a case study, this paper reflects on the implications of this result on ED as an intervention strategy for Univen students, lecturers, and policy makers. Closing discussions focus on possible alternative interventions such as, a generic four year degree or an extra year in the high school in line with some African countries which operate with 'O' and 'A' levels in pre-tertiary schooling.

### 3. BACKGROUND TO THE PROBLEM

Paying attention to cognitively underprepared tertiary students in the South African education system can be traced to the late 70s as part of activists' reaction to the low presence of Black students not only in tertiary studies but particularly in certain historically white higher education institutions (HEIs). The need for effective academic development was further fanned by the political change in South Africa after 1994, where social consciousness and equality were expected to be exhibited in as many areas of the country as possible, including offering quality education to formerly disenfranchised sectors of the country.

Inadequate academic readiness for tertiary studies is not only a direct result of the quality of pre-tertiary teaching and learning but also other contributors like the socio-economic environment of the students. Schools from which Univen draws its students are characterized by poor resources, under-qualified teachers and cognitively unchallenging teaching and learning; while socio-economic influences include students coming from a non-tertiary studies oriented background, financial constraints and difficulties in adjusting to the elitism of tertiary culture (Warren, 1998; Eiselen and Geysers 2003). Socio-economic conditions prevent these students' homes from supporting the learning environment of the schools since most students are first generation scholars, therefore a stimulating academic milieu is not forthcoming preventing a school-home corporation in the learning of these students. Literacy within this environment is of the basic functional type which comprises academic skills at a fairly elementary survival level (Kilfoil and Van der Walt 1997). Functional literacy enables students to implement some language and calculation skills and to operate adequately in their immediate communities. Functional literacy however is the starting point in developing critical academic literacy, which is vital for the cognitive challenges of tertiary work. Critical literacy produces an independent thinker who can interact with text by analysing, evaluating, individualising and challenging the works of writers. When students do not possess or have not progressed in their pre-tertiary education to critical levels of literacy, tertiary work poses challenges.

Naturally HEIs could only attempt to find solutions to some of these academic and socio-economic challenges. The main solution offered for academic lacks were remedial additional classes outside the main stream with the aim of inculcating the lacking academic attributes to the students and some socio-economic support was offered in various forms of bursaries and affective intervention.

Univen in the far north of the Limpopo province attracts students at various levels of preparedness. Eiselen and Geysers (2003) Cliff *et al* (2003) have described students they would classify as academically 'under-prepared' and it can be said that Univen students exhibit these features at varying degrees.

A similar point is made by Kaburise (2010a) who note that the level of language sophistication demonstrated in writing samples by potential Univen students is below the threshold considered basic for successful tertiary level education (Bourdieu *et al*, 1994, Elder, C. *et al*. 2004). Since most of the underprepared students operate at the functional literacy levels, some kind of intervention was needed to enhance this type to tertiary-relevant critical literacy.

Supportive measures for student under-preparedness have been in the spot light for the past 30 years, in a variety of forms and institutional settings. These different approaches to AL enhancement in the higher education landscape have posed challenges for institutions on what is the most appropriate to their particular situation as the expected improvement in success rates for underprepared students did not materialise in the 80s. This led to a re-examination of issues like the whole concept of AL, the role of the various stakeholders, the nature of tertiary teaching and learning and flexible and needs-driven intervention strategies. This resulted in the spotlight also being put on the HEIs. Questions were then asked as to whether HEIs were also prepared for students from diverse backgrounds; whether there were barriers in HEIs themselves which were contributing to the poor success rates (Boughey and Volbrecht in Griesel, 2004). Tertiary success was seen as lying not only in 'fixing' the underprepared students but also in 'fixing' the HEIs' 'inaccessibility' to students. This saw academic support transformed from marginalised add-on remedial activities into a 'core Higher Education Development practice where the synergy of policy and strategy; capacity building; scholarship, research and evaluation is resulting in the development of national systems, institutions, staff, students and curricula and its responsiveness to societal needs.' (ibid). It is within this environment that extended support was conceptualised to not only offer access as remedial or bridging but extended support to ensure at-risk students success throughout their tertiary studies.

This saw the advent of academic development infused into the responsibilities of all stakeholders in the tertiary project. Hence main-stream content staff were sensitised to their contribution in terms of curriculum planning and support in teaching and learning. This kind of thinking saw the advent of different designs and implementation of academic support among them an extended degree with a one year foundation provision.

#### **4. THEORETICAL FRAMEWORK**

Literacy support is offered in HEIs in various forms dictated by circumstances like nature of the under-preparedness of the students and staff, ethos of the institution, finances, history or even the institution's physical location. Leibowitz (2004) identifies three perspectives or dimensions of support. The first is the inclusive type where as many of the stakeholders in the academic pursuit are involved.

Here the focus is on improving the quality of general teaching and learning in an institution. It is an acknowledgement that success is componential, therefore requires combined effort. With this approach support is diffused and each partner has certain responsibilities. Although seen as the one with the potential for long term effect and sustainability, it is also the approach whose relevancy may not be immediately visible to the student hence may affect motivation levels and may also provoke accountability challenges for the different partners. This is similar to the holistic approach of Amos and Fisher (1998) who talk of academic development as being essentially a change for the better in teaching and learning in higher education.

The second perspective of academic development of Leibowitz (2004) is of an individual nature where support is offered in a specific area of need. In this context, students are supported by tutors, mentors or tutorials organised by content lecturers and are aimed at mastering specific skills or acquiring particular academic attribute to enable students progress to the next levels in their studies. Although of immediate relevance, it is not targeted at educating the 'whole' person or acquiring literacy for future application and is more of a 'quick-fix' nature. Here development is compartmentalised and is aimed at addressing a particular under-preparedness.

The third type is extended support over a relatively lengthy fixed period of time, for example, over the duration of a degree or programme of study. Students exploiting this strategy have satisfied the basic entry requirements of a particular HEI but are deemed at risk for a particular discipline or may need extra years to complete their studies. Usually an extra year is deemed sufficient for such students to develop the literacy capacity to pursue their identified choice of degrees. This has come to be referred to as the 'extended degree' (ED). Since these are students registered in a particular curriculum, it is anticipated that for this system to have maximum impact such curriculum would be amended to incorporate the extra year.

Most HEIs would not claim to have adopted one approach to the complete exclusion of the others since some approaches overlap, others are a blend of approaches while others have been amended in response to issues like finances, lecturing personnel and the changing demographic profiles of the students. For example, the success of approach one (Leibowitz 2004) is dependent on lecturers having the ability and willingness to review their practices along AL development theories, while critics have mentioned whether it makes economic sense to make constant amendments to the curriculum for the relatively few extended degree students who may need that support.

The above AL approaches have some resemblance to Warren's 2002 separation of tertiary intervention into separate, semi-separate and integrated approaches.

Separate intervention is the situation where remedial modules are offered to the under-prepared students as a 'deficit' is deemed to exist in their high school preparation. Although such modules are of a generic nature a minimum inclusion of some mainstream requirements may be possible. Similar criticisms against the individual perspective of Leibowitz (2004) can be levelled here with the additional one of transferability or application. Seen as addressing a particular immediate need its relevance and support for future studies is not so obvious to students, making that period of the students' intervention autonomous (Street 1985; Lea and Street 1998). Bourdieu *et al* (1994) had similar reservations on the separate intervention model's ability to bring about overall literacy development.

Warren's 2002 semi-integrated approach is more in line with the ED concept. In this paradigm although students do have some recognisable levels of critical literacy it is not at the level for risk-free studies. Such students can be instructed, to some level, with their mainstream counterparts. Some HEIs implement this by offering some same modules to both ED and mainstream students and is seen as a more discipline-specific and narrow support. Narrow in the sense that AL was seen as socialisation to a homogenous context, in this case the world of the student's degree.

The socialisation approach, a reaction to the autonomous and separate approaches, saw students being introduced to the learning culture of tertiary institutions (Jones, Turner & Street 1999, Warren 2002). The recognition that there is no single tertiary learning culture, saw the concept of literacies entering academic development. Such an approach accommodates the multiplicity of knowledge creation existing in institutions. The notion of literacies mandates a new orientation to teaching and learning in line with Leibowitz's inclusive notion of academic development (2004). Theorists in this school of thought regard academic literacy as encompassing not only competence in subject matter but also a way of creating knowledge, a certain way of conceptualising, reacting to academic literature and expressing thoughts and ideas. This is possible from a new way of regarding teaching and learning.

## **5. PROBLEM STATEMENT**

In Univen, support for the students enrolled in HML can be classified as a blend of some of the approaches discussed above. In the first semester of the first year the approach is the remedial, autonomous, individual and separate approach (Street, 1985; Warren 2002, Leibowitz 2004) while the second semester students enrol in discipline –related modules which are intended to lay a foundation for the first year mainstream modules. Although these are discipline-specific modules minimum curricula reconfiguration is done to ensure alignment with main stream modules to accommodate the incoming ED students.

These students are therefore expected to tackle the issue of transferability and application of competencies of the first and second semesters of the first year to the remaining three years of their studies with the Schools making no provision for change in their teaching and learning styles. This state of affairs has not only adverse academic but also social implications for students graduating through extended degrees from Univen.

In 2007, 120 students enrolled for the first time for the extended degrees in HML and in 2010 15% of these students completed their degrees. With the extra levels of investment, both from the national government and Univen it was felt that a better throughput rate should have been achieved. Within such a context the issue of the most appropriate form of academic support needs to be debated. Although statistics are not yet available to establish whether the rest of the 2007 cohorts are still in the system or have dropped out from non-academic reasons, still this completion rate invites interrogation even for ED students who start their tertiary studies with higher levels of under-preparedness. These figures raise questions like: Is the four year extended degree as implemented appropriate for the profile of Univen students? Is the curriculum in line with theories of critical literacy development? How can the level of first year support (foundation provision) be maintained in the main stream? These questions will serve as focus of the discussions below.

## **6. HYPOTHESIS**

There is a need for continuous interrogation of the academic support offered to students enrolling in EDs in the University of Venda.

## **7. METHODOLOGY**

This investigation used Univen as a case study to examine the extended degrees as an academic support mechanism. As discussed above, the aim of the investigation was to determine the impact of the extended degree on Univen graduation figures of 2010. This was done by establishing the percentage of the 2007 first entering HML extended degree students who had completed their four year degrees by 2010 and were on the graduation list of May 2011.

A case study method was deemed most suitable as this investigation examines the interplay of variables affecting performance of Univen students enrolled on ED over their period of studies. Such an approach enables a complete understanding of an event or situation, and in this case the ED intervention in Univen. A comprehensive understanding of a situation is possible if a limited number of participants are subjected to intense scrutiny and an in-depth description of variables and activities over an extended period of study for a conclusion to be arrived at. This is how the data for this report was collected. Case studies are frequently situated and discussed within qualitative and naturalist approaches to research.

This ensures that a holistic uncontrived picture emerges promoting accuracy and reliability of data and its interpretation. The rich data obtainable through case studies introduces new variables and questions for further research and this was demonstrated in this investigation which allowed stimulating discussions of the implications of the results on ED as implemented in Univen and the whole concept of supportive measures in higher education.

## **8. RESULTS**

Although it can be argued that discussions based on only one set of results may be premature, there is very little justification to continue with a system if it is not producing expected results. DHET expects HEIs, annually, to provide detailed updates on the performance of students enrolled in the foundation provision of the EDs to justify the extra investment made on these tertiary students. If an unsatisfactory throughput rate is demonstrated by these students after four years then questions must be asked and solutions and alternatives discussed. It is within this context that the first cohort of beneficiaries of the extended degrees is the focus of this study. The result, 15% completion rate, indicates that there is a need to constantly review the extended degree in the form it is implemented with students on HMLF and also a need to interrogate academic literacy development in HEIs which attract students similar to those enrolling in Univen. A discussion of the results attempts to identify possible causes for the low completion rate and what amendments can be put into place to improve the rate.

A discussion of success rate in tertiary institutions is tied directly to the nature of teaching and learning, particularly, the curriculum. The restructuring of the curriculum is crucial to the success of the extended degree. Ideally, restructuring of the curriculum would be informed by the diverse profile of the students, cognitive demands of its various sections which are then judiciously organized with appropriate teaching strategies. This procedure should see different paths through the same content resulting in three year or four year graduates with the same discipline-specific knowledge. The supportive element resides in the fact that the extra year promotes a rearrangement of the curriculum of the extended degrees and the inclusion of facilitating modules permitting, cognitively, a more manageable spread of the content. This implies a complete restructuring of the curriculum and not just the dividing of the degree modules by four instead of by three years.

Univen offers extended degrees (EDs) in HML made up of a one year foundation provision which is a combination of facilitating modules (English, Maths, study skills) as well as degree-specific electives and in the students' second year they join the main stream first years starting their career courses. Univen offers the same curriculum for both the three year degrees and its four year extended equivalent.



Therefore, if the situation is that ED students follow the same content, with the same teaching strategies once they have completed the foundation provision then, even though access is negotiated for these students their success is not so well negotiated. Any ED support which does not involve restructuring of the curriculum along cognitive lines, in effect means EDs are similar to the three year ones. In fact, with this scenario more demands are placed on the ED students than on main stream (MS) students since ED students graduate with 480 credits as against 360 for main stream three year courses.

Kaburise, 2010 show that Univen students operate at the literal level of argumentation with little attempt to present cogent arguments, established characteristics of academic work. Their language ability demonstrates low levels of functional, sociolinguistic knowledge as well as strategic competence (Bachman and Palmer 1996). Other discrete language skills such as inferring, sequencing, differentiating between facts and opinions are not always evident. It was also evident from an analysis of students work that Univen students process academic activity at the surface level as against the deep level (Cliff, 2003) Operating at surface level is characterized by students who pay little attention to underlying arguments meaning. They interact very superficially with text, coming up with obvious and cognitively unchallenging interpretations. Creating a curriculum for an extended degree, in this context demands extensive knowledge of the models and acquisition of academic literacy, diverse ways of teaching and learning in addition to the normal requirements for a responsive curriculum. If an appropriate extended curriculum is not designed it is tantamount to ignoring the notion of ED and further disadvantaging these already disadvantaged, under-prepared students. It is logical that main-stream and ED students not be exposed to similarly structured curriculum although the cognitive demands must be the same. To achieve this it might be necessary for content lecturers to support the curriculum with extensive support materials or teaching strategies in the second to fourth years of the EDs. The reluctance of main stream lecturers to undertake this may stem from the challenges involved in designing a curriculum along AL development principles.

Eiselen and Geysers (2003) include the point that underprepared students, unless suitably supported, are likely also to be those who on graduating are not fully equipped to take roles in the job market. In other words, intervention strategies should not only be for successful access and completion of degrees but also to enable the graduates to take up appropriate positions in the job market. Any academic intervention therefore cannot be classified as 'successful' or 'appropriate' if it churns out graduates who are unacceptable to the job markets. For this not to happen, the curricula of the extended degree should be comparable to the demands of labour markets while remaining achievable by 'at-risk' students. This calls for a certain type of responsive curriculum, responsive to the profile of the benefiting students and epistemologically and cognitively acceptable to internal and external stakeholders.

Arising from the previous point is whether the three-year and four year graduates would enjoy equal recognition, socially and economically, in the job market. Univen, as mentioned earlier, only started its extended degrees in HML in 2007 and hence there has been no research to evaluate stakeholders' perceptions of Univen graduates from EDs. But I can imagine that the job market would view them differently if the ED curriculum is not appropriately designed. If graduates from EDs are discriminated against one would question whether employers are evaluating speed in completion of a degree or quality and quantity of the tasks completed in obtaining a degree. If graduates are to be discriminated on the time it took for completion of degrees, the government's whole notion of access, redress and education as a social equalizer would be called into question. If at-risk students from disadvantaged backgrounds become at-risk graduates and are again to face discrimination in the job place, the cycle of inequality would become further entrenched in South African society. It is imperative therefore that ED curriculum should be above board, be able to stand any educational and job market scrutiny.

This state of affairs calls for support not only for the students but for the lecturers in reconfiguring their curricula. This calls for academic development professionals who with a strong background in the various AL development models to assess Univen AL strategies currently in place, familiarise themselves with the profile of the students and lecturers, assess financial implications of the various models and evolve an approach which will make an impact on the throughput rate. Although this is a case study involving Univen and generalisation to other institutions is very limited, an assumption can be made that other HEIs with a similar academic environment could have similar issues.

In this regard, the government's discussions on the viability of a general four-year undergraduate degree make an interesting contribution. Former president, Thabo Mbeki and former Minister of Education Naledi Pandor in 2008 had discussions with stakeholders on the possibility of a four year degree based on the under-preparedness of the majority of students entering tertiary institutions and industry's complaints about the need to retrain graduates. Here Prof Ian Scott's advocacy of a four year degree has relevance. Ian Scott of UCT has since 2006 been advocating for a four year generic degree to combat this general lack seen in most universities. His argument is that since about 80% of students complete their undergraduate degrees in 4 years, would it not make academic sense to make 4years the norm rather than the exception? Such a policy would entail curriculum restructuring to make it flexible to allow above-average students to follow the old 3year degree structure.

Although this discussion indicates a general need for a longer exposure for the development of academic literacy and discipline content for students, it also opens the door for the ongoing debate as to the best place, educationally, to offer this type of support.

Professor Pityana of Unisa in an article in the Mail and Guardian of 13 May, 2008 may have been speaking for many when he objected to student academic development being the responsibility of tertiary institutions. If tertiary institutions are not the place for academic literacy then an extended secondary education would be the solution.

This point is usually dismissed as the cost of such a venture would not make economic sense as not all secondary students intend to pursue an academic career after secondary studies and subjecting all these number of secondary students to the rigors of developing academic literacy at the level required for successful tertiary life is questionable. However, an extra year in the secondary school is not an unknown phenomenon as is shown by educational systems where ordinary and advanced level exams are taken at the secondary level ('O' and 'A' levels). In such systems, students who want to pursue careers in middle-level jobs, for example artisans, would leave school after 'O' levels and those with tertiary aspirations would continue with the 'A' levels. In that situation the smallness of the 'A' level classes would have positive implications on funding. But of course, one of the final deciding factors about the location of the support would be whether the amount spent by the government on the EDs would compare favourably with the expenses of establishing 'A' level classes and which system would result in improvements in tertiary throughput rates. For with this system, students undergo two nationally-operated screening examinations – one for 'O' level and the second one for 'A' levels, ensuring that only a certain caliber of students continue into tertiary. However, like all assessment systems, the ability of any 'O' and 'A' level examinations to impact successfully on higher education will depend on the examination system's integrity in discriminating between achievers and non-achievers. If the examination system is not discriminating enough or if students are condoned into 'A' levels and into tertiary then nothing much would be achieved by the introduction of an additional year and screening exercise.

The success of the 'O' and 'A' level examinations is also dependent on the respect and acceptance of non-academic tertiary based occupations. In the current situation in which academic tertiary education is seen as the next obvious and logical pursuit after secondary is part of the root cause of so many under-prepared students entering academic institutions and attempting to pursue careers for which they do not have the background or the aptitude. In other parts of the world, artisans or those I call 'middle level workers' enjoy recognition. Those who have lived in developed countries know that a visit from a plumber or an electrician, charging by the hour, would play havoc with ones finances! Once there is this paradigm shift, students underprepared for tertiary academic education would explore other options for their capabilities which will translate into less unemployed and unemployable graduates.

## 9. CONCLUSION

In Univen EDs seems to be a 'quick fix' for lacks in at-risk students. The merit of an ED programme lies in its ability to lengthen the period of study, making it manageable without reducing the cognitive demands of a programme. Labeling an initiative as a 'quick fix' indicates some lack of permanency about it and there is a need for Univen to devise support with long term effect otherwise EDs can become too narrow in focus to result in a holistic support for underprepared students who would be able to face the ever changing demands made on graduates. A holistic academic support would be one which amalgamates strengths of the different approaches in its conceptualization of AL and its development.

## 10. BIBLIOGRAPHY

Ballard B. & Clancy J. 1988. Literacy in the university: An anthropological approach. In G. Taylor et al. *Literacy by degrees*. Milton Keynes: Open University Press.

Bachman L, & Palmer A. 1996. *Language testing in practice: designing and developing useful language tests*. Oxford: OUP

Bourdieu, P., Passeron, J., & De Saint Martin, M. 1994. *Academic Discourse: Linguistic misunderstanding and professorial power*. Cambridge: Polity Press.

Cliff, A. 2003 in Ratanga, N. 2007. Academic literacy, the PTEEP and predictions of Academic success. Unpublished report.

Gee, J. 1990. *Social linguistics and literacies: Ideology in discourse*. London: Falmer Press.

Kaburise, P. 2010a. *Linguistic meaning-creation strategies of potential Univen students*. Unpublished research report.

Kaburise, P. 2010b. *Foundation English, how responsive is it?* Unpublished research report.

Leibowitz, B. 2004. Becoming academically literate in South Africa. Lessons from student accounts for Policy makers and educators. *Language and Education*, 18

Street, B. (1984) *Literacy in Theory and Practice*. Cambridge: CUP

Street, B. (1988). Literacy practices and literacy myths. In R. Salijo (Ed.). *The written word: Studies in literate thought and action*. Springer-Verlag Press.

Street, B. 2003. What's new in New Literacy Studies? Critical approaches in theory and practice. *Current Issues in Comparative Education*, Vol. 5(2)

