



## An Important Stage of Life-Long Learning: Adult Literacy and Benefits (Sampling of Kayseri in Turkey)

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### Abstract

The purpose of this research is to provide an overview of adult literacy within the framework of lifelong learning in Turkey. Triangulation technique is applied with the approach of qualitative research, and within this framework, document review, interviews and observations were made. The research was carried out in a workgroup. These working groups were composed of teachers and trainees in the course of adult literacy organized by the General Directorate Lifelong Learning within Ministry of Education in Turkey. The course is regulated by means of the Directorate of Public Education Center within Melikgazi district of Kayseri.

Analysis of the data content analysis technique was used. According to the results, trainees show an intense interest in the courses with different purposes. According to the trainees, this kind of activity brings significant changes in their social lives. Adults underline the importance of these courses in terms of active citizenship.

### Keywords

Lifelong learning  
Adult literacy  
Social life skills  
Quality of life  
Turkey

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### Introduction

The concept of Lifelong Learning involves not only the indoor activities at school but those out of the formal education. This model can be regarded as an informal education along with the formal one. It is a fact that people learn at any time of life throughout their life, not only at a certain period. For that reason, it is not fair to constraint this ability with the education at school. Today, lifelong learning is a hot issue to be taken into account adequately (Topakkaya, 2013, p. 1082). One of the fundamental conditions of life-long learning, and perhaps most importantly is to have the ability to read and write. Because literacy is the basic skills necessary to take advantage the cycle of change, transformation and development. Individuals should tend to have understanding, perception, attention, and to improve their ability the ability skills read and write before anything else.

Reading is defined as follows by experts: reading is a mental activity based on the printed word understand, grip and interpretation (Özdemir, 1990, p. 13). Reading is a mental activity based on the understanding and interpreting, perceived through the senses of words (Göğüş, 1978, p. 60). Reading, understand the meaning of a written text, if required is vocalized. Reading operation, the eye, sound bodies and mind is a good way to work in harmony. One of the most important part of education and training activities is reading education. Reading is important for human life.

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Individuals who have gained a good reading skill, throughout his life become successful. The field of education, advancing in the profession and business has an important role on reading habit (Şenol, 2001, p. 206).

Reading expands the world of the individual, the personality shaping, is an important factor that connects him to others. Communities' effort spent to gain the member is the nature of 'reads'. Reading makes people truly free; a person retains ignorance and misconception (Demirel, 1996, p. 66).

Teaching of reading and writing, a previously unknown letters, syllables, words and sentences by combining the ability of reading and explain their ideas in writing activity. In other words, teach reading and writing the people. The teaching of writing should be made all the work required with care for writing (Şenol, 2001, p. 207).

Reading and writing skills has an undeniable importance in human life. Not have the ability to read and write is a serious deficiency in terms of the individual.

According to Güneş (2000), the figures for reading and writing are not encouraging at all in the world. Especially in developing countries, increasing school enrollment rate, primary education free and quickly becoming more common, but the number of illiteracy in the world is increasing rapidly. Illiteracy is one of the most serious problems of our time in the world. Even though related to poverty and backwardness illiteracy is not a destiny. On the contrary, a monitoring and prevention solution to deep-rooted is a social situation. Perseverance, patience, must be constantly fought (Güneş, 2000, p. 1).

In Turkey, the number of illiterates as well as all over the world is very high. Attach great importance to the reception of illiteracy literacy education in Turkey. In this context, the most common and significant work has been by the Ministry of Education through the Public Education Centers. In addition, the Mother and Child Education Foundation (AÇEV) has been an important work in Turkey. With a study named 'Read-Write in AÇEV' online education offers the opportunity to read and write on Turkey's first literacy portal (<http://www.acevdeokuyaz.org/>). This study, not only offers individuals the opportunity to gain skills in reading and writing on their own in Turkey but also offers opportunities to develop literacy. This is the first online literacy website, aims to develop as well as teaching reading and writing such as comprehension skills, the development and preparation of primary school and so on, please follow the link for the vital knowledge and skills ([http://www.acev.org/docs/default-document-library/aoy\\_brochure.pdf?sfvrsn=2](http://www.acev.org/docs/default-document-library/aoy_brochure.pdf?sfvrsn=2)). In addition, foundations and associations as the Anatolia Contemporary Education Foundation (ANAÇEV) organize literacy courses for adults.

Information for teaching literacy courses for adults in the province of Kayseri is given below.

**Table 1.** General Directorate of Lifelong Learning, Adult Education Centers in Kayseri, Information Literacy Course (1 September 2012 - 01 September 2013)

<b>Reading and Writing the First Stage</b>						
Course number	Man	Woman	Total	Men who are eligible to receive a certificate	Woman who are eligible to receive a certificate	Total number of participants that can Certificate
98	104	804	908	56	567	623
<b>Reading and Writing the Second Stage</b>						
35	68	195	263	41	98	139
Total 133	172	999	1171	97	665	762

As it is seen in the Table 1, a total of 133 courses were organized reading and writing (first stage 98, and second stage 35) since September 1, 2012 in the province of Kayseri. 172 men and 999 women participated in course of the first and second stage. 97 men and 665 women completed the course and received certificates.

The first stage of course was ten hours for a week, a total of 120 hours during 12 weeks of course, the second stage of the course was ten hours for a week, a total of 180 hours.

In our country, including the scope of lifelong learning activities, which dates back to pre-Republic period. After the establishment of the Republic has continued gaining momentum (Haseski, Odabaşı & Kuzu, 2015, p. 41). The problem of literacy in Turkey is an important theme in the history of the republican period. After the establishment of the Republic, the spread of basic education and literacy has shown itself with the need for the creation of new citizens in the process of building the nation-state in the training process of conscious citizens. According to Yıldız and Öztürk (2011), adult basic education is one of the fundamental educational problems of Turkey. There have been six campaigns (in 1928, 1960, 1971, 1981, 2001, and 2007) since the Republic was established and important initiatives have taken place in order to provide schooling for the whole population (Yıldız & Öztürk, 2011, p. 113). Recent studies indicate that the continuation of such developments is established within Marmara University with the name 'A Social Transformation Project: Literacy Academy: Lifelong Learning Centre' (Aşıcı, 2015, s. 47).

Recently great attention is given to public education in Turkey under the name "adult education" or "lifelong learning" and with the participation of many civil society organizations. According to Yıldız (2012) "Mothers and Daughters Together at School" has literacy campaign as its name suggests, campaign was directed to women. Because 84 percent of non-literate are women. So the issue is intertwined with gender issues (Yıldız, 2012, p. 6).

### **Purpose and Scope of the Research**

According to UNESCO, there are 962 million illiterate above the age of 15 in the World. 678 million of them in Asia, 198 million people living in the continent of Africa.

For more than 50 years, it is said that problem of unable to read, unable to write have not been resolved even in industrialized countries. The situation is not very different also in Turkey. These days, one-in-four adults are illiterate. This situation is further increased among women and one of every three women is illiterate. To prevent this situation in Turkey and in the world 'what made to this day', 'what should be done these days?' (Güneş, 2000, p. 1-2). The purpose of this study is to give an overall view in the framework of lifelong learning, adult literacy education (literacy training) in Turkey. For this purpose, to answer the following questions:

1. How is the nature/the general view of adult literacy education in Turkey?
2. How is the efficiency and practices of trainers on adult literacy teaching?
3. How is gender distribution of the individuals who come to literacy education and what is thought to the expectations from adult literacy education?
4. What the factors that force to the adults to learning literacy, and what the compelled situations in learning literacy of the adults?

## Method

### *Model of the Research*

This study was designed as a research phenomenology part of the qualitative research. Interviewing, monitoring, and document analysis methods within the framework of qualitative research were used in the research.

Phenomenology focuses on the subjects we are aware of but did not have in-depth and thorough understanding. The cases, live events such as experiences, perceptions, trends, concepts and situations can cause a variety of formats around the world. Phenomenology is a ground for studies aiming to investigate fully comprehend the meaning but also not alien to us the facts (Yıldırım ve Şimşek, 2005, p. 72).

Phenomenological research differs from naturalistic and ethnographic approaches in its emphasis on the individual, and on subjective experience (Tesch, 1990, p. 48). Phenomenology is the systematic investigation of subjectivity (Bullington & Karlson, 1984, p. 51). The value of Phenomenological study is measured in terms of its power to let us come to an understanding of ourselves (Tesch, 1990, p. 48). According to Langeveld (1983), phenomenological understanding of the human lifeworld in all its possible forms, we come to an understanding of ourselves, of our being, and of the meaning of the being of our being. And, most importantly, phenomenology permits us an understanding of the lives of those for whom we bear pedagogic responsibilities (Langeveld, 1983, p. 7).

Phenomenology is a method of searching for an answer to the question 'What is truth?'. The basis of phenomenology approach is individual experience. In this approach, the researcher is concerned with the participant's personal (subjective) experience, and examines the individual's perceptions and meanings attributed to events. Phenomenology is a descriptive study. This aspect is important to define the facts, not to generalize (Baş & Akturan, 2008, p. 83-84, 88).

Reading and writing teaching in Turkey are examined based on the feelings and thoughts both teachers and adults, and intended to provide a general view of a phenomenological approach.

### *Reliability and Validity*

In general, the quality of the research depends on the reliability and validity of the study (Yıldırım, 2010, p. 84). According to Daymon and Holloway (2003) the validity and reliability studies, is one of the best ways of showing challenges and problems encountered in the research process (as cited in Yıldırım, 2010, p. 81).

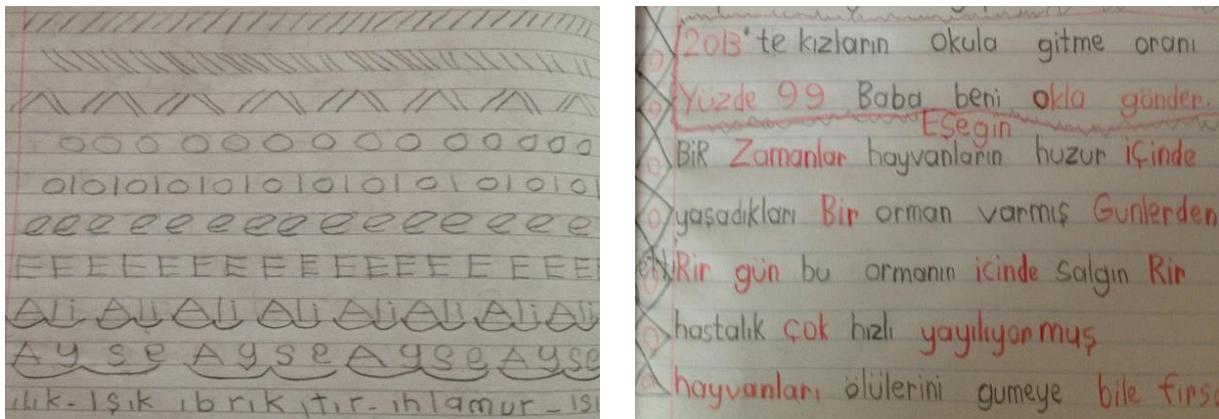
In order to ensure the validity and reliability of the studies, research processes have been conducted as following:

- Research method, the results obtained with the process followed tried to put forward a clear and detailed manner.
- Interviews conducted separately before and after the conversation, and made environment of long-term interaction with the participants.
- Acquisitions of the data and to the data analysis process have been considered, and have been moving in-depth approach to research and evaluation.
- The working group was established purposes by sampling technique.
- In addition to these, Ekiz (2004, p. 438) stated accordingly, the research data and the results shared with the participants, and sought the views of other researchers.

### *The Working Group and Working Material*

Data sources are individuals or groups who focused on the case that live and reflect this fact in phenomenological research (Yıldırım & Şimşek, 2005, p. 74). Life-long Learning General Directorate of the Ministry of Education organizes teaching adult literacy in Turkey. One of these courses are conducted Directorate of Adult Education Center in the province of Kayseri. This research was conducted on a working group of teachers and trainees in adult literacy training course date of 1 September 2012 - 01 September 2013. Teachers of the study group were selected using purposive sampling method.

Seven teachers of coursework in the study group; between 2 February 2013 - 02 June 2013 date 18 trainees participated in First Step of The Course, and April 15, 2013 - May 28, 2013 date 17 trainees participated in Second Step of The Course. Almost all of the participants are women. The observations and interviews with teachers and trainees were conducted in the classroom. Observation and interviews were conducted teachers and trainees of the specified in these two groups. In addition, teachers' materials and products are produced by the participants examined as the document.



**Photo 1.** Two Examples from the Work of Trainees in Course Stage I-II

**Table 2.** Personal Information About the Teachers

<b>Distribution of Teachers According to Their Genders</b>		
	<i>f</i>	%
Woman	2	28.57
Man	5	71.43
Total	7	100.00
<b>Distribution of the Guide Teachers According to their Seniority</b>		
	<i>f</i>	%
1-10 year	-	-
11 - 20 year	2	28.57
20 year and more	5	71.43
Total	7	100.00
<b>Educational Institutions of Graduate (Classroom Teach.)</b>		
	<i>f</i>	%
Training Institute (+ Degree Completion)	3	42.86
Undergraduate Education (Faculty of Education ... etc.)	4	57.14
Total	7	100.00

As seen in Table 2, the research population consisted of 7 teachers, 2 of whom were female and 5 of whom were male. According to seniority status of teachers, it is been that 20 years and more are in majority. 7 teachers are participated the research; 4 of whom were graduated from School of Undergraduate Education/Faculty of Education, 3 of whom were graduated from Training Institute (+ Degree Completion).

Additionally, there are 35 participants in grades observed in the first and second level courses. However, 10 adults were selected randomly from the participants. The research population (trainees) consisted of 35 participants, 4 of whom were male and 31 of whom were female. The average age of the population (trainees) is 57.

#### ***Data Collection and working material***

Researchers are often tempted to use multiple methods. For instance, ethnographers often seek to combine observation with the interviewing. Many qualitative case studies combine observation with interviewing (Silverman, 2000, p. 48, 98). According to Denzin (1970), there are 4 types of triangulation: 1. *Data triangulation*, (gathering data through as well as on a variety of people). 2. *Investigator triangulation* (using more than one researcher in the field to interpret data). 3. *Theoretical triangulation* (to use more than one theoretical position in interpreting data). 4. *Methodological triangulation* (to use more than one method for gathering data). Fieldin and Fielding's (1986) suggestion is that the use of triangulation should operate according to the following ground rules: 1. Always begin from a theoretical perspective (e.g. interactionism). 2. Chose methods and data which will give you an account of structure and meaning from within that perspective (e.g. by showing the structural contexts of the interactions studies), (as cited in Silverman, 2000, p. 99). Triangulation is the display of multiple, refracted realities simultaneously (Denzin & Lincoln, 2003, p. 8). Triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it (Miles & Huberman, 1994, p. 266).

Data triangulation and methodological triangulation was used in this study. First Data triangulation, gathered data from teachers, trainees, and documents. The other Methodological triangulation form was used interviewing, observation and document review methods for gathering data. According to Yıldırım and Şimşek (2005), interview was the basic data collection instruments in the phenomenological research. Interviews offers interact, flexibility, to examine by means of probes etc. techniques to the researchers for to uncover experiences plus and meanings on the cases. Researchers, these must be used. Researchers must be used these techniques (Yıldırım & Şimşek, 2005, p. 74).

Interview forms were administered to seven teachers and ten trainees selected as the research population. Following the performances of the teachers and opinions of trainees were critiqued and the important aspects of each were noted. The environment of first and second level courses observed 4 hours in different times (total eight hours). In addition, materials that the teacher uses and studies of trainees collected as a document created events are examined. On the interview, observation, and documents reviewed tried to obtain detailed data. Changes of learning reading and writing were investigated on lives of adults.

#### ***Data Analysis***

Data analysis is to determine the experiences and meanings in the phenomenological research. For this purpose, there is an effort the conceptualization of the data and the discovery of themes to describe a case in the content analysis. The results include a descriptive narrative. In addition, the findings of the emerging in accordance with themes and patterns are explained and interpreted (Yıldırım & Şimşek, 2005, p.75). Encoding in qualitative analysis is a primary and essential process for sorting out and exploring the content of the data (Punch, 2005, p. 193). Content analysis involves collecting similar data within the framework of certain concepts and themes putting them into a conceivable order, and subsequently interpreting them (Yıldırım & Şimşek, 2005, p. 227).

Phenomenological analysis tries to get the psychological essence on a phenomenon experienced by the participant. Reasoning process used in qualitative research requires to create bringing together all the pieces a perceptually (Baş & Akturan, 2008, p. 85). According to Sanders, the phenomenological analysis carried out in four stages. These are identifying, defining, identifying of relations and principles (extracts) conceptualization (as cited in Baş & Akturan, 2008, p. 92-94).

In the context of the present research, the data were obtained through the use of interview and observation forms, are examined by analyzing identification of relations, detection, identification and conceptualization according to the stage of the content analysis technique. Interpreting and ways of draw inferences from presence has been made in-depth analysis during the examination. This way was examined view an in-depth approach teaching literacy to adults an important part of life-long learning in Turkey.

In the present study, content analysis was performed in compliance with the following steps. First, enumerated starting from one to the teachers noteworthy data was obtained from teachers. The data were entered one by one into the tables. Once the data, were all entered, they were subjected to encoding via the content analysis method, which involved attempting to identify themes starting from the codes. In the final stage of the analysis, inferences, definitions, and interpretations were made from the given codes and emergent themes.

Throughout the analysis process, the following encoding and definition techniques were utilised on the data obtained with the interview forms:

$R_1, R_2, R_3 \dots$ : defines the questions of the *researcher*,

$[IT_1], [IT_2]$ : defines the opinions of *interviewed teachers* whose statements have been considered noteworthy answers (the number of *words, sentences or paragraphs*).

$[P_1], [P_2], [P_2] \dots$ : defines the opinions of the *participants/trainees* whose statements have been considered noteworthy answers (the number of *words, sentences or paragraphs*).

The analysis process of the data obtained through observation involved the following encoding and definition techniques:

$C_1, C_2$ : defines the *classroom* of the observations,

$E_1, E_2, E_3 \dots$ : defines the *extent* of observations taken into account,

$[OT_1], [OT_2]$ : defines *observed teacher* and the number of *words, sentences or paragraphs* that comprise the noteworthy qualities and practices.

The data were visualized using qualitative data analysis software MAXQDA 11. code and themes, the code in the form of maps and portraits of the theme files are converted to images become.

## Findings

### *The findings obtained with interview forms*

*The qualitative approach based on the content analysis of the data obtained with interview questions (for teachers):*

**Table 3.** Information on the Status of Mission Readiness of Teachers

<i>R1: Have you received any special training for the task of reading and writing (for adult)? How many years carrying out the task of teaching adults to read and write?</i>	<b>Assigning Themes by Coding</b>	
	Code	Themes
No, I have been to in ten years $[IT_1]$ . No, I have been to three or four years $[IT_{2,3,5,7}]$ . Yeah, I went to the course. This task have been to five years $[IT_{4,6}]$ .	Experience	In-service training

As seen in Table 3, almost all of the teachers in the study group indicated that they have not received training for this task.

**Table 4.** According to the Teachers Aims of Adults to Participate in this Course

<i>R2: What are your observations regarding trainees? (What are the goals of adults participating in this activity?)</i>	<i>Assigning Themes by Coding</i>	
	<i>Codes</i>	<i>Themes</i>
Trainees is coming from the following purposes: to get rid of the impact of oppression in society, to get a driver's license, literacy certificate request in business, facilitating the daily life, to continue to next level of education and so on. [IT <sub>1,2,3,7</sub> ]. For self-confidence [IT <sub>4</sub> ]. To interact with the environment better [IT <sub>5</sub> ]. To minimize the problems of illiteracy [IT <sub>6</sub> ].	Getting rid of ignorance Facilitation of life Adaptation to the environment uyum	The essential life skills

As seen in Table 4, according to teachers, coming purposes to the literacy course of the adult: to be literate, to continue to next level of education, getting rid of ignorance, facilitating of the life, adaptation to the environment and to gain the knowledge and skills to improve the quality of life.

**Table 5.** Teachers' Fields of Activity in the Process

<i>R3: Which activity and what kind events do you except areas of reading and writing in the course?</i>	<i>Assigning Themes by Coding</i>	
	<i>Codes</i>	<i>Themes</i>
We carry out many other activities on the course under the name of different disciplines. But participants showed reluctance activities when we were not focused reading and writing. The main goal of the trainees to learn to read and write. After reading do not want to do any other activities. Young participants willing to events, but the elderly participants are reluctant [IT <sub>1</sub> ]. Little amusement parties [IT <sub>2</sub> ]. I do not do different activities [T <sub>3,4,6</sub> ]. They love music-related activities [IT <sub>5</sub> ].	Goal-setting Environment Interest setting up	The need perception of trainees Interdisciplinary association

As seen in Table 5, according to the teachers, trainees are reluctant after learning to read and write. This situation hinders the implementation of the different activities in the course.

**Table 6.** Teachers' Opinions About the Materials Used in the Process

<i>R4: Do you have enough material that can be used in teaching adults to read and write? Is it sufficient for the materials used in the teaching of reading and writing for adults?</i>	<i>Assigning Themes by Coding</i>	
	<i>Codes</i>	<i>Themes</i>
We do not have any material other than the textbook. We cannot use computer, visual material etc. in the lessons. Story, fairy tale and so on books can be prepared to be used in the lessons [IT <sub>1,3,4,5,7</sub> ]. In part, yes, but the teacher can't prepare various materials [IT <sub>2,6</sub> ].	Visual material Narrative, story etc. materials	Multimedia

As seen in Table 6, almost all of the teachers noted that there are enough materials for teaching literacy to adults, and still recommend the preparation of books such us story book, fairy tale etc.

**Table 7.** Changes Observed in the Trainees by Teachers

<i>R<sub>5</sub>: What do you think the most important benefit of the course? Do you think a significant change in behavior on trainees?</i>	<i>Assigning Themes by Coding</i>	
	<i>Codes</i>	<i>Themes</i>
By now, thinks is valuable in the society, increasing self-confidence, gaze in social life is changing [IT <sub>1,7</sub> ]. I doing a comparison with the previous situation, I see self-confidence is clear. They feel sorry for did not come earlier [IT <sub>2</sub> ]. In particular, women are more comfortable in expressing themselves in self-confidence [IT <sub>3</sub> ]. By tasting the pleasure of reading, delight in living, and are happy. Observing their self-confidence [IT <sub>4</sub> ]. I saw they telling joyfully signs, and they read advertising boards, hospitals portions etc. texts [IT <sub>5</sub> ].	A sense of belonging  Self-confidence  Love of life	Qualities of being a person

As seen in Table 7, according to the teachers, the most significant change in adults in the course are as follows: they the developing self-esteem, changing to the life perspective, tasting the pleasure of reading, and feel joy in this situations... Adults to acquire these skills can be said to be gained individual qualifications.

*Content analysis of the data obtained with interview questions (for trainees):*

**Table 8.** The Views of Trainees on Literacy Course

<i>R<sub>1</sub>: How do you organizing courses for adults to read and write?</i>	<i>Assigning Themes by Coding</i>	
	<i>Codes</i>	<i>Themes</i>
Very well thought-out event, we have a great service for adults. We learned to read and write. Ignorance is very bad. I want to continue these courses [P <sub>1,2,8,9,10</sub> ]. I just find it is important to read and to understand what I read [P <sub>3</sub> ]. To enter into your life and I see it as an important tool for the kids to be a model [P <sub>4,5</sub> ].	illiteracy  infer  to set an example	Contact / interaction

As seen in Table 8, almost all of the participants consulted (P<sub>1,2,3,8,9,10</sub>) welcomed the organization of courses in reading and writing, and 'a great service for adults' [1] [P<sub>2</sub>]called this. One participant (P<sub>3</sub>) expressing that 'is important even for just read' [2]; two trainees expressing that 'is an important tool for my purpose of entering into life' [3]; the illumination of the individuals and a remarkable evaluated to provide as a condition of making them interact with each other.

**Table 9.** The Purposes of the Trainees to Participate in the Literacy Course

<i>R2: What is the main purpose of participation in a course of reading and writing?</i>	<i>Assigning Themes by Coding</i>	
	<i>Codes</i>	<i>Themes</i>
I'm on course to evolve in terms of information. I have come to meet own needs in everyday life [P <sub>1,9</sub> ]. I'm on course for a better understanding of the holy book [P <sub>2,3</sub> ]. Reading is the key to open the door to life. I'm on course to open the door to life [P <sub>4</sub> ]. I'm on course to become more effective in social life [P <sub>5,6,7</sub> ]. I'm on course standing on my own feet to sustain life; and I'm not to look into the hands of anyone [P <sub>8</sub> ]. To continue school education. I want to continue my education an upper. To do this, I need a high school certificate. To this end, I want to complete this course before [P <sub>10</sub> ].	Knowledge	
	Functions of reading	Social needs
	To stand on their own feet	Social life skills
		Life-long learning
	Learning process	

As seen in Table 9, participants expressed functions of the reading ability, and particularly stated that the contribution will bring to their lives. Trainees with reading skills, they become some of the social life have expressed that they are happy. They expressed in the happiness of being to meet their needs. One of the trainees aims top of education (P10). This is a perspective view showing that the concept of development and change. Also were found significant in terms of visualization of the phenomenon of life-long learning.

**Table 10.** Views of Trainees on Areas of Activity in the Process

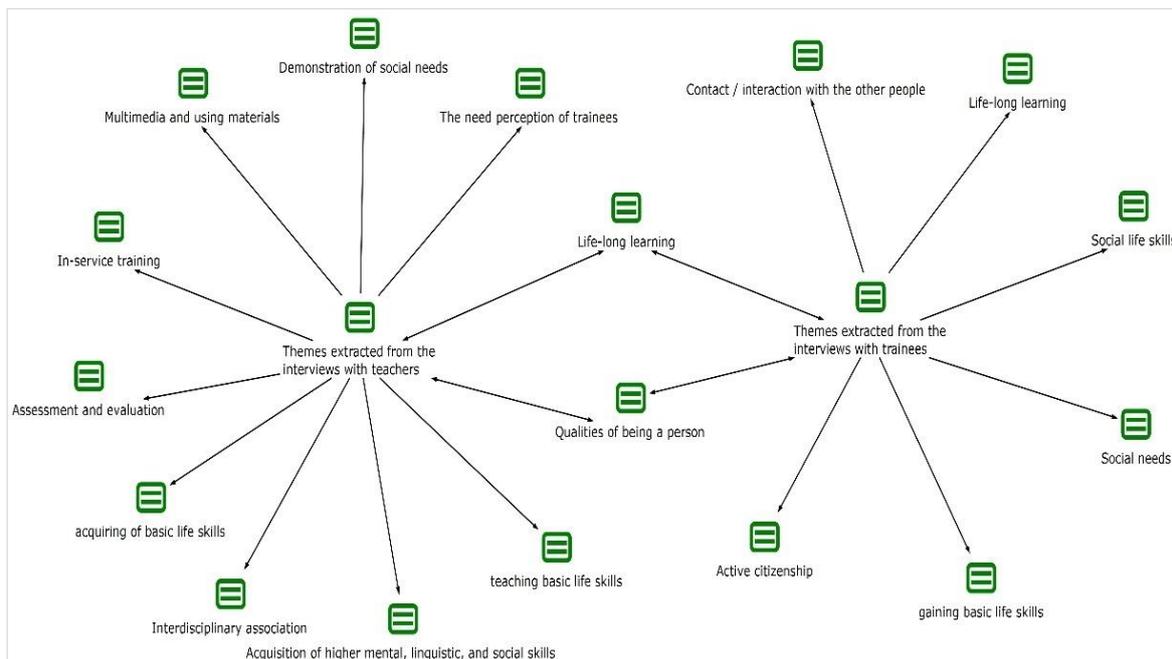
<i>R3: Which other areas of teaching events are held on the course except literacy?</i>	<i>Assigning Themes by Coding</i>	
	<i>Codes</i>	<i>Themes</i>
My understand skills developed. Now I add meaning to life [P <sub>1</sub> ]. Detection and feel changed [P <sub>2</sub> ]. For the development of different skills, different activities done better. But the teacher cannot different events except to read and write. Must be considered the expectations of trainees [P <sub>3,4,5,8</sub> ]. Math, science, social, life skills, etc. explained to. But I asked participants to read and write only. The teacher did not work for different skills [P <sub>6,7,9,10</sub> ].	Cognitive skills	
	Expectancy	
	Areas of activity	Skills development
	Different disciplines	

As seen in Table 10, it is important for the participants' answers to the following questions:: Which areas, and what kind of activities organized in this course except reading and writing teaching. Expectation been indicated to perform different activities for the development of different skills by the trainees. However, has been said that the teachers' activity areas could not afford to implement.

**Table 11.** Expectations of the Trainees from Literacy Course

<i>R4: What were your life changes after learning to read and write? Do you think that made changes to be literate in the family and social life?</i>	<i>Assigning Themes by Coding</i>	
	<i>Codes</i>	<i>Themes</i>
After learning to read and write has confidence in myself. I'm moving the family and social life more relaxed [P <sub>1</sub> ]. Meet the books makes me happy [P <sub>2</sub> ]. I'm going to come in course of hearing of inner peace. I enjoy reading. Increased communication within the family [P <sub>3</sub> ]. Previously in the family, between neighbors could not express myself. Developed my problem-solving skills, and struggling spirit appeared. Developed my sense of self-esteem. Now hold onto life in a good way. I want to be an example to the new generation into my life [P <sub>4</sub> ]. My confidence has increased. I am in social life more than in the past [P <sub>5,6,7</sub> ]. My point of view has changed to the life; I'm not saying I'm older now. I do not feel 60 years old, I feel very young. Reading, thinking is very nice. I wish I'd learned earlier [P <sub>8</sub> ]. Now, I got the idea that 'I can do something, I can make something.' The people around me have changed their attitude towards me. This made me very happy [P <sub>9</sub> ]. I learned to read and write. I have acquired knowledge. I do not decide immediately on reading the writings, listening to the speeches. I started thinking about the decision-making in the sense [P <sub>10</sub> ].	Sense of self	The higher mental, linguistic, and social skills
	Happiness	
	Family	
	Communication	
	Problem solving	
	Entrepreneurship	
	Cling to life	
	Social life	
	Viewpoint	
	Interaction	
Decision-making		

As seen in Table 11, trainees gave answers indicating that significant changes in their lives after the start of the teaching of reading and writing. Trainees are acquired high-level mental, linguistic, and social skills such as problem solving, entrepreneurship, decision-making, and communication.



**Figure 1.** Themes Generated Using The MAXQDA 11 Program from Responses to Teachers and Trainees in Accordance with Literacy Course for Adults

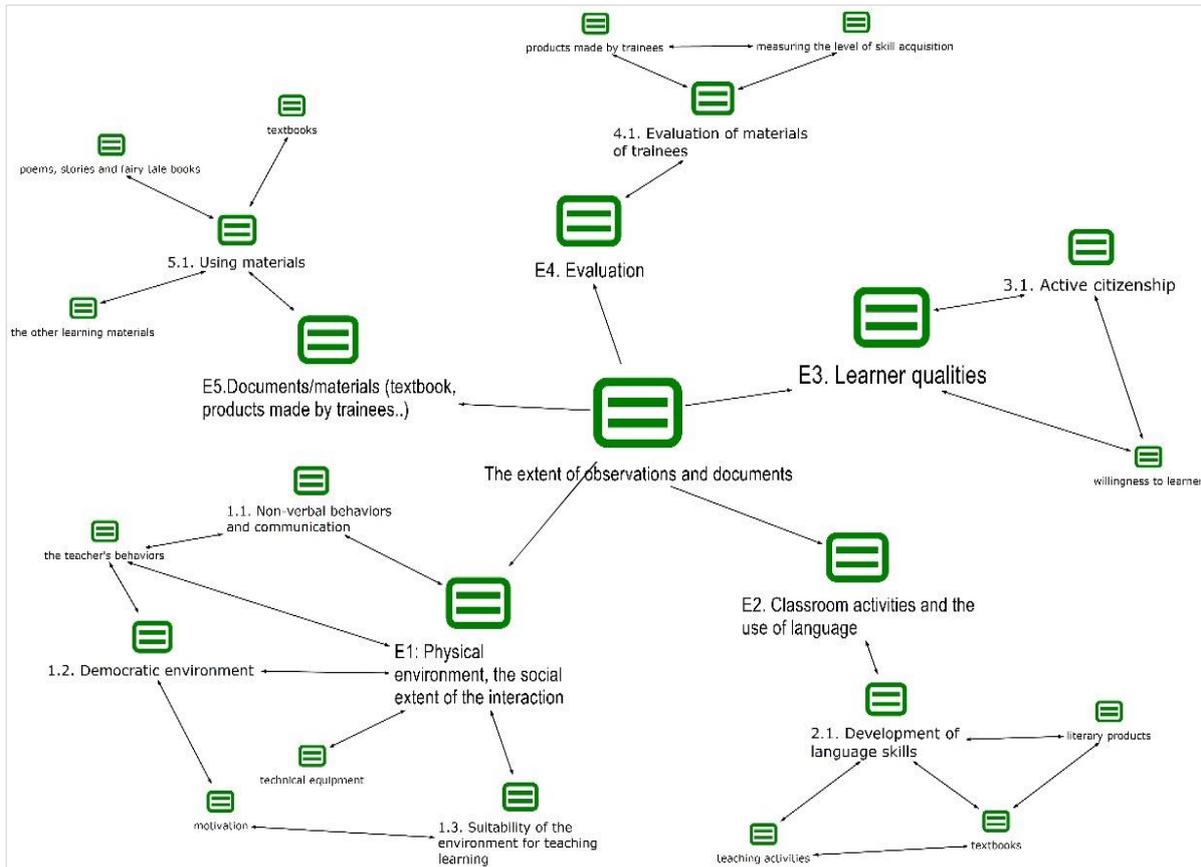
***The findings obtained with observation forms***

The observation data analysis conducted to determine the literacy training of the teachers and participants.

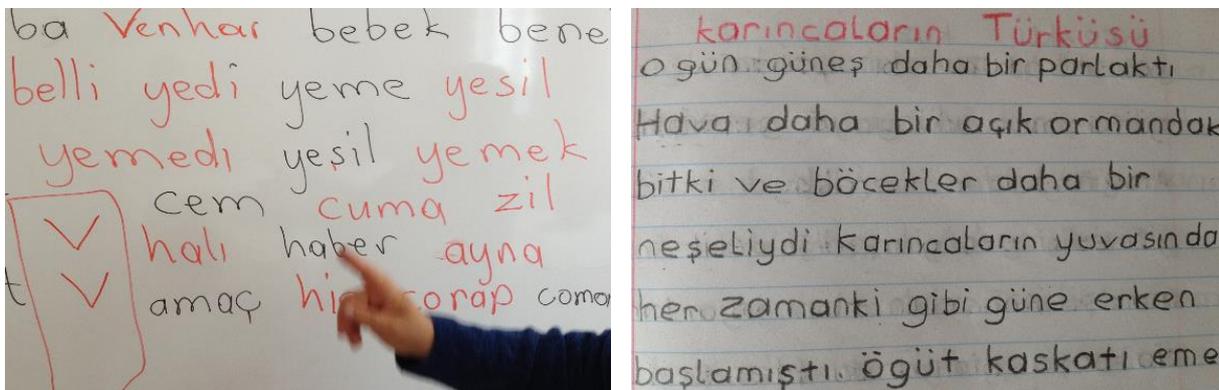
**Table 12.** Observation Teachers' Practices, and the Findings of the Document Examination

Course Center: Directorate of Adult Education Center (Melikgazi district of Kayseri)		
T1, 2: Ders: Turkish		
Date: 14 / 05 / 2013; Hour: 12.30-17.30 (C1: First observation in First Step of The Course) Date: 18 / 05 / 2013; Hour: 08.30-12.30 (C2: Second observation in Second Step of The Course)	<b>Assigning Themes by Coding</b>	
	Codes	Themes
<p><b>E1: Physical environment, the social extent of the environment and the interaction</b>            C<sub>1</sub>, C<sub>2</sub>: The wall color, heating and lighting of the class is really good, here is no any sound and noise to motivation. The class has a normal desk alignment, and technical sub-structure for use of Technical equipment material is inadequate. The way the teacher enters the classroom, his/her way of calling the trainees, motivating the trainees and use of his/her body language is at a sufficient level. In order for the students to actively participate in the lesson, a democratic environment is being created. The teachers and the trainees communicate with verbal and non-verbal behaviors and express their feelings and emotions [OT<sub>1,2</sub>].</p>	Motivation Technical equipment Design of class The teacher's behaviors	suitability of the environment for teaching learning Democratic environment Non-verbal behaviors and communication
<p><b>E2: Classroom activities and the use of language</b>            C<sub>1</sub>, C<sub>2</sub>: The works of language skill acquisition are carried out by means of the textbook. The teachers devote enough time during the lesson for the reading and writing activities, but listening and speaking skills are neglected. Practical activities related to new words, word groups, sayings, proverbs, etc. in the text are performed in order to improve the vocabulary of the trainees [OT<sub>1,2</sub>].</p>	Textbooks Teaching activities Literary products Improving the vocabulary Language skills	Development of language skills
<p><b>E3: Learner qualities</b>            C<sub>1</sub>, C<sub>2</sub>: The trainees are capable of describing their feelings, thoughts and notions properly. Through the course of the lesson, the trainees attend activities of reading, listening, speaking, writing, asking questions and answering questions etc. The trainees are eager to participate in all activities. Trainees to learn, the more to learn they are willing in both courses [OT<sub>1,2</sub>].</p>	Willingness to learner	Active citizenship
<p><b>E4: Evaluation</b>            C<sub>1</sub>: The questions related to the discussed subjects are generally on the cognitive field, however there are not many questions regarding the affective and psychomotor field. C<sub>1</sub>, C<sub>2</sub>: In the learning and teaching process, the teacher asks questions. The questions of the teachers aren't understood the first time. The questions directed to the students are asked candidly in a conversation mood. Participants' activities are not considered in a systematic way in the process of teaching and learning [OT<sub>1,2</sub>].</p>	Measuring the level of skill acquisition	Assessment and evaluation
<p><b>E5: Documents/materials (textbook, products made by trainees..)</b>            C<sub>1</sub>, C<sub>2</sub>: Textbooks, trainees delve, and a few stories no other material used both in the course. Activities carried out textbook in the courses [OT<sub>1,2</sub>].</p>	Learning materials	Using materials

As seen in Table 12, classes of technical sub-structure for the use of Technical equipment material are inadequate. The teachers devote enough time during the lesson for the reading and writing activities, but listening and speaking skills are neglected. The trainees attend activities of reading and writing through the course of the lesson. Participants' activities are not evaluated in a systematic way in the process of teaching and learning. The trainees are evaluated according to the general conviction. Activities carried out only textbook in the courses. Literacy is a great contribution to active citizenship.



**Figure 2.** Extent of Observation, Themes, and Codes Generated Using the MAXQDA 11 Program from Examination of Materials Used by Teachers and the Products Produced by the Trainees as a Document



**Photo 2.** Examples of the Work of Trainees in Course Stage I

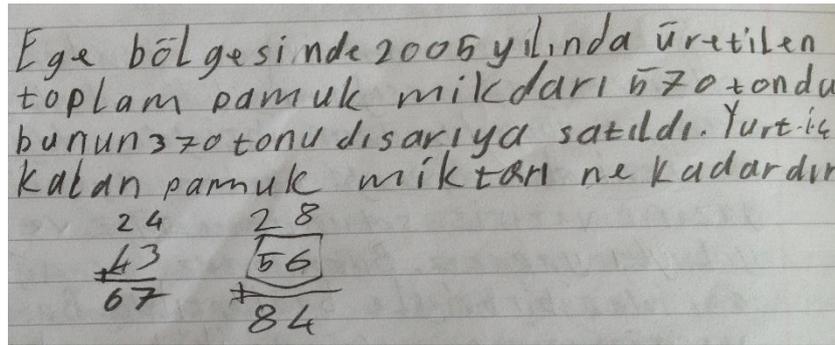


Photo 3. Examples of the Work of Trainees in Course Stage II



Photo 4. Course Materials (practice books, stories, textbooks) used I-II.

## Results, Discussion and Recommendations

### Results and Discussion

Almost all of the participants are women. There are 35 participants in the first and second level courses. The research population (trainees or participants) consisted of 35 participants, 4 of whom were male and 31 of whom were female. 172 men and 999 women participated in course of the first and second stage. 97 men and 665 women completed the course and received certificates in the courses organized for this purpose in the province of Kayseri so far. Most of the illiterate are women in society in a survey conducted by Yıldız (2011), 652 women, 38 men with 690 total participants. The majority of participants (94.5%) are women (Yıldız, 2011, p. 413).

Adult come up for the following purposes in the literacy course: become literate, facilitating of life, to continue to next level of education, to get rid of illiteracy, better adaptation to the environment... According to the teachers, the participants see reading and writing as a main objective. This goal is reached, the interests of the participants is weakened in different activities. Adults participating in the course gained qualifications such as development of a sense of self-esteem, changing perspective to life, enjoying the pleasure of reading.

According to a survey conducted by Yıldız, Ateş, Yıldırım and Rasinski (2011), most of participants are women and low-income families in society, illiterate women, illiteracy meant having problems with transportation, health, child education, and family economics and being dependent on others for these; while literacy means experiencing no problems with these or being self-sufficient regarding them (Yıldız et al., 2011, p. 40). Especially in low-income families do not read-write does not state has tried to eliminate with organized courses Republican era. Indeed, a survey of the situation in this regard has recently been shown to be the case: 'Similar findings are available for the adults who had completed the literacy courses in the past. It can be observed that interviewed adults are/were in deep poverty. It is found that there is a link between illiteracy and poverty (Yıldız, 2011, p. 419).

All of the teachers involved in the study group did not receive any training for this task except two of them [I/OT<sub>4, 6</sub>].

Almost all of the participants consulted significance to reading and writing courses. However, the discrepancy between the views of teachers (adult educators) and learners (trainees) about activities other than reading and writing was considered and interesting.

According to most of the teachers, trainees hate the different activity than reading and writing.

The trainees found important the course of reading and writing in terms of social skills, especially emphasized the contribution brings into their lives.

Trainees are gained high-level cognitive, linguistic and social skills such as entrepreneurship, communication, decision-making after the start of the literacy teaching and gladly expressed those significant changes in their lives.

Literacy training for adults not used in different materials other than the textbook.

The most important result of this study is that the participants of the literacy course were very happy that they are coming to the course.

All of the trainees emphasized those significant changes in their social lives after the start of the course. More importantly, all of the participants stated that they want to go other courses to increase their knowledge and skills.

Teachers' measures the progress of trainees are only a general impression.

### ***Recommendations***

Adult literacy teachers will be teaching duties, must be chosen carefully and in-service training. Because this is a task that requires specific experience.

After learning to read and write, the trainees should be included in the process in order to keep alive their interests and desires of different activities. This practice may contribute to increase the knowledge and skills of the trainees.

Teachers must use different materials in the process to attract attention of participants and make equipped them. Besides prepare materials of teachers The Ministry of Education prepare supplementary materials such as the stories, fairy tale etc. for adults.

Teachers should use information technology to make the learning environment interesting for adults.

Trainees, for assimilating the skills acquired, should be included in the activities to develop such as speaking, listening communication, decision-making, high-level language access to information technology, mental and social skills except reading and writing.

Teachers reported that duration of the course it is insufficient. Duration of the courses should be extended by considering the willingness of the trainees.

By taking the important relationship between literacy and active citizenship into consideration (Sayılan, 2009, p. 40; Güneş, 2000), different courses should be initiated to take part in social life of adults.

### Take Action

Adult trainee as a member of a teaching community, you can;

- ✓ Engage your relatives, friends and neighbors in discussions about adult literacy.
- ✓ Think about the relationship between literacy and a good social life.
- ✓ Determine appropriate active citizenship and social life consequences to acts of adults'

literacy.

- ✓ Suggest opportunities of literacy to the non-literate around the environment.

As a teacher, you can;

- ✓ Encourage literacy education to the illiterate adults in the community.
- ✓ For this mission, take service training the assignments of literacy training for adults.
- ✓ Help trainees see how ideas evolve, and why it is important to acknowledge the benefits of

literacy.

Adult literacy classes should explain the benefits of literacy to the participants who attend in the course, and other non-literate in society several different ways:

- Improving the literacy levels of participants,
- Changes in attitudes to education, so that participants become more likely to take future courses,
- Wider benefits such as gains in self-confidence, self-esteem, wellbeing etc. (see Tables 4, 7, 11).

✓ Put to application related activities with social life skills except for reading and writing to adults in these courses.

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