

## **ASSESSMENT OF THE NEED TO DEVELOP ADULT LEARNERS LITERACY TRAINING**

An assessment of the courses offered to adult learners literacy Training was carried out in Mardin Derik Halk Eğitim Merkezi Education Centre in the summer of 2014. The assessment surveyed students' experience and its connection with integration. In the adult learners network the actors' opinions were assessed from the customer's point of view and from the standpoint of the network and information distribution.

### **Research problems**

**How does the network function in the context of literacy training quality in Adult Education Training Center?**

The functionality of the network, the training and information distribution from the point of view of the customer and the network.

**How does Literacy Training meet the needs of the students?**

The experience of the students and its effect on integration. The effect of the teaching and the organization of the courses on Literacy Training

### **Material**

The material consists of theme interviews in groups of two or three on Literacy Training courses.

12 students were interviewed from a Literacy Course class .

The enquiry directed to the actors in the network through Webropol was answered by 10

### **1. The student's point of view**

#### **Quality of Literacy Training :**

##### **Research problems:**

1. What kind of experience do the students have on the kind of Literacy Course offered?
2. Did the Literacy Course class have an effect on the students' integration into the local community?
3. Were the organization and implementation of teaching successful from the students' point of view?

**Age:** 20 years, 27 years and 40-70 years (10).

**Source country:** Syria,(4)Kurdish, (7) Iraq (1)

**Mother tongue:** Arabic,Kurdish,

**Turkish Literacy Course :** none (practice for 25 years ), 3-6 months (8) and 8 months (4).

**Turkish Literacy (Language ) skills:** little knowledge.

### **Results**

Students come to Literacy Courses when they have seen an advertisement or been invited personally.

A course offered free of charge is clearly a strong incentive. Course participants are aware of the positive effect that literacy training has their being individually free in society . Versatility and a fun atmosphere attract students to participate in the group. The languages spoken on the course are Turkish ,partly, Kurdish.

Students interpret instructions to others in their mother tongue and the message is supported by body language. After the course the students have a lower threshold to take part in other courses . The students are clearly oriented to take part in courses instructed by the same teacher.

### **Turkish Literacy Course Training :**

#### **Research problems:**

1. How motivated is the student to study the language?
2. How does the organization of the courses and the teaching affect integration?

**Age:** 20-30 years (5), 46-57 years (7).

**Gender:** female (10), male (10).

**Source country:** Iraq,Syria,Kurdish Region

**Mother tongue:** Arabic, Kurdish.

**Turkish language studies:** 5 months (8), 3 months (2) 4months (2).

**Turkish language skills:** little knowledge (7), some knowledge.

### **Results**

Knowledge of the Turkish language is necessary when you live in Turkey, work or run errands in Turkish . A free course organized in an easily accessible place attracts students.

Students would like

to have more lessons and more intensive studies on the course. Students learn not only language but

also about Turkish customs and culture. Literacy Course theme days are perceived positively: part

of the students exercise actively, part of them not at all.

. Men would like to have internships somewhere else, too.

Participation on the Turkish language course activates students to participate on other courses of the adult education institute.

## **2. The functionality of the network**

### **Research problem**

1. How does the training organized by the adult education centre serve the integration of immigrants?
2. How do the network, training and information distribution function from the point of view of the customer and the network?

Questionnaire: reception centre, integration work in Mardin , Employment and Economic Development Office, Mardin Derik Halk Eğitim , school education office, library, daycare, healthcare,

### **Results**

Intensive and continuing language training is the basis for integration: different levels, students who cannot read and write. More internships and contacts with companies will be needed. Actors of the network wish to meet and distribute information personally.

### **3. Discussion**

Interviewees' knowledge of the Turkish language clearly affects their understanding of the questions and the extent of their answers. The way questions were formed was challenging for the answerers:

Has the teacher encouraged you? Has the course motivated you? It is advisable to test the questions first in a test interview.

The background information the interviewer has about the operation of the organization is an advantage in prompting the interviewees if necessary.

### **Providing Literacy Training with opportunities to get started is emphasized in the role of the adult education institute.**

The versatility of courses in music, arts and crafts, Literacy Course , home economics and the like, offered by the institute, present possibilities of choice for learning and integration while the students are engaged in a hobby. The versatility of courses offered also makes

it possible to support the growth of the student's personal identity. In the 2014-2015 curriculum there will be more Turkish language courses in daytime and courses will be added for those who cannot read and write.

The students will have a course passport in which they will collect stamps from optional courses organized in the institute. Group tutors will enhance integration with other courses in the institute.

A day cafe or information desk operated by the immigrants themselves would be needed.

Participation in a Literacy Course group, especially, for immigrant women seems to empower the student.

This may have a positive effect in other areas in the student's life. Doing exercise in language course is perceived as useful for one's independency in society and well-being. The presence of students in class has yet been changing.

It still needs to be considered how the students could be more committed to come to class.

MARDİN DERİK HALK EĞİTİM MERKEZİ

FROM JOYFUL LEARNING EXPERIENCE TO ACTIVE CITIZENSHIP GRUNDTVIG PROJECT INTERVIEW FORM

We will consider offering childcare and organizing a new Turkish Language Course with much more outdoor activities in the Following 2014-2015 Educational Season