

A MODEL LITERACY FRAMEWORK FOR ADULT LEARNERS:  
ANALYZING THE IMPACT OF A COMPONENT-SKILLS APPROACH

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ABSTRACT

Because adult illiteracy and corresponding statistics remain a concern on local, state, national, and global scales, the purpose of this qualitative case study is justified. Validated through the *Adult Learning Theory* (Speck, 1996) and the *Theory of Andragogy* (Knowles, 1984), a targeted literacy framework effective for adult learners was crafted to include the following components: assessment, the whole language approach, authentic application, learner feedback, foundational principles, goal setting, and open discussion. Components were cross-evaluated with the programmatic approach taken by Mission Liberation to determine that for the larger majority, this instructional design is found conducive to the academic growth of adult learners. Following a review of existing literature that identified the precursors for illiteracy, symmetrical findings of stumbling blocks in the lives of study's respondents were reflected as well following qualitative analysis of each participant's interview. This qualitative case study further identified the value (Messengill, 2003) of literacy as perceived by adult learners and offered support to providing literacy education for all in the most meaningful way according to many different scales.