

Literary Therapy as Adult Education - Based on the Self-growing and -realizing Lives of Four Therapists

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Abstract: This study is aimed to describe and suggest how four research participants came to select the literary therapist course in adult education as a transformative curriculum to grow and develop owing to it, by using a self-narrative method. Through the cases of literary therapists, this research is intended to examine how literary therapy, like adult education, came to develop individual competence and secure professionalism in lifelong education and adult education. This study is describing in order of 1) Life before experiencing literary therapy 2) Process of experiencing literary therapy 3) After acquiring literary therapy. To summarise, seeing through four researchers' cases, the life-transition characteristic in which these people come to select adult learning, respectively, can be known to proceed with developing diverse areas including self-development, child-rearing, self-healing, and academic expansion. Accordingly, in the research participants' cases, can be considered to be representative for adult-education cases, achieved self-growth and self-realization literary therapists at the turn of their lives. As seen in the cases of four literary therapists even in this study, there is diversity both in the opportunity that each person came to face literary therapy, and in the social sphere of coming to be active with the changed image. A learner through literary therapy strives to discover "reflected ego (reflektierendes Ich)," which finds true self and reflects on the events of occurring in own life's journey. The adult learning, which was chosen for the primary objective, comes to elicit even the secondary and tertiary outcomes dubbed personal growth and identity alteration. Resultingly, seeing through four researchers' cases, the life-transition characteristic in which these people come to select adult learning, respectively, can be known to proceed with developing diversely into self-development, child rearing, self-healing, and academic expansion. The research participants' cases, which were examined in this study, can be considered to be the representative adult-education cases, which achieved self-growth and self-realization as a literary therapist at the turn of their lives.

Keywords: Literary Therapy, Adult Education, Self-growing, Self-realization

1. Introduction

The 21st century is called the global era or the centenarian age. The global era implies the

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development of information technology through networks. The former implies a characteristic of information technology pattern through networks. On the other hand, the centenarian age will be seen focusing on a human being's extended average life span. This can be considered to mean timeliness that, on the occasion of information era and longevity age, a human being "faces educational creations peculiar to age equivalent to it at every age level, and that the manifestation of this development directly has a concept of lifelong learning(Jede Altersstufe begegnet ihren spezifischen pädagogischen Inszenierungen. Ausdruck dieser Entwicklung ist die Aktualität des Konzepts lebenslangen Lernens)"[1]. In addition, this self-presentation is what is possible through the process of 'biographic construction(biographische Konstruktion)' in each individual, thereby being naturally within reach even to a human being's 'life identity(biographische Identität).'

M.S. Knowles reports that a human being's average life expectancy increase more than double with 70 years old in the 19th–20th centuries compared to 25-30 years old in ancient Roman times, but that the cultural fluctuation cycle grew shorter by more than double to less than 20 years in the 20th century from 50 years in ancient times. It implies to experience the cultural and social changes more than 3 times in human life[2]. In this way, the extension of life expectancy leads to an interest in and an influence upon mental health. Thus, this again brings about the outcome of affecting adult learning or lifelong education.

This study is aimed to describe and suggest how four research participants came to select the literary therapist course for adult education as a transformative curriculum to grow and develop owing to it, using a self-narrative method[3]. Through the cases of literary therapists, this study is intended to examine how the literary therapy as adult education came to develop individual competence and secure professionalism as lifelong education and adult education. In addition showing how these therapists proceed with solving self-realization, self-discovery and psychological- emotional problem.

In the narrative identity that conveys this process of transition education, each participant in the study has a true joy, developmental self-growth, and self-realization in the process of becoming a literary therapist. Of course, this process of delivery is not only interrelated with the social, regional and cultural identity perspectives of which study participants are "Where/Who belongs to?" but also with the "self-logic Eigenlogik" of individual participants. Furthermore, as adult learning as a lifelong education gradually increases the share of each life, it is necessary to further expand and specialize on existing research to include the process of self-growth and healing. This is in line with the literary therapy process. Through the case of literary therapists, we would like to examine how literary therapy as adult learning has developed and secured expertise in lifelong education and adult learning. Also has served as an opportunity to solve self-realization, self-discovery and psychological-emotional problems. By considering literature therapy, participants would explore and present how their lives have changed and grown.

2. Literary Therapy as Adult Learning

2.1 Research Method: Autoethnography

This study has applied the research method in which a research participant became a researcher simultaneously. In order for the four literary therapists to develop they acted as research participants themselves in the process of literary therapy as adult learning and literary therapy as lifelong education. This study is order of 1) Life before experiencing literary therapy 2) Process of experiencing literary therapy 3) After acquiring literary therapy. This research method is based on a self-culture descriptive method in which each life is deeply formed under their own perspective and observation.

In addition, this process, before and after meeting literacy therapy, provided an transitional opportunity to narrate life-changing opportunities. This process described the images before and after

meeting literary therapy focusing on the life-changing courses as for the transitional opportunity and the result caused by it. This is supportive of E. Husserl who stated that “life-world, which becomes the foundation of a meaning for all logic and learning, should be taken as a central theme, simultaneously as the starting point of academic discussion[4],” the daily life after the end of the year in 1960 became the important theme in sociology.

A research of an adult learner, which organizes own life and acts actively, was seen the necessity of being inquired and used as a concept of life history instead of a concept of socialization[5]. Life history can be considered to imply ‘the life-long history’ in a dictionary sense. Also, a research of history verifies and analyzes the successive events through a narrative, and often prescribes an objective causality as well. The word dubbed history is defined as what has a meaning in three aspects such as objective fact, lyrical expression and subjective description. Edward Hallett Carr mentioned that history may be written differently depending on the viewpoint by a historian by seeing the pasts facts on social change. This directly implies to be likely varied according to a describer’s standpoint and memory of life history.

A research of pedagogical life history here is available for grasping the pedagogical core category dubbed the experience and the growth change amidst the memory of life in which an individual and a group have led as the main agent of life, thereby being noted. This means to be possibly understood through the narrative reconstruction on life that reality has led called experience and learning. In South Korea’s pedagogical area so far, a concept dubbed narrative research rather than a concept called the biography research(Biographieforschung) was mainly adopted. At this time, biography research focuses on life history whilst a narrative focuses on the structured text by a story and a discourse, thereby having been regarded as giving a more comprehensive feeling than a narrative. Reminiscence is what is restructured essentially. It always starts with the present. Thus, what was remembered at the point of time that will recall the memory was mentioned to be inevitable to be substituted, transformed, distorted, inversed or recovered a value[6]. In other words, self-text is meant to be likely varied that can be interpreted depending on what the researcher retrospected and recalled the memory at what time. However, it is an autobiographical analysis that describes the life of a researcher in a self-reflection manner. It is almost impossible to describe something as realistic as it is when recalling one's own memory. There are limitations to memory, but in the process of providing language for it, memory can be reconstructed. Allah is the memory of this time. In Asman's words, 'remembering' means that something reminds someone only after it's done. The recollection is fundamentally reconstructed and it always starts from the present. That's why it's inevitable that what's remembered at the time of recollection will be changed, altered, distorted, and reverted. In other words, the self-text that can be interpreted may vary depending on at what point the researcher recalled and recalled memories. In the relationship between the subject and the world, thought behaviors formed through language and emotion are born into new subjects through experience, and this new subject interacts with the world again in the form of actions, and the result is revealed in the form of reflection. The process of this series of experiences is restructured through verbal and nonverbal narratives.

The thinking behavior, which is formed through language and emotion in the middle of a relationship between the main agent and the world, comes to be born as the new subject through experience. This renewed subject comes to interact again with the world in the form of behavior. This result comes to be revealed in the form of reflection. The process in a series of experiences at this time is restructured through verbal and non-verbal narratives[7]. The connection between previous experience and new learning in a learner was used as a long strategy as for adult educators following Lindeman and Knowles. The core of the experimental learning is in the process of reflection. Therefore, effective learning is claimed to be what comes from adequate reflection, not from positive experience[8].

As such, literary therapy as adult learning is ultimately possible because it is assumed that each person, a research participant and a literary therapist, has a dimension called "polylogue," in which he or she talks "to speak multiple pages" in various ways. In other words, the writer's life and life itself are

the subject and can be reconstructed and reproduced by the writer. This is also the same principle as the text written by participants in the literary therapy chapter trying to reconcile with their lives or receive compensation for their past lives through literary or artistic experiences. This is equivalent to self-healing vitality obtained by attempting to self-interpret the text written by the participants in the literary therapy chapter. 'Formatted language' is the verbal reward and inner response that participants find for themselves.

2.2 Research Participants' Backgrounds

[Table 1] Research Participants

| Nickname | Gender and age(years old) | Transitional period into literary therapy as adult education | Adult-education output | Literary-therapy career(Years) |
|------------|---------------------------|--|---|--------------------------------|
| Apple Tree | Female/59 | Professor | Literary therapist/ Supervisor | 17 |
| Jasmine | Female/57 | Self employed | Supervisor/ Healing Center Director | 15 |
| Jennifer | Female/58 | Instructor | Supervisor/ Counseling Center Director | 16 |
| Blue Bird | Female/54 | Poet | Literary therapist/ Counseling teacher | 10 |

There are four literary therapists who studied and practicing literary therapy. Each name was replaced with a pseudonym. The writing was made individually focusing on their life history of learning. Based on this, the writing was arranged through three or four times interviews and an in-depth interview with a real researcher. A case was divided largely into before and after meeting adult learning called literary therapy. This research was summarized to focus on the opportunity and motivation of those involved and the outcome of meeting their motivation. It was discovered from the researchers writing discovered various elements such as a characteristic, transitional opportunity and motivation. Still, the necessary topic and the part of needing a prerequisite were supplemented through an interview. The personal narrative was abbreviated. Thus, a case was focused on publishing the basic writing[9].

2.3 Research Results

2.3.1 Case 1: Apple Tree

Life before experiencing literary therapy: I have experienced various lives in two areas during child-rearing and school. There was a need to pursue a new way to study as South Korea faces the crisis of humanities at the end of the 1990s.

Process of experiencing literary therapy: A research of literary therapeutics was linked to the practice course at German European Institute of Mental Health & FPI(Fritz Perls Institut). I came to live as a research Professor invited to the institute for one year in 2011. The training as a literary therapist, which began from 2006, consists of nearly 10 years. In the meantime, I could heal wounds and traces in childhood through the literary vitality and life energy inherent in me while looking back at the whole view of my life. Apple Tree completed the supervisor course, which corresponds to the training of the

supreme leader of literary therapy at German European Institute of Mental Health, together with 11 disciples of literary therapeutics for 2 weeks in July of 2015. This course became the most important turning point out of the literary-therapy experiences to Apple Tree.

After acquiring literary therapy: Apple Tree is active in the theory and the clinical field as for literary therapeutics in the applied humanities, while acting as a researcher and a literary therapy supervisor. Following the completion of literary therapy, Apple Tree came to experience a major turning point in her life with coming to grow and develop herself as a researcher and educator. Currently, while running the Integrated Literature Healing Center, many people have found that they want to learn literature therapy, and are conducting a literature therapy workshop and a "literature psychology counselor" qualification course. After the year-long course, participants found that their lives had changed without realizing it. As the language and attitude of studying at the desk and dealing with children changed, his or her life became healthy, and his or her family also changed positively. In lifelong education, learning seems endless. Now, for me, literary therapy naturally melts into my life, not my job. My life is literature therapy and literature therapy has become my life.

2.3.2 Case 2: Jasmine

Life before experiencing literary therapy: Jasmine came to meet literary therapeutics in the process of expanding the vocational expertise and exploring the more future-oriented work in the Reading Guidance Center that operates in the form of a one-person business along with a reading & essay teacher. Process of experiencing literary therapy: As for Jasmine, the literary therapy comes to be led to self-healing. The extension to the treatment area allows literary therapy and 'Tamalpa Expression Artistic Motion Treatment' to be integrated.

After acquiring literary therapy: Jasmine is performing a social function through using a variety of integrated literary therapy programs in lifelong education or re-education while managing Literary Healing Center currently. The qualification process for 'Literary Psychology counselor' leads to for women's reemployment and self-growth.

2.3.3 Case 3: Jennifer

Life before experiencing literary therapy: Jennifer came to begin literacy therapy in order to receive help for child-rearing, not self-growth or self-development, in the process of encountering adult learning.

Process of experiencing literary therapy: The transformative learning into herself comes to face a new turning point through meeting literary therapy by chance after this. The process of applying self-growth and literary therapy to life leads to changing home and family as well as herself.

After acquiring literary therapy: Meeting literary therapy after this became a motivational conversion into the learning for herself, resulting in running a counseling center presently.

2.3.4 Case 4: Blue Bird

Life before experiencing literary therapy: Blue Bird has been interested in the healing area in which the literature-related writing and a book get together from before meeting the sphere dubbed literary therapy. Blue Bird comes to agonize over life identity and self-identity, sees that many others are conflicted with a sense of crisis in their middle age, thereby coming to enter the path of literary therapy. That is to say, she found the contact point between literature and therapy in literary therapy.

Process of experiencing literary therapy: Blue Bird's academic curiosity and the attention to literature, which have been steadily continued in the meantime, made her select literary therapy.

After completing literary therapy: During experiencing and learning literary therapy after this, the learning objective, which has been continued vaguely, or the experience of lifelong education was led

to clear self-awareness and self-discovery. Since I first encountered literary therapy in 2005, I have been meeting people from various walks of life. Watching people who meet underprivileged children and touch their hearts, who are forced to stay in hospitals because of their severe mental illness, comforting their heart wounds, and finding a stronger self, I know that the wounds of their hearts are healing together. It was a learning process in which I realized that I grew up as a literary therapist starting in 2005 while receiving a literary therapy supervision at the German European Mental Health Institute & FPI (Fritz Perls Institute) in Hückeswagen, Germany in July 2013. In July 2015, he went to EAG-FPI, where he visited again, to take a course as a literary therapist. Although the training process was difficult, it was a great turn and learning process for me in the future in the sense of being Korea's first integrated literature therapy supervisor at the German European Mental Health Academy. I feel happy again today. I will continue this work not for them but for my own happiness.

3. Findings and Self Reflections

3.1 Remotivation Process as Adult Education

The most important consideration in planning and performing the adult education program is to increase motivation so that adults themselves can participate in education[3]. Examining four researchers' life texts, it can be known that the time and the motivation of having met literary therapy are different in all in the process that these people practice and change adult education. A motivation is said to be the mental and physical process that is made in order to start and continue activity for achieving objective. At this time, the learning motivation plays a crucial role and has influence among diverse variables of the learning activity[10]. Even in the above case, the motivation, which came to select literary therapy, can be known to be different depending on each researcher's life-transition characteristic.

As for Apple Tree, the transitional process in the existing research became the motivation of new adult learning. This is in touch with the social context called the crisis of foreign literature. As the research process for overcoming academic identity along with this realistic alternative, adult learning became literary therapy. In addition, in the case of Apple tree, the opportunity to expand ones ability was meaningful, but the main meaning is that she has been trained in literature therapy with her self-development. This tells us that for Apple Tree it has become a process of reminiscence as an adult. In particular, these motivations could spread in various ways in the process of Apple Trees teaching of students. Apple Tree recalled the outcome of this process as follows:

Before I met literary therapy, I was just a mother and researcher who devoted myself to research and lectures and took care of children, and I didn't even think about actually making myself a subject of research or treatment. Looking back now, I seem to have been busy taking care of my children and living without realizing how much time passes and how much time is passing in my life. At that moment, the crisis of foreign literature in the late 90s was blown along with the crisis of humanities, and at the same time my reality began to falter. I had to look for alternatives to solidify this reality, and it was necessary for me to look back on my academic identity and re-examine myself. First of all, the research process of converting German literature into applied humanities was captured as the subject of research, and such research naturally led to the study of mental illness or anxiety appearing in German literature. In other words, the transition of research has changed to a new course of adult learning for me. Before the concept of literature therapy appeared, I became interested in the topic of 'literature as healing'.

Jasmine came to meet literary therapeutics in the process of expanding vocational expertise and a little more future-oriented work in the Reading Guidance Center that is operated in the one-person

enterprise type along with a reading essay teacher. After this, the literary therapy led to self-healing. Before I met literary therapy, I was living a life by a typewriter, not my own whole life. I was nervous every moment not to.

Following this, the extension to the treatment comes to integrate literary therapy with Tamalpa Expression Artistic Motion Treatment. In particular, Jasmine can help adult participants, including children and teenagers, by developing her own treatment techniques by combining expressive art movement therapy and literary therapy. As such, Jasmine said that after completing her course as a literary therapist, she experienced increased development herself. This process not only overcame her inner problems but also brought her external growth. Jasmine recalled the outcome of this process as follows:

As I met literary therapy, I revisited the memories of my childhood, which had been suppressed, and a beautiful meeting began with me who understood, loved, and respected me now. Literary therapy changed me healthily with magical powers. After walking along the road with literary therapy for more than 10 years, I was able to find myself growing up. I became interested in the field of integrated therapy while doing literary therapy. These interests and desires have led to experience in various fields, based on which they are based on the experience at the German European Institute of Mental Health & FPI (Fritz Perls Institute) in Hückeswagen, Germany in 2006, the Tamalfa Institute in the U.S. in 2012, the Art of Expression and Art Treatment Pre-Practician course in 2015 and the E HGen in Germany in Hückeswagen, Germany. Currently, while running the Integrated Literature Healing Center, many people have found that they want to learn literature therapy, and are conducting a literature therapy workshop and a "literature psychology counselor" qualification course. After the year-long course, participants found that their lives had changed without realizing it. As the language and attitude of studying at the desk and dealing with children changed, his or her life became healthy, and his or her family also changed positively. In lifelong education, learning seems endless. Now, for me, literary therapy naturally melts into my life, not my job. My life is literature therapy and literature therapy has become my life.

The opportunity that Jennifer came to meet adult learning was aimed at the education for her child who returned home from living abroad. Priority was given to the motivation for family or others rather than what is aimed at herself. Meeting literary therapy after this became the motivational transition into learning for herself. Jennifer first began literary therapy for her children's education, but she discovered her new potential through the course of education and turned it into a new frontier. Now Jennifer is helping women in her area by running a literature therapy course. Her ability to help women in similar situations is a major change and turning point for herself. Jennifer recalled the outcome of this process as follows:

I didn't think about learning anymore after college. However, I changed my mind after sending my eldest child, who was born and raised in Indonesia, to school. In order to improve my understanding and vocabulary compared to other children, I started studying as a reading instructor, and by the end of the course, I started teaching other children as well. However, as I was teaching children, I found that there were many shortcomings. If you keep looking at some children, you've got a feeling that they have a broken heart, and why do they express it like that? The question began to question. So I became interested in art therapy. And I studied 'reading therapy' at the university's lifelong education center, which is easy to combine with what I am doing now. Early reading therapy was used to recognize the mind by using diffuse pronunciation among the texts used in reading maps, and it was impossible to grasp the difference between reading guidance and reading therapy. The confusion was rather overburdened as they were already causing children to express their thoughts in the course of guiding them.

As for Blue Bird, the academic curiosity and the interest in literature, which had been steadily continued in the meantime, allowed her to select literary therapy. After this, the aim at learning, which had been led vaguely during experiencing and learning literary therapy, or the experience of lifelong education, was linked to clear self-awareness and self-discovery. In the case of Bluebirds, she first came across literary therapy simply to develop her literary talent further. However, Bluebird came to realize that human creative vitality can be transformed into healing or therapeutic power in the course of literaturetherapy. Simplecuriosity led to a new discovery of her potential. As she wrote poetry, she was able to reminisce about the past and reflect on her present appearance anew as she read poetry. As such, the process of re-synchronizing Blue Bird's adult education could be seen as a continuation of new discoveries and as a life-changing process. Blue Bird recalled the outcome of this process as follows:

It is no exaggeration to say that I was on the path of the most ordinary woman. Furthermore, I had no clear direction for my career or life of assets even after I took a formal education course and graduated from college. Since then, she has not been forced to marry, give birth or help others, but she has lived her life as a neighbor, not herself. A brief career before marriage was delayed by marriage and childbirth, and reemployment, which she believed would continue after rearing, was also cut off by his husband's return. However, since she is a housewife of her choice, she has experienced various studies to give her expertise as a profession. Cooking, interior design, crafts, everything else has come to learning. Learning itself was fun and enjoyable. But I got tired of learning and learning. I couldn't find any more purpose. Learning or studying gave me a moment of joy, but I couldn't understand why I didn't have the power to hold on to myself steadily, the only thing that lasted for a long time, and the happy thing was writing. When I was struggling or worried, I felt at ease when I was writing. When I posted on my blog, I was rewarded and comforted by the fact that someone sympathized and consoled me. However, it was not learning or studying but writing alone, so it was still empty and the housework and children always came first. As children grew up, the time and necessity decreased, and the learning so far began to become meaningless. The learning itself was good and gave me the feeling that learning was not socially disregarded, but I lived without knowing what I really wanted and needed. Then I started writing again and became a poet.

Inspecting four researchers in this way, the motivation that comes to select or meet literary therapy has only a marginal difference. A personal change, which is shown by coming to meet literary therapy, becomes a new turning point that functions as the power of reflection on own life and of true self-discovery. This allowed one learning to take a step of continuous self-realization through stimulating the inner expansion and the steady growth desire, not what is finished with becoming the objective itself. The experience of objectifying own life led to more definitely knowing the selection in own internal value or conflict situation and to being available for giving own meaning[11].

3.2 Female Adult Learner and the Transition Education

Compared to all adult learners, there is limited research on females. Even the social and educational discussion tends to stay in a peripheral position. Particular for married women learners they possess a characteristic of pursuing growth and development as a human being while experiencing a conflict inside being responsible for home-keeping and child-rearing[12].

The transformative learning theory, which is the representative learning theory in adult education field, explains the process in which the adults proceed with forming a new standpoint through experiencing a life event[13]. The transformative learning theory addresses the process of forming a

more integrated and receptive perspective through self-questioning and introspection when adults met a case of causing a conflict out of style, which had understood the existing world. As the core motivation that leads to a change of view in the transformative learning theory, a conflict situation receives attention.

Apple Tree can be seen largely with three aspects. Those include lectures, research, and clinical & practical area. It is not easy to make work and family coexist as a female educator, as a mother, and again as a daughter-in-law of a family. Literary therapy, which was chosen for getting over academic identity with realizing the crisis of foreign literature and humanities in the 1990s, was converted into the therapeutics from German literature and again into the convergence study, thereby implementing own significant research area simultaneously with gradually sharing the same vein with the periodical and cultural environment.

Jennifer came to start in order to receive a help with child rearing, not self-growth or self-development in the process of coming across the adult learning. The process of applying self-growth and literary therapy to life leads to changing even home and family as well as herself. As for this, her own learning led to healing, resulting in having come to cultivate inner strength. Thus, her role changed from a person of receiving healing to a healer.

As for Jasmine, the literary therapy, which was selected for extending the expertise of previous employment, comes to be helpful as well for the local mental health and women's re-employment as well as securing own occupational professionalism. Jasmine is performing a social function by applying a variety of integrated literary-therapy programs to lifelong education or re-education while running the literary healing center now. The qualification process for 'literary psychology counselor' leads to being conducive even to women's re-employment and self-growth.

Blue Bird comes to be concerned about life identity and self-identity and sees that many people around as well as herself are suffering a conflict with having a sense of crisis in the middle age, thereby coming to enter the way of literary therapy. The contact point between literature and therapy was found in literary therapy. This can be considered to be in touch with the transitional image dubbed a conflict and a crisis of a housewife as a woman[14].

Experience in literature therapy as adult learning will prepare a process to overcome psychological and emotional crises that adult female learners may experience during their life-changing years and to find self-discovery and true self that they could not get from existing education. This is not only the result of learning, but also the energy that will affect the whole of life, but also the impact on the home and society as a whole.

4. Conclusion

This study looks at the lives of four women therapists. All of them have experienced an extraordinary moment at a specific point in their lives, which guided them to choose Literary therapy as a second career. In other words, it can be said that they have sought a path to adult education long before they were even aware of the specific field. It's fair to say that the therapists are making significant contributions to communities in terms of therapeutic and clinical aspects. Rather than taking an immediate and accurate approach, Literary Therapy focuses on fundamental causes of the problem and helps people identify the best options available in their lives. The transformative learning therapy of adult education can be understood in the same context. That is to say, when an existing way of apprehending the world collides with a new way of thinking about life, a comprehensive and receptive perspective would be created through reflection and soul-searching. Like this, the Poesie- and Bibliotherapy, or literature therapy, is a self-conscious adult and lifelong education that has the ability to change people's perspectives of lives. More broadly, it can also contribute to reconstructing a meaning of life while giving people an opportunity to find a professional, life-long career in their lives. In this study, the lives of the four therapists were investigated to show how Literary Therapy affected their lives

when they are faced with a major conflict or change of a life. At the same time, the study also examined the encounter with the Literary Therapy that developed into mental growth, self-growth or self-realization. Also, suggesting another positive role of the Literary Therapy as an adult education and a life-long career.

As such, the human developmental process can be also known to become the starting point in every moment like the panorama of life this is dependable on how it is changed, rather than drawing a downward curve after peaking at a certain point. Also, a change in each individual has another influence upon community and society. As seen in the cases of the four literary therapists in this study, there is diversity both in the opportunity that each person came to face literary therapy, and in the social sphere of coming to be active with the changed image. A learner through literary therapy strives to discover “reflected ego(reflektierendes Ich),” which finds true self and reflects on the events of occurring in own life’s journey. Thus, the adult learning, which was chosen for the primary objective, comes to elicit even the secondary and tertiary outcomes dubbed personal growth and identity alteration. Lee Bu-yeong states that the individual determination affects whether our society will in the direction of living together with the whole at the same time as keeping own individuality alive, or will change into collectivism and uniformism. As self-realization is the smallest unit in social development, it was mentioned to be an individual’s perception and practice of corresponding to a droplet, which will form river and sea one day[15].

As a result, the purpose of this study is to describe and organize the consulting of therapists who have experienced the change of life transition through the literary therapy abrasive process as adult education. The approach of this study was completed in a method of self-cultivated technology, which means and describes the life process of four female literary therapists as 'life before the literary therapy experience-the course of the literary therapy experience-the order of life after the literary therapy abrasive'. They all met the current literature therapy with special meaning in certain life cycles. In other words, they were seeking a path to adult learning before paying attention to the realm of adult education. In particular, the treatment and clinical competence of these literary therapists can be found in their active role in the mental health area of each community. Their expertise is to think about why and how to solve problems first rather than quickly and quickly when they have a problem.

This is in line with the important transition learning theory in adult education. The core of this transition learning theory lies in forming an integrated and receptive perspective as reflection and reflection when the new paradigm of life intersects with the way of understanding the existing world. As such, literary therapy changes the way people view life as a conscious adult education and in lifelong learning. Through this, researchers learn the meaning of life by themselves while reconstructing new meaning of life and securing expertise. Ultimately, this study shows in the text of the lives of the four researchers in how literary therapy in the course of adult learning practices deals with life-changing conflicts and changes, and how various existing learning histories and experiences have been linked to literary therapy, leading to future professional expertise. Therefore, this study believes that an individual's life as a woman becomes a process of psychological and emotional healing, self-growth and self-realization by meeting literary therapy, and that it can also contribute to the promotion of adult education and lifelong career opportunities for other women by connecting it to the community.

In summary, examining the four researchers’ cases, the life-transition characteristic in which these people come to select adult learning, respectively, can be known to proceed with developing diversely into self-development, child-rearing, self-healing, and academic expansion. However, one opportunity called literary therapy led to an enhancement of the quality of life with the elements of consideration and sympathy through group activity, feedback and a fellow feeling. This results in having been linked to communication and conversation within the home. Depending on each activity area after this, they can significantly state that they are taking various paths as an educator, as a literary therapist and as a community mental health worker and for women’s job recreation[16]. Accordingly, the research

participants' cases, which were examined in this study, can be considered to be the representative adult-education cases, which achieved self-growth and self-realization as a literary therapist at the turn of their lives[17].

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