

CLT Approach in Teaching Reading Effectiveness Among Out- of- school youth (OSY) ESL Learners: Basis for Digital Literacy Innovation and AI Application in Graduate Schools

RODITA CASIPONG-SILVA

Former Graduate School.Chair,College Of Liberal Arts,WMSU,Philippines
rodita.silva@wmsu.edu.ph

Abstract: This study aimed to explore the reading skill of Out -of- School Youth (OSY). Specifically, it sought answers to the following objectives: (1.) To determine the factors why the Out-of-School Youth are unable to read; (2.) To look into the effectivity of Communicative Language Teaching (CLT) Approach in teaching reading to the OSY Learners; (3.) To identify efficient reading interventions for OSY Learner; (4.) To introduce Digital Literacy such as Artificial Intelligence (AI) to the respondents.

Descriptive Qualitative Research Design was employed to Ten (10) OSY who were selected as respondents using purposive sampling technique. Interview guide questions and video recordings to back up the FGD . KI interviews were used as research instruments. The data gathered were transcribed and interpreted using thematic coding to determine whether CLT Approach is effective among OSY as far as Reading Skill is concerned.

Results revealed that OSY learners were inclined to be “ Collaborative” in their learning styles than to be “ Traditional” in learning reading. Also, reasons of not coming back to school were as follows: Lack of financial support from parents, parents have no work which can sustain their children’s educational needs.

Data also showed that the OSY are willing to continue their education and want to know how to read. Results also revealed , after introducing the CLT approach to the ESL learners that they liked the CLT in learning reading. Furthermore, it was discovered that learning reading among the respondents happened naturally after they were given set of activities to do. They were indeed engaging and interactive. Communicative Learning Approach (CLT)by Canale and Swain (1984) proved to be effective in teaching reading among the respondents Out -of-School Youth (OSY). To replicate this study for the future researchers, it was recommended that digitalized reading instructions shall be introduced to the OSY ESL learners as well as the knowledge on AI , specifically , in utilizing AI in teaching reading to abreast learners to latest trends and innovations in teaching reading skill.

Keywords: CLT, OSY, Digital Literacy, AI

1. Introduction

The main purpose of this study was to explore the reading skill of Out -of- School Youth (OSY) in Barangay A during their learning experiences. Specifically, it seeks to aim the following objectives: (1.) To determine the factors on why the Out-of-School Youth are unable to read; (2.) To look into the effectivity of **Communicative Language Teaching (CLT) Approach** in teaching reading to the OSY Learners;(3.) To identify efficient reading interventions for OSY Learners (4.) To introduce Digital Literacy such as Artificial Intelligence (AI) to the respondents.



The study employed a Descriptive Qualitative Research Design. Ten (10) OSY were selected as respondents using purposive sampling technique. Interview guide questions and video recordings to back up the data gathering were used as the research instruments of this study. The data gathered were submitted for document tabulation, and transcriptions which were analyzed to determine the reading skill of the respondents.

Results revealed that OSY learners were inclined to be “ Collaborative” in their learning styles than to be “ Traditional” in learning reading. Also, reasons of not coming back to school were as follows: Lack of financial support from parents, no work for parents which can sustain their educational needs.

Data also showed that the OSY are willing to continue their education and know how to read. Based on the conduct of this study, after introducing the CLT approach to the learner respondents, it was concluded that they liked the CLT approach in learning reading. Furthermore, it showed that learning reading among the respondents happened naturally wherein the set of activities were indeed engaging and interactive. CLT Approach (Canale and Swain,1984) proved to be effective in teaching reading among the Out -of-School Youth (OSY) respondents.

2. Objectives of the Study

The purpose of this study was to look into the current situations of the ‘out-of-school’ youth as well as to find a way to assist them through the activities. The insights gained from this study would then help to develop a lifelong education model for the ‘out-of-school’ youth.

The specific aims of the study were the following:

1. To determine the factors on why Out-of-School Youth (OSY) are unable to read.
2. To look into the effectivity of Communicative Language Teaching (CLT) Approach in teaching reading of Out-of-School Youth (OSY).
3. To identify efficient reading interventions for Out-of-School Youth (OSY).
4. To introduce the digital literacy like AI

The result of the study helped everyone becomes knowledgeable about the youth who are not lucky to attend a formal school because of many problems. This study can also help the people to realize the importance of having good education and also for the government to make a solution in order for the youth to have a better education.

Furthermore, the results of the study could be highly significant and beneficial to the following: The respondents of this research are the youth who are unable to attend formal or non-formal education program. Any improvement in reading enhancements can pave the way for producing better learning and discipline to survive and thrive in society.

The result of this study will give awareness of things that would possibly address the issue better and alleviate the challenges of the respondents. Moreover, this research will be a useful reference for researchers who would plan to make any related study precisely on the implementation of Communicative Language Teaching (CLT) Approach to the Out-of-School-Youth (OSY).

3. Theoretical Literature and Related Studies

Communicative Language Teaching (CLT) has been a major source of influence on foreign/second language teaching since 1970s (Richards,2006). While earlier views of language teaching, such a Direct Method and Audiolingual Method, focused on learners’ mastery of grammatical competence, CLT has shifted attention to communicative purposes for language use and it made ‘communicative competence’ (Hymens 1972) the goal of language teaching (Richards & Rodgers, 2001).

While Communicative Language teaching (CLT) is a communicative method of language instruction that prioritizes interaction for learning (Lee & VanPatten, 1995), still exponential increase in out-of-school youths around the country, Philippines, more than half the population –around 50 million –is under 24 years of age, around 3.3

million youth were out-of-school in 2017, according to the Philippine Statistics Authority and especially on the streets of Zamboanga City, in a 2013 national literacy study of PSA, Zamboanga Peninsula records 10-12% prevalence of out-of-school children and youth is a major cause for concern. Consequently, the possibility of applying CLT in the enhancement of other skills such as reading comprehension has not been sufficiently explored. Youth who are not in school may have failed to finish their formal education for a variety of reasons, such as socio-economic or health issues, urbanization, stigmatization, teacher/teaching factors or curriculum problems. As a result, a Graduate Project for Literacy Enhancement will be put into place to aid out-of-school youths in reading and using language in an appropriate manner. Additionally, basic English literacy is viewed as a means of broadening students' experiences and enabling them to communicate effectively in daily life as well as in their future roles as responsible professionals and citizens. Reading proficiency development is woven into the said project.

Learning to read is one of the most foundational skills needed for educational success. As children learn to read, they develop the ability to decode, interpret, and store information from what they are reading. Reading comprehension allows a child to gain meaning from text and decoding allows a child to process sounds into words this seems to be at odds with reality. Many people have a misleading impression of the abilities and capacities of “out-of-school youths” or “drop-outs”. It is generally assumed that this group needs to re-do and re-learn the most basic literacy skills. Hence, it is marginalized and ostracized. In fact, out-of-school youths do have some experience of learning within the formal system. Moreover, many of them have gained rich learning experiences from their environment and culture. Thus, basic literacy does not necessarily mean teaching literacy in its most basic forms. However, the acquired skills and knowledge need to be recognized tapped into and enhanced.

This study is to explore the nature of reading literacy among Out-of-School-Youth on a Select Barangay as to why some of them are having difficulty in reading. We hypothesize that the dominant reason on why most of the out of school youth individuals who are unable to read, is not being exposed in reading interventions due to unable to attend school. Dominant statements observed in the responses of the respondents will be used to determine the specific research questions for further investigation, and research on the reading strategies could help inform the others on ways to create tailored fit reading interventions.

The Communicative Language Teaching is defined as an approach of teaching a second or a foreign language that focuses on learners' interaction whether as the means or the ultimate goal of learning a target language. Interaction here means an activity in which two or more parties affect upon one another. CLT refers to communicative approach to the teaching a second or a foreign language as well. Doubtlessly, it is believed as the most effective approach focuses on the communicative competence of the learners in many countries (Yougen Lou, 2015).

The phrase “communicative competence” was first coined in 1967 by the American sociolinguist and anthropologist Dell H. Hymes (1927- 2009) in reaction to Chomsky's notion of linguistic competence. He defines communicative competence as what “enables a member of the community to know when to speak and when to remain silent, which code to use, when, where and to whom, etc. (Johnston, 2010). Since then, the concept has developed over years and different models of communicative competence have been offered by different scholars.

A. Hymes' Model of Communicative Competence

Before explaining the concept of communicative competence as presented by Hymes, the word “competence” itself requires some clarification. The word competence or linguistic competence was first used by Chomsky (1965) to refer to knowledge of language as different from performance which he sees as the actual use of language. Although this dualism between knowledge and use of language was not new and it was already noticed by the Swiss linguist Ferdinand de Saussure (1817-1913), who distinguished *langue* “the linguistic competence of the speaker as a member of a speech community” and *parole* “the actual phenomena or data of linguistics” (Johnstone, 2017), Chomsky is known for “reinterpreting in a psychological context the comparable sociological distinction that de Saussure had drawn between *langue* and *parole*” (Howatt, 1986, p. 270). More explicitly, Chomsky's competence is concerned with “an ideal speaker– listener, in a completely homogeneous. speech community who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and

interest, and errors” (Chomsky, 1965, p. 3). In other words, Chomsky’s competence is a decontextualized notion and the ideal speaker-hearer he is talking about, is “an artificially constructed idealized person; not an actual language user” (Kumaravadevilu, 2006, p. 6). Hymes (1972), while accepting the superiority of Chomsky’s terminology over de Saussure’s, contends: “Such a theory of competence posits ideal objects in abstraction from sociocultural features” (p.271). A linguistically competent person, who is master of fully grammatical sentences, is at best a bit odd because “some occasions call for being appropriately ungrammatical” (p.277). Hymes adds, in addition to knowledge of grammatical sentences, a person should acquire the knowledge of appropriate sentences that is, he or she should know “when to speak, when not, and as to what to talk about with whom, when; where, in what manner”. He continues, “There are rules of use without which the rules of grammar would be useless” (p.277). Grammatical competence described by Chomsky, Hymes believes, is only one sector of communicative competence, the other ones mentioned by Hymes are the psycholinguistic (i.e., implementational feasibility), sociocultural (contextual appropriateness) and de facto (i.e., actual occurrence) sectors. In summarizing Hymes’ model, Munby (1978) maintains the goal of the model is “to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behavior” (p. 16).

B. Canale And Swain’s Model of Communicative Competence

Another model of communicative competence was presented by the two Canadian applied linguists, Michael Canale and Merrill Swain in 1980 in the first issue of *Applied Linguistics*. Referring to the weak or neural and strong versions of Chomsky’s competence recognized by Campbell and Wales (1970), Canale and Swain agree with Hymes’ criticism of Chomsky’s notion of competence –performance distinction in that it “provides no place for consideration of the appropriateness [emphasis is original] of sociocultural significance of an utterance in the situational and verbal context in which it is used” (p.4). Furthermore, referring to two views regarding the relationship between grammatical competence and communicative competence, they advocate Munby’s (1978) stance which sees grammatical competence a subpart of communicative competence and not something separate from it. They emphasize: “Just as Hymes (1972) was able to say that there are rules of grammar that would be useless without rules of language use, so we feel that there are rules of language use that would be useless without rules of grammar” (p.5). However, they believe their notion of communicative competence is different from that of Hymes because first, unlike Hymes, they do not incorporate the notion of ability for use into their definition of communicative competence.

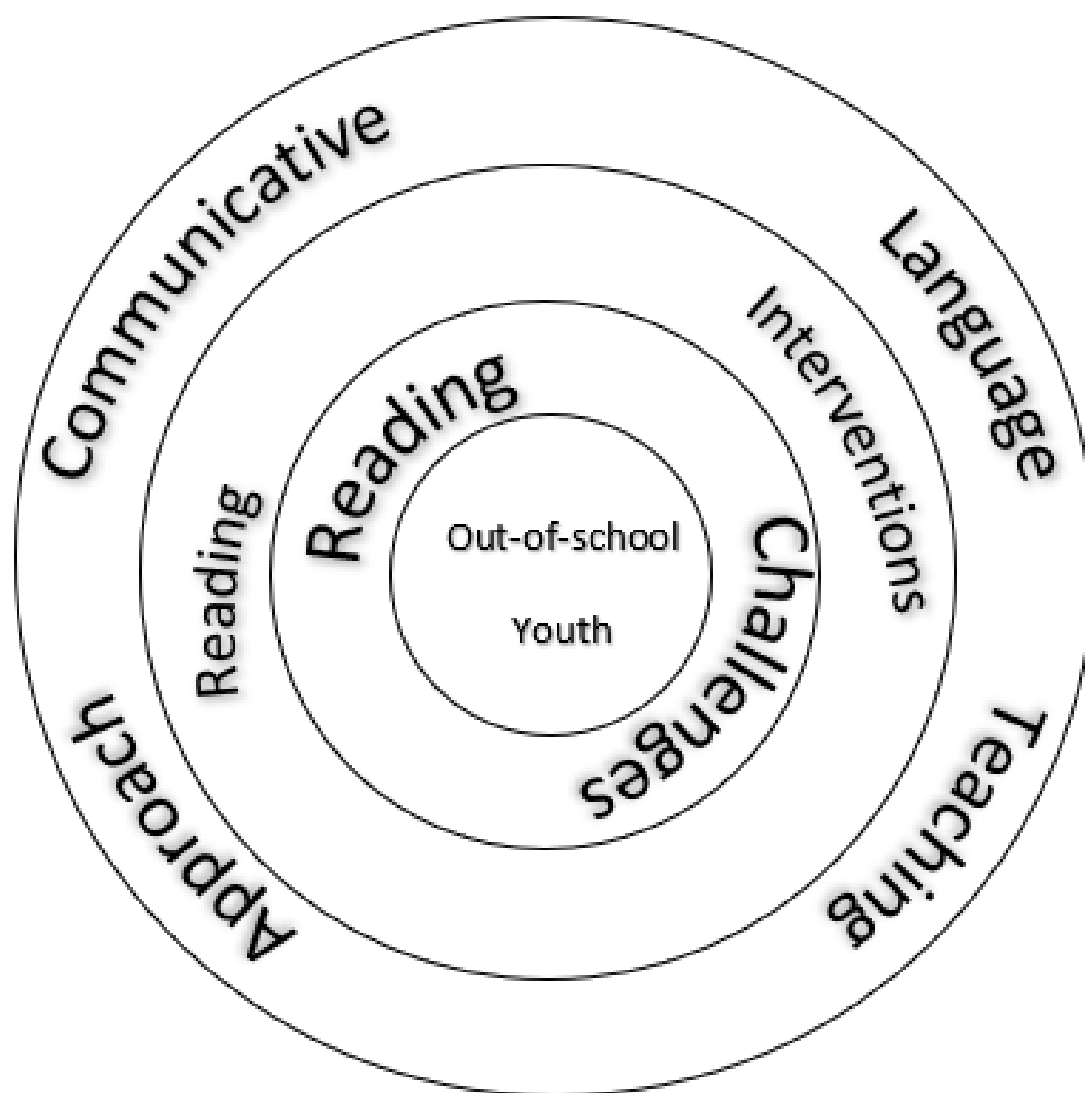
Reviewing theories of basic communication skills, sociolinguistic perspectives on communicative competence, and integrative theories of communicative competence, Canale and Swain, suggest five guiding principles for a communicative approach. These include: Communicative competence is composed minimally of grammatical competence, sociolinguistic competence, and communication strategies, or what we will refer to as strategic competence, a communicative approach must be based on and respond to the learner’s communication needs, the second language learner must have the opportunity to take part in meaningful communicative interaction with highly competent speakers of the language, such as to respond to genuine communicative needs in realistic second language situations, particularly at the early stages of second language learning, optimal use must be made of those aspects of communicative competence that the learner has developed through acquisition and use of the native language and that are common to those communication skills required in the second language, and the primary objective of a communication-oriented second language program must be to provide the learners with the information, practice, and much of the experience needed to meet their communicative needs in the second language. (pp. 27-28) Then, taking these principles into account, Canale and Swain propose a model of communicative competence which includes three main competencies of grammatical competence, sociolinguistic competence, and strategic competence. Grammatical competence includes “knowledge of lexical items and of rules of morphology, syntax, sentence grammar semantics, and phonology”. Sociolinguistic competence is made up of sociocultural rules of use as well as rules of discourse. Sociocultural rules of use help language users to produce and understand appropriately language data based on the speaking components of communicative events outlined by Hymes (1967). Rules of emerging discourse include cohesion and coherence principles which focus on communicative functions of the combination of utterances.

Strategic competence also is made up of verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

4. Canale's Model of Communicative Competence

Three years after the communicative competence model proposed by Canale and Swain, Canale (1983), based on the work carried out at the Ontario Institute for Studies in Education (OISE), revised the model and proposed a four-component framework. Prior to introducing his new model, Canale reminds the reader that in the communicative competence model, communication is meant to be “the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes” (p.4). The four components of the revised framework are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence, as in the previous model, is concerned with “features and rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics” (p. 7). Sociolinguistic competence in this model, unlike the Canale and Swain's model, which addressed both sociocultural rules and rules of discourse, “addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts depending on contextual factors such as status of participants, purposes of the interaction, and norms or conventions of interaction” (p. 7), appropriateness of both form and meaning. Appropriateness of meaning also includes kinesics and proxemics. Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres, achieved through cohesion and coherence. Strategic competence in this model has expanded to include mastery of verbal and non-verbal communication strategies that may be called into action not only to compensate for breakdowns in communication but also to enhance the effectiveness of communication. Canale believes this theoretical framework is not a model of communicative competence, because a model “implies some specification of the manner and order in which the components interact and in which the various competences are normally acquired” (p.12).

Conceptual Paradigm



The following terms are defined operationally:

Out-of-School Youth (OSY)- this refers to the individuals whose age 12-18 years old who are not enrolled in formal or non-formal education program.

Communicative Language Teaching (CLT)- proposed by Canale and Swain refers to the approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Reading Scheme- refers to a series of materials that have been carefully written to support the process of learning to read and to help children make progress as readers.

Literary Enhancement- refers to a targeted teaching and intervention program to enhance reading.

Acquire- refers to the capacity to perceive and comprehend language as well as to produce and read words.

3. Methodology

This study was in the form of descriptive qualitative research design . There were ten (10) OSY respondents, wherein the instrument that the researchers used were constructed interview guide questions There were 10 respondents in this research; the 10 come from select out-of-school-youth of the select Barangay. They were requested formally through a letter of consent from the researchers. The results of this study would be kept confidential. The number of respondents had been more than enough to represent the entire population. From the sampling design, the researchers used the purposive sampling.

To get the appropriate data needed, the researcher used interview guide questions. The following are the guide questions to determine the factors on why there are some youths who are not able to continue their education and to be able to identify effective reading interventions and enhancements.

The following ethical guidelines were put into place for the research period:

1. The dignity and well-being of students was protected at all times.
2. The research data remained confidential throughout the study and researchers obtained the students' permission to use their real names in the research report.
3. Research participants should not be subjected to harm in any ways.
4. Adequate level of confidentiality of the research data should be ensured.
5. Any type of communication in relation to the research should be done with honesty and transparency.
6. Voluntary participation of respondents in the research is important. Moreover, participants have rights to withdraw from the study if they wish to do so.
7. Privacy and anonymity is of a paramount importance.

Thematic coding was used to analyze data. The researchers analyzed the respective transcribed responses of the Out-of-School Youth (OSY). For in-depth analysis, the researchers used the constructed interview guide questions. Through these questions the researchers then categorized the transcribed responses according to what factors as to why there were not able to continue their education. The transcribed responses were given corresponding numbers; the researchers did not put the names of the respondents to provide confidentiality of their identity. After that, the data were synthesized according to the effectiveness of the implementation of Communicative Language Teaching Approach in teaching reading among Out-of-School Youth (OSY).

4. Results and Discussion

This segment presents and discusses the results of this study. The data were tallied, analyzed and interpreted with the use of responses of the OSY through interview from the constructed interview guide questions. The specific questions raised in the objectives of the research were the bases of the order of presentation.

Objective no. 1: *To determine the factors on why out-of-school youth are unable to read.*

Based on the responses, presents the respondents' dominant factors on why OSY are unable to read and stop from the formal education. It shows that mostly of the OSY are experiencing financial crisis. Some of the responses are due to their residencies being far from schools, others help their elders, trauma from Covid-19, and sickness.

Table no. 1: Reasons on why Out-of-School Youth did not enroll

Reasons on why Out-of-School Youth did not enroll	Respondent No.	Total
A. Financial Crisis	2, 4, 5, 9	4
B. Houses are far distant to their schools	1,3, 7	3

C. Trauma from Covid-19	6	1
D. Sickness	8,10	2

This table shows that dominant factors was due to financial crisis in which they need to stop schooling, their budget for their educational needs is too small. These were evident in the following excerpts taken from the actual interview conducted by the reseachers:

“Ya abla dimi nana man stop daw anay yo kase kwatro kame ta entra skwela, so kunila anay manda entra.” (My mother told me to stop schooling since we are 4 siblings, I need to give way. ” (Respondent no. 2)

“Tiene kame financial crisis.” (We have financial crisis.) (Respondent no. 4)

“Ta ayuda yo kunel dimi lola.” (I am helping my grandmother.) (Respondent no. 5)

“Tormento ma’am kay tiene trabaho.” (It’s hard because I am working.) (Respondent no. 9)

The responses of the OSY had also showed another factor, which is their residencies are far distant to supposed schools. They failed to enroll because they changed their home address due to personal issues. These were evident on the following lines taken from the actual interview used in this research:

“Lehos dimi skwela na culianan kase dimi skwela.” (We live far from school of Culianan.” (Respondent no. 1)

“Lehos kase dimiyo skwela de divisoria yo kabar dimi skwela na culianan.” (We are far from school of Culianan since I am living in Divisoria.) (Respondent no. 3)

“Busy gayot dimyo nana kabar lehios io ta keda kase nasa Mercedes kame.” (My mother is very busy and we live far from school, we are living in Mercedes.) (Respondent no. 7)

The current situation that led to trauma to the one (1) OSY in which that the respondent was hesitant to continue schooling. Remote education has shown the need for much support, and self-development courses, for children to grow academically (How the Covid-19 pandemic transformed and affected education, March 2021). This line was clearly manifested such indication:

“Kay yan Covid Poreso, manada kame problema. Ya muri pa Di miyo lola na cancer na kidney pati na stone, pati na lungs.” (It was Covid, we have many problems. My grandmother died because of cancer, then it complicates to her kidney and lungs.) (Respondent no. 6)

Similarly, the responses showed another hindrance in schooling from the health concerns in which they were previously sick. It was mentioned in PSA Mindanao 2015, 12% of out-of-school youth in Mindanao was due to illness or disability. The following lines taken from the responses proved such:

“Yan stop yo porcausa na ulcer.” (I stopped because of Ulcer.) (Respondent No. 8)

“Chene yo ta sinti, ta desma” (I am not feeling well, I faint a lot.) (Respondent No. 10)

Objective No. 2: To determine the effectivity of CLT Approach in teaching reading of OSY.

After the implementation of the CLT Approach, based on the engagement of the OSY, results showed the difference in the respondents’ first reading from the application of the learning through CLT activities. It revealed that Communicative Language Teaching Approach is effective after applying such activities: Audio-visual video, Role plays, Brainstorming, Group work, and games.

This result is the clear evidence that such activities implemented in teaching for OSY embrace the appreciation of literature which contradicts the traditional teaching that only based on lectures and phonetics teaching in terms of teaching reading. This claim is supported that Communicative Language teaching (CLT) is a communicative method of language instruction that prioritizes interaction for learning (Lee & VanPatten, 1995). CLT has shifted attention to

communicative purposes for language use and it made ‘communicative competence’ (Hymens 1972) the goal of language teaching (Richards & Rodgers, 2001).

Objective No. 3: *To identify efficient reading interventions for OSY using the CLT strategies*

Table 2: Preferred CLT Strategies of the respondents

Preferred CLT strategies	Respondents No.	Total
Audio-visual video	1,2,3	3
Role plays	7	1
Brainstorming	-	0
Group work	5,8,9,10	4
Games	6	1
All mentioned	4	1

From the results shown, the researchers concluded that respondents mostly preferred group work; some would prefer role plays, video and games, wherein their basis of choices is their own interests. Student’s interest in a topic holds so much power. When a topic connects to what students like to do, engagement deepens as they willingly spend time thinking, dialoging, and creating ideas in meaningful ways. Making learning contextual to real-world experiences is a key learning technique with differentiating for student interests. by of taking down the actual flow of events, illustration and description of people, places, feelings, situations and thoughts before, during, or after the practice . A higher level of activating interest is to have students propose their own ideas for products and activities. This constructivist approach engages students to do more complex work and spend more time on the task than they normally would (John McCarthy, 2014).

Objective No. 4: *To introduce digital literacy such as AI.*

In line with this objective, the implementation of CLT approach in teaching reading among OSY shows the engagement of respondents by asking the last question- if the implemented teaching approach is suited for them to enhance their literary skills. Based on the interview, this line was proved by one of the out-of-school-youth: “ Kere yo di akel , para akel maga nusabe,ta pwede ase kay ta sabe na otro.” (I want that, so that for those who didn’t know , could able to cope by learning from others.)

Additionally, the researchers recorded the reading passage among the respondents before the implementation of the CLT approach in teaching reading. Results revealed that the before implementation of CLT there are lapses and flaws in diction and pronunciation.

The respondents were also introduced to the digitalization of learning how to read vis -a -vis using the CLT approach. And the responses were positive especially on the use of Artificial Intelligence or AI. However, they still need to learn more about this in their exploration of developing their reading skills.

5. Conclusion

This clearly shows that respondents are learning in their own way based on their interests and they become more interactive when taught about authentic life skills from the literary pieces. With the aid of CLT approach, OSY are able to cope with reading problem and their communicative competence and literary skills. After administering the interview to the respondents, answers were tallied, and analyzed.

In this study, most out-of-school youth opt to stop schooling and almost all are already working. For factors, such as; their parents cannot afford to send them all to school, and some opted to give way to their younger siblings, for schooling in basic education is free. These reasons are the most answered in the interview. In terms of the willingness to go back to school, all of them are eager to grab if given the opportunity. With regards to the effectivity

of communicative language teaching, all of the respondents were positive in utilizing such approach, for they believe it could be of great help in enhancing their reading ability. They are much indulged with the utilization of audio-visual presentation, for they can learn better when they can view and hear the presentation. Accordingly, they can also learn easier when they are working collaboratively with their respective groups, for they can be able to brainstorm and outline their ideas.

6. Recommendation

In respondents' recommended interventions, games and video presentations were chosen the most. This means that as an intervention, games and videos could be most effective way to teach reading to the out-of-school youth in barangay A. Further, the Communicative Language Teaching Approach is a product created in response to the need of appropriate approach in teaching reading process. By understanding the definition, the emergence factors of the mentioned approach could meet the out-of-school youth needs. The primary aim of this study is to determine the significant reasons which are directly reflected in the realities of life of the respondents. Not being able to continue formal education are rooted by several factors, but it is mainly brought by lack of financial capacity of parents or guardians.

Furthermore, the paper highlights the hopes of the respondents such as the desire for continuing their education, support and assistance from the people who can rightfully offer what they truly need. Also, the topmost factor that out of school youth stopped from schooling is their financial capacity, and the distance of their supposed schools are far to their respective residence. Majority of them opt to work even at a young age rather than to go to school.

However, they still have the courage and interest in continuing their education if they can be supported by the people around them. And accordingly, the most effective means that could encourage them to get back to school is through the implementation of games and video presentations in the teaching approach of their mentors.

Based on the findings and conclusions, the researchers presented the following recommendations;

Teachers to utilization of Communicative Language Teaching Approach in teaching reading literacy and engaging classroom activities that would give greater weight to the learning process of the OSY. The community shall conduct different livelihood projects that could generate income to the underprivileged families, for them to be able to support the needs of their children, especially that of education. For digital literacy such as AI to be constantly introduce to the respondents with proper instruction. Future researchers can replicate this study by considering greater number of scope and population to further validate the findings of the study, and find the extent of the generalization of the findings.

REFERENCES

1. Annor, J. (2002) Implementing government policy for supporting technology use
2. by persons with disability. Paper presented to the Center on Disabilities
3. Technology and Persons with Disabilities Conference.
4. Aquino, Eden G. (2011). *Conversational Styles and Speech Communities among*
5. *Chabacano-Speaking students of the Western Mindanao State University.*
6. Barbara Johnstone. (2010). *Dell Hymes and the Ethnography of Communication.*
7. DOI:10.4135/9781446200957.n4
8. Blunch, N.-H. and Verner, D. (2000) Revisiting the Link between Poverty and
9. Child Labor: The Ghanaian Experience. World Bank Policy Research
10. Working Paper No. 2488. Washington, DC: World Bank.
11. Cardoso, A.R. and Verner, D. (2007) School drop-out and push-out factors in
12. Brazil: The role of early parenthood, child labor, and poverty. IZA
13. Discussion Paper No 2515. Bonn: Institute for the Study of Labour
14. (IZA).
15. Canale, M. (1983). From communicative competence to communicative language
16. pedagogy. In J. E. Alatis (Ed.), Georgetown university round table on
17. languages and linguistics: Language, communication, and social
18. meaning (pp. 223–237). Washington, DC: Georgetown University Press.
19. *Examining the Role of Context in the Implementation of CLT in Turkey*, Marmara

20. University of Istanbul, Turkey. Retrieved July 01, 2016 from
21. <http://www.le.ac.uk/learn/leicester>.
22. Johnston, R. (2017). *Literacy: The Critical Role of Teacher Knowledge*.
23. Association of Literacy of Educators and and Researchers Yearbook
24. (vol.39). ISBN: 978-1-883604-04-2
25. Maharramova Malahat Abdurrahman Gizi (2014).
26. *Open Journal of Modern Linguistics*. Vol 04, p. 2.
27. Sachs Jeffrey (2010). *The End of Poverty: How can we make it happen in out*
28. *Lifetime* Washington, D.C: File House.
29. Spada, N. (2007). Communicative language teaching. In *International handbook*
30. *of English language teaching* (pp. 271-288). Springer, Boston, MA.
31. Yucailla Tixi, J. E. (2020). Communicative language teaching in reading
32. comprehension. <https://doi.org/10.33262/concienciadigital.v3i4.1.1486>
33. Yougen Lou (2015). *Creative Education*. Vol.6 No.14. Published: August 19, 2015.
34. VanPatten, 2004, Benati & Lee, 2010. *Communicative language teaching*
35. *today* (pp.22-26).