

Addressing Socio-economic Problem: Out-of-school Youth English Proficiency Assessment and Training

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ABSTRACT

The socio-economic issue involving the out-of-school youth necessitates paramount action. Using Tomlinson's model, emphasizing the essential qualities of the learners, the study assesses the learning profile, learning interest, and learning readiness of the out-of-school youth. A convergent parallel mixed-methods research approach was employed, utilizing a survey with self-assessment checklists and semi-structured interviews. The respondent-informants demonstrated an intermediate level of proficiency in speaking and writing, as confirmed during the interview. Their communication skills were affected by their poor grammar, limited vocabulary, and low self-confidence. Seven of them were in senior high school, and one was a first-year college student. Seven of them got pregnant while studying, leading them to quit schooling, and one of them had to stop schooling to give financial help to his parents. They all shared their stories about the struggles they had faced in life. They sacrificed their studies to fulfil their motherhood roles and responsibilities. Despite their turmoil, they were assiduous in improving their stature. They demonstrated their interest and readiness to enhance their knowledge and skills in the English language as part of their preparation for returning to school or seeking employment. Their awareness of the practicality and indispensability of developing their English proficiency motivated them to seize any English learning opportunity. Their learning profile, interest, and readiness imply that they are in dire need of guidance and support. The learner assessment results indicate that the English proficiency training is a mitigating step in addressing the socio-economic problems faced by out-of-school youth.

Keywords: out-of-school youth, English proficiency, learning profile, Tomlinson's model, learning readiness, learning interest

INTRODUCTION

One of the global problems is that a larger number of out-of-school youth are living in adverse circumstances. The out-of-school youth often experience complex and overlapping disadvantages. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute of Statistics said that 263 million youth in the world aged 6-17 are out of school (Rajasekaran & Reyes, 2019a). Almost one-half of the total population in the Philippines comprises children and youth below 25 years old. The skyrocketing number of out-of-school or out-of-work youth is alarming. Out-of-school youth is one of the youth subsectors, according to the National Youth Commission (Taccad, 2017). The Youth in Nation-Building Act (Philippine Republic Act 8044) defines youth as people from 15 to 30 years old. The United Nations World Program of Action for Youth 2000 and other agencies set 24 as the upper age limit for youth. The Philippine Statistics Authority reported that nearly 11 million

children and youth are not attending formal school. 51.3 percent are males, while 48.7 percent are females. The report raises alarming concerns regarding the educational, economic, and social issues in the Philippines. It necessitates urgent action to help out-of-school youth regain their shattered life aspirations. The recurring status of out-of-school youth poses a significant threat to the country's future. The Filipino youth serve as nation-builders. Dr. Jose Rizal, a famous Filipino hero during Spanish colonization, said that the youth are the hope of the nation. If so, where will the country go if the hope of the nation becomes hopeless in life?

Youth unemployment has a significant impact on economic growth. Hence, it is recommended that ASEAN countries, such as the Philippines, should implement effective policies to empower youth for employment development (Fung & Nga, 2022). Youth unemployment is a pressing concern in ASEAN countries, as many youths face challenges in aligning their skills and aspirations. Global entities, such as the United Nations and the World Bank, emphasize the indispensable role of youth employment in achieving sustainable development. The out-of-school youth suffering from poverty undergo various challenges in life. They stop schooling and look for a job to sustain their needs. The challenges they encounter can deprive them of their personal dreams, limiting their ability to learn and work (Polk & Kitching, n.d.). Vayachuta et al. (2016) stated that social and economic reasons are some of the causes of youth dropping out of school. Some girls get pregnant. Others commit crimes, take drugs, and enter the child labor market to support their families. Technological advancements can impede the out-of-school youth from grasping work opportunities. The relentless situation of the out-of-school youth creates an intergenerational persistence of poverty and inequality. Hence, failing to educate and train them with the indispensable skills worsens the economic and social upheaval. The substantial long-term adverse consequences can be stopped through education reengagement interventions that produce positive outcomes and promote redirected and productive lives (Rajasekaran & Reyes, 2019b).

Considering the significant impact of out-of-school youth on society, particularly in the Philippines, this study seeks pertinent data on the readiness, interest, and learning profile of out-of-school youth in learning English, which will serve as the basis for English proficiency training. The training serves as a platform for addressing the economic and societal concerns related to out-of-school youth. Khan and Khan (2016) stated that English is a global language due to its indispensability and widespread usability worldwide. English is the medium of instruction in many countries, even though it is a second or foreign language (Upm & Yunus, 2023), such as the Philippines. It serves as a means of intercultural communication. Hence, Filipino students must study the international language. The globalized market considers English proficiency an impactful factor in hiring. Companies such as BPO prefer job seekers who can communicate in English with a global clientele. The international work and networking opportunities are conducted in English. Furthermore, English empowers the out-of-school youth in the globalized world. It promotes mental growth, media and technology literacy, social mobility, and academic development. Rajitha (2024) stated that English is the predominant language of business and commerce in the international market arena. Higher English proficiency leads to a stronger economic performance, since English is the medium for connecting with global partners and clients. Individuals who can communicate English effectively can secure higher-paying jobs and enjoy a wide range of career opportunities. Many multinational industries consider employees who can speak both local languages and English. Pham Pham and Ngo (2025) noted that globalization necessitates a workforce with a high level of English proficiency, as cross-linguistic and intercultural communication are at the core of delivering quality services and ensuring customer satisfaction. The escalating demand for hospitality staff with excellent English communication skills in Vietnam poses a formidable challenge in introducing English for Specific Purposes.

To address the gap regarding the ways of alleviating economic and social concerns caused by out-of-school youth, this paper investigates and assesses the readiness, interest, and learning profile of out-of-school youth in learning the English language as the basis for conducting the English proficiency training. The study involved eight out-of-school youths in Barangay Caridad, Tuburan, Cebu. A self-assessment test and semi-structured interviews were conducted to accumulate more information about their readiness, interest, and learning profile in learning the English language. Although the Philippine government agency, the Technical Education and Skills Development Authority (TESDA), spearheads some programs addressing the debilitating problem of youth unemployment, the study fortifies skill development opportunities through English proficiency training. The results of the survey serve as the basis for addressing the English proficiency issue among out-of-school youth, alleviating the social and economic challenges faced by the youth, and aligning with the Sustainable Development Goals: SDG 1: No Poverty, SDG 4: Quality Education, and SDG 8: Decent Work and Economic Growth.

LITERATURE REVIEW

The study anchors Tomlinson's theory about Differentiated Instruction, giving paramount importance to the essential qualities of the learners: readiness, interests, and learning profile. Mansoor et al. (2025) stated that readiness means the student's level of readiness for learning the lesson given by the teacher. The student's life experiences and prior knowledge, combined with their intelligence, are necessary factors in determining the

student's readiness to engage with classroom activities. The interest of the students is another essential aspect considered to inject motivation in learning and acquiring new skills. The students' interest yields an auspicious beginning to their learning journey. Learning becomes more engaging and effective as they connect what they know with what they are learning. The last essential element is the learning profile. The learning profile determines the characteristics of learners, such as whether they learn individually or collectively, in an active or passive setting, and how gender and culture influence their learning preferences.

Meyer (2012) mentioned in her study that readiness, interest, and learning profile are the three categories needed in adjusting instructional practices. She recommended in her paper the implementation of using learning profiles in differentiated instruction classrooms across the United States. Knowing the learning profiles of the students maximizes the potential of each student within the classroom. Teachers should meet the intellectual needs of students, taking into account their individual differences and learning styles. Teachers exhibit caution when selecting instructional strategies to optimize classroom experiences. Dyatmika and Astutik (2023) added in their study titled "Learning Profile Mapping for Differentiated Instruction Implementation" that mapping the backgrounds of the students plays a significant role in fostering students' attention and focus. Determining their characteristics makes learning more comfortable and enjoyable.

Barthakur et al. (2023) stated in their research that the learner profile proliferates over the years, catering to the advocacy on personalized learning experiences. Concerns about classroom learning diversity necessitate profiling learners to determine their strengths, weaknesses, backgrounds, and other factors that impact their learning journey. The out-of-school youth serve as the beneficiaries of the English proficiency training. Thus, it is a must to identify their learning profile. The study of Barthakur attests to the necessity of the learner's profile. Moreover, Zamecnik et al. (2022) explored the non-traditional learner motivations and characteristics in online learning through the learner profile study. Learner profiling boosts personalized learner support (Li & Wong, 2019). Teachers get acquainted with their students' skills, interests, and motivations. They serve as a crucial basis for selecting more effective teaching strategies, lessons, and instructional materials. Crouch et al. (2021) explored the use of learning profiles in addressing the learning crisis in more than 50 countries. Indeed, learning profiles guide the educators in improving learning outcomes.

In the study conducted by the Education Development Center, the participants are the out-of-school youth. Some of the reasons for leaving school are financial constraints affecting financial resources for education and supplementing the family's income, lack of interest, and early pregnancy (Listening to the Voices of Out-of-School Youth, 2020). Similarly, this study examines the background of out-of-school youth to determine their learning profile, readiness, and interest in learning the English language. The background of the beneficiaries helps the researcher employ effective teaching strategies, instructional materials, and instructional design for English proficiency training. Hence, the pursuit promotes more job opportunities, empowers the out-of-school youth, and gives hope for a brighter future.

Daud (2025) conducted a study about the out-of-school youth in Tubod, Lanao del Norte. He employed the convenience sampling technique in his quantitative study. He explored the factors that affect the educational disengagement of out-of-school youth. In his self-made survey, he incorporated academic difficulties and socioeconomic circumstances. He discovered in his study that the salaries of parents were insufficient to cover their educational expenses. Seventy-two percent of the respondents reported academic difficulties, including low comprehension skills and learning disabilities. One of his findings stated that skills training and livelihood programs can help in the educational reengagement of the out-of-school youth.

Chorrojprasert (2020) claimed in her study that there are multifaceted factors affecting students' performance. She reminded the English teachers to consider other issues in class preparation, aside from those prescribed in school and Ministry of Education policies. Learner readiness is one of the issues. Determining whether learners are acquiring knowledge and skills in English is not enough. The development of their learning competency and intellectual character should be taken into consideration. Learning readiness helps teachers select more effective teaching approaches. Furthermore, she stated that in order to ensure learner readiness and foster self-regulated learning, a survey questionnaire can be used to collect data for learner profiling. The necessary details about the learners help the teacher in understanding the learners' needs, interests, and preferences. Moreover, the questions about their approach to language learning and developing language skills, such as reading, listening, writing, and speaking, create awareness and suggest effective learning strategies for skill development.

Dangol and Shrestha (2019) employed a cross-sectional survey design and used a self-administered questionnaire to examine the relationship between learning readiness and students' educational achievements. The data were analyzed using the Karl-Pearson correlation and regression analysis. They discovered a significant relationship between learning readiness and students' educational achievement. Indeed, learning readiness plays a significant role in the teaching learning process. According to Koehler (2010), in her study "Effects of Differentiating for Readiness, Interest and Learning Profile on Engagement and Understanding," readiness, interest, and learning profile affect engagement and understanding.

METHODOLOGY

Research Design

The study employed a mixed-methods research (MMR) design using a convergent parallel mixed-methods approach. MMR integrates multiple methods to address research problems appropriately through collecting, analyzing, and interpreting the quantitative and qualitative data (Creswell, 2015; Creswell & Plano Clark, 2011). Fetters (2016, as cited in Dawadi et al., 2021) stated that Mixed-methods design has many advantages in solving complex issues as quantitative and qualitative data are interwoven. According to Maxwell (2015), mixed-methods design fosters methodological flexibility and in-depth understanding. The combination of qualitative and quantitative methods expands the study, adds more value by producing greater certainty and broader implications, and overcomes epistemological divergences between qualitative and quantitative paradigms (Dawadi et al., 2021). The study applied the convergent parallel mixed-methods design. Qualitative and quantitative methods are combined to get the triangulated results. The two types of data are gathered concurrently, and they are analyzed separately according to the approaches (Schoonenboom & Johnson, 2017). According to Dawadi (2021), a convergent design integrates quantitative and qualitative data to yield a complete understanding of the data. Both data sets are validated against each other. Creswell & Plano Clark (2018) mentioned that the purpose of integration in a convergent design is to expand understanding comprehensively in validated and confirmed data. Hence, the study begins with collecting quantitative and qualitative data, followed by analyzing the data, merging, and interpreting.

Research Setting, Sampling, And Instrument

The research was conducted in Caridad, Tuburan, Cebu. It is located in a remote area of Cebu, Philippines. It has a population of four hundred seventy-six (476). The barangay has encountered social and economic problems. One of the concerns are the out-of-school youth. Purposive and convenience sampling were employed for the inclusion and exclusion criteria. The criteria are: 1. The respondent-informants range from 15 to 24 years old. 2. They have stopped schooling for more than one year. There are only eight (8) respondent-informants since the quality of the responses is more important than the quantity (Miñoza & Elloran, 2023), and the results of the study serve as the basis for English proficiency training. Ellis (2016) stated that six (6) to twenty (20) participants are acceptable since qualitative research methods use a smaller sample size. The eight respondent-informants answered the survey about self-assessment checklists for listening, speaking, reading, and writing. The research instrument was made by Carol J. Orwig from 1995 to 2013. The checklists estimate the overall proficiency level based on American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (Self-Assessment Checklists for Listening, Speaking, Reading And, 2024). The communication tasks indicate each level. The semi-structured interviews were facilitated to gather non-numerical data complementing the results in the survey. For ethical considerations, the researcher recognized the respondent-informants' best interests, and their answers to the survey and semi-structured interviews are treated with utmost confidentiality.

Data Collection and Analysis

Employing the convergent parallel mixed-methods design consists of four phases: 1. Collecting quantitative and qualitative data; 2. Analyzing the data, 3. Merging the data; 4. Interpreting the data. The data from the survey on self-assessment checklists for listening, reading, speaking, and writing, as well as the validated semi-structured interview questionnaire, are gathered and analyzed to determine the learning profile, interests, and readiness of the respondent-informants. The details from the quantitative and qualitative data are merged and analyzed. The results of the study serve as the basis for conducting the training for the out-of-school youth's English proficiency.

RESULTS AND DISCUSSIONS

The quantitative and qualitative data from the survey and semi-structured interviews determine the learning profile, interest, and readiness of the respondent-informants.

Self-assessment checklists for listening, speaking, reading, and writing

The checklists estimate the overall proficiency level based on American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (Self-Assessment Checklists for Listening, Speaking, Reading And, 2024). There are five proficiency levels: novice, intermediate, advanced, superior, and distinguished.

Table 1. Self-assessment Checklists for Listening, Reading, Speaking and Writing

Respondent	Listening	Conversing	Speaking (Presentation Mode)	Reading	Writing
1	Advanced	Intermediate	Intermediate	Advanced	Intermediate
2	Advanced	Intermediate	Intermediate	Advanced	Intermediate
3	Advanced	Intermediate	Intermediate	Advanced	Intermediate
4	Intermediate	Intermediate	Intermediate	Advanced	Intermediate
5	Advanced	Intermediate	Intermediate	Advanced	Intermediate
6	Advanced	Intermediate	Intermediate	Advanced	Intermediate
7	Advanced	Intermediate	Intermediate	Advanced	Intermediate
8	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate
Percentage	Advanced-75% Intermediate-15%	100%	100%	Advanced-87.50% Intermediate-12.50%	100%

The column for listening shows that almost all of them have an advanced level. Only two of the respondents chose the Intermediate level—the intermediate level for listening highlights repetition of topics, simpler discussions, and familiar subjects. The higher level is advanced, wherein most of them belong. They could understand factual and common issues not needing deeper and complex understanding. In conversing column, all of them picked intermediate level. This level encompasses basic conversation activities, including introducing oneself to others and providing directions. The speaking for presentation mode attests the intermediate level of the respondents. The level evinces basic speaking scenarios, such as talking about oneself, events, people, and things. The reading column shows that seven of them belong to the advanced level, and only one is intermediate. The advanced level refers to the ability to read simple reading materials, such as short biographies, short stories, and simple technical information. The last column, the reading column, shows that all of them have an intermediate level in writing. The intermediate level refers to the ability to write simple and short articles.

Essential Qualities of the Learners Based on Tomlinson's Model

The section summarizes the result taken from the survey on self-assessment checklists and the semi-structured interviews. They are converged to extract the details on the essential qualities of the learners based on Tomlinson's model. According to Tomlinson (2001a), the instruction must consider the learner as the center of the educative process. Hence, the essential qualities are the paramount basis in selecting classroom activities and instructional materials.

Learning Profile of the Respondent-Informants

Tomlinson (2001b) stated that the learning profile of students refers to the chosen approach, influenced by factors such as background, culture, language, health, intelligence, thinking style, family circumstances, and gender.

Based on the interview, all informants except the male informant received a grade of 90 or above in English. All of them were senior high school students, except for the one who attended college. Their age ranges from 17 to 21 years old. Seven of the respondents stopped schooling when they got pregnant. Six of them were still senior high school students when they decided to quit schooling. One of them stopped after finishing the first year of college. The only male informant confirmed that he stopped due to his part-time job. He quit schooling when he was in Grade 11. When they were asked about pursuing their studies, all of them said that they would continue. Two of them took the Alternative Learning System (ALS). ALS is an educational program designed by the Department of Education (DepEd) to support out-of-school youth in their scholastic journey.

"I have two children. I quit schooling during the COVID-19 pandemic. My desire to pursue schooling encouraged me to take the Alternative Learning System (ALS)."

According to Bautista (2022), the number of out-of-school youth increased at the onset of the pandemic. From 16.9 percent in January 2020, it rose to 25.2 percent in April 2020. The US Agency for International Development

released the results of the study. Informant 2 was one of those out-of-school youth at that time. The pandemic had a drastic impact on her family, causing her to stop attending school. One of the reasons for the swift upheaval in the Philippine society is the pandemic. The students were greatly affected. Although the Philippines is experiencing problems with Filipino students dropping out of school, the Department of Education established the Alternative Learning System to give hope to those who cannot pursue formal schooling (Ofwgio, 2024).

"I stopped schooling when I was in Grade 11 since I got pregnant. I need to take care of my baby. I wanted to finish schooling; hence, I availed of the Alternative Learning System."

Seven of the informants had to stop schooling when they got pregnant. They had the opportunity to go to school, yet because of early pregnancy, they were forced to quit and focus on motherhood. Despite the circumstances in their lives, they were interested in pursuing schooling. Six of them were senior high school students, and one of them was a college student. Although they had plans to pursue their studies, they preferred earning money to help their partners raise their children and provide for their needs. Cariaso (2025) reported that early pregnancy among adolescent Filipinos results in school dropouts, according to the study conducted by the United Nations Population Fund. A UNPF Population and Development analyst mentioned that the study titled "Longitudinal Cohort Study on the Filipino Child" tracks approximately 5,000 Filipino children from the age of 16 in 2016 until they reach 24 years old in 2030. The study monitors the developmental journey of the children, encompassing their education. The study found that early pregnancy and unions disrupt their academic endeavor. The girls dropping out of school cited that early union and pregnancy were the key reasons of sacrificing their studies.

"If there is an opportunity to work, such as a home-based online job, I will grab it. My problem is that I think I am not yet prepared for it. I wanted to work as a call center agent or virtual assistant, but I am having problems with my English communication skills."

Three of the informants said that home-based online jobs are a preferable work option considering their situation as mothers. There are opportunities, yet sadly, they are not qualified. One of the key attributes for excelling in Business Processing Outsourcing (BPO) in the Philippines, a booming industry, is having good English communication skills (Foundit, 2024). The ability to solve customers' problems and navigate for possible solutions entails good listening and speaking skills.

"I am poor in speaking and writing. I do not have confidence in speaking since I am afraid that my grammar is wrong."

Based on the assessment checklists, listening has 75% for advanced and 25% for intermediate, since only two of them belong to the intermediate level; reading has 87.50% for advanced and 12.50% for intermediate; conversing, speaking, and writing are 100%. The assessment checklists' result coincides with their answers in the interview. They admitted that they are poor in speaking and writing. Ayop and Namocot (2023) mentioned in their study that students encounter difficulties in speaking due to various factors. Some of these issues include a lack of speaking practice, low vocabulary, low self-confidence, poor pronunciation, and low motivation. Mustafa et al. (2022) said that the students' main challenges in writing English are the limited vocabulary, inability to comprehend reading texts, range of grammatical structures, and hardship in summarizing and paraphrasing.

The survey and interview results attest the following learning profile of the respondent-informants: they belong to an intermediate level for speaking and writing, yet considerable activities for listening and reading are recommended since they are interrelated; seven of them are women and only one is male; they stopped schooling because of untoward circumstance, such as getting pregnant and earning money to support their needs.

Learning Interest of the Respondent-Informants

According to Renninger and Hidi (2016), interest is a psychological condition relying on a person's neurological responses to the arrangement of things. Harackiewicz et al. (2016) stimulate learning, guide a student's career, and aid in academic achievement.

"My favorite subject is English. I love to develop my speaking ability so that I can easily find a home-based job. If I can attend college, I will pursue a degree in engineering. For me, engineers also need high English communication skills."

Before the survey and interview happened, the respondent-informants had been informed about the English proficiency training. Their awareness and willingness to pursue the activity prove their interest in joining the training. Furthermore, five of them said that English was their favorite subject. The remaining three did not consider English as their favorite subject, yet they expressed their willingness to learn more. They understand the indispensability of learning the universal language. They have plans to pursue their studies and work abroad.

"I want to learn more about speaking and writing. I am poor in English grammar; hence, I think I need to know more about the rules so that I can construct sentences easily and correctly. My pronunciation is terrible. I need to work it out. I want to work as a call center agent."

Istiqā et al. (2022) found in their study that certain factors affect students' interest in learning English. One of these is the psychological factor with 59.28%. The expression of a strong desire to learn manifests their willingness to undergo training and learn more about speaking and writing in English. According to Yusriyah et al. (2021), interest and enthusiasm are internal factors influencing learning. They discovered in their research that interest and enthusiasm have a strong correlation with English achievement.

Learning Readiness of the Respondent-Informants

According to Jayasudhaa & Srividhya (2021), readiness for learning refers to the preparedness of students to demonstrate learning activities and their current capabilities. Considering that English is an international language of connection, students must approach the endeavor with optimism.

“When I was still studying in college, I had to help my mother sell food. I had to do multi-tasking. During my free time, I was with her in our small restaurant. It was hard for me, yet I was determined to finish my studies. Unfortunately, I got pregnant. I love going to school. If given the chance to go back to school, I will take up Bachelor in Industrial Technology major in Food Technology. I will work abroad, such as on a cruise ship as a chef. Thus, I am ready to join any training that prepares me for my future.”

Some students have decided to quit schooling due to some unfortunate circumstances. Despite the situation, they are still determined to accomplish what they missed in school. This respondent-informant mentioned how difficult her life was when she was still a student. She had to help her mother in their business. It was when she got pregnant that she missed schooling. Her hopeful heart believed she could have more opportunities to lift herself out of her downfall. Joining the English proficiency training is an avenue for honing her English communication skills. Chorrojprasert (2020b) said that learner readiness considers the learning objectives, plans the learning experiences, and engages the students to rise to the challenge, build self-confidence as they approach the target tasks, and feel they have the chance to succeed.

“Honestly, I am poor in English. I got 80 in English. It is not a favorite subject. I lost my enthusiasm for going to school, but as an out-of-school youth, I have realized that I want to pursue Criminology and become a policeman someday. Since I am poor in English, I think I need to learn more to be ready for college. If I can complete the Alternative Learning System for Grade 12, then I will return to school. Yes, I am ready to study again.”

The statement came from the male respondent-informant. He was the last one interviewed. The researcher saw how regretful he was after quitting school. He said he did not want to be a delivery boy all his life. With a hopeful heart, he expressed his readiness to take on some learning challenges, considering his listening, speaking, conversing, writing, and reading skills belong to the intermediate level. Cariaso (2025b) said that in Bautista's research, it was discovered that boys face chronic schooling setbacks due to motivational pressures and financial constraints.

Winarso (2016, as cited in Sriwichai, 2020) said that learning goals are achieved when students are supported by their readiness. Their readiness aids them in adjusting to complex tasks. Their readiness correlates with their learning outcomes. Their learning readiness yields greater results, alleviating learning frustration when they encounter obstacles.

CONCLUSION

The out-of-school youth have been experiencing tremendous problems affecting the socio-economic status of the Philippines. Hence, the study assesses their learning profile, learning interest, and learning readiness using Tomlinson's model. The results of the survey and semi-structured interviews reveal their learning profile as intermediate students. Their speaking and writing abilities belong to the intermediate level. Although some of them considered themselves advanced in listening and reading, they admitted that there are still many aspects they need to improve in learning the English language. Their desire to return to school, pursue a college degree, and take up a preferred degree program, as well as avail themselves of home-based jobs, demonstrated their interest and readiness to learn more about the English language, specifically speaking and writing. The study's results imply the urgency of guiding and providing support to out-of-school youth. Their learning profile reveals a significant need to enhance their English communication skills. The English proficiency training is a huge opportunity to prepare them for their future.

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