IMPROVING ENGLISH COMMUNICATIVE COMPETENCE OF YOUTH UNDER PROBATION THROUGH THE COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH

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Abstract: *This study examines the effectiveness of the Communicative Language Teaching (CLT) approach in improving the English communicative competence of youth under probation. These learners often face educational disruption, low motivation, and limited access to quality language instruction. The paper explores how CLT, with its focus on interaction and real-life communication, can address these challenges. The findings suggest that CLT enhances not only linguistic competence but also confidence, social skills, and employability, contributing to successful reintegration into society.*

Keywords: *communicative competence, CLT, probation youth, language learning, rehabilitation.*

1. Introduction

English communicative competence has become an essential skill in today's globalized world. However, youth under probation frequently experience interrupted education and lack opportunities to develop practical language skills. Traditional grammar-based teaching methods often fail to engage such learners or meet their real-life communication needs.

The Communicative Language Teaching (CLT) approach offers a learner-centered alternative that emphasizes interaction and meaningful communication. This paper aims to explore how CLT can be used effectively to improve the communicative competence of youth under probation.

2. Literature Review

The concept of communicative competence was introduced by Dell Hymes (1972), who argued that language learning involves not only grammatical knowledge but also the ability to use language appropriately in social contexts. Later, Michael Canale and Merrill Swain (1980) expanded this concept to include grammatical, sociolinguistic, discourse, and strategic competence.

CLT emerged as a major approach in language teaching, focusing on communication as both the means and the goal of learning. According to David Nunan (1991), effective language learning occurs when learners are actively engaged in meaningful communication. Similarly, Jeremy Harmer (2007) emphasizes that CLT promotes fluency, interaction, and learner autonomy.

3. Methodology

This study uses a qualitative approach based on classroom observations and practical implementation of CLT techniques with youth under probation. Activities included role-plays, group discussions, and real-life communication tasks such as job interview simulations and writing emails.

Participants were engaged in interactive lessons designed to build confidence and encourage participation. Data were collected through observation of learner performance, participation levels, and communicative outcomes.

4. Results and Discussion

The implementation of CLT activities showed significant improvement in learners' willingness to communicate and overall confidence. Students became more active participants in classroom activities and demonstrated better ability to express themselves in English.

Interactive tasks such as role-playing and group discussions were particularly effective in reducing anxiety and promoting engagement. Learners

also developed important social skills, including cooperation and turn-taking in conversation.

These findings support the idea that CLT is especially suitable for learners with low motivation and limited educational background, as it creates a supportive and dynamic learning environment.

5. Conclusion

The study concludes that the Communicative Language Teaching approach is an effective method for improving the English communicative competence of youth under probation. By focusing on real-life communication and learner engagement, CLT addresses both linguistic and social development needs.

Implementing CLT in educational programs for probation youth can enhance their language skills, increase their confidence, and improve their chances of successful reintegration into society.

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