

**DEVELOPING AND VALIDATING AN INSTRUMENT TO ASSESS THE
CURRENT STATUS OF ENGLISH LANGUAGE CLUBS (ELCs) IN
MALAYSIAN SECONDARY SCHOOLS**

BY:

**ANGEL HELEN PUSPAM
NAGARAJAH LEE
VALERIE CHAN SUE LIN**

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Angel Helen Puspam
Head of Project

ABSTRACT

It is believed that co-curricular activities can contribute to the holistic development of the students. As such, co-curricular activities form an important part of the school curriculum. Academic clubs are one of the components of the co-curricular activities and the English Language Club (ELC) is an example of an academic club. A vibrant and dynamic ELC can nurture and nourish language learnt in classroom with language used out-of-the classroom. The actual status of ELCs in this country is anyone's guess. Are they active? Are they merely drifting along aimlessly? Or are they defunct? It was under this cloud of uncertainty that this study was undertaken. It was aimed at producing an instrument to assess the current status of the English Language Clubs in the country. The instrument formulated was tested for its reliability and validity and it was found to have sound psychometric properties. The Cronbach Alpha values ranged from 0.724 to 0.801 while the factor analysis both, exploratory and confirmatory, provided evidence that the instrument comprised of five dimensions; the student aspect, the teacher aspect, the activities, the internal support, and the external support.

TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	TITLE PAGE	i
	LETTER OF TRANSMITTAL	ii
	RESEARCH TEAM MEMBERS	iii
	ACKNOWLEDGEMENTS	iv
	ABSTRACT	v
	ABSTRAK	vi
	TABLE OF CONTENTS	vii
	LIST OF TABLES	x
	LIST OF FIGURES	xii
	LIST OF GRAPHS	xiii
	LIST OF ABBREVIATIONS	xiv
	LIST OF APPENDICES	xv
1	INTRODUCTION	1
	1.0 Introduction	1
	1.1 Background	1
	1.2 Statement of the Problem	2
	1.3 Objectives of the Study	5
	1.4 Significance of the Study	6
	1.5 Limitations	6
	1.6 Delimitations	7
	1.7 Definition of Terms	7
	1.8 Conclusion	8
2	REVIEW OF LITERATURE	10
	2.0 Introduction	10
	2.1 The Education System	10
	2.2 The Role of Co-curricular Activities in	

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter presents the introduction to the background of this research. It also presents the statement of the problem and the objectives of the study. The significance of the study is also covered. The limitations and delimitations in doing this study are also explained. There is also the definition of terms used in this study.

1.1 Background of Problem

The National Philosophy of Education dictates that the main aim of education in this country is to bring forth students who are physically, mentally, emotionally and spiritually balanced. The choice of subjects taught and the current curriculum reviews are all intended towards this aim. Wholesome individuals are not only excellent academically but also in all aspects of humanity. In order to bring forth such individuals, a school curriculum which supports both these outcomes is deemed as of vital importance. Learning from past experience when there was a surge of white collar crimes due to too much emphasis being placed on academic achievements at the expense of flourishing the human character, the thrust then has been towards character building.

While classrooms are places where knowledge is imbued in the students, it is the space outside the classroom where the students learn more about what it means to get along with one another, to support each other and to build a spirit of camaraderie that makes for close-knit societies that go on to inspire nationhood. These values can only be instilled