Coursework vs Full Research: Setting the Right Expectations and Standards

NURAIHAN MAT DAUD

INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

Thesis length

10,000 - 15,000 words (FYP)

15,000 (Master's Degree by Coursework)

16,000 to 30,000 words (Master's Degree by Mixed-mode)

31,000 - 40,000 (Master's degree by Research)

50,000 - 55,000 (PhD by Coursework)

56,000 to 70,000 (PhD by Mixed-mode)

75,000 – 100,000 words (PhD by research)

Chapter One: Introduction

1.0 Introduction

1.2 Background of Study

1.4 Problem Statement

1.5 Objectives of Study

1.6 Research Questions

1.7 Frameworks of Study

1.8 Significance of Study

1.9 Definition of Terms

1.10 Chapter Summary/Organisation of Chapters

Chapter Two: Literature Review

2.0 Introduction

2.1…

2.1.1

2.1.2

2.2

2.2.1

2.2.2

………

Chapter Three: Methodology

3.0 Introduction

3.1 Research philosophical stance of this study

3.1.1 Triangulation

3.1.2 Reliability

3.1.3 Valididty

3.2 Data collection

3.3.1 Participants of study

3.3.3 Questionnaire Survey

3.3.1 Piloting of questionnaire

3.4 Data analysis

3.4.1 Questionnaire data analysis

3.4.2 Interview data analysis

3.5 Ethical considerations

3.6 Summary ....

Chapter Four: Analysis of Findings

4.0 Introduction

4.1 RQ1

4.2 RQ2

4.3 RQ3

4.4 Summary

Chapter Five: Discussion of Findings

5.0 Introduction

5.1 RQ1

5.2 RQ2

5.3 RQ3

5.4 Summary

Chapter Six: Conclusions

6.0 Introduction

6.1 Summary of key findings

6.2 Contributions of the study

6.3 Limitations of the study

6.4 Implications of the study

6.5 Recommendations

6.6 Conclusion

FYP : 10,000 words –estimation of words and pages

Introduction	1500 words (6 pages – if 250 words per page)
Literature Review	3000 words (14 pages)
Methodology	1000 words (4 pages)
Analysis of Findings	2000 words (8 pages)
Discussion of Findings	1000 words (4 pages)
Conclusion	500 words (2 pages)
References	1000 words (4 pages)
Total	10,000 words

Research Methodology

Data for this research were collected from two Malaysian-produced movies – *Remp-it* (2006) and *Bohsia: Jangan Pilih Jalan Hitam* (2009). These movies were selected as they illustrate the everyday reality and lifestyle of the *Mat Rempits*. More importantly, the films depict the actual language usage among the *Mat Rempits*. This method was chosen mainly due to the fact that it is difficult to approach the *Mat Rempit* community as they often resist the presence of an outsider in the group. Equally, the *Mat Rempits* do not easily share information related to their identity and ways of life with others, as they see such act as a possible threat to their wellbeing and private life.

Newly-created words and standard Malay words which have been assigned with new meanings by the *Mat Rempit* community were identified and grouped according to word class. The word class of each word is determined by its relative position in the actual sentence produced by the speakers. The contextual meanings were later compared with the meanings listed in two standard Malay dictionaries; *Kamus Dewan* (4th Edition) and *Kamus Za'ba*. The similarities and differences in meaning are reported in the following section.

Master's Degree by Coursework: 15,000 words – estimation of words and pages

Introduction	2000 words (8 pages – if 250 words per page)
Literature Review	3500 words (14 pages)
Methodology	2500 words (8 pages)
Analysis of Findings	2500 words (10 pages)
Discussion of Findings	1500 words (6 pages)
Conclusion	1500 words (6 pages)
References	1500 words (6 pages)
Total	15,000 words

Masters - example

A study of foreign language learning anxiety among first year students of ….University

Foreign language anxiety: A study at ….

Examining EFL Students'Foreign Language Anxiety: The case at …

The relationship between foreign language anxiety and….

Masters - example

Objectives –

-To investigate the extent of anxiety among first year students of ...University

-To determine the sources of foreign language anxiety among first year students of ....U.

-To find the correlation between between foreign language anxiety and language achievement

Foreign Language Anxiety in Relation to Gender Equity in Foreign Language Learning
A Comparative Study Between Australia and Indonesia

This study examines gender differences in foreign language anxiety and compares foreign language anxiety experienced by Indonesian learners of English in Indonesia and Australia. Participants of the study were 64 Indonesian learners of English in Indonesia and Australia aged between 16 and 18. They completed the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986) to measure the level of their language anxiety.

-

(Diana Chita Hasan, Siti Fatimah)

Master's Degree by Mixed-mode: 16,000 to 30,000 words - estimation of words and pages

Introduction	2000 words (8 pages – if 250 words per page)
Literature Review	4000 words (16 pages)
Methodology	2500 words (10 pages)
Analysis of Findings	3000 words (12 pages)
Discussion of Findings	2000 words (8 pages)
Conclusion	1500 words (6 pages)
References	1500 words (6 pages)
Total	16,500 words

Master's degree by Research: 31,000 – 40,000 – estimation of words and pages

Introduction	3750 words (15 pages – if 250 words per page)
Literature Review	10000 words (40 pages)
Methodology	5000 words (20 pages)
Analysis of Findings	7500 words (30 pages)
Discussion of Findings	2500 words (10 pages)
Conclusion	1250 words (5 pages)
References	2500 words (10 pages)
Total	32500 words

This study investigates how usable a MOOC is to facilitate the teaching of higher order thinking skills (HOTS) in fiction classes. The research objectives of this study are to:

1. investigate the usability of the MOOC among language teachers teaching HOTS in fiction classes;

2. Determine teachers' perceptions of the use of the MOOC in the classroom; and

3. Identify teachers' perceptions of the impact of the MOOC on students' development of higher order thinking skills (HOTS).

(Tengku Nur Amira Solehah Tengku Anuar, 2020)

PhD by Coursework: 50,000 - 55,000 – estimation of words and pages

Introduction	5000 words (20 pages – if 250 words per page)
Literature Review	13750 words (55 pages)
Methodology	8750 words (35 pages)
Analysis of Findings	11000 words (44 pages)
Discussion of Findings	5500 words (22 pages)
Conclusion	2000 words (8 pages)
References	4500 words (18 pages)
Total	50,500 words

PhD

Learner anxiety and EFL learning: A study of tertiary students' and teachers' perceptions in Taiwan.

RQs

1. When do Taiwanese tertiary students of English major and non-major feel anxious in their English class?

2. What are the sources of anxiety of the students in question?

3. What effect does feeling anxious have on the students in question?

4. How do the students cope with feelings of anxiety?

5. To what extent are teachers aware of students' anxiety and how do they deal with it?

(Chieh-Hsiang Chuang, 2015)

PhD by Mixed-mode: 56,000 – 70,000 – estimation of words and pages

Introduction	6250 words (25 pages – if 250 words per page)
Literature Review	15000 words (60 pages)
Methodology	10000 words (40 pages)
Analysis of Findings	11250 words (45 pages)
Discussion of Findings	6250 words (25 pages)
Conclusion	2500 words (10 pages)
References	5000 words (20 pages)
Total	56,250 words

PhD by research: 75,000 – 100,000 – estimation of words and pages

Introduction	15000 words (30 pages – if 250 words per page)
Literature Review	20000 words (80 pages)
Methodology	12500words (50 pages)
Analysis of Findings	12500 words (50 pages)
Discussion of Findings	7500 words (30 pages)
Conclusion	3750words (15 pages)
References	7500 words (30 pages)
Total	78,750 words

Exploring the Factors of Foreign Language Anxiety Among Chinese Undergraduate English Majors and Non-English Majors

Mehwish Naudhani, Zhijie Wu & Sehrish Naudhani

RQs

1.What is the extent of effects of English speaking, foreign language classroom and teacher-generated anxiety on students' performance in the English language class?

2. The greater amount of anxiety among students is invoked by which one of the mentioned factors?

3. Is there any difference between English major and non-English major with respect to the degree of English language anxiety?