

TYPES OF MA DISSERTATIONS

Your MA dissertation should focus on a topic which is original and innovative and contributes something new to the field of bilingual education, which has previously not been extensively covered. It can be of three types:

1. A theoretical overview of a topic

This initial option approximates the topic in which you're interested from an eminently theoretical perspective. Here, you should carry out a search of all the main articles, book chapters, books, etc. published on the topic and an extensive literature review of all these publications should be carried out, classifying the insights gleaned from them into different sections. On the basis of this theoretical approximation, you should also contribute something new to the topic, so that there is also a personal contribution to the aspects you have canvassed theoretically.

***EXAMPLE:** Imagine you are interested in attention to diversity in CLIL. You would read the main publications into the topic and classify them into **theoretical accounts** of the main ways to attend to diversity, **qualitative studies** into the topic, and **quantitative investigations** into it. You would then summarize the **main insights** gleaned from all three types of publications and propose a **new taxonomy of strategies, techniques, and procedures** which could be useful to cater to diversity in the CLIL classroom.*

2. A didactic proposal

Through this second option, you can present a didactic proposal. Here, your MA Dissertation would be divided into two main sections: a theoretical one which carries out a literature review of the topic on which you focus in your didactic proposal and the didactic unit itself. The latter should include all the main sections comprised in didactic units (justification, contextualization, objectives, competences, contents, timing, methodology, materials and resources, transversality, interdisciplinarity, evaluation, step-by-step planning, or reinforcement and extension activities), although it's up to you to decide how many sessions you include. Sample activities, materials, and evaluation tables to offer as much insight as possible into your proposal should also be

provided as appendices or in the actual text. The link between the theoretical section and the didactic proposal should be clear.

EXAMPLE: *Imagine you are interested in Cooperative Learning in CLIL. You would first of all provide a **literature review** of what Cooperative Learning is, of its main features, strategies and techniques, assets and pitfalls, and of how it's working, according to recent studies. Then, you would present your **didactic proposal**, focused specifically on a class and grade, and exemplifying Cooperative Learning strategies and techniques (the ones mentioned in the literature review) in the CLIL classroom.*

3. A small-scale investigation

This final possibility is an especially valuable one if you're working in a CLIL school. Here, your MA Dissertation would again be divided into two main sections: a theoretical one which carries out a literature review of the topic on which you focus in your study and the investigation in itself. The latter should include all the main sections comprised in classroom research and which you will see in the subject *CLIL research and networks* (Justification, Research design, Sample/Participants, Variables, Instruments, Data collection, Data analysis, Results and discussion, Limitations of the study, Lines for future research, Conclusion). Tables, figures, and instruments to offer as much insight as possible into your investigation should also be provided as appendices or in the actual text. The link between the theoretical section and the research study should be clear.

EXAMPLE: *Imagine you're interested in how CLIL is working in your school. You would first of all provide a **literature review** where you would summarize all the main studies which have been conducted into the way CLIL is working in contexts similar to yours and foreground the main patterns which can be gleaned from all of them. This literature review should follow a sieve-like structure: from more general to more specific information. Then, you would report on the **study** conducted in your school through, for instance, questionnaires and interviews with teachers, parents and students. You would present the procedure followed to conduct it and then outline its main results and discuss them in relation to the other studies you have summarized in your literature review to determine whether your study confirms or refutes these*

patterns.

Please remember that, regardless of the option you choose, your MA Dissertation needs to be completely original. Thus, you cannot use a literature review, a didactic proposal, or a classroom study that you have presented in any of the other subjects. It can certainly focus on a topic you have covered in the afore-mentioned subjects, but it has to be completely new.