


Chapter 11


Practitioner Inquiry on Monkeypox Virus and AI Through Content and Language–Integrated Learning (CLIL) in Higher Education

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ABSTRACT

This study explores the integration of Content and Language Integrated Learning (CLIL) into higher education across disciplines in Türkiye and Albania to enhance students' content knowledge and English language skills. In the first phase, face-to-face interviews and classroom observations were conducted with undergraduate nursing, veterinary medicine, mechanical, and industrial engineering students at a state university in Türkiye (n=80), focusing on learning and sharing accurate information. This study was then replicated in Albania with undergraduate stomatology and nursing students (n=70) and first-year economic informatics students at a state university (n=30). Findings revealed increased motivation, improved discipline-specific knowledge, and enhanced English proficiency among students in both contexts. The

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results highlight the effectiveness of CLIL in promoting interdisciplinary learning, fostering critical thinking, and preparing students to address global challenges. This approach shows strong potential for adaptation across diverse educational contexts.

PRACTITIONER INQUIRY ON MONKEYPOX VIRUS AND AI THROUGH CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) IN HIGHER EDUCATION

The present study aims to integrate language and content learning into practitioner inquiry and foster replication in different educational settings worldwide. In this study, practitioner inquiry involves the practitioner systematically and intentionally researching her practices and students' learning needs within their contexts. This study can contribute to the field of educational sciences by demonstrating how practitioner inquiry fosters reflective teaching practices and enhances student learning outcomes across diverse disciplines. Our study underscores how multilingual education can support subject mastery while equipping students with critical thinking and research skills. Furthermore, the emphasis on peer learning and engagement with real-world scientific content, such as monkeypox (mpox) and artificial intelligence, provides an innovative framework for active learning that can be adapted in various educational contexts worldwide. In this study context, the term 'practitioner' refers to educators who simultaneously teach content and language of the target disciplines and research within their classrooms, facilitating student learning while systematically investigating pedagogical effectiveness. The two practitioners in this study are faculty members specializing in language-and-content-integrated instruction across multidisciplinary fields in Türkiye and Albania.

LITERATURE REVIEW

As emphasized by Cochran-Smith and Lytle (2009), practitioner inquiry positions educators as both researchers and facilitators of learning. This approach can pave the way for ongoing reflection and valuable insights into teaching practices, ultimately fostering professional growth and improving student and learning outcomes in education. Similarly, Stenhouse (1975) also calls for educators to actively engage in research within their contexts, reinforcing the principles of intentionality and systematicity in practitioner inquiry. The Content-and-Language-Integrated-Learning (CLIL) approach has a dual focus, namely foreign language learning and subject-specific knowledge, providing students with multilingual competencies accompanied by a deep engagement with academic content (see Coyle, Hood &

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