



Teaching English Through Voter Education: A Curriculum Integration Model for Sri Lanka Secondary Schools

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Submission Track

Received: September 24, 2025

Final Revision: December 20, 2025

Accepted: December 27, 2025

Available Online: December 31, 2025

Keywords

English Language Learning;
Curriculum Integration; CLIL

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Abstract

Study This aim develop an integration model effective curriculum for teach education voters through English learning in schools Sri Lanka middle school. With use Design and Development Research (DDR) approach, research done through three stage systematic: (1) analysis need through studies document curriculum national and interview with five English teachers, (2) designing the “CLIL-Based Voter Education Framework” model, and (3) validation of the model by experts and discussion group with teachers. Research results show that teachers support integration education voters to in English learning, but need structured guides, contextual teaching materials, and easy pedagogical strategies adapted. Resulting model assessed feasible, practical, and relevant by experts and teachers, with component main in the form of module thematic, glossary term political in English, and guide implementation based CLIL principles. Research This conclude that this model can become solution operational for teachers in integrate education democracy to in English curriculum, as well as support vision reform Sri Lanka education 2022-2032 which focuses on the formation of competent and responsible citizens answer. Recommendation given for trial more area and development training companion for teachers.

INTRODUCTION

English education in schools Sri Lankan middle school has experienced significant developments, especially in line with vision reform education national 2022-2032 which focuses on the formation of competent citizens globally and responsibly answer in a way (Ministry of Education, Sri Lanka, 2022). English Curriculum at the primary level school medium own potential big No only as means development competence communicative, but also as receptacle strengthening values citizenship. One of the aspect relevant citizenship in context modern democracy is education voter education. This material give understanding about rights and responsibilities answer as voters, who are very important for generation young people who will become part of the democratic process in the future (Levine & Kawashima-Ginsberg, 2017). Integration education voters to in English learning can give authentic and meaningful context for students, at the same time support achievement objective more learning holistic (Bennion & Laughlin, 2018; Marsh et al., 2019; Rajendram, 2020)

In an attempt increase relevance English learning with need socio-political approach *Content and Language Integrated Learning* (CLIL) offers effective framework. CLIL enables merger learning Language with content substantive like education citizenship, so that student can develop ability speaking English while deepen understanding about issues important social (Hidalgo & Ortega-Sánchez, 2023). Some studies previously, as conducted by Mede & Çinar (2019), showed that approach based content like CLIL does not only increase motivation Study student but also enrich experience Study through contextual material In Sri Lanka, integration kind of This in line with vision reform education that emphasizes development skills 21st century including digital literacy, thinking critical, and awareness social (De Silva & Amaradasa, 2022; Kalugampitiya et al., 2023; Hummel, 2024).

Although thus, the implementation approach integrative This need explored in a way systematic in context English curriculum. Analysis gap show that although importance education citizenship has recognized, material learning that is special combine education voters with English learning Still own opportunity to be examined. In addition, it has not been there is a curriculum model that is designed in a way special for assist teachers in integrate material the to in learning that has been done there is (Liyanage, 2021). Therefore that, research This present for fill in gap the with designing a model that can become guide practical for teachers.

Research status This is continue and perfect study previously about CLIL and education citizenship. Research This No only adopt principles pedagogical that has been established, but also adapting it to in context specific with consider policy education latest and needs learning students. Novelty study lies in the approach contextual and applicable used for designing an integration model curriculum. This model designed with consider structure the applicable English curriculum, teacher needs, and vision education national oriented towards the formation of active and responsible citizens answer.

Based on background behind said, the purpose study This is: (1) analyzing opportunity integration education voters to in English curriculum school secondary school in Sri Lanka based on framework policy education national, (2) designing an integration model curriculum that combines education voters with English learning use CLIL approach, and (3) evaluate feasibility of the designed model based on teacher perspective as users main. Research This expected can give contribution positive for development more comprehensive English curriculum relevant and meaningful, and support effort the Sri Lankan government in form generation young people who don't only speak speaking English but also aware will rights and responsibilities the answer as citizens in system democracy.

RESEARCH METHOD

Study This use approach qualitative with design Study Design and Development Research (DDR), as developed by Richey & Klein (2007). DDR is A methodology systematic and purposeful for design, develop, and evaluate something product or intervention education, at the same time produce principles theoretical that can generalized. Approach This chosen Because very in accordance with objective research, namely for designing an integration model contextual and applicable curriculum for English teachers in Sri Lanka.

Study This done through three recommended phase in DDR framework: analysis needs, design and development, and evaluation formative. In the phase first (analysis needs), data is collected through two method main. First, it is done analysis document to curriculum national English For level intermediate and documents policy strategic such as Proposals for General Education Reforms 2022-2032. Analysis This refers to the approach analysis content qualitative (Krippendorff, 2018) for identify space and opportunity integration material education voters. Second, it is carried out semi- structured interviews with five selected English teachers in a way purposive based on experience minimum of five years teaching experience. Interview based on the principle phenomenology interpretive (Smith et al., 2009) for understand experiences , perception , and needs of teachers in general deep related integration content citizenship in learning language. Data from second source This analyzed in a way thematic (Braun & Clarke, 2006) for produce description comprehensive about need contextual.

In phase second (design and development of the model), findings from analysis need used for designing an integration model curriculum. Design process This refers to the theory of Content and Language Integrated Learning (CLIL) (Coyle et al., 2010) as framework pedagogical main, which emphasizes learning Language through content meaningful substantive. The developed model, named " CLIL Based Voter Education Integration Framework", is designed with principle modularity and flexibility, according with draft curriculum adaptive (Print, 1993). Development process nature iterative, where the draft model continues to be revised perfected based on reflection critical researchers and input beginning from a expert education language.

In phase third (evaluation) formative), the model is assessed its eligibility through validation experts and discussion group Focused discussion (FGD) with teachers. Validation expert involving two expert one in the field CLIL pedagogy and one in the field of education citizenship with use instrument adapted model validation from Nieveen (1999), who assessed aspect validity content, construction, and practicality. While that, FGD with teachers using guidelines developed discussion based on principle evaluation responsive (Stake, 1975), which aims gather bait come back authentic from users potential. All evaluation data analyzed in a way thematic, and the results used for revise the model to reach final version considered worthy and ready used. Data analysis in overall study done in a way qualitative with technique analysis thematic (Braun & Clarke, 2006). Validity study guarded through triangulation methods and sources (Denzin, 1978), as well as member checking with confirm interpretation of data to participants. Aspects ethics study noticed with apply principles of informed consent, data confidentiality, and usefulness for participants, according to with guidelines ethics study social (BERA, 2018).

RESULTS AND DISCUSSION

Analysis Need Based on Document Curriculum and Policy

Analysis results document to Sri Lanka's National English Curriculum and Proposals for General Education Reforms 2022-2032 shows existence strong convergence between objective learning language and development competence citizenship. English Curriculum For level intermediate (Grades 10-12) explicit list objective development skills communicative in context social, including ability discuss, argue, and convey opinion about issues community. Document reform education 2022-2032 more carry on confirm vision the formation of " productive, caring and patriotic citizens " and emphasize importance education values and skills life.

In a way specific, found that themes certain in English syllabus own potential tall for integration education voters. For example, learning units about "Media and Society" (Grade 11) can developed with content analysis message campaign politics, while the "Youth and Social Responsibility" unit (Grade 12) can enriched with material about rights and responsibilities answer voters young. Analysis gap show that although curriculum provide room for development themes social, material learning that is special discussing the democratic process, system elections, or education voters Still very limited and tend to implied than explained in a way systematic.

Analysis findings This reveal that opportunity integration has available in a way normative in framework curriculum, however its implementation need development material more learning structured and contextual. This is in line with curriculum implementation gap theory (Fullan, 2007; Abedi, 2024), in

often there is distance between policy ideal curriculum with practice real in class consequence lack of source power and guidance operational.

Perceptions and Needs of English Teachers

Interview results with five English teachers disclose two pattern response main. First, all teachers stated support positive to integration education voters to in English learning. They have an opinion that topic the relevant with life students, can increase motivation learn, and in line with objective education national. As Teacher 3 said, " Students often ask about elections and politics on social media. If we Can discuss it in English, they Study Language at a time Study become good citizen. "

Second, the teacher identifies three challenge main in implementation: (1) limitations time consequence dense curriculum that focuses on preparation exam national, (2) lack of appropriate and ready teaching materials use, and (3) needs will training for discuss topic sensitive like political with a safe and educational way. Teacher 2 emphasized, "We need example concrete No only theory about How teach topic voters in English lessons without impressed take sides or teach politics."

Analysis thematic to teacher response shows that they need support that is of a nature practical and pedagogical, not just discourse about importance integration. Findings This consistent with study previously about teacher agency in curriculum innovation (Priestley et al., 2015; Poulton, 2020), which emphasizes that success innovation curriculum very depends on capacity and trust teacher self as implementers in the field.

CLIL-Based Voter Education Framework" Integration Model

Based on synthesis from analysis needs, designed integration model curriculum named "CLIL Based Voter Education Framework for Sri Lanka English Classrooms". This model consists of from four core components:

1. The Concept of Multilevel Integration: The model proposes three level integration from level basic (introduction) vocabulary related election) until level further (analysis critical text politics) which can customized with level class and ability student.
2. Learning Module Thematic: Developed three module example:
 - a. Module A: "Understanding Election Vocabulary" (Grade 10)
 - b. Module B: " Analyzing Political Campaigns" (Grade 11)
 - c. Module C: "Youth and Voting Responsibility" (Grade 12)
3. Teacher's Support Package: Contains guide pedagogical, glossary term political in English, for example plan learning, and assessment strategies.
4. Principle CLIL Pedagogy: Every module designed with notice 4Cs Framework principles (Coyle et al., 2010) Content (content education voters), Communication (development skills language), Cognition (thinking) critical), and Culture (awareness context Sri Lankan democracy).

Analysis model design shows that approach gradual and contextual This allows integration that is not bother channel curriculum main, at the same time give flexibility for teachers to adapt in accordance condition class. This is respond direct teachers' needs for practical and structured teaching materials.

Model Validation by Experts and Teachers

Model validation by two experts one in CLIL and one in field education citizenship grant bait constructive feedback. CLIL experts assess the model " in a constructive manner " pedagogical sound" with comment special about its suitability with principle integration language and content. Education expert citizenship give input for strengthen context local with enter example from system Sri Lankan elections and added perspective history development democracy in the country.

In discussion group focused, the five teachers gave response very positive against the model that has been revised. They highlight Teacher's Support Package usage and assessment module example as " realistic and achievable" implemented ". Some suggestions for improvement technical submitted, such as simplification rubric assessment and addition example activity for class big. Revision the final model accommodates 85% of the suggestions given.

Analysis to the validation process This confirm feasibility and practicality of the model based on perspective users direct (teacher) and expert field. The high adoption rate projected by teachers indicates that this model succeed bridge gap between theory curriculum and practice class, fulfill usability and contextual appropriateness criteria in framework evaluation development curriculum (Nieveen, 1999).

DISCUSSION

Relevance and Opportunities for Integration in Framework National Curriculum

Findings study this is what shows convergence between English curriculum with vision education citizenship in reform Sri Lankan education strengthens argument that learning Language can become vehicle effective for development competence civil. This result in line with Coyle et al.'s (2010) study which confirms that CLIL approach is capable connect learning Language with development knowledge content substantive. However, the findings unique study This is identification gap operational between policy supporting curriculum integration with availability source Power implementation at the level class. This is confirm Fullan's (2007) research on the "implementation gap" in reform education, but study This give contribution specific with map gap in the context integration content citizenship in English language learning in Sri Lanka.

Different with study previously in context Europe as done by Dalton-Puffer (2013); Dalton-puffer et al., (2018) which is more focus on integration science and mathematics content, research This find that integration content social-humanities like education voters precisely give profit double: besides develop competence language, also build capacity citizenship students. Findings This support language socialization theory (Duff & Doherty, 2018) which emphasizes that learning Language is a process of recognition and internalization values social.

Teacher Readiness and Supporting Factors Implementation

Response teachers' positive attitude towards the idea of integration education voters consistent with Wen, Y., (2021) findings that as a language teacher show openness to approach learning contextual. Findings This expand understanding from Borg & Sanchez's (2020) research on "teacher cognition" with show that teachers' beliefs about what is appropriate taught in class Language can become factor barrier in innovation curriculum. Challenges identified by teachers in particular related time and teaching materials confirm research by Abrar et al., (2018). about implementation English curriculum in the Asian context. However, research This give contribution new with develop a structured support model (Teacher's Support Package) which is special designed for overcome obstacle the approach This different with study previously more often recommend general teacher training without accompanied by package support specific learning.

Effectiveness of CLIL-Based Model in Sri Lankan context

resulting "CLIL Based Voter Education Framework" model in study This develop the concept of the 4Cs Framework (Coyle, 2010) with add dimensions contextualization local. Meanwhile study previously about CLIL in Southeast Asia such as Yang & Gosling, (2014) more emphasize adaptation material international, research This precisely find that contextualization deep local in matter This through use example from environment real student precisely increase relevance and acceptability of the model. Model validation shows level high practicality, which is different with findings a number of study development curriculum in developing countries which often report resistance against the model that is considered too complex. Success This can explained through participatory design approach that involves teachers active in the development process, a strategy supported by research Tuhkala, (2019) about innovation curriculum based school.

Implications For Development Curriculum Based Context

Findings study This support curriculum contextualization theory Drake & Reid, (2018) and Ngoasong, (2022) with show that success integration curriculum very depends on ability adjust the model to condition local. However, research This give nuances important: contextualization No only about

adaptation material, but also about provision of scaffolding for possible teachers not enough believe self with content new. The flexibility of the model is precisely become key teacher recruitment.

Findings study this own implications important for development English curriculum in Sri Lanka. First, the resulting model show that integration education mark citizenship can done without sacrifice objective learning language, but rather precisely enrich context learning. Second, the success of the model is very depend on support systemic in the form of teacher training and development advanced teaching materials. Based on analysis comprehensively, it is recommended that: (1) this model tested in a way limited in some school pilot, (2) developed tiered teacher training for implementation of the model, and (3) is carried out study action advanced for measure the impact to competence language and consciousness citizenship students. With thus, research This No only produce product curriculum, but also framework Work For innovation curriculum based need contextual that can adapted for field integration other in English language education.

CONCLUSION

Study This identify that although curriculum national provide room normative for integration education citizenship, teachers face constraint implementation in the form of limitations time, the need contextual teaching materials, and needs will guide practical pedagogical. As response, the model developed offer approach phased and modular based CLIL (Content and Language Integrated Learning) principles, equipped with with package teacher support (*Teacher's Support Package*) which includes module learning, glossary term politics, and assessment strategies. Validation results show that this model assessed worthy, relevant, and easy adapted in context English learning. The teacher welcomes good framework structured work However flexible this, which allows integration topic citizenship without bother channel core curriculum. Research This give contribution practical in the form of a ready model use what you can quick implemented, as well as contribution theoretical with enrich understanding about CLIL potential for education values and citizenship in context learning language. For sustainability, it is recommended that this model tested more continue in class real use evaluate the impact to competence language and consciousness democratic students, as well as developed training programs companion for teachers. With thus, research This No only produce innovation curriculum that is applicable, but also strengthens role English learning as vehicle formation critical, informed, and participatory citizens.

AUTHOR CONTRIBUTIONS

Both authors contributed substantially to the completion of this study. Raveenthiran Vivekanantharasa was responsible for the conceptualization of the study, development of the research design and methodology, data collection through document analysis and interviews, and validation of the proposed model. Erisa Kurniati contributed to the formal analysis of data, refinement of the CLIL based integration framework, and contextual adaptation of the model to broader curriculum development perspectives. Both authors collaboratively contributed to the writing of the original draft, critical review and editing of the manuscript, interpretation of findings, and approval of the final version for publication.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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