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Reframing English Language Curricula in Slovenia: An Action-oriented and Plurilingual Approach

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Abstract

This poster presentation outlines recent changes in the Slovenian educational system, with a particular focus on curriculum design in foreign language education. It highlights English as the first foreign language in lower and upper secondary schools and situates the reform within the broader alignment with the CEFR Companion Volume. The presentation emphasizes key innovations, especially the action-oriented approach, which positions the learner as a social agent engaged in meaningful communication and real-life tasks. In addition, the poster addresses the four modes of communication defined in the CEFR framework: reception, production, interaction, and mediation. Special attention is devoted to mediation, as well as to the development of plurilingual and pluricultural competence and plurilingual well-being. These concepts extend beyond awareness of one's linguistic repertoire and include the confidence and flexibility to use it effectively in diverse personal, academic, and professional contexts. Furthermore, the presentation introduces one of the central features of the new curricula, namely the so-called common goals. These transversal elements integrate various domains such as multiple literacies, cultural awareness, citizenship, sustainability, well-being, digital competences, and entrepreneurship. By embedding these goals across subjects, the reformed curricula aim to foster holistic learner development and equip students with the competences required for active participation in contemporary society.

Keywords: Common Goals; Linguistic Repertoire; Mediation; Pluricultural Competence; Social Agent;