

The FL2 Project

Integrating Positive Psychology, Transition Pedagogy and CLIL principles in the L2 curriculum



About FL2

The FL2 project is about:

- helping students identify resources and tools that can support their well-being;
- making learning languages more relevant and meaningful, and encourage more people to learn a new language;
- encouraging language educators to include positive psychology, transition pedagogy and CLIL as guiding principles in the design of L2 curricula.

The FL2 learning activities are under development. Once the trial and evaluation process is completed, learning activities will be available from the project website, together with implementation guidelines.

Language educators interested in previewing and trialing the FL2 activities in their own teaching contexts can request access to the database by contacting the FL2 project team.

Can learning a second language contribute to first-year university students' psychological, social and emotional well-being? This is the question that led to the Flourishing in a Second Language (FL2) project – a language curriculum for first-year university students which integrates positive psychology, transition pedagogy and Content-and-Language-Integrated Learning (CLIL) principles.

The FL2 project involves designing, developing, trialing and evaluating an innovative approach to curriculum design in second language courses at tertiary level, and disseminating information about this process.

Expected project outcomes include:

- A suite of FL2 learning activities for first-year, beginning-level University students, in English and Italian.
- Implementation and evaluation guidelines for FL2 learning activities.
- Five nationwide language educators' workshops aiming to disseminate information about the FL2 project, and promote active discussion of the issues (pedagogical, practical, institutional) relating to the integration of positive psychology, transition pedagogy and CLIL principles in L2 courses.
- A national community of practice (CoP) around innovative L2 curricula that integrate positive psychology, transition pedagogy and CLIL principles.
- A project website which contains resources on positive psychology for L2 learning, a project blog, information about project initiatives, including the workshops, the CoP, and access to the learning activities.
- Conference presentations and academic publications.
- A final project report.

Learning Activity Design Principles

The activity design and development process involves adapting some of the learning tasks commonly found in language courses, to include positive psychology and transition pedagogy principles, and provide opportunities for students to access personally relevant information by integrating content and language learning.

For example, one of the competence descriptors included in the A1 level of the Common European Framework of Reference for Languages (CEFR) is: “[Learners] can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.” Typical L2 learning activities designed to achieve this goal involve asking students to write a description of themselves (either in terms of appearance or personality), or their daily or weekly routine. Similar tasks that would embed transition and positive psychology principles include visualizing and describing an ideal self, or keeping a gratitude journal.

Project team

The FL2 project team are: Dr Antonella Strambi and Dr. Ann Luzeckyj, both from Flinders University; Assoc. Prof. Antonia Rubino, from the University of Sydney; Ms Joy Tennant (Project Manager, Flinders University).



Antonella Strambi



Ann Luzeckyj



Antonia Rubino

The project [Reference Group](#) includes the following experts in the field of Positive Psychology (PP), General Education (GE) and Language Education (LE):

- Dr Annie Andrews (PP, The University of New South Wales);
- Assoc. Prof. Helen Askill-Williams (PP/GE, Flinders University);
- Assoc. Prof. Jacqueline Cranney (PP, the University of New South Wales);
- Assoc. Prof. Anthony Grant (PP, The University of Sydney);
- Prof. John Hajek (LE, The University of Melbourne);
- Assoc. Prof. Angela Scarino (LE, Research Centre for Languages and Cultures, The University of South Australia);

and [International Advisors](#):

- Professor Jean-Marc Dewaele (Birkbeck College, University of London, UK);
- Professor Rebecca L. Oxford (University of Maryland, USA);
- Dr Sarah Mercer, (University of Graz, Austria).

Support for this project has been provided by the Australian Government Office for Learning and Teaching. The views in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

The FL2 project is also supported by: Flinders University (Lead Institution) and The University of Sydney (Partner Institution)