Collaboration across languages: The role of mindsets

Åsta Haukås and Camilla Spaliviero
University of Bergen

Language Day Conference – September 25, 2026

What do you associate with "collaboration"?

Kva assosierer du med ordet "samarbeid"?

Write one word (in English).
Scan the QR code with your phone to answer.



menti.com

7348 1850

Mindsets/Tankesett

Beliefs that individuals hold regarding:

1) how changeable they think their abilities in a particular field are (Dweck, 2006)

= whether we see a specific ability as something fixed or as something that we can develop and change

- Fixed mindsets: 

The belief that an ability is stable and cannot be substantially developed.

Examples:

"I’m terrible at maths and so is the rest of my family."
"I'm an introvert person, I work best alone."
"I’ve never been good at collaborating with colleagues."

- Growth mindsets: 

The belief that an ability can be developed.

Examples:

"If I only practice enough, I can pass that Chinese language test."

"I'm a curious person. Collaboration can help me improve my teaching."

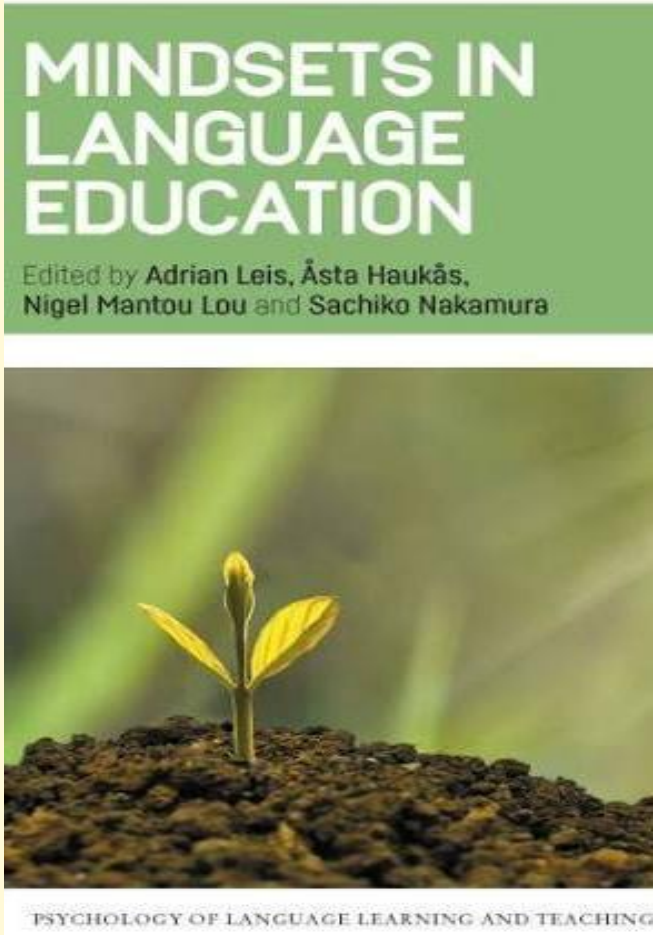
- Mixed mindsets: 

The belief that an ability can be developed, but up to a certain point.

It can have already reached a point beyond which further development is no longer possible.

Example:
"Collaboration skills can be developed, but I think I've already developed mine as much as I can."

Most existing research is on students' mindsets.



PISA 2025: «You have a certain amount of intelligence, and you really can’t do much to change it.»

«Du har en viss mengde intelligens, og det er egentlig ikke noe særlig du kan gjøre for å endre på den.»

Kva svarar estiske og norske elevar?

Growth vs fixed mindsets

«Du har en viss mengde intelligens, og det er egentlig ikke noe særlig du kan gjøre for å endre på den.»

83% of students in Estonia disagreed with the statement.

Only 57% of students in Norway disagreed.

(OECD average: 69%)

Why should we collaborate?

«Nøkkelen til å utvikle kvaliteten på opplæringen er det profesjonelle **lagarbeidet** på skolene. Det vil blant annet si samarbeid på tvers av fag om grunnleggende ferdigheter, tverrfaglige temaer, læringsstrategier og sosial kompetanse.» (Meld. St. 28)

Eksempel på kompetansemål VG1

Norsk: samanlikne særtrekk ved norsk med andre språk og vise korleis språklege møte kan skape språkendringar

Engelsk: bruke kunnskap om sammenhenger mellom engelsk og andre språk eleven kjenner til i egen språklæring

Framandspråk: bruke relevante lærings- og kommunikasjonsstrategier, digitale ressurser og erfaringer fra tidligere språklæring i læringsprosessen

Benefits for students

- Become aware of and use knowledge from all their languages and varieties (dialects) to support language learning

- See their languages as part of a coherent system: make connections across languages rather than seeing them as separate

- Develop a multilingual identity: experience the benefits of multilingualism and feel proud of being multilingual

		School 1	School 2
BAM1	The more languages you know, the easier it is to learn a new one.	**4,0 → 4,3**	**4,0 → 4,3**
BAM5	Learning new languages helps you better understand the languages you already know.	**3,3 → 3,7**	**3,5 → 3,9**
BAM6	Knowing many languages makes you perform better in other school subjects.	**3,1 → 3,5**	**3,2 → 3,5**

Students' beliefs before and after teacher collaboration
(Likert scale: 1 = I fully disagree, 5 = I fully agree)

(Haukås et al., forthcoming)

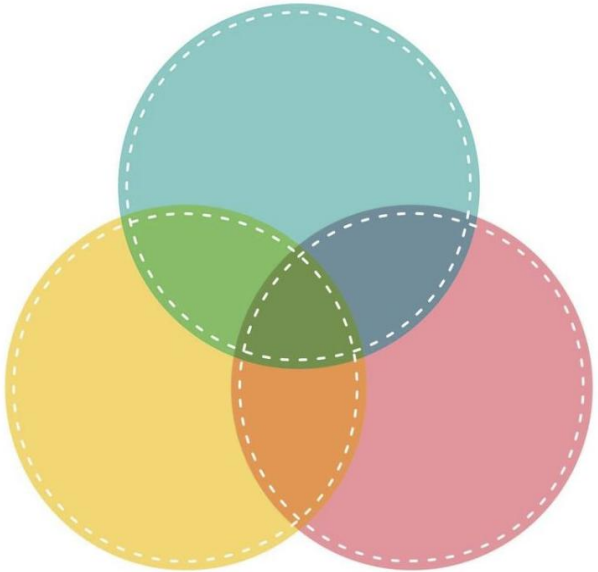
Multilingual Identity before and after teacher collaboration

“Are YOU multilingual?”

Appr. 160 students

	School 1	School 2
“YES, I am multilingual”	75.7% → 86.1% +10.4 percentage points	52.9% → 73.8% +20.9 percentage points

Benefits for teachers



- Develop a more integrated view of teaching languages:
  connect language subjects rather than viewing them in isolation

- Create greater coherence across languages:
  align approaches, terminology, and learning strategies

Benefits for teachers

- Learn from colleagues: exchange ideas and make teaching more enjoyable



Innovation in Language Learning and Teaching ›

Latest Articles

Enter keywords, authors, DOI, etc

Submit an article | Journal homepage

1,660
Views
2
CrossRef citations to date
8
Altmetric

Listen

Report

‘It’s about seeing the connections’: exploring teacher collaboration across the school’s language subjects

Åsta Haukås

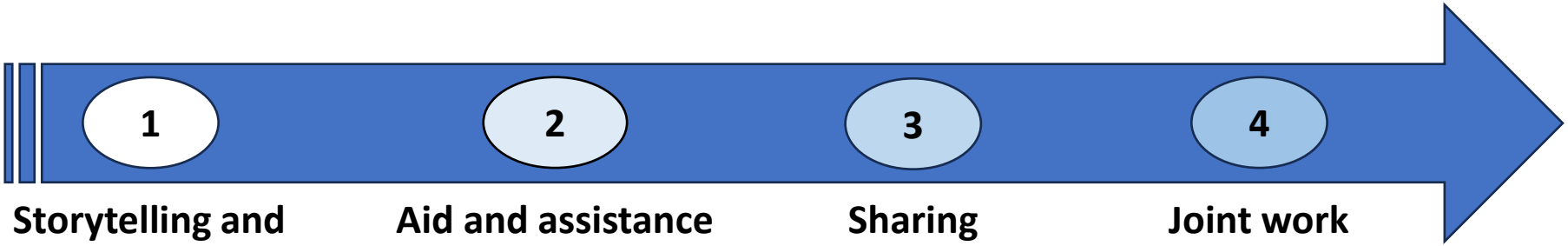
Received 18 Jan 2024, Accepted 02 Jun 2025, Published online: 10 Jun 2025

Cite this article https://doi.org/10.1080/17501229.2025.2516838

Check for updates

How can we collaborate?

Little's continuum (1990)



Storytelling and scanning for ideas
Unstructured exchange of ideas and experiences

Aid and assistance
Willingness to help one another when needed

Sharing
Sharing of materials and ideas and discussing them

Joint work
Shared responsibility, shared common goals

- Where would you place yourself in this continuum?
- Are you happy with where you are or would you like to change? Why? Share your ideas with a partner.

Agency/handlingsevne

Beliefs that individuals hold regarding:

2) the control they feel they have over improving their ability in a particular field (Dweck, 2006)

= whether we feel that we can actively contribute to developing our ability or that improvement is largely beyond our control

You are not alone in this!



- Growth mindsets regarding collaboration do not depend on individual teachers alone
- Contextual factors:



Time availability

Colleagues' attitudes

School leadership support

Some examples of collaboration

Språkveke på Sportsbakken vgs.

Elevane skal:

- Sjå samanhengar mellom språk
- Utvikle ein flerspråkleg identitet
- Oppleve meistring og motivasjon
- Lære om
  - Ordklassar
  - Setningsoppbygging
  - Korleis språk er i slekt
  - Transparente ord

mandag 2x90 min

Oppstart

Elevene skal utvikle språklig bevissthet



Hva har språk til felles?
Hvilke språk snakker vi i klassen?
Vi tegner vårt eget språkportrett.



Hvorfor skal vi lære flere språk?



Individuelt arbeid
Diskusjon
Gruppearbeid

Dei første stega

1. Finne samarbeidspartnarar

2. Få støtte frå leiinga

3. Bli kjend med læreplanen i dei ulike språkfaga

4. Kva for felles mål kan vi setje oss?

Participating schools (with Eli-M Drange, UiA)

	School A	School B	School C
School size	Medium	Small	Large
No. of teachers	9	13	20
Collaboration structure	Full team	Full team	Class teams
Organization	Project weeks	Project weeks	Whole school year

Examples from school A





UiA

UNIVERSITY OF BERGEN
Faculty of Humanities

Examples from school C

Bell ringers!



FELLES OVERSIKT OVER GRAMMATISKE BEGREPER BRUKT PÅ TANGEN

GRAMMATISKE TERMER	NORSK	ENGELSK	FRANSK	SPANSK	TYSK
Determinativer					
Demonstrativer	pekeord		pekeord	pekeord	demonstrativer?
Possessiver	eiendomsord		eiendomsord	eiendomsord	eiendomsord
Kvantorer (mengdeord)	mengdeord		mengdeord	mengdeord	mengdeord
Tallord					
Artikler			X		X
Bestemt artikkel			X	X	X
Ubestemt artikkel			X	X	X
Forsterkere	Verdiladet ord				
Substantiv					
Egennavn			X		
Fellesnavn			X		
Hankjønn	X		X	X	X
Hunkjønn	X		X	X	X
Intetkjønn	X				X

UiA

UNIVERSITY OF BERGEN
Faculty of Humanities

Activity

In groups of 3, think about something you have been working on in your language classes this week (e.g., content, vocabulary, grammar, pronunciation, language learning strategies).

Find **one common element** across your language subjects.

Think of **one activity** that connects all the languages you teach.



TAKK FOR I DAG! THANK YOU! GRAZIE!

asta.haukas@uib.no

c.spaliviero@uib.no