

CIEB 2021

Workshop proposal

**1+1 is more than 2 – The many benefits of team-teaching!**

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Team-teaching is an opportunity for opening the doors and sharing our teaching practice with other colleagues and experts. The presence of two teachers in the classroom naturally results in active observation, personal reflection and peer collaboration, which allow us to better understand our strengths and weaknesses as teachers. Some examples of the benefits that team-teaching can bring to your professional development are a more reliable and fair evaluations, the provision of multimodal feedback to students, the modelling of collaboration strategies for our students, more flexibility to adapt to new teaching environments and openness to continuous improvement. This workshop will (1) introduce different co-teaching models based on teacher presence (team-teaching/station teaching/parallel teaching) and teacher roles (lead/lead, lead/support, content/language), (2) contextualize the models, considering benefits provided by each and, most importantly, (3) outline the practical steps necessary in order to set up a successful teaching collaboration, including planning, communication, classroom management, and assessment. Examples from the literature and the presenters' own experience will be provided and participants will be invited to contribute actively to the discussion by sharing their points of view and personal background.

**Birgit Strotmann** is a lecturer and researcher at Universidad Pontificia Comillas, Madrid, Spain, where she teaches in the fields of strategic and intercultural communication. She holds a PhD in English Studies and has over 20 years' university teaching experience in both Spain and Germany. Her research interests include CLIL/EMI, the internationalisation of higher education and intercultural communication. She is a presenter at national and international conferences and has published in journals such as the TESOL Quarterly or Les Langues Modernes. She is a member of IATEFL and TESOL-SPAIN, having served on the board of the latter for over 20 years.

**Magdalena Custodio Espinar** is a PhD in Education by Universidad Complutense Madrid (UCM). *'Premio Extraordinario de Doctorado en Educación UCM'*, she graduated with honours from UCM and has two Master's Degrees in Management and Leadership of Schools from Universidad Internacional de la Rioja (UNIR) and Teaching Spanish as a Second Language from Universidad Camilo José Cela (UCJC). She was Technical Advisory Teacher for the Regional Ministry of Education of Madrid, Spain. Magdalena has also published several articles and works on bilingualism and CLIL and books and materials for EFL teaching and learning. She has provided in-service teacher training and initial teacher education in numerous courses. She collaborates as a consultant and author with Pearson. After 20 years teaching in Primary, she is currently a professor and researcher at Facultad de Educación, Universidad Pontificia Comillas. Research interests include teacher training, didactic programming, CLIL, FLT, ELT and ICT.