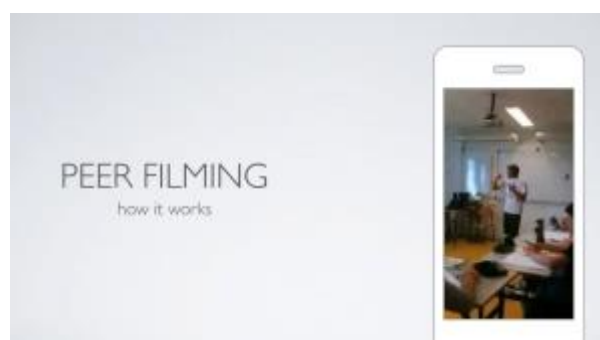


## Part 2

### **Peer filming in the secondary EFL classroom in France**

by Shona Whyte



Building on the background of task-based language teaching (TBLT), video-stimulated recall (VSR), and peer discussion described in the previous film<sup>1</sup>, here we show the advantages of peer filming in bridging the gap between school and university during the school placements organised for our Masters in Teaching English students at the University of Nice (UNS).

This video sets out the five steps involved in peer filming, using a) the example of a driving instructor task designed for lower secondary EFL, b) excerpts from class activities filmed on students' phones, and c) feedback from a student teacher who is now a practising teacher.

We end with some practical advice for implementing this procedure in initial teacher education, and a link to the next video<sup>2</sup> which offers two possibilities for exploiting peer films for teacher development.

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<sup>1</sup> See our ViLTE website for a video titled 'Part 1: Peer Filming in task-based language teacher education: an example from secondary school EFL practice in France'.

<sup>2</sup> See video titled 'Part 3: Peer Filming in task-based language teacher education - Design briefs and critical incidents: preparing tasks and exploiting peer films.'