Breen, M. P, Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching. *Applied linguistics*, 22(4)

Examples of types of incidents include:
• an incident where **your action really made a difference** in the learner's outcome,
• an incident where **things did not go as planned**,
• an incident that was **typical and rewarding**.

A critical incident is an **important incident** or occurrence that could be

Peer filming in task-based language teacher education
3. Design briefs and critical incidents

This activity was designed for first year students in our Masters in Teaching English programme at the University of Nice. It involves peer filming, where student teachers watch each other teach an activity in a secondary school EFL class and make video recordings using their smartphones. They then select an episode for discussion in their university class, and write up their analysis in a reflective paper.

The peer filming process is presented in three short videos:

1. Background to peer filming

2. Peer filming in the EFL classroom: how it works

3. Design briefs and critical incidents

This video builds on the three main stages of peer filming:

1. the use of a design brief to create classroom tasks,
2. the recording of a 'quick and dirty' record of the activity,
3. the discussion of critical incidents to consolidate student teacher learning.

It presents

TASK CRITERIA

1. emphasise meaning over form
2. include an information gap
3. involve learners' own resources
4. produce an outcome or result

• criteria for assessing language tasks from a TBLT perspective (Erlam 2013, 2015)

• ways of selecting critical incidents (Breen et al 2001).
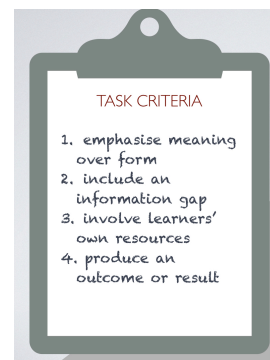
We conclude with some recommendations for this aspect of peer filming in language teacher education.

Further reading

Breen, M. P., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching: Teachers' principles and classroom practices. *Applied linguistics*, *22*(4): 470-501.

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