

Peer filming in task-based language teacher education

1. Background

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

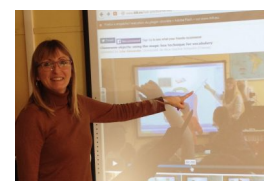
This film provides some background on

- video-stimulated recall and
- peer observation and discussion.

It refers to three teaching contexts:

1. temporary EFL instructors in the English department of our university
2. a tandem project involving video-conferencing in primary school classes
3. two European projects where we used short video clips to illustrate different types of technology integration in the language classroom.

These techniques proved helpful in overcoming difficulties these teachers experienced in making pedagogical changes.



Further reading

Whyte, S. (2011). Learning to teach with videoconferencing in primary foreign language classrooms. *ReCALL* 23(3): 271–293.

Whyte, S. (2015). Implementing and Researching Technological Innovation in Language Teaching: The Case of Interactive Whiteboards for EFL in French Schools. Basingstoke, UK: Palgrave Macmillan.