Pre- service teachers´ experiences about peer teaching using (ECRIF) and (PDP) Framework

Experiencia de docentes en formación de la enseñanza entre pares utilizando los modelos (ECRIF) y (PDP)

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Resumen

La enseñanza entre pares es una estrategia que los estudiantes utilizan para aprender de sus compañeros y es útil para desarrollar habilidades en inglés. El objetivo fue describir las experiencias de futuros docentes utilizando la enseñanza entre pares con (ECRIF) y (PDP). La implementación ayudó a desarrollar habilidades de escucha utilizando estrategias previas durante y después (PDP) y Encuentro, Recuerdo, Interiorización y Fluidez (ECRIF) a cinco estudiantes que reprobaron el primer semestre de la carrera de inglés. El método fue cualitativo por utilizar el análisis temático con los datos de doce guías de reflexión escritas por los profesores en formación. Los hallazgos mostraron que los futuros docentes tuvieron beneficios y desafíos durante la enseñanza entre pares utilizando (ECRIF) y (PDP). La enseñanza entre pares les permitió adquirir experiencia en la planificación y preparación de materiales didácticos para enseñar y sentirse seguros. (ECRIF) ayudó a los estudiantes a practicar estructuras, gramática y vocabulario. (PDP) contribuyó a la comprensión auditiva. Como desafíos, los profesores en formación enfrentaron la falta de preparación en la enseñanza y la falta de interés de los estudiantes por aprender inglés. También tuvieron dificultades con el manejo del aula durante las clases virtuales. En conclusión, la enseñanza entre pares es una estrategia que ayuda a preparar a los futuros docentes para su profesión y a ser conscientes de las necesidades metodológicas y de gestión del aula.

Palabras clave: comprensión auditiva, destreza comunicativa, (ECRIF) y (PDP), enseñanza entre pares.

Abstract

Peer teaching is a strategy that students use to learn from their peers and it is helpful to develop English skills. The objective was to describe pre-service teachers' experiences using peer teaching with (ECRIF) and (PDP) as frameworks. It helped to teach five students who failed the first semester of the English major. The implementation focused on developing listening skills using pre-listening, during listening and post-listening (PDP) and Encounter, Remember, Internalize and Fluency (ECRIF) to promote speaking skills in the English language. The method was qualitative. The researchers analyzed the data with a thematic analysis of twelve reflection guides written by the teachers-in-training. The findings showed that pre-service teachers had benefits and challenges during peer teaching using (ECRIF) and (PDP). Peer teaching allowed them to gain experience of planning and preparing teaching materials to teach and feel confident. (ECRIF) helped students practice structures, grammar and vocabulary. (PDP) contributed to listening comprehension. As challenges, the teachers-in-training had to face the lack of preparation in teaching and the lack of students' interest in learning English. They also had difficulties with classroom management during virtual classes. In conclusion, peer teaching is a strategy that helps prepare future teachers for their profession and be aware of the methodological and classroom management necessities.

Key words: listening comprehension, speaking skill, (ECRIF) & (PDP), peer-teaching

Introduction

Learning English is the goal of students to expand their jobs and academic opportunities. Then, teachers are responsible for applying strategies that promote learning in class. Peer teaching is a strategy to help lower students learn from their higher partners. The high level students can teach linguistic content and develop English skills. Some of the students' problems are poor of vocabulary, grammar, lack of understanding to produce of the English Language. It causes failure in their progress of studies at the first levels of the English Career. In that sense, Varas and Benitez (2018); Souriyavongsa et al. (2013); Andrade (2019) showed that students had difficulties for understanding vocabulary, grammar and speaking simple topics in elemental conversations and it relies on no methodological strategies of teachers to develop listening and speaking, lack of confidence to use the language, lack of English background, and poor motivation to learn English. Based on that, some researchers suggested using Peer teaching as an instructional strategy for teaching weak students. Umar (2016) reports in his study that peer teaching is a useful strategy to teach English and prepare pre-service

teachers to master their abilities to teach and have perception. Zapata (2020) points out that peer teaching proves that when learners are taught individually or in small groups, it can be effective promoting learning in the classroom. Sunggingwati (2018) stated that peer teaching is effective when partners apply appropriate material according to the student´s level and specific needs for them to learn. Consequently, peer teaching is highly recommended for students who have trouble progressing in class (Utha and Rinzin, 2019). Chin-Yu et.al. (2021) applied a peer teaching approach to assist students' English-speaking development using a control and experimental group. The result showed that students from the experimental group improved significantly speaking skills because students could participate more without being judged by others. Then, two pre-service teachers applied peer teaching using (ECRIF) and (PDP) to develop speaking and listening in students who fail the academic first semester. Some research studies report the feasibility of applying (ECRIF) and (PDP) frameworks to overcome the difficulties in listening and speaking. Muñoz (2013) states the implementation of ECRIF framework was positive in developing speaking skill due to the process of learning the language through some activities in class. It makes to involve students in class and make them feel confident during the pedagogical practice. The research of Dalkıran and Semerci (2020) shows that (ECRIF) was effective to develop speaking skills due to the process it follows to make students engage and facilitate learning. Kalaf, (2016) stated that when planning using (ECRIF) or (PDP) lessons

plans, it is necessary to consider the students ´level and the connection of the topic with the didactic material to help them use the language in real situations. AlSaleem (2018) shows that (ECRIF) helped students in vocabulary learning and retention in English as a foreign language. Caiza (2021) also stated that (ECRIF) helps to promote grammar and vocabulary to start producing the language.

Concerning listening, Córdoba and Rangel (2018); Movva et al. (2022) affirmed in their studies using pre-listening activities, during-listening activities and post-listening activities helps to develop students` listening understanding. Maithri and Suresh (2020) concluded that predicting as a pre-listening strategy, questioning as during listening strategy and summarizing as post-listening strategy engage student`s actively in meaningful tasks to understand meaning. Furthermore, Flores and Guido (2021) stated that the implementation of (PDP) framework contributed developing 9th graders´ listening comprehension skills while providing different activities during the stages to explore the idea or messages from the simplest to the most complex. Therefore, the objective is to describe pre-service teachers' experience with peer teaching using (ECRIF) and (PDP) frameworks in five weak students who failed the first semester of English Major at the Technical University of Cotopaxi. The study attempts to answer the following research question: What are the Pre-service teachers` experiences with peer teaching using (ECRIF) and (PDP). This research is supported by a bibliographic investigation on Peer Teaching Program (ECRIF) and (PDP) frameworks.

Peer teaching refers to a pre-trained successful student who teaches content or skills to another group of students under the guidance of the teacher (Serap & Aktaş, 2016). According to Topping (2005), peer teaching is a strategy to make students learn knowledge and skills with a partner without the intervention of the teacher. Al Kharusi (2016) states that peer teaching is a learning strategy because permits strong students to exchange their knowledge to weak students and practice the content to make it part of their long memory.

Al Kharusi (2016) mentions peer teaching contributes to pre-service teachers to being patient, responsible, confident and punctual in their future activities as teachers in service. Similarly, peer teaching serves to increase the teaching experience to pre-service teachers and feel more confident to teach (Azis et al., 2023). On the other hand, Utha and Rinzin (2019) assert that students feel more comfortable participating and learning when the teacher is a friend or partner.

According to Shiaman Abd (2006), speaking skills is defined as an interactive process that involves, meaning, comprehension, processing information and production to communicate coherently, fluently and appropriately in a specific context using correct grammar and vocabulary. ECRIF is a framework based on Communicative Language Teaching (CLT). It organizes a non-linear process to help learners be successful in speaking skill (Tosuncuoglu, 2017). (ECRIF) is an acronym for Encounter, Clarify, Remember, Internalize and Fluency. The stages in (ECRIF) framework help students to move for a simple to a complex activity to

present the new language, practice the language with control and free activities and produce the language (Dalkıran & Semerci 2020).

The encounter phase is the first time a learner encounters new material or information. It is the presentation of a new language. In the ENCOUNTER phase, the learner's background knowledge is activated and what they already know is found out (Mohamed 2019). Teachers can question or brainstorm to draw learners' attention, so they can notice what kind of vocabulary or grammar they will need to move on to the next activity (Mohamed 2019)

Clarify is "an internal phase that occurs inside the learner" (Khalaf, 2016 as cited in Mezied, 2017, p. 38) who can "find meaning and use of new item in context" (Bouzid, 2017, p. 58). Therefore, the students will be able to "connect the target grammar and vocabulary with correct meaning using reading or examples on the board. This can help students to learn naturally and not by explaining grammar rules or isolated vocabulary.

Remember is a stage that students start practicing the linguistic content using control activities to help the learner memorize consciously structures and vocabulary to use later in speaking activities (Tosuncuoglu, 2017; Tamrabet, 2017).

Internalize deals with "the process of learning something so that it can be used as the basis for production. Once language is internalized, it can then be retained and retrieved when needed for communication" (Muñoz, 2013, p. 16). According to Mezied (2017), it also involves "constant freer and less controlled

practices where students can determine the suitable decisions and select from the choices depending on their information without any outside support" (p. 38).

Fluency is "the ability to undertake communicative situations using language skills broadly and easily without any difficulties" (Tamrabet, 2017, p. 23). In this case, teachers have to set learning activities for students to use what they learned in a free and more personal way. So, the language needed for communication in the learning activities is naturally generated by learners by choosing which language to use or not to use. Teachers do not interrupt the activity, but they focus on students' self-correction and provide feedback when it is necessary (Muñoz, 2013). Tosuncuoglu (2017) states that in the (ECRIF) framework it is important to apply some activities such as matching activities, identifying correct and incorrect answers, ask CCQs (Concept Checking Questions), clarify contains, drilling, gap fill information gap searches, scrambled words, guessing games, reading scripts and dialogues. Remember includes; guessing games, information gaps, storytelling/ role play, short answer activities, project structured discussions and card games. Internalize stands for; guessing games. Fluency lines debates, role play, information gap, discussions.

According to Hossain (2015), listening is a receptive skill that involves receiving, processing and interpreting sounds until they convey messages that have meaning for speakers. In this regard, learners need increased concentration to improve this skill, which is also useful for learning the pronunciation, intonation and stress of words and phrases that are relevant elements for English learners. For Smith (2021) PDP Framework is useful for teaching receptive skills (reading and listening), being also easy to implement and easy to understand because of its simplicity. PDP framework "enables teachers not only to plan and demonstrate the successful listening lesson, but it also keeps students active, engaged, and motivated throughout the three stages of the listening lesson: the pre, during, and post ones" (Nehar, 2009 as cited in Abdalla, 2020, p. 6). Povey, 2019 describes the three stages: the pre stage helps EFL teachers and students start organizing their thinking or perception to predict the topic. They think about some pictures or key questions to have an idea about the topic. At this stage, they need to understand the meaning of new vocabulary in the audio or text by presenting pictures. Povey (2019) mentions that some activities of this stage are: "activating schema, assessing students' background knowledge, pre-learning the new and necessary vocabulary to understand the text, and generating students' interest in the topic" (p. 1). During- stage, the learners listen to the audio material or text and complete certain interactive activities to develop understanding progressively. It goes from general ideas and specific ideas to promote understanding. And in the post-stage, learners integrate understanding and produce English by activities that promote speaking.

Some of the listening strategies for PDP framework are mentioned by Acevedo et al. (2018). Pre-listening can be matching vocabulary to pictures, predicting from a headline, title, group of words, pictures, etc. During-listening

can be listening, reading and drawing, answering general information (gist) questions, arranging pictures or events in order, finding the mistakes. Post-listening can be discussion questions or topics, making and telling a similar or personal story, writing summaries and talking about advantages and disadvantages.

Methodology

This research is qualitative because it focuses on the experiences of two pre- service teachers who implemented peer teaching using (ECRIF) and (PDP) frameworks. The researchers applied the steps of action research as a method of investigation and getting results. In the first stage, the teacher from the subject of Pre-Basic English A1.3 identifies the low levels of students by different activities during the academic period. The students had low level of vocabulary, grammar and they could not transmit their ideas easily. Their scores were low and that's why they failed the semester. So, the teacher from that subject found alternatives to help those students enhance their level of English through the peer teaching strategy. After that, the researchers found information about the way to implement peer teaching in an extra course. The proposal implementation was done by a micro curriculum (lesson plan) using (ECRIF) and (PDP) frameworks,

The implementation was conducted in the English Major at the Technical University of Cotopaxi with five female students who failed the subject of Pre-Basic English A1.3 during the period Abril- August 2022. Two pre-service teachers from eight level applied the lesson plans using ECRIF and PDP activities in the peer

teaching. They used the Google meet platform for 12 weeks for two hours. It was virtually because students had other classes and it was difficult to attend face-to-face. The teacher from the subject of Pre-Basic English A1.3 organized the schedule to implement the peer teaching and frameworks. She was the tutor who supervised the classes and provided feedback.

The data collection was through the pre-service teachers' reflection guide that they had to write after teaching every class. The reflection guides include some questions like what did I do to make students understand? What did students do? Was it significant? How did I feel? What can I learn from it? What helped learning and what hindered learning?

The data analysis followed the six steps of thematic analysis to analyze the pre-service teachers' reflection guide. First, we read the reflection guides to reflect on how to organize the information. Second, we generated codes for pre-service teachers taking one initial letter from the words and provide a number like this (PST1-PST2). Third, we elaborated a chart to copy the most relevant information with some colors to identify similitudes and differences to categorize the themes according to the pre-service ideas in the reflection guide. Fourth, we read again the information to review the information and the themes to get categories and subcategories of the information to start describing the pre-service teachers ´perception based on the themes.

Ethical considerations

The information was analyzed previously an oral informed consent done with the students

virtually. The researcher meet via Zoom and explained the purpose of the peer teaching implementation using ECRIF and PDP. The researcher invited to be part of the research and just one pre-service teacher accepted. The second pre-service teacher just approved saying yes to use the information for academic purposes.

Results and Discussion

The findings from the research are presented around the pre-service teachers' experience about peer teaching using (ECRIF) and (PDP) frameworks. The findings showed pre-service teachers had benefits and challenges. Two central categories and some subcategories emerged. (See table 1)

Tabla 1. Categories and Subcategories about the reflection guide

Category A (Benefits)	Subcategory
Peer teaching	Teaching perception Didactic Material Qualities of a good teaching
(ECRIF) and (PDP)	Activities Content Listening strategies Technological resources
Category B (Challenges)	**Subcategory**
Peer teaching	Pre-service teachers 'preparation Students' interest Classroom Managment

To answer the research question, the researchers analyzed the pre-service teachers' reflection guide and found pre-service teachers` had benefits and challenges about a peer teaching program using (ECRIF) and (PDP).

Excerpts from the pre-service teachers about benefits on Peer teaching, (ECRIF) and (PDP)

Category A .1. Benefits Peer teaching

Subcategory A.1.1 Teaching perception

"I got more perception teaching English" (PST1).

"I could improve my professional development" (PST2).

"I prepared carefully my class and I learn a lot from it to teacher" (PST2).

"The tutor teacher´s feedback let me improve my way of teaching" (PST1).

Subcategory A.1.2 Didactic Material

"I learned to prepare a satisfactory didactic material" (PST1).

"I gained perception preparing activities with these frameworks" (PST2).

"I review the material before presenting to my students" (PST1)

Subcategory A.1.3 Qualities of a good teaching

"I learned to be patient" (PST1).

"I felt more confident about teaching" (PST2).

"I realized I like teaching" (PST2).

Pre-service teachers can determine that Peer Teaching Program was beneficial because it helped them gain more perception to improve their professional development in teaching English. The result is in line with Umar (2016); Al Kharusi (2016); Zapata (2020); reporting in the study that peer teaching is a useful strategy to prepare pre-service teachers to master their abilities to teach and have a perception for their professional life. They also learned to prepare didactic material according to student´s level and interest. It contributes to motivating them to learn and participate in classes. They also get used to and check the material before applying to classes. This result is similar to Sunggingwati (2018) who says that the main reason why participants were satisfied with the material was because pre-service teachers prepared material according to student´s level and interest, so it was easy to relate to their needs. They also learned to be patient and they realized they like teaching so they were more confident doing it. It is in line with Zapata (2020) who showed that peer teaching programs impact their self-emotional development due to their position as a teacher in the classroom.

Category A.2 Benefits (ECRIF and PDP)

Subcategory A.2.1. Activities

"I can point out that the activities that were carried out from less to greater complexity and sequentially promote speaking" (PST1).

"ECRIF framework activities help the teacher and students' performance to achieve the learning objective strategically and cyclically" (PST1).

"The speaking pair activity was fruitful because the students could feel more confident" (PST1)

"I wrote my own examples using the target language to make the example more personal and understandable" (PST1).

The first activities used were of great help for the students to have partial knowledge of the listening" (PST2).

"During class the students showed a certain shyness, but as the activities were developed, they showed confidence when participating due to the activities were presented in order to make students understand about the topic" (PST2).

Activities from less to greater complexity allow the students to know what and how to do and to go from a superficial understanding to a deeper one" (PST2).

According to pre-service teachers, the activities in (ECRIF) helped practice structures and vocabulary in the different stages. Some activities throughout the stages of encounter, clarify, internalize and fluency were guessing games, role plays, scramble sentences, questioning and matching. They promoted be confident to students and made them feel more comfortable to participating in class.

These results are similar to the study conducted by Muñoz (2013) who states that the ECRIF framework is an innovative proposal that allows students to be involved in different activities in the classroom and be engaged during the pedagogical practice. Moreover, Caiza (2021); Dalkıran & Semerci (2020); AlSaleem (2018) supported that (ECRIF) Framework can develop grammar and vocabulary retention to promote speaking skills among teenagers and interact spontaneously with their classmates. Apart from that, (PDP) activities let students to develop understanding of the topics from the audios. The results are similar to Córdoba and Rangel (2018); Movva et al. (2022) affirmed in their studies using pre-listening activities, during listening activities and post-listening activities help develop students` listening understanding. The activities were predicting, guessing and summarizing. They help understand the context of the audio. Maithri &Suresh (2020) concluded that predicting, questioning and summarizing engage students actively in meaningful tasks to understand meaning. Furthermore, Flores and Guido (2021) stated that the implementation of (PDP) framework contributed to developing 9th graders´ listening comprehension skills while providing different activities during the stages to explore the idea or messages from the simplest to the most complex.

Subcategory A.2.2. Content

"Topics were understandable because they were selected according to the students' level" (PST1).

"I considered that it happened because the activities of "Everyday life" were selected according to the students' level" (PST1).

The listening topics were selected according to the level of my students and the students participate significantly" (PST1).

Pre- service teachers selected the topics according to the students' level so, it contributed to students to understand and follow the different activities in speaking and listening to engage and work easily. Kalaf, (2016) stated that when planning using (ECRIF) or (PDP) lessons plans, it is necessary to consider the students ´level and the connection of the topic with the didactic material to help them use the language in real situations

Subcategory A.2.3. Listening strategies

"I think that the comprehension checking questions helped identify whether students understood the instructions" (PST2).

"The collaborative work helped to know if the students understood the listening topic" (PST2).

"In order to understand the listening material, I used pictures and interesting discussion questions to get the students closer to listening" (PST2).

"I consider that what helped to achieve learning was the use of appropriate and striking strategies such as illustrations and interactive questions regarding listening, which allowed us to know the degree of understanding and learning" (PST2).

"I repeated the audio to them as many times as necessary for them to achieve their complete understanding" (PST2).

"I consider the most useful aspect that allows to develop the class effectively was the activities provided in the PDP framework due to this strategy offers a systematic order of activities to develop in a listening class" (PST2).

Concerning listening strategies, Pre-service teachers considered that (PDP) framework helps students improve their understanding of audio. It was because pre-service teachers applied audio according to students 'level and planned different activities such as predicting, questioning, true or false sentences and summarizing in pre-, during and post- stages to develop listening. These activities contributed to understanding and having an idea about the meaning of general and specific information on the topic. The activities also generated ideas about the content of the audio and engaged students in class. The result is similar to Córdoba & Rangel (2018); Movva et al. (2022); who affirmed using pre-listening activities, during-listening activities and post-listening activities help develop students` listening understanding. It is also in line with Maithri & Suresh (2020); Flores and Guido (2021). Furthermore, Zuñiga & Gutiérrez (2018); Sánchez (2021) showed that dynamic assignments, questioning, videos that included pre, while, and post-intensive-extensive listening practices allowed students to understand, interpret about the topic to produce oral messages and provide suitable responses.

Subcategory A.2.4. Technological Resources

"Google meet and zoom with the break up rooms was another thing that enhanced the learning process" (PST1).

"The use of websites helped provide students with a new way of teaching" (PST1).

Technological tools such as Zoom, breakup rooms Nearpod, and websites helped pre-service teachers to teach virtually. The tools helped engage students in virtual classes

and be able to promote their speaking and listening skills. The result is similar to Puteri et al. (2021) who found that students feel that learning using these interactive tools develops speaking and listening at their own pace. So, pre-service teachers saw the benefits of virtual learning because they can get the information quickly and use it in class.

Excerpts from the pre-service teachers about challenges on Peer teaching

Category B.1 Challenges Peer teaching

Subcategory B.1.1 Pre-service teachers 'preparation

"At the beginning I had prepared class material without considering the English level of students" (PST1)

"Low level of English did not help to implement ECRIF and PDP framework appropriately" (PT1)

"It was difficult to control the time so I spent too much time on it and I did not pay attention to the time" (PT1).

"I realized that students needed more time with the activities prepared in the lesson plan" (PST2).

"Provide clear instructions to students" (PT1).

Pre-service teachers also had challenges during their experience of implementation. Results showed that the two pre-service teachers had problems in their teaching preparation, students´ interests, and classroom management. Those |affected the process of teaching and learning English in virtual classes. First, the pre-service teachers had challenges in preparing material. They had

prepared it without considering the student´s level. It provoked learners to feel demotivated and confused in classes. It is in line with the results of Nababan and Amalia (2021) in their results, students had problems selecting the appropriate material according to their characteristics and the amount of time to do each activity because they learned to distribute it in unreal situations. Therefore, time was complicated to manage in class because of students´ low level of English. It made pre-service teachers provide more extra time and it caused them not to have time for the rest of the activities. It is in line with Novembrin (2019), the results showed that pre-service teachers had problems controlling the time and worried about not completing all the materials planned for the class and not having control of the process of classes. Another relevant fact is how to provide clear instructions to make the class understandable so students can complete the task. Pre-service teachers provided long instructions without examples or body language to transmit understanding. It generated students feel confused and demotivated to learn. So, pre-service teachers got confused about whether or not to continue using English and they ended up using Spanish to give the instructions. It is in line with Sandholtz (2011) who found that pre-service teachers' instructions failed because pre-service teachers provided conceptual instructions without giving examples and hand movements to make students interested in class and make them understand.

Then, the authors recommended helping pre-service teachers select, elaborate interesting and understandable material according to students´ level to make them participate, and engage in classes to learn the language.

Subcategory B.1.2 Students' interest

The lack of interest of some students for the subject makes the class not develop correctly" (PT2).

"Students' participation wasn't active at all" (PST1).

"To get students attention due to they get distracted easily" (PT1).

"Students were not punctual and responsible for their learning. (PST2)

Second, the pre-service teachers had challenges in promoting student's interest in class. They got distracted easily and did not participate voluntarily. It was the result of students' lack of interest in learning. It has caused difficulties in teaching and promoting language skills using (ECRIF) and (PDP) frameworks. Students did not pay attention. They did not come to classes punctual. They were late and were not responsible for their learning. It was in line with Novembrin (2019) who found that pre-service teachers got anxious because students did not get interested in classes. It caused them not to get the main objective planned for the class. Novembrin (2019) found that students did not take classes seriously because pre-service teachers are not considering teachers yet. Then, the author also revealed that participants need to get students' attention with interesting material to achieve the goals so, students can engage and participate in classes. Another important point was that students did not come to classes punctually, respected time, did not want to participate in class, and did not

want to complete the task with responsibility. This result is different from Ipek (2021); who showed that pre-service teachers and students working together contribute to creating a positive environment for learning. Students were interested in their learning so they asked questions freely to solve their doubts.

Subcategory B.1.3 Classroom Management

"Make students participate in class" (PT1).

"Manage the pressure students feel for the time they have to develop the speaking activities" (PT1).

"To motivate them to respond even though they made mistakes" (PT1).

"I felt nervous at the beginning, but when I started my class, I become more confident" (PST2)

Finally, pre-service teachers had some challenges in classroom management especially in providing clear instructions, controlling students´ anxiety in speaking tasks, making students participate in class, motivating them to speak without being frustrated by errors, and controlling nervousness. It caused uncertainty in the learning process and misunderstanding among students to learn. It is in line with Novembrin (2019) whose findings showed that participants got anxious because they could not control the class, make entertaining lessons, and manage the condition of the students in the classroom, causing unconfident participants with their teaching performance.

Conclusion

In conclusion, peer teaching is an instructional strategy that contributes to preparing pre-service teachers for their profession. So,

the study showed benefits and challenges when implementing peer teaching using (ECRIF) and (PDP) frameworks. Peer teaching permitted pre-service teachers to gain perception on planning and preparing didactic material to teach and feel confident when teaching. They believed this kind of program helps pre-service teachers have real contact when teaching and be aware of the methodological and classroom management needs. Related to the benefits of using (ECRIF) and (PDP) as a way to organize teaching in classes, pre-service teachers considered that the sequence of activities and the strategies applied in each framework helped their students learn and practice the use of language in classes. The ECRIF framework helped their students practice grammar, vocabulary, and fluency from control activities to free activities that make students produce language. PDP framework with appropriate strategies such as predicting and answering questions contributed to listening comprehension of the audio presented in class. The use of technological resources such as websites, Nearpod and Zoom contributed pre-service teachers to teaching virtually. On the other hand, there were challenges to pre-service teachers´ preparation, student´s interest and classroom management when implementing peer teaching. Pre-service teachers needed more preparation in selecting material according to students 'level and provide more clear instructions to make students work and participate in classes. They also needed to learn how to distribute and control the time provided per each activity. Furthermore, they need to learn how to motivate students to participate in

class and control their anxiety when speaking. Then, it was complicated to apply the two frameworks because some students were not interested in learning the language and got distracted easily in class, so their participation was poor. It was because some students were in the teaching program as a requirement but not because they considered they needed to learn. Thus, peer teaching is useful when students are interested in learning and they want to overcome their difficulties, otherwise, they are not responsible, punctual and respectful with pre-service teachers and their learning. The limitations of the study were the selection of participants because not all of them were interested in the peer teaching program, but they participated because they needed to complete some hours of learning to move to the next level. Therefore, it is suggested to work with students who are interested to learn. This study provided further investigations about the implementation of peer teaching programs using (ECRIF) and (PDP) in face-to-face classes to have a comparison of results between virtual classes. It is also necessary to investigate how different peer teaching is with pre-service teachers and peer –partners to check the level of improvement.

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