HOW VIRTUAL LEARNING WORKS FOR INDONESIAN EFL TEACHERS IN TEACHING SPANISH STUDENTS: A CASE STUDY IN WONDER ENGLISH ACADEMY SPAIN

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Abstract
This paper describes the promising of Skype as a virtual learning platform to connect EFL teachers with their students in different places. It is believed that technology has been rapidly growing in educational field results people can easily access any pedagogical approaches through technology. This study is taking in Wonder English, an English academy based in Valladolid Spain which promotes the connecting cultures as its main goal. To maintain the goal, the academy works with several Indonesian EFL teachers in Yogyakarta to provide an online class for Spanish students. This paper explores how the online class works for Indonesian EFL teachers to teach Spanish students in learning English. The data was taken from a semi-structured interview, virtual learning observation, and students’ questionnaire. The study revealed (1) the teachers’ perspective in teaching Spanish students virtually, (2) the challenges of using Skype as a learning platform and (3) Spanish students’ response towards virtual learning. Moreover, this study gains fruitful information for both teachers and students who are looking for alternative tools in teaching and learning process. It also gives ideas for other stakeholders to initiate another teaching platform in the nearly future.

Keywords: virtual learning, EFL teachers, skype, online class, education technology

Introduction
The rapidly changing of the technology has been increasing some phenomena in various aspects. One of them is in education. The world has been getting closer since digital technology becomes our primary needs. In educational issue. It encourages some stakeholders such as learners to find their best way to learn sorts of knowledge and skills through digital technology.
One of the skills which people tend to enhance is their English proficiencies. As the main language to communicate globally, English has become a potential commodity to be offered for those who are seeking the alternative method of teaching and learning English. For this reason, a Spanish based venture named Wonder English has been taking a lead to provide the alternative method to learn English through digital technology. For almost three years in a row, they have been providing a service through virtual learning by using Skype for various Spanish learners.

The use of Skype as virtual learning is probably not the newest platform to be used in this current decade when technology demand has increased entirely, however, the users' peak of this platform has been emerging for the latest years. It is believed that this phenomenon is affiliated results of the video call or video conference which lead to the awareness of global connection. The idea of globally connected by using virtual learning has been discussing in several previous research. One of the previous research explores what the benefits of engaged global collaboration are. These benefits include writing and speaking for an authentic audience, the application of technical skills, cross-cultural empathy, and the development of a global perspective (Cook, Linda A; Bell, Meredith L; Nugent, Jim; Smith, 2016).

To justify the benefit and the drawback of using Skype as virtual learning, the researcher aims to gain and to analyze those Indonesian EFL teachers’ perspectives in how they engage with their Spanish students through virtual learning and some of the challenges they are facing during the learning session. Students’ insight was also needed to strengthen the finding and conclusion of this research. Since the researcher analyzed the stakeholders’ perspective, this research used case study to achieve its aim. The use of case study was referred as a detailed test of a single background or a subject person or document storage or one particular event (Bogdan & Biklen, 2003). Moreover, the case study is also stated as an approach by focusing on an intensive and detailed case (Surakhmad & Surakhmad, 1989). These both reasonable facts are being fundamental to explore in this research.

**The Roles of Indonesian EFL Teachers: Perspective**

The roles of Indonesian EFL teachers in this virtual learning are contributing for the sake of the successful program (Gunther, 2016). These EFL teachers are eloquent in English so give positive values for the Spanish students. Their English proficiencies are taking a significant role in this matter. These EFL teachers should be aware of its linguistic proficiency since both teachers and students do not have any knowledge of each L1 (Spanish and Bahasa Indonesia). Therefore the proficient of English language will assist students to get engaged with their teachers. A previous research (Briguglio, 2000) consider teacher proficiency as the summation of language teaching and learning which embraces many factors such as school or classroom settings, teacher sustenance, teacher morale, and occupational structures that contribute to successful language programs (Mirza Suzani, 2018). This is why their roles in this virtual learning must be comprehended and competent enough in two main competencies: (1) language proficiency standards and (2) professional standards (Ingram & Walters, 2007).

The use of Skype as virtual learning leads these EFL teachers to develop their expertise to produce materials. This is the challenge for EFL teachers to develop their
teaching materials. It is due to the short time teaching in one session (25 minutes), teachers are empowered to be more autonomous in using some teaching aids and materials. In another paper, it notices that materials production can remarkably contribute to teacher development (Masuhara, 2006). The process of materials development would help teachers to develop efficiency, criticality, awareness, and teaching expertise (Dashtestani, 2013). In order to observe how material development is applied in this virtual learning, these Indonesian EFL teachers were interviewed the potential teaching aids and materials to teach English.

**Skype as Virtual Learning: Potential and Challenges**

Since its release in 2003, the popularity of Skype has been constantly growing, particularly on mobile devices. Equally, the use of Skype in educational contexts has been expanding as numerous lessons and online conferences take place by means of this application (Develotte, Guichon, & Vincent, 2010). Skype is a freeware communication tool which enables voice conversations and provides the opportunity to see one’s interlocutor by means of a webcam (Kotula, 2016). Moreover, the use of Skype will give profoundly beneficial for teachers and learners to get interacted through Skype. It could be argued that Skype is less powerful than other synchronous learning technologies such as Elluminate or other services offering webinar capabilities. This may be true. It offers interaction with only a very limited number of users at one time. It also does not include the same interactive features such as whiteboards, polls or other features found with more sophisticated technologies.

Skype’s simplicity, on the other hand, makes it an accessible tool for those who are less comfortable using technology in the classroom. (Elaine Eaton & Associate, 2010). In result, this simple concept has shown its success in Wonder English program where the students (users) have been significantly increasing for the last three years. It is generally concluded that virtual learning has given a positive attitude towards the Spanish students. This result makes Skype a potential virtual learning platform for language teaching and learning. This is supported by previous research (Elia, 2006) that stated Skype facilitates language tandem exchange in which “two people of different mother tongues collaborate in the learning of each other’s language” (Jahanbakhsh & Chalak, 2018).

In this case, the idea of using Skype as a virtual learning platform is also to connect two different cultures between Spain (students) and Indonesia (EFL teachers). Wonder English Academy brings the idea of "Connecting Culture" which aims to get their students opportunities to interact and to engage with their Indonesia EFL teachers. One research has been done in Turkey to find how cross culture gives significance value toward students and teachers. The research merged the course by Skype between two institutions in the United States and Turkey. In attempting to emphasize the development of cross-cultural understanding among students and enhance the learning experience, integrated technology- based tools into a typical college course and connected students and classrooms in both countries (Akbaba & Başkan, 2017)
Method

The research applied mixed method, qualitative and quantitative design. The qualitative design applied by conducting semi-structured interview to the subjects who are Indonesian EFL teachers. Another subjects, the Spanish students, were given the questionnaire to get their insight of its program. The questionnaire was a part of quantitative design. Combining two designs is aiming to raise questions of movement between paradigms at the level of epistemology and theory (Brannen, 2005). Moreover, the decision to apply mixed method would gain triangulation data which loaded more numeral statistic data and profound insight toward the research objective. Besides, this study also applied qualitative research as it helps in providing a well-grounded source with rich description and explanation about the topic investigated (Bazeley, 2015).

Before the data was collected, all subjects had been willing to take part in this study by submitting their consent form. It was applied to emphasise that good ethical research should ensure that all participants are respected and causing no negative consequence (Borg, 2010). During the time of research, all subjects may withdraw their participation in this research if they feel uncomfortable.

Classroom observation was documented with all delivered-lesson plans. The researcher made audio recordings and some sort of notes during the interview and classroom observation. The research started by observing the classroom practice and documented subjects’ used-materials and media during the session. The interview was conducted to get teachers perspectives of the program. In another hand, all Spanish students were given the questionnaire in Spanish language to verify their perspectives and response of using Skype to learn English. Those questionnaire were sent to Wonder English Academy in Valladolid Spain and the academy officers gave to the students and collected them back in some periods of time. The questionnaire result was translated and transcribed. It had to be done since the researcher needed to clearly understand what the insight of students were. Thus, the translation must be done for this particular cross-cultural research as mainly boundary crossing between two cultures (Halai, 2007). In the end, the researcher classified and grouped the data based on themes emerged in this study by using thematic analysis (Clarke & Braun, 2013).

These figures below are conducted-interview protocol and designed-questionnaire for both subjects:

Figure 1. Interview protocol for Indonesian EFL teachers Interview Protocol

A. Teacher’s Personal Information
   a. Personal identity
   b. Education Background
   c. Reasons to be online English teacher
   d. Things remembered mostly about learning English

B. Teacher’s perspective about virtual Learning
   a. How virtual learning works for your as teacher?
   b. What are advantages of using Skype to teach Spanish students?
The subjects of this research were four EFL Indonesian teachers who were having fully committed to teaching students from Wonder English Academy. They taught from Monday to Friday in an accommodated place in Yogyakarta. Those subjects have been teaching English for Spanish students for at least five months experience. Furthermore, the subjects were teaching ten to eleven students for a day by allocating twenty five minutes per each meeting.

Another subject is the Spanish students who learned English by using Skype as virtual learning. Total students who filled the questionnaire were one hundred and eighty students. Their English proficiency level were categorized by using Cambridge English Qualifications which is started from Starters to FCE (“Exams and tests | Cambridge English,” n.d.)

c. What are the challenges of using Skype to teach Spanish students?
d. How do you overcome those challenges?
e. What materials do you bring to teach English in your virtual class?

Table 1. Questionnaire for Spanish student

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me gusta utilizar el ordenador/tablet</td>
<td>I like to use the computer / tablet to learn</td>
<td>Likert-scale</td>
</tr>
<tr>
<td>par aprender inglés</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Me divierto durante mis clases online</td>
<td>I have fun during my online classes</td>
<td></td>
</tr>
<tr>
<td>Entiendo las instrucciones que me dice</td>
<td>I understand the instructions that the</td>
<td></td>
</tr>
<tr>
<td>la profesora</td>
<td>teacher tells me</td>
<td></td>
</tr>
<tr>
<td>Las imágenes y objetos que utiliza la</td>
<td>The images and objects that the teacher</td>
<td></td>
</tr>
<tr>
<td>profesora me ayudan a seguir la clase</td>
<td>uses help me to follow the class</td>
<td></td>
</tr>
<tr>
<td>Las clases online me ayudan a</td>
<td>The online classes help me to practice what</td>
<td></td>
</tr>
<tr>
<td>practicar lo que aprendo en las clases</td>
<td>I learn in the classes at the academy</td>
<td></td>
</tr>
<tr>
<td>en la academia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Las clases online me ayudan a mejorar</td>
<td>Online classes help me to improve my</td>
<td>Open-ended question</td>
</tr>
<tr>
<td>mis conocimientos en inglés</td>
<td>knowledge in English</td>
<td></td>
</tr>
<tr>
<td>Cada día me siento más seguro</td>
<td>I feel more confident speaking in English</td>
<td></td>
</tr>
<tr>
<td>hablando en inglés</td>
<td>every day</td>
<td></td>
</tr>
<tr>
<td>La duración de las clases me parece</td>
<td>The duration of the classes seems adequate</td>
<td></td>
</tr>
<tr>
<td>adecuada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Una clase online a la semana me parece</td>
<td>One online class per week seems enough</td>
<td></td>
</tr>
<tr>
<td>suficiente</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Me gustaría continuar con las clases online</td>
<td>I would like to continue with the online</td>
<td></td>
</tr>
<tr>
<td>Sugerencias de mejora</td>
<td>General Suggestion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2. Subject profile (Indonesian EFL teachers) Subjects Age Educational Background Virtual Teaching

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Age</th>
<th>Educational Background</th>
<th>Virtual Teaching Experience Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>RN</td>
<td>23</td>
<td>University of Pembangunan Nasional Veteran Yogyakarta</td>
<td>5 months</td>
</tr>
<tr>
<td>KT</td>
<td>28</td>
<td>Atmajaya University of Yogyakarta</td>
<td>13 months</td>
</tr>
<tr>
<td>AN</td>
<td>27</td>
<td>Sanata Dharma University</td>
<td>23 months</td>
</tr>
<tr>
<td>AT</td>
<td>24</td>
<td>Sanata Dharma University</td>
<td>13 months</td>
</tr>
</tbody>
</table>

Table 3. Subject’s English qualification and total of respondents (Spanish students)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starters</td>
<td>8</td>
</tr>
<tr>
<td>Movers</td>
<td>9</td>
</tr>
<tr>
<td>Flyers</td>
<td>2</td>
</tr>
<tr>
<td>KET</td>
<td>5</td>
</tr>
<tr>
<td>PET</td>
<td>11</td>
</tr>
<tr>
<td>FCE</td>
<td>4</td>
</tr>
<tr>
<td>Σ</td>
<td>39</td>
</tr>
</tbody>
</table>

Findings

The Result of Semi-Structured Interview Reasons to be Online English Teachers

The EFL teachers mostly agree in terms of teaching as their passion. They more argue that teaching in the conventional classroom has been done by them and impacted them to be passionate teachers. Therefore, they believe no matter platform or media they choose, they will always put passion is one of the list to be a reason by teaching English. This aspect was well-elaborated as follows;

“The reason to be an online English teacher is that basically is passion, and through this academy I can contribute myself at best to this company and also to make piece of an art.” (AN/27) Interview 3

Being an online English teacher is also interesting yet challenging for them. It gives them a value of technology-enhanced in language teaching and the significant way of getting more experiences in terms of teaching foreign students. It was clearly stated from interview result as follows;

“First, I need a job, and second this is a challenging job. It’s a new thing for me that I have never known something like this before in Jogja or in another cities. I worked as teacher before. Became more conventional teacher, and when I came back to Jogja,

I found this vacancy online and I decided okay this is interesting and I wanted to try to do it.” - (KT/28) Interview 2
“I think because of the method to teach English for the students especially foreign students. It is because teaching at school, I think it’s normal. So, I want to choose something different, so I choose to be teacher at Wonder English Academy to teach online class students” (AT/23) Interview 4

Thus, it can be seen that teachers who are working as online English teachers have passion in teaching career but challenging themselves to find a new paradigm in teaching English through virtual learning. Gaining more experience by interacting with foreign students, in this case, is Spanish students, must be also attempted in their goal.

**Skype as Virtual Learning Platform: Potential**

The subjects mostly agree that using Skype as a platform to run the online classroom is giving them a new experience to teach English towards foreign students. Moreover, it is also an effective way to engage the students who do not have any idea of where their teachers live. It is more elaborated through the interview result as follow;

“We use Skype as a platform, as I said it’s very practical, and everyone is familiar with it. You only click one button to relate to your teacher or with your student if you are teacher. So, it is a good platform for teaching” (AN/27) Interview 3

Overall, culture connection is a leading potential of using Skype as virtual learning. This highly values among subjects whether EFL teachers and Spanish students.

**Skype as Virtual Learning Platform: Challenges**

Despite its potentials to engage students in terms of connecting culture, challenges have still been faced by EFL teachers during the virtual session. It is covered from a few technical issues such as electricity, internet connection, and platform set to the language barrier between EFL teachers and Spanish students.

All subjects interviewed mostly agree that technical issues are the main challenges in this program. Some subjects argued as follows;

“Electricity. Because you know in Indonesia, we do not have very stable electricity and sometimes we have to postpone the classes because we don’t have electricity in one night or we do have enough internet stability for one day. So, I think the two most challenges are electricity and internet connection” (KT/28) Interview 2

“It is a little difficult some times, because it is depending on the connection and also the video setting and stuff, and also your computer as well” (RN/23) Interview 1
Moreover, the subjects also added how if these technical issues struck during the session. Communication and confirming through the academy and the students as well as the main key to dealing with these issues. One of the subjects conveyed how the issues should be well-handled;

“Well it is quite difficult since we do not have a control of skype. As teacher we would like to inform the student that this could happen and then we overcome this by rescheduling the students for other classes that they missed” (AN/27) Interview 3

The issues above have been facing both subjects since the virtual learning program introduced a few years ago. However, EFL teachers always need to confirm their status through the academy so every obstacle would be informed before the session starts.

Another challenge which subjects face is their less information of students L1 (Spanish). Since students they teach are from various level of English proficiency and age, so this issue becomes quite challenging for EFL teachers to give clear instruction through their session. Thus, teachers’ objective should be designed by looking students profile and level of their proficiency. The teachers approach during the session is also considered based on students’ age. A subject elaborate on this interview;

“I think the first challenge is because you know they don’t speak English as their daily language and me too. They speak Spanish and I speak Bahasa Indonesia. So, it is challenging to teach English for Spanish students because when they don’t, they understand about English, I must explain them using English. Sometimes they don’t understand what things I explained to students and sometimes they speak Spanish and I don’t understand about that. And I think that is veru challenging for me” (AT/24) Interview 4

“The challenges are definitely the audio, the connection and the age of the kids. If they are way too young, then I will be teaching in some other way. Then I will have to be more patient and say the lesson plan word by word. And I love to draw something to make them more understand about what I am talking about. So yeah, the most challenging is the age of the students” (RN/23) Interview 1

The challenges of using Skype as a virtual learning platform somehow does not occur in daily work. So this wraps up subjects’ perspective on how they see its challenges and their actions to overcome this challenge.

The Design of Instruction and Media

At the end of the interview, all subjects reflected how they designed instruction and media they usually have to encounter the challenges and to run their learning is still smooth and enjoyable towards the students. Firstly, providing a lesson plan for
each student based on their English proficiency and age is the most important. The lesson plan includes few objectives and also proposed target language for students (grammar, vocabulary, and phrase). Furthermore, the lesson plan is also designed to give clear instruction of how teachers start and end the session in detailed sequence. Media and teaching tools are written on the plan. This is stated by subjects as follows;

“The materials. Basically, they are based on the curriculum that is listed in each school in Spain, especially in Valladolid. Then we adapted the materials from Cambridge. Every week we have a different topic to discuss, different grammar focus, list of vocabulary. So, if you ask me that question, it will be different every week. But basically, for one class we should be able to deliver, first, vocabulary, and then the grammar focus, and how the students can employ those words in the sentences” (AN/27) Interview 3

“It depends on the students. For younger students, we need more things like whiteboard or markers or make 3D objects to show them. So usually I have things in my backpack to help me. For example, money or coins. Things like that. But for the older students. Neah, we don’t need much” (KT/28) Interview 2

For younger grade-school students, another subject stated how to give simple instruction through the session;

“At first, before the class. I make sure some words will be asked by students. So, I write the simple word and I try to understand the words and I can explain to the students in the easiest way. I sometime write on my notes the word meaning. So, when they ask me about the meaning of the word then I explain. The easy things are I need to give example for them. For the media, I sometime use white board to write words and sentences when I teach. I also use pdf document to show some pictures or some texts to the students and they can see the picture. And then we talk about the pictures which are related to the today’s materials” (AT/24) Interview 4

It can be concluded there are three prominent points in this part; (1) the constructive instruction, (2) the well-instructed lesson plan and (3) the easy-handled media or tool to be used during the session. By concerning this three-point, it is expected to bring the joy and fruitful experience for both subjects. The EFL teachers and Spanish students.
The result of questionnaire

The information based on the questionnaire result is collected from 39 students who participated in this research. Every participant was given ten question plus an open-ended question related their comment of how the online class works for them.

To simplify, the result of each question will be shown into stacked color so the analysis will be an in-depth description of how each scales were chosen by participants. Each number of questions are described in detail how the participants respond toward the use of Skype as a virtual learning platform. The description is underscored by four main aspects; (1) Subjects’ personal perspective towards the virtual learning, (2) the use of instruction and media, and (3) the virtual learning outcomes, (4) further feedback or comment related to the virtual learning program.

Subjects’ Personal Perspective towards the Virtual Learning

This research takes the first two questions to define how students’ perspective toward the use of Skype as virtual learning to learn English. Based on the data, it shows 65 % subjects mostly strongly agree that they like using their communication devices such as a home computer, tablet, and smartphone, while 32 % of the students believe they still refer to use those devices in learning English. Even though, 2.4 % of students disagree among the subjects. It is just a small number of students in more than 80 % of students who stand to believe that they have an interest in using technology in learning English.

The similar result is also shown in Q2. There are 69 % of students strongly agree that the use of Skype as an online class platform gives them a joy of learning English as well. It supports by another 28.6 % students feel agree to consider ‘online class is fun’.

Moreover, just like Q1. There is a small percentage of 2.4 % students thinks that online class is as fun as an offline or conventional class.

Figure 2. Questionnaire result (Q1 – Q4)
The Use of Instruction and Media

Unlike the previous discussion, this part shows only 36.5% of students strongly agree that they may understand how the teachers' instruction during the session. The biggest percentage come from the second scale of the questionnaire. There are more than half students from total population (53.6%) agree to believe the instruction is just fine without strongly proposing. Thus, it can be concluded the EFL teachers must concern in how they use clear instruction so students are widely able to reach the lesson objectives.

In further discussion, students tend to consider that the use of media and real objects during the session help them to get engaged with their teachers (78%). Another 22% of subjects also believed to value the images and objects as well.

The Virtual Learning Outcomes

This research highlights how benefits the students get during the virtual learning program. There are 75% students strongly agree that their online class helps them to practice their English and what they learn in the academy, while 20% of students put thick on ‘agree’ scale to show they concur the help of virtual learning itself. Even though 5% of students think this is not much help, but the overall percentile is good enough to convey the fact that virtual learning through Skype has helped students the most to learn English.

Figure 3. Questionnaire result (Q5 – Q8)

Not only helping them to practice their English, but also students believe they are able to improve their English through virtual learning platform. It shows on data that 80.5% of students strongly agree whereas 17.1% agree. It is just a small number of students (2.4%) think that they do not get any significant improvement. Furthermore, there are 70% of students feel more confident to speak English and 28% of students step into this side. There are 2% of students feel just as same as regular class, but the number of the consensus is still high.
Figure 4 Questionnaire result (Q9 – Q10)

Further Feedback or Comment Related to the Virtual Learning Program

Based on the data result, students mostly give comment on the images and objects should be given more for them during the session. The images are capable to help them understand what teachers’ instruction during the session. The images can be easily put on the pdf file and shared by Skype. This method is found to get more engaged the talk and discussion between teachers and students. Furthermore, students also feel the length of a class session is adequate (58 %). They intend to get a longer duration for learning English since twenty-five minutes does not seem enough to get the whole objective at once. Another result from an open-ended question is how the students are fancy to their students who are patient and always show smiles. It results in the interaction becomes lively and shows more fun communication between teachers and students.

Discussion

The research highlight significance potentials and challenges toward the use of Skype as a virtual learning platform. The EFL teachers perceive the idea of a great platform to teach English and get culturally connected to students in Spain. For example, connecting culture is the academy tagline to embrace the culture for both countries (Indonesia and Spain). The idea of connecting and learning through Skype has been accepted as an effective and useful. It was a new and enriching experience for the students, teachers, as well as the researcher (Bataineh, 2014). Furthermore, the findings of this research are showing the good potential of using Skype. It is not only to teach culture but also to develop learners' language skills (Hussein & Elttayef, 2016). This is in line with the findings that technology tools should be employed especially to develop the difficult oral language skills-speaking and listening (Levy, 2009).

This research also found that most Spanish students strongly agree to bring the value of Skype as a virtual learning platform to be as what they expected when they started signing themselves up into this program. Even though they mostly agree that virtual class is interest yet challenging, they feel to more actively speak during the session and to enjoy the session as well. The challenges they face are included, but not limited, teacher’s instruction, L2 misunderstanding, and limit the time of a session. In another hand, teachers face the same struggles and also the technical issues which sometimes occurs in their schedule (electricity, internet connection, and other personal computer issues). For the external issues such as electric power and internet
connections, teachers are not able to overcome the issues, however, some internal
issues can be placed by possessing adequate computer literacy to facilitate students to
get a better experience in virtual learning. This would hugely influence the teaching
strategy implied, activities arranged, and substantial materials shared in through virtual
learning. While students are expected to use the devices wisely (Burns & Lohenry,
2010) particularly during session. They are also encouraged to use digital devices for
educational purposes, in this case improving English skill and avoid doing activities
that might distract their concentration during the virtual learning session.

As the final suggestion, EFL teachers could facilitate the students to get engaged
with the lesson through virtual learning. They should minimize the internal issue that
might occurs and give more detailed instruction at a steady pace by considering
students’ level of proficiency.

Result
The study finds that both EFL teachers and Spanish students in this context believe
that virtual learning through Skype is an effective way to culturally connected and learn
English to support their regular class in academy or school. Some potentials have been
declared to support the primary assumption and it results in multiple benefits towards
both subjects. Although it has brought multiple benefits, some challenges still interfere
with virtual learning implementation. Therefore, some suggestions are also presented
to enrich the virtual learning experience in term of achieving its goal.

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