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"Syarif Hidayatullah" State Islamic University (UIN) Jakarta

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			Developing and Using Reading Material Based on Multi-Dimensional Approach	Didik Santoso				
			The effectiveness of Accelerated Learning Approach in Teaching English Speaking Skill	Listiany				
			Teachers' Perception on the Idea of <i>A Good Language Teacher</i>	Isti Gandana				
			The "Good" English Teacher: Students' Perspective	Ani Purjayanti				
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					Good Language Teacher: Whose Perception?	Rita Idrawati		
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14.00-15.00	<b>Workshop 1</b>		Injecting HOPE into the Profession	Gusti Astika	AU			
			Task Based Materials Development for ESP in SMA	Chairil Anwar Korompot	RRB			
			Certification of Indonesian TESOL Teachers: Have the Fundamental Requirements been Overlooked	Prihantoro	RP			
			Adopting Popular TV Shows to Compose Teaching Material	Kalayo Hasibuan	AMI			
			The Application of Computer-Based Materials during CALL Course					

## THE SECOND GENERATION OF INTERNET TOOLS IN TEFL

*By: Dyah Setyowati Ciptaningrum, M.A.*

### Summary

In Indonesia in 2001, around 2.3 million PCs across the country were used mostly in business and government while 60.000 educational institutions only used about 58.000 PC (Purbo, 2001). Today, the situation has changed as Indonesian government has implemented policies and actions to encourage the use of ICT in educational institutions (Ali, 2004). Recent statistics places Indonesia in the 13<sup>th</sup> rank out of the top 15 countries in the world with Internet usage (Worldwide Internet Users, 2006). This shows that Internet is becoming more and more popular in Indonesia. It is time to reap the benefit of the Internet to improve the teaching and learning of EFL in Indonesia.

The internet is not only seen as elaborate infrastructure to transmit, receive and manipulate information but also "as a range of technologically-mediated spaces of communicative practice that are amazingly diverse" (Lankshear et al., 2000, p. 20). In education sector, this ability brings a lot of changes to the way people learn and the knowledge transfer processes. Both students and teachers can take the benefits of the internet in order to enhance learning (Ducate & Lomicka, 2005; Flanagan & Calandra, 2005; Grant, 2006; Kitade, 2000; Liaw & Johnson, 2001; Leahy, 2001; Pellettieri & Anover, 2000; Shang, 2007). There are a lot of websites that contain learning and teaching materials, syllabi, or teaching techniques. Internet tools, both synchronous and asynchronous, such as newsgroups, e-mails, instant messages, blogs, wikis, MOOs, and podcasts, facilitate the sharing of experiences, problem solving and collaboratively working.

This paper aims at demonstrating the significance of the second generation of the Internet tools (i.e. blog, wiki, RSS and podcast) as media to enhance student learning of EFL. The first part of the paper presents the theoretical framework that underlies the use of these tools in language education. The second part of the paper discusses the kinds of the second generation of Internet tools and the contribution of each tool to improve students' learning experience. Next, the methodology in teaching language using a certain Internet tool is introduced followed by the presentation of some examples of existing blogs, wiki and podcasts projects in language learning.

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