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PRESERVICE TEACHERS' GENDER DIFFERENCES IN LANGUAGE WHEN REFLECTING ON ICT

Introduction. It is well known that 'preservice teachers' beliefs and perceptions play an important role in shaping their future behavior (Wang 2002).Thus, the human factors such as their attitudes and beliefs have a significant influence on teacher behaviors and consequently their preparedness to use ICT for learning and teaching (Gill & Dalgrado 2008).Today's teacher education instituations try to restructure their education programs and classroom facilities in order to minimize the teaching technology gap between today and the future. Bauer & Kenton (2005) stated in their study that although teachers were having sufficient skills, were innovative and could easily overcome obstacles, they did not integrate technology consistently both as a teacher and learning tool. Reynolds Trehouse & Tripp (2003) underlined continuing problems in the adoption of ICT by teachers and stated the need for further researches on how ICT can improve education. Instructor regardless of the quality of technology placed in classrooms, is the key figure (Gulbahar 2008).The majority of instructors believe technology use is important for teaching, however lack confidence and understanding during integration process. Gender differences of teachers may also play an important role in using ICT. In the past it was statically proved (Divjak et.al.2010) that women seem to be underrepresented in ICT. The overall picture indicates that males have more positive attitudes than females towards technology. ECk, Hale Ruff & Tjelmekud (2002) claim that men try to compete and win, while women use the technology only to help them attain their goal. Hence, males use computers to play games and access the Internet, whereas females use computers for e-mail, instant messaging, that is for goal oriented activities and they like co-operative learning based on inquiry and diversity of topics. Thus, it is clear that boys and girls have different profiles of practices regarding the use of ICT and at the same time both show alternative preferences regarding the particular ICT devices they use more often. It is well known that girls outperform boys in the use of all available technological devices to communicate or even to express themselves.

METHODOLOGY. Although literature reveals the difference of attitude and use regarding gender studies on how language reflects these parameters are rare. Therefore, this study aims at drawing an understanding of what are the preservice teachers' gender differences reflection in determining the use and perception of technology use. For this purpose the researcher asked four questioned questionnaire to the preservice teachers to obtain data.

Participants. Participants are randomly chosen 10 female and 10 male senior students in English Language Teaching (ELT) Department at Anadolu University / Turkey as they are considered as prospective teachers.

Instrument. There are 2 sections in the questionnaire. The first section consisted of some demographic information about the participants. In the second part the researcher developed an open – ended questionnaire form for obtaining data. The participants had to write 4 sentences for each statement (Technology means success for me, technology is a means of life, technology is a fun, and technology is very complicated) according to their agreement or disagreement with the statement. Their sentences are grouped under the following headings:

- technology as time – saving;
- technology as obtaining information;
- technology as communication;
- technology as complexity.

The list that grew after the analysis was also reviewed by another independent reviewer. A consensus between the researchers was sustained. The inductive coding technique that occurred in the data were listed and analysed through content analysis and each group consists of the related items such as:

- Group 1: quick and easy access to homework an; educational development; academic communication with teachers.
- Group 2: information about new people; personal development; easy to access for any kind of information.
- Group 3: communication with friends or with those whom you don't know.

– G r o u p 4: technology is complex; technology is very detailed; technology use process is detailed; it is difficult to keep in step with it; its terminology is difficult to understand.

P r o c e d u r e. The prospective English teachers, participants were asked to complete the questionnaire. The data was processed and evaluated according to their frequency between genders.

RESULTS. According to the results, the most striking differences lie on the communication and complexity of technology use. For communicative purpose of technology use 9/10 of the females preferred technology use for this purpose. On the other hand, none of the male preservice teachers preferred this purpose for using technology (0/10). Similarly, 6/10 of the female preservice teachers wrote that technology use is complex, on the other hand, only 2/10 of the male preservice teachers agreed that it is a complex process.

The graphical representation of four of the groups can be seen in Figure 1.

CONCLUSION. It is a well known fact that females tend to focus more on relationship than males who tend to direct their attention to information. More generally, because females are concerned with connection and inclusion, they tend to focus more attention on the use of language as a way of communicating relationship as we see. Males on the other hand, because of their focus on independence, exclusion tend to favor the informational functioning of language. As Tannen (1990) refers, this is the distinction between rapport and report. Even when males and females base their communication on the exchange of information, the types of information communicated are likely to be different. Another difference between males and females as Scollon & Scollon stated (1997) which has been observed to be a very important difference is the attention given to message and metamessage. There is a tendency for males to focus on the information given, that is the message and for females to play closer attention to the metamessage, that is to how the information is to be interpreted.

According to the results of this study, it is clear that female preservice teachers prefer ICT for their communication purposes more likely than male students. Moreover, they consider the technology use more complicated. So females and males, although they seem to be equal in many aspects of life, the way they consider or perceive technology namely ICT shows difference .

As a conclusion, technology competent teachers' education should take into consideration also the
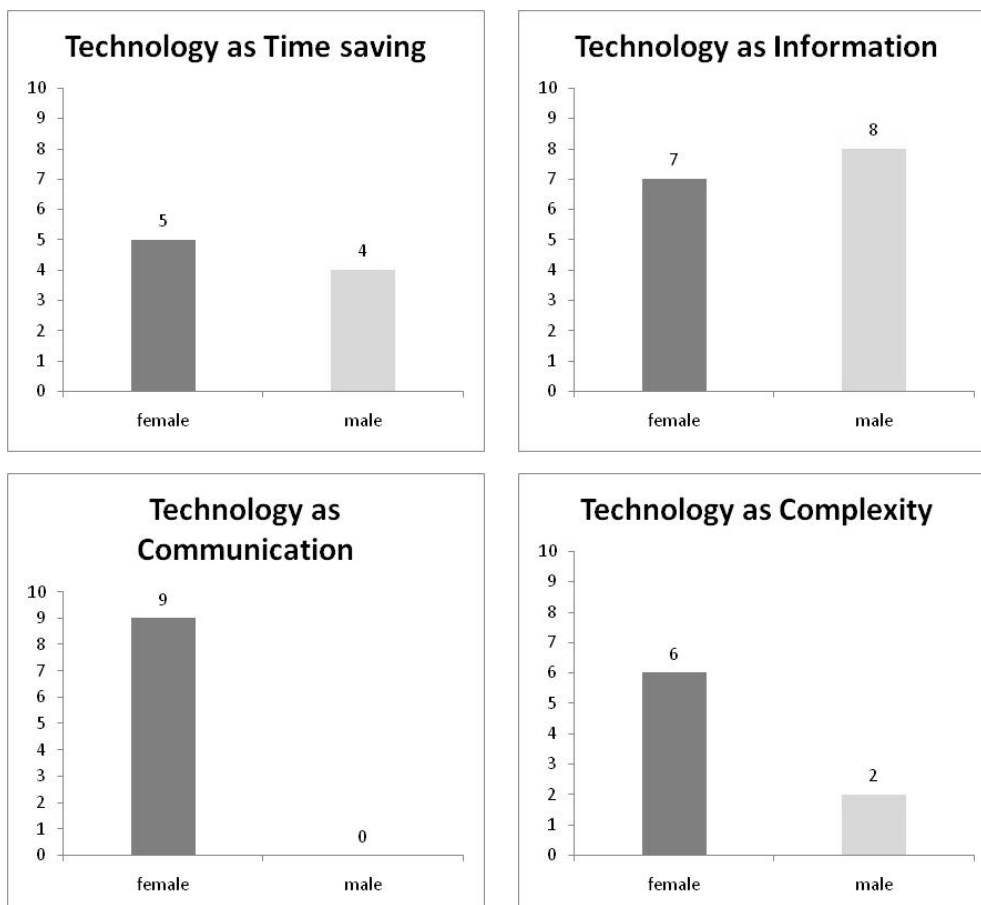

Figure 1. Comparison of gender differences of preservice teachers

gender differences of teachers as not both of the genders are equally interested in technology or they differ in the field of interest in using it.

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ENGLISH LEARNERS' PROFILES OF PRODUCTIVE VOCABULARY: A STUDY WITH TURKISH ELT MAJORS

The present study aimed to investigate the English learners' profiles of productive vocabulary, which is accepted an important predictor of second language proficiency. Through the lexical analysis of 40 participants' argumentative essays, the proportions of vocabulary use and lexical densities were examined. The findings indicated that the participants had limited productive vocabulary knowledge since they mostly used high frequent and function words and the proportions of low frequent and academic words were low and they did not vary vocabulary use much in the essays.

Key words: vocabulary, learning, knowledge, language education.

Vocabulary knowledge is of great importance for language learning and teaching. It is widely agreed that vocabulary is a fundamental component to understand and use language (Nation, 2001). To define such an important component, different approaches have been adapted so far (Richards, 1976; Nation, 1990; 2000; Henriksen, 1999). The concepts of receptive and productive vocabulary are commonly referred traits of vocabulary knowledge definitions that could describe the continuum a learner passes during vocabulary learning from not knowing to rich competence (Henriksen, 1999; Schmitt, 2000; 2010; Nation, 2001). In general terms, receptive vocabulary knowledge can be defined as being able to recognize and understand a word while listening and/or reading. On the other hand, to be able to produce a word while speaking and/or writing is defined as productive vocabulary knowledge (Schmitt, 2000; Zareva, 2005, Henriksen, 1999). The receptive and productive vocabulary knowledge and their distinction have been widely investigated in literature to explain different aspects of vocabulary knowledge (Zareva, 2005) and to reveal the effects of vocabulary knowledge on other language skills (Lee & Munice, 2006).

However, the majority of vocabulary research so far has been conducted on receptive vocabulary knowledge because receptive vocabulary knowledge is considered as prior to producing vocabulary and it is much easier to measure. (Nation, 2001; Lee & Muncie, 2006). Yet, productive vocabulary carries great importance as learners could prove their vocabulary knowledge by using it productively (Webb, 2005). Therefore, it is considered as more elusive, more difficult to learn and possibly more fragile (Nation & Waring, 1997). Owing to different cognitive processes and extra output patterns required for the productive vocabulary, this dimension distinguishes from receptive vocabulary and deserves more attention (Nation, 2000; Waring, 1997).

As it has been widely realized that measuring receptive knowledge, particularly vocabulary size alone, can no longer provide a satisfactory description of second language (L2) learners' vocabulary knowledge due to its multidimensional structure