

Prospective Foreign Language Teachers' Opinions on Internet Addiction by Gender: A Study on Erbil Iraq

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Abstract: This research was carried out specially to reveal the opinions of prospective foreign language teachers about internet addiction from a demographic point of view. The study group consisted of 140 foreign language teacher candidates studying at ELT department of Tishk International University Faculty of Education. As a data collection tool, a semi-structured interview form was created by the researchers to reveal the opinions of prospective teachers about internet addiction. The data were recorded by the researcher in voice and in writing. The content analysis method that is implemented to analyze qualitative research was used in the analysis of the obtained data (Krippendorff, 2018). According to the results of the research, it is seen that most of the foreign language teacher candidates use the internet for entertainment and education purposes. In addition to this, those who stay connected to the internet for more than 9 to 14 hours a week by using various entertainment applications and different digital communication platforms, and individuals trying to get all their jobs done on the internet, should be called internet addicts. In addition, according to the other results, it was concluded that male foreign language teacher candidates had more information about internet addiction than female foreign language teacher candidates. As a matter of fact, it was found out that male teacher candidates are more internet addicted than female teacher candidates.

Keywords: Internet, Internet Addiction, Foreign Language Teacher Candidate

1. Introduction

Internet, which is one of the most important information and communication technologies in the rapidly globalizing world, is being used in all areas of our lives. In recent years, the use of internet has become a necessity in the modern business and education world. Thus, people and especially the new generations have begun to believe that life without internet is unimaginable. In this context, we can show the computer, mobile phones, and the internet as the most rapidly developing technological innovations in our age, which we call the information age. At the beginning of the second millennium, knowing how to use computer and communication technologies depended on the wishes of individuals, but today it has become a necessity to know how to use these technologies because the communication technology equipment and the Internet has become a necessity in our daily life at any moment (Selwyn, 2003). Therefore, individuals from all walks of life must use computer or communication technologies in their daily lives with the internet. In short, we can say that the emerging innovations and developing technologies bring a different

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and new dimension to the lives and lifestyles of individuals and offer different options to individuals in different fields. The fastest growing and widespread media of our age, the internet, represents a new turning point in the history of humanity, because much more of the knowledge and culture of human history has been produced in the last 20 years. (Haddon, 2004). In short, the Internet is a potential for transformation, because it changes and transforms individuals, institutions, and consequently human life and civilization patterns.

According to Elster (2009), in general, the person and the personality of man are composed of the unification and integration of physical, spiritual, social structures and functions. This integrity includes structures and functions in different layers. While normal behavior occurs because of the structures and functions in these layers being balanced, orderly and harmonious, abnormal behavior occurs because of being unbalanced, irregular and incompatible (Hutchison, 2018). In this case, it is possible to define addiction as an abnormal behavior or it can be defined as the whole of behaviors that disrupt the individual's balance and order by creating problems on the physical, biological, and psychological functions of the individual (Robbins, Chatterjee, & Canda, 2006). When the related literature is examined, it is seen that addiction is handled at two basic levels: substance addiction and dependence on a behavior. Addiction to substances such as chocolate, alcohol, cigarettes, tea, coffee, or drugs is generally examined under the concept of substance addiction. Dependence on a behavior is a type of dependence that can be defined as the loss of balance in an individual's physical, psychological, and social structures and functions because of exhibiting a certain behavior with abnormal order and frequency (Weinstein et al. 2014; Mak et al. 2014; Weinstein & Lejoyeux, 2010; Kolb & amp; Whishaw, 2001; Holden, 2001). When the other definitions of the concept of addiction are examined in the literature, many definitions are made. These definitions usually include alcohol, drugs, cigarettes, and so on, as well as substance addiction. However, developing technology and differentiating behavioral changes have started to be considered as addiction (Celik, 2019; Aqrawi & Humphreys, 2009; Collier, 2009; Robinson & Berridge, 2008).

With the increasing use of the Internet, users have been exposed to both positive and negative factors because of access to all kinds of information more easily and without real-time supervision. The rapid increase in the use of the internet, which is a network that shares information all over the world through computers and similar equipment, can produce many positive results as well as negative results. The internet network can be used by almost everyone and provides unlimited access to any information requested by users without any supervision (Chou, Condron, & Belland, 2005). Today, the Internet has become an addiction for some people beyond being a source of information and communication. In this context, unfortunately due to unstable internet usage of some users, they have gradually lost their focus on jobs, education and social life and have become addicted to internet. Such users have taken the Internet to the center of their lives and started to turn it from a tool to a purpose and thus become an addiction that affects their lives negatively (Shaw & Black, 2008). So, is the Internet a bad habit that brings with it many positive and negative results? There are those who answer this question, "Of course, it is." However, those who disagree with this idea and say, "The Internet is very useful for humanity, with a pre-defined use and if under control". Those who perceive the Internet as a bad habit state that people put aside their responsibilities of family, school, home, and work, and that it is a dangerous disease other than all the blessings of the technology revolution. They suggest that this is an addiction that needs to be diagnosed and treated. According to people with this and similar opinions, people are getting divorced because of

their passion for sex and gambling on the internet, students at university work in computer labs and chat instead of contributing to science, children who play games on the internet all night fall asleep at school the next day (Turel & Serenko, 2011).

Some observable behaviors and situations to make decisions about internet addiction have been identified as common opinions of many experts in the literature and the symptoms of addiction have been collected under five headings. (Celik, 2020; Wang, Xiang, & Fesenmaier, 2016; Shaw & Black, 2008; Yellowlees & Marks, 2007; Chou & Belland, 2005; Ng, & Wiemer-Hastings, 2005; Young, 2004; Widyanto & McMurrin, 2004; Young, 1999):

1. Losing control of the time spent online: If you spend more time on the Internet than you planned, if a few minutes turn into a few hours, if you are immediately uncomfortable when the time you spend on the internet (phone, computer, tablet, etc.) is divided, and if time spent on the Internet is not enough for you, then you have symptoms of "internet addiction".
2. Having difficulty in performing daily routine tasks, not fulfilling responsibilities: If you do not fulfill your responsibilities in the flow of life, if you postpone the tasks continuously, if you cannot leave the internet even when you need to do your homework, if you cannot help your mother, father, siblings, or spouse, even when they need your help, you may become an "internet addict".
3. Breaking away from family and friends and social isolation: If you go to the internet at every opportunity, your grades and school success are gradually falling, if you don't do your homework and neglect your friends, if you can't spare the time for your spouse and children, if virtual world and virtual friendships have started to be attractive than real life for you, if you feel different from people and have difficulty adapting to social life, you are likely to become an "internet addict".
4. Feeling guilty or self-defensive about using the Internet: If your mother, father or grandparents, your spouse or children have started to complain about you using the Internet, if you need to hide from your family members or friends, and you are constantly defending what you are doing, then you are on your way to be an "Internet addict".
5. Using the Internet to avoid emotional or mental distress: If your use of the Internet is to avoid something, if you feel unhappy, deprived, and bored when you are not on the Internet, you are unlikely to be "internet addict".

There are many psychologists and psychiatrists who see Internet addiction as a disease and try to treat it. These researchers have some lists that they will use to diagnose the disease. It can be said that these lists are mostly inspired by the models they use in research on alcohol and gambling and similar addiction. When it comes to the causes of internet addiction, the most important point emphasized by researchers is the need for socialization.

Barber (2013) stated the need for socialization in individuals for four main reasons.

- They can establish social relations on the internet that cannot be easily established in today's urban life, and they are able to establish relations with foreigners easily and without risk,
- People can express their thoughts and feelings freely without restraining themselves,
- Individuals can exaggerate their character traits they want to show off,

- They have the possibility to secretly search others' personal lives without making them realize on social sites on the Internet.

Besides, it is not difficult to add other factors that make the internet attractive to the need for socialization. Examples of her being always at hand, facilitating access to the forbidden, exploring different worlds, helping to play games and taking risks are also included in the literature. (Weinstein & Lejoyeux, 2010). As can be expected, there are those who do not agree with all these thoughts. Dong et al. (2010), for example, acknowledge the existence of a problem in their research called "Impulse inhibition in people with Internet addiction disorder", but think that it is not a new type of disease, but a "thrust control" problem, such as kleptomania or shop addiction. They also think that internet addicts already suffer from other psychiatric disorders. Grohol (2019) says that there is no such disease. He says that most of the people who say that they are suffering from internet addiction have given themselves to the internet instead of facing other problems like depression and anxiety, and that few users complain of excessive addiction and that they should be treated with known addiction treatment methods.

The use of the Internet has enabled rapid access to information sources and has eliminated the borders by enabling national and international communication by voice and video. Almost all disciplines of education have been affected by this interaction and the necessity of using the computer in education has become inevitable. It is unthinkable that foreign language education is excluded from this phenomenon. This technology allows all kinds of information to be stored digitally and allows students to work with materials appropriate to their age and needs. The lack of time and space in accessing information, ease of access to original resources and similar factors also affected the structure of educational institutions and distance education programs or web-based digital learning curricula have been developed in many countries.

The first objective of foreign language education is to teach students the four basic skills of "reading", "writing", "listening" and "speaking" together with the culture and logic of the relevant language. Because the most important factor in the formation of a language depends on the customs of the people in the geography where the language is used. Therefore, both the grammar and usage forms of the target language will be learned on the internet, as well as the cultural perspective and geographical customs of the target language. It is understood that the internet provides students with multiple learning opportunities. In this way, it provides students with the opportunity to access various original texts in a foreign language, to repeat the grammar exercises of the learned language, to listen to the pronunciation of words, to benefit from the translation programs, to reach the desired information and share with the help of online connection points through e-mail, education forums and so on. According to Martins, Steil, and Todesco, (2004), the function of the Internet in foreign language education is gathered at several points according to its intended use. These include educational content / training subject, language exercises, knowledge, cooperation, and communication. In addition to this, Lee (2000) lists the advantages of computer and internet supported language education in terms of providing motivation, increasing student achievement, providing different resources in language teaching, high interaction opportunities, enabling individualization of instruction and global learning.

In this period when technology is developing and becoming more and more rapid, it can be said that the greatest task is given to the educators in the development of the society and adapting to the innovations and preventing the negative consequences that may arise. Therefore, in this study, it is aimed to reveal the

opinions of prospective foreign language teachers who will be educators of future generations about internet addiction according to their gender and to find out if they are internet addicts or not.

2. Research Methodology

The research is a descriptive study in screening model. The study was designed as a qualitative study (McMillan & Schumer, 2006). In the data collection, semi-structured interview method which is suitable for qualitative research was used. Prospective foreign language teacher candidates were given a semi-structured interview form which was developed by investigating the literature about the aims of internet use, frequency of internet use, opinions about internet addiction and whether they were dependent and asked to answer the questions. The answers of the pre-service teachers who answered the questions in writing and orally were recorded in both oral and written form. The recorded data were analyzed with the content analysis method for qualitative research and SPSS program.

A semi-structured interview form consisting of 4 sections and 20 questions was prepared by the researchers to collect the data. The first part of the interview form consists of questions about the demographic characteristics of the students. The second part consists of various questions about computer and internet connection ownership, the third part consists of various questions about the frequency of internet use and aims of internet use, internet addiction and correct internet usage, and the fourth part consists of various questions about whether they are internet addicts.

The study group of the study consists of 140 prospective teachers studying at ELT Department of Tishk International University Education Faculty in Spring Term, 2108 - 2019 academic year. All participants were informed about the study before the study and all participants were selected on voluntary basis and participated in the study. While collecting the data, interview forms were distributed to all 140 foreign language teacher candidates and they were asked to answer the questions in writing. Afterwards, 40 randomly selected prospective foreign language teachers were interviewed face-to-face, and the data were recorded in both oral and written form. Male teacher candidates are indicated as Male-Candidate 1, Male-Candidate 2, etc. Female teacher candidates are indicated as Female-Candidate1, Female-Candidate 2, etc. The questions asked to the candidates were coded as Question 1, Question 2 and the data were analyzed.

3. Findings and Interpretation

Of the 140 students in the study group, 91 (65%) were female and 49 (35%) were male.

Table 1: Pre-service teachers' computer and internet ownership by gender

# / Gender	Female Students (n=91)	%	Male Students (n=49)	%	Total (n=140)	%
Has a computer	87	96,6	45	92	132	94,2
Has no computer	4	4,4	4	8	8	5,8
Has Internet connection	80	88	43	87,7	123	87,9
Has no Internet connection	11	12	6	12,3	17	12,1
Has no Internet connection and computer	1	1	2	2	3	3

According to Table-1, 87 (96.6%) of the female students who participated in the interview had their own personal computer and 4 (4.4%) did not have their own personal computer. In addition, 45 (92%) of the male students had their own personal computer and 4 (8%) did not have their own personal computer. According to the collected data, it is understood that almost all the female and male students (94.2%) have computers, and they are closely interested in computer technologies. In addition, 80 (88%) of female students have internet connection and 11 (12%) do not have internet connection. In addition, it was determined that 43 (87.7%) of the male students had internet connection and 6 (12.1%) did not have internet connection. According to the collected data, it was determined that almost all the female and male students (87.9%) had internet connection. In addition, the important reason why 17 students (%12.1) do not have Internet connection is that they stay in dormitories and the institutions they live cannot provide them with Internet connection. In total, 3 (3%) foreign language teacher candidates who do not have their own computer and internet connection stated that the first place they go when they need computer and internet is internet cafes. When a general evaluation is made according to Table 1, it is observed that almost all of the male and female foreign language teacher candidates have computer and internet connections and have been introduced to these technologies. It was also determined that there was no difference in terms of gender and computer and internet ownership.

8 questions related to computer, internet use and internet addiction were asked to the foreign language teacher candidates who participated in the study and the results obtained from these questions are given below with their comments.

Question 1: How many years have you been using computer and internet?

All the foreign language teacher candidates participated in the study answered that they started to use them after secondary school. The reason for this is that according to the curriculum of the Iraqi Ministry of

National Education, they are taught computer as a lesson in secondary school. Candidates who answered this question differently stated that they had been using computers for a long time at home.

Question 2: How much time per week do you spend on the computer or on the internet?

The answers given by foreign language teacher candidates to this question differ. It has been determined that this differentiation varies according to the aims, needs, computer and internet connection of the prospective teachers. When the answers to this question are analyzed, the results are as in Table-2.

Table 2: Frequency of foreign language teacher candidates' weekly internet usage by gender

Frequency of use on weekly basis	Female Students (n=91)	%	Male Students (n=49)	%	Total (n=140)	%
2 hours and less	5	5.4	3	6	8	5.7
Between 3 - 8 hours	33	36.3	19	40	52	37.2
Between 9 - 14 hours	44	48.5	24	50	68	48.6
Between 15 - 20 hours	6	6.6	2	2	8	5.7
21 hours and more	3	3.2	1	1	4	2.8

In Table 2, when the frequency of weekly internet use of foreign language teacher candidates by gender was examined, it was found that 5 female candidates (5.4%) and 3 male candidates (6%) used internet and computers for only 2 hours per week. Out of a total of 140 foreign language teacher candidates, only 8 candidates (5.7%) stated that they use internet and computers very little. 33 female candidates (36.3%) stated that they used internet and computer for 3 to 8 hours. On the other hand, almost half of the male teacher candidates stated that 19 of them (40%) used internet and computer for 3 to 8 hours. According to this, it was determined that half of the 140 pre-service teachers (52% (37%)) used internet and computer for 3 to 8 hours. The frequency of using internet and computer between 9-14 hours was 44 (48.5%) for female candidates and 24 (50%) for male candidates. According to this, more than half of the 140 candidates use 68 internet and computers in 9-14 hours. This ratio shows that more than half of the candidates may be potential computer and internet addicts. In addition, 3 (3.2%) female candidates and 1 (1.2%) male candidate, a total of 4 (2.8%) teacher candidates, stated that they use the internet and computer 21 hours and above. Although the number of these students is high, the frequency of internet and computer use of these students may have a negative effect on other prospective teachers. In addition, according to these data, it was found that male and female pre-service teachers' hours of internet and computer use were slightly higher than female pre-service teachers. It can be shown that male foreign language teacher candidates have different fields of interest and more interest in computer and technology.

Question 3: Do you think that the computer lessons you have taken during your basic education period and your university education have a benefit in using the computer and the internet more effectively?

All the foreign language teacher candidates who participated in the study responded positively to this question and stated that the computer courses they took during their university education were very useful for them and they improved themselves more. The reason for this was that the different computer and technology courses they received during basic education were not enough, because the technological equipment in the schools was lacking and most of the time their teachers were not well-equipped about these courses.

Male-Candidate 1: “I can only say that the computer education we received in high school during the basic education period has some benefits. The fact that our school is a small public school and that it does not have sufficient equipment may be the main reason for this. On the other hand, I can use the computer more efficiently and make better use of the internet thanks to the computer lessons we take at the university, because we learn more about how to search or how to work efficiently on the internet.”

Female-Candidate 1: “I completed my basic education in a small district of Iraq. Computer and technology courses had only names and some books, but neither teachers nor adequate hardware had ever been in schools. But at the university where I am studying, it has amazing computer labs and different technological courses for me. I even bought myself a medium computer. Thanks to these courses at the university, I learned how to use computers, prepare documents for myself, how to search for homework on the internet and prepare presentations. Now I can learn everything I want or need from the internet, so I think these lessons are very useful for me to improve myself.”

As it can be understood from these statements, computer and different technological courses given to students at the university teach new information to students who do not have enough information about computer and communication technology. In addition, we can say that they enable students with knowledge to develop themselves more.

Question 4: For what purposes do you use the Internet?

As seen in Table-3, the answers of the foreign language teacher candidates to this question are as follows: learning or developing a foreign language, doing research, doing homework, following the news, reading newspapers, playing games, communication, and chat, following social media like Instagram, Facebook, or similar ones. Finally, using the Internet for e-mail is one of the most frequent answers. Apart from these, many candidate teachers stated that they use the internet to listen to music, watch series, watch movies, read books, acquire new information, shop, download new programs, have fun, and relax. When we examine the purposes of internet use according to the gender of the prospective foreign language teachers, we cannot say that there are huge differences in the purposes of internet use. 89 (97.8%) of the female students and 46 (93.8%) of the male students stated that they used to learn or develop a foreign language. 88 female students (96.7%) and 44 male students (89.7%) used the Internet to do homework or projects, 90 female students (98.9%) and 44 male students (98%) to communicate, chat and follow social media, 78 female students (85.7%) and 44 male students (87.7%) to conduct research on different subjects.

Two other noteworthy points in the data obtained from the study are that students generally use the internet very little for shopping purposes (16 students in women (17.5%) and 12 students (17.5%) in total, 37 students (20%) out of 140 students). We can say that the main reason for such low usage is the banking system in Iraq. Another point is that only male teacher candidates (83.6%) use the internet to play more games than female teacher candidates (35.1%), whereas female teacher candidates (93.4%) use internet for educational purposes more than male teacher candidates (82.1%). In addition, it was understood from the data obtained that both female and male candidates used the internet primarily for entertainment and then education purposes.

Table 3: The aims of foreign language teacher candidates to use internet by gender were determined

The aims to use the Internet	Female Students (n=91)	%	Male Students (n=49)	%	Total (n=140)	%
Learning or developing a foreign language	89	97,8	46	93,8	135	96,4
To do research on different subjects	78	85,7	43	87,7	118	84,2
Doing homework or project	88	96,7	44	89,7	132	94,2
Contact / chat and follow social media	90	98,9	48	98	138	98,5
Listen to music / watch series / watch films	90	97,8	37	75,5	111	79,2
Play online games	32	35,1	41	83,6	73	52
To follow news from online news portals	85	93,4	46	99	131	93,5
Shopping	16	17,5	12	24,4	37	20
Download the program / read magazines or books	65	71,4	42	85,7	107	76,4

Question 5: Do you know about internet addiction?

According to Table 4, according to the answers we received from the foreign language teacher candidates, 19 (20.8%) of the 91 female teacher candidates had knowledge, 24 (26.3%) had knowledge about it, and more than half (52.7%) of the female students (48 in total) stated that they do not have a certain knowledge about this subject. On the other hand, almost half of the 49 male teacher candidates (23 of them) (46.9%) had knowledge, 24 of them (26.3%) had little knowledge about it, only 2 male teacher candidates (4.4%) stated that they have no specific information. According to the data obtained, 50 out of 140 students (35.7%) did not know anything about internet addiction. On the other hand, it was determined that male foreign language teacher candidates had more information about internet addiction than female foreign language teacher candidates.

Table 4. Backgrounds of prospective foreign language teachers on Internet addiction by gender

Information on Internet addiction	Female Students (n=91)	%	Male Students (n=49)	%	Total (n=140)	%
Has information	19	20,8	23	46,9	42	30
Has little information	24	26,3	24	26,3	48	34,2
Has no information	48	52,7	2	4,4	50	35,7

Question 6: According to you as being teacher candidates, who are addicted to internet?

It is seen that the answers given by foreign language teacher candidates to this question are like each other. When the answers given are examined, the behaviors of internet addicts are summarized under five headings.

In a day.

- People who play online for a long time,
- People who follow all publications and shares in social media written and visual,
- Long-term followers on many different chat apps or web-based dating sites,
- Persons who fail or fail to fulfill their responsibilities in social life due to unnecessary and long time spent online,
- Those who download movies from the internet instead of going to the cinema, watching music or music videos, reading from the internet instead of buying newspapers and those who exhibit similar habits are addicted to internet according to foreign language teacher candidates.

Male-Candidate 2: “Internet addicts spend most of their time in the online world. In general, I think that they can play games and chat with people they don't know in chat rooms and make different shares.”

Male-Candidate 3: “People who are addicted to the Internet certainly live in another world, a virtual world, and I think it's an illness. They keep playing games or watching movies. They follow all the unnecessary information.”

Female-Candidate 2: “First of all, I think that the number of people who are addicted to the Internet is increasing day by day and these people affect other people in a bad way. I think internet addiction is transmitted from one person to another as an epidemic. Unfortunately, this epidemic is under the influence of a friend we stayed in the dorm. They are constantly sharing and following up on social media with themselves or with their friends. They spend most of their time talking about or sharing meaningless issues with people they don't know.”

Female-Candidate 3: I have friends who are addicted to internet. The common characteristic of all of them is that they constantly monitor the screens of computers or mobile phones and focus on sharing or games

on the screen. Most of them are either overweight or very weak due to unbalanced nutrition and inactivity. Most of them unfortunately have either aggressive or faint character. Unfortunately, many of them are either very poor or fail the courses. I believe that internet addiction should be prevented when you see such cases.

Female-Candidate 4: Internet addiction occurred after technological advances. In recent years, especially with mobile phones or tablets, it is now possible to access the internet 24 hours a day from anywhere. This type of addiction is mostly caused by children and young people spending time on the internet. They want to stay connected to the internet because they find in the virtual world what they cannot find in the real world. They build their dreams and their false worlds. This leads to internet addiction. In addition, some pre-service teachers stated that they consider themselves as internet addicts and stated that they were uncomfortable but could not prevent themselves. To give an example to the male teacher candidates who answered this question.

Male-Candidate 4: "I think I'm addicted to the internet, and that's really difficult. Day by day I feel like I am getting away from social life. In general, I stay connected to the Internet for 7 hours a day and feel very bad when I move away from my computer or the internet. I realize that my psychology and mental health have deteriorated, and I become aggressive." By expressing these ideas, he mentioned the negative effects of the Internet on him.

Female-Candidate 5: "Like the cigarette and alcohol, the Internet is an addiction and makes it difficult for people to quit. Especially those who have computers and internet connections in their homes become more dependent and spend all their time on the internet. I think I'm addicted." In this way, the teacher candidate stated that the internet is a worse addiction than smoking and alcohol. He explained this in the following way: "You can't buy cigarettes and alcohol all the time, but you never get disconnected from the internet."

Question 7: In your opinion, how should the internet be used correctly and for what purposes should the internet be used?

When you ask this question to foreign language teacher candidates, their answers to this question do not differ according to their gender. They also generally gave very similar answers. The most common answer is: "As a society, we do not know much about the correct use of the internet and we use the internet for the wrong purposes". According to the data obtained, the purposes of internet use are grouped under 5 headings.

For educational or research purposes,

To develop ourselves or the people we are responsible for,

To learn new and useful information,

To get in correct, necessary communication and for news

Internet can also be used for entertainment and stress relief.

Question 8: "Do you consider yourself an internet addict?"

The last question we ask to prospective foreign language teachers is whether they are internet addicts or not. As can be seen in Table 5, almost all the female teacher candidates (82) (90.1%) answered as they are “I am not addicted”, 7 (7.7%) female candidates answered, “I may be addicted” and 2 (2.2%) female candidates answered "Yes, I am an internet addict". As for male candidates, 31 (63.2%) of 49 male foreign language teacher candidates answered as “I am not addicted”, 11 (22.4%) male candidates answered, “I may be addicted” and 7 (14.2%) male teacher candidates answered "Yes, I am an internet addict". According to the obtained data, male and female foreign language teacher candidates answered the question in parallel and only 9 out of 140 foreign language teacher candidates (%6.4) admitted that they were internet addicts and 113 people (80.7%) asserted that they were not internet addicts.

Table 5: How much foreign language candidate teachers perceive themselves as internet addicts?

Degree of Internet addiction	Female Students (n=91)	%	Male Students (n=49)	%	Total (n=140)	%
I am not addicted to internet	82	90,1	31	63,2	113	80,7
I can be addicted to the Internet	7	7,7	11	22,4	12,8	18
I am an Internet addict	2	2,2	7	14,2	9	6,4

Female-Candidate 6: “I can't stop watching the Internet almost every minute without following up on my social media accounts and blogs. I feel very bad when I do not read or overlook people's sharing about me or anything else. Even when I am not connected to the Internet and I cannot track my accounts, it sounds like hours to me. I cannot stop sharing every place I visit in social life, and I get a lot of pleasure from it. Although I know and live the negative aspects of this situation, I cannot give up.” She admitted her addiction in this way.

Male-Candidate 5: “The game is a lifestyle for me... I enjoy improving myself constantly and demonstrating myself to other players, showing my strength and abilities. I can say that I am a highly respected player in the digital world I am in. Many people who see my Nickname say they are proud of me and enjoy watching the videos of my game. This encourages me to play more games and live online. But even though I know that some things are wrong, I think I do not have the power to give up on that right now. I'm a game king and this is my most important job in this life right now.”

4. Conclusion and Recommendations

In this study, the opinions of prospective foreign language teachers in the city of Erbil in Iraq on computer and internet usage according to gender and related internet addiction were examined from a demographic point of view. According to the research data, the rapid penetration of today's technology into societies, the fact that smart phones and computers are more widespread and available, the Iraqi education policy

and the students' knowledge of computer use at a young age, the different academic technology and communication courses taken by the students during the university education can be shown as the main reasons why there is a high computer and internet usage. As a matter of fact, it was understood that all the foreign language teacher candidates, both boys and girls, had this equipment. When we examine the results of the research in general, we can say that almost all foreign language teacher candidates have computers and similar communication technology equipment and use the internet for different purposes. Another finding revealed by the research data shows that most of the male and female foreign language teacher candidates have some knowledge about internet addiction, but they do not fully know about internet addiction. We can say that candidate teachers' internet usage frequency varies according to gender, and in general, a small proportion of male candidate teachers spend more time on internet than female candidate teachers.

In this study, it was tried to determine the participants' purpose of using computer and internet technologies in foreign language education. It has been determined that almost all the male and female teachers perceive computer and internet technologies as a source of information to conduct research and prepare homework. Moreover, more than half stated that they see these technologies as a source for research to reinforce the issues seen in the course. Most female candidates and almost half of male candidates stated that they see these technologies as a tool for developing foreign languages. In addition, all participants stated that computer and internet technologies are a resource for providing sample material and preparing an assessment tool. The finding that foreign language teacher candidates use these technologies most frequently in assignments and research is consistent with the studies conducted in the field. Besides, we can say that the goals of using the internet do not differ much according to the gender of the prospective teachers, that only male teacher candidates use the internet to play more games than girls, and that female teacher candidates use the internet more than male teacher candidates to do homework. In addition, when the gender differentiation status of prospective teachers is examined, it is understood that male teacher candidates are more affected by the negative results of the Internet than female teacher candidates.

According to other data obtained from the study, the opinions of prospective foreign language teachers about internet addiction are parallel when analyzed in terms of gender. According to the participants, the following people are internet addicts: those who spend all their time on the internet in a day, those who use game sites to play games, those who use friend sites to chat and find new friends, those who follow all relevant and irrelevant posts on social media and waste time, those who enter all unnecessary sites and kill time, those who do not fulfill their social responsibilities in a timely manner, those who spend a long time on the Internet and break away from social life. In addition, although internet shopping is very popular in many other countries, it has been determined that it is not common among female or male foreign language teacher candidates in Iraq and the reason for this is that the Iraqi banking system is different. According to another result obtained from the research, it can be said that male teacher candidates are more internet addicted than female teacher candidates. According to the data obtained from the research, it was found that most of both male and female participants had high potential to be internet addicts and recommendations for protection from negative effects of internet addiction were determined.

- Since this study was carried out at Tishk International University in Erbil, “Internet Addiction Prevalence” can be determined in other provinces or universities and “Internet addiction prevalence” can be determined throughout Iraq.
- The students should be informed about internet and internet addiction in computer and similar technology courses at all levels of education until they come to the university and a new curriculum should be created in accordance with age and development with the help of experts.
- Children and adolescents, including preschool children, can get consultancy service from the school guidance services to protect children and families from the damages of the internet (cyber bullying, child pornography), especially from internet addiction.
- Parents can be educated by universities and various non-governmental organizations so that parents can consciously monitor their children's internet use and protect them from the damages of the internet. Families can be informed about their children's inappropriate internet use through family education. In addition, families should spend more efficient time for young people and deal with their problems.
- -Students should be encouraged to spend more time with their friends and social environments (cinema, theater, museum, sporting activities) and to communicate with their friends through different ways than Internet.
- Foreign language teacher candidates should be informed about the use of computer and internet technologies more effectively in foreign language education and should be guided towards proper use.

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