Understanding of Foreign Language Learning of Generation Y

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Abstract
Different generations are constituted depending on social changes and they are designed sociologically as traditional, baby boomer, X, Y and Z. Many studies have been reported on understanding of foreign language learning generation Y. This study aims to realise the gap in and contribute to the research on language learning understanding of generation Y born between 1980 and 1999 and studying at the university. The participants of the study consist of students in the department of foreign languages at Atatürk University. 85 randomly selected respondents were conducted a survey consisting of 9 close-ended questions based on Stern and Rubin foreign language learning profile. The data collected were analyzed by SPSS 15.0 program and the results were explicated by means of descriptive analysis. Cronbach Alpha coefficient was found 0,822 for the items in the questionnaire. The results offer that generation Y shows positive distinction in know-how and ability to learn, conversely that they have difficulties in learning and skills at verbal expression and comprehension. The findings showed that a generation Y shows a profile self-confident, tolerant, open to experiences, efficient in solving problems and able to act independently in foreign language learning. Although enthusiastic to communicate in a foreign language, the generation has difficulties in speaking language.
Keywords: Generation, Foreign Language, Skill, Learning Understanding

Introduction

Lindsay and Normand (Op cit. Gaonac'h, 1991) allege that a child is faced with a series of linguistic problems in learning mother tongue and define language learning as a process of solving problems from child perspective and concretize what the child is experiencing by giving a science fiction example. This example requires us to imagine a new and unusual world we are not used to. Strange objects surround us, which frequently change in size, shape and color, which we have not seen before and which produce sounds of which we are not able to make sense. Some are stable while others are mobile. When we are set to discover the environment, we see a glittering circle move one meter over our head. The moment we light a torch to see dark parts of it, we detect that it imitates our motions. When we turn off the torch, the circle drifts apart from us and sometime after it moves toward simple shaped stones, it stops, changes color systematically and reheads for us. The same process recurs over and over. Observing what is happening, we slowly find that this shining circle is the brain of the planet. While the smart circle seizes its function by means of these motions, an individual tends to understand what is happening.

Whether it is a mother tongue or a foreign language, language learning includes solution of such problems. In acquisition of his mother tongue, child always comes up with new notions in his own environment. Not completing cognitive development, he continues his linguistic development finding specifically new conceptual strategies. For instance, the notion of a cat that he has learned is integrated with the notion of a dog which he thinks has perceptually the same attributes. Therefore, he starts to name all dogs as cats. Since his mental development improves and his interaction with the outer world is frequent, he tends to limit the notions. For instance, the notion of a dog may be classified as a hound or a shepherd's dog. With the impact of his innate aptitude and natural environment as well as daily experiences, the individual who unconsciously conceptualizes the syntax of his mother tongue is challenged and it is even more difficult for him to analyze syntax of a foreign language in non-native environment. As such an acquisition turns into learning, he should expose more efforts in a foreign language than in a mother tongue.

The learner does give a meaning to the environment and what he learns and comprehends the system he learns, which is made possible only through an analysis. In constructivist understanding of learning, learning is problem-based. This approach allows students to solve problems by using diverse sources (Can, 2009). It is important to recall for the learner to be successful how able the learner is in analysis of each dimension of foreign language teaching and how much he is ready to analyze the system of a different language because the mother tongue learner's profile differs from that of a foreign language. The mother tongue learner hears the language of the people having daily experiences and mimicking what is told and practices speaking in an active learning environment. The people around him play a triggering role in his learning the language more easily. He completes learning heuristically, successfully and fully motivated in an appropriate environment. When there is no native environment or native country to learn a foreign language and the learner is to continue his learning at school as he does in other disciplines, in an environment where he is aware of learning, he is under the impression and effect of many variables from motivation to a learning method and physical conditions. Faced with four skills, if he did not expose a profile good enough at linguistic and communicative proficiency, he

would encounter unpalatable results. Those who would achieve an ideal foreign language learner profile would accomplish the results required and analyze the system of the language they learn.

Foreign language learning profiles are defined under three categories: "linguistic, strategic, psycho-socio biographic" (Lambert, 1994). Lajes (1993) who states that profile is a sophisticated notion adds another category named "diagnostic profile" to general profile categories. This profile is based on learners' capacity of understanding and expression. Learning foreign language in non-native environments, both learning and teaching dimension are necessitated. This new approach deals with teaching profiles of learners. These profiles are "global, reflexive and internal" (Bertocchini, Constanzo, 2011). Stern and Rubin (Op cit. Cry, 1998) deal with an ideal foreign language learner profile from different perspectives from communicative to emotional levels. Based on his observations and experiences, Stern believes that a good foreign language learner needs primarily to develop a personal learning style and positive strategies. The learner seeks to discover appropriate teaching techniques in order to make language learning more enthusiastic and fruitful realizing language learning more willingly and consciously. He determines the way of learning process himself and undertakes a very active role. He integrates his goals with the objectives in the curriculum while a mediocre language learner exposes a passive image and is dependent on the teacher. A good language learner is not prejudiced against the language being learned and the community of that language. In contrast, he should be quite tolerant. He is neither ashamed of making mistakes nor afraid of being blamed and ridiculed in case of a mistake. As suggested for candidate missionaries in Africa, the best way to learn a foreign language in detail and master it in all aspects is to break it into pieces. The learner tries to put forward assumptions in order to comprehend the function of a target language and finds a link between what he has learned and what he is learning. He studies pertinaciously and systematically keeping in mind that learning a foreign language is a long and difficult process. He makes effort to understand the meaning of a communicative act or a phrase from linguistic or socio-cultural perspective. He seeks occasions to speak the language he is learning.

A foreign language is not learned spontaneously and effortlessly. Thus, he uses the language actively as much in the classroom as outside as the practices in the classroom turn out to be insufficient and authentic communication is consolidated by practices from daily life. Learning takes place only in authentic environments. Communication is like problem-solving. Foreign language learner, therefore, is to be offered authentic communication environment where he can solve problems practicing (Bange, 2005). A mediocre learner sees himself insufficient, is easily discouraged and tends to avoid authentic communication. Stern states that a good learner of a foreign language learns that language leaving gradually from his mother tongue referential system, acting in that language and resembling his performance in his mother tongue with that of foreign language native speakers while Rubin, who often shares the same views with Stern, puts more emphasis on creativity (Opt Cit. Cry, 1998). The learner who longs for communication refers to synonyms and explicative statements in case of lack of vocabulary. He does not even hesitate to use gestures and mimics depending on the reaction of the listener when in need. Today in which technology develops, multimedia tools and verbal skills in language learning come into prominence, aural profile of learner   precedes visual profile. That is, the students that manage effectively oral comprehension in foreign language are more competent and creative (Rézeau, 1999).

Generation is defined as a cohort born almost in the same years that share the conditions, problems and sorrows of the same age, undertake similar duties (TDK). The world where we live creates different generations once every 20-25 years. Sociologically, each generation is designated with a specific name and formed with different features like Baby Boomers, X, Y, Milenyum, Z, Nintendo, Wii, İnternet, C, Google, Mobil, Powerpoint, Copy-Paste, Digital Homo Sapiens or Homo Zappiens (Wilkin, 2012). Nevertheless in literature, a general agreement exists on a few terms. Those born between 1927 and 1945 are called a "silent generation" or "traditional generation". Those between 1946 and 1964 are "baby boomers". In order to increase the number of American people following the World War II, various support and advertisement polities were arranged and as a result a population boom took place with developing economy. Such a program was called a "baby boom" and the population boom was a "baby boomer". Those born between 1965 and 1979 are named as "X" while those between 1980 and 1999 are "Y" and those after 2000 are a "Z" generation children (UNJSPF, 2013). Each generation differs from the others in terms of qualities and attributes. While the traditional generation shows such qualities as inability to communicate directly, respect for authority and taking responsibility, baby boomers do not like conflict and are more optimistic. An X generation is for a global idea and pro-freedom. A Y generation is more sociable, self-confident, and flexible in work, a multi-tasker, tolerant and interested in technology. A Z generation grows up with modern technological tools such as the Internet, smart phones, Ipads and netbooks and lives constant novelties in technology (Minet, 2013). The former is also called as a "Net-Generation" (Internet generation) (Watt, 2002). Some studies reveal that generational attributes differ even at a national level. One international research, which studies whether attributes of a generation Y are also applicable for those in Turkey, shows interesting findings (Yüksekbilgili, 2013). According to this research, a Turkish member of generation exposes attributes such as "impatience, lacking skills in combatting difficult people, weakness in social skills like communication and listening"

Materials and Methods
Purpose of the Study
Foreign language learning is realized in different processes from mother tongue acquisition. While people learn their mother tongue as necessity, they have to learn a foreign language like other subjects at school and they are required to learn it. A high level of motivation, therefore, willingness and activity and an ideal-like profile of a learner would be some of the factors to overcome the problems the learner confronts. In the present study, we try to reveal how responsive this ideal profile is with Y generation members and how capable they are in a foreign language and to make suggestions on foreign language learning of this generation.

Method
Survey method was used in data collection. The survey consisting of closed-ended questions was conducted on foreign language students in the department of foreign languages at Kazım Karabekir faculty of education. The study is descriptive, where quantitative analysis was used to analyze the data and qualitative analysis to interpret them. A descriptive analysis is based on logical and intelligible classification of the collected data, correlation and interpretation of the themes and finally reaching a conclusion (Yıldırım and Şimşek, 2000: 158-159).

Random sampling, on a volunteer basis, was used in the study. Random sampling means participation opportunity of each member in the study and random selection of the participants from the cohort (Giroux and Tremblay, 2002:96). Totally 85 students from three departments participated in the research. 62,4 % of them was female and 37,6 % was male. Frequency percentages of variables and classes of learners are as follows: 17 1st year students (20%), 25 2nd year students (29,4%), 30 3rd year students (35,3%) and 13 4th year students (15,3%). In terms of department variable, the respondents are comprised of 28,2 % (24) English, 28,2% (24) French and 43,5% (37) German students.

Data Collection Tool
The data were obtained through a structured fixed format interview. This technique intends to assess similarities and differences of information provided by the interviewed students and make comparisons (Yıldırım and Şimşek, 2000: 93). The items for written data collection, their reliability and validity were tested by SPSS 15.0 program and Cronbach's Alpha Coefficient was found 0,752. Based on a foreign language learning profile prepared by Stern and Rubin, the respondents were given a questionnaire with nine close ended items, which has the rubrics *always, often, indecisive, seldom and never*. The following items were selected as *"1- I learn foreign language consciously and willingly 2- I take initiative learning foreign language and take personal responsibility in learning 3- I am quite tolerant toward the language I am learning, and the people and culture of that language 4- I am trying to find similarities between what I am learning and what I have learned 5- I try to find occasions to speak the language I am learning 6- I am very willing to communicate in the language I am learning 7- I am not afraid of communicating in the foreign language nor of being blamed when I make mistakes 8- I question myself and evaluate my own performance in what I learn in order to master the foreign language 9- I try to think in the foreign language to be more competent"*. In order to clarify the meanings of the items, they were explained in parenthesis.

Data Analysis
The data were analyzed inductively. The main goal of content analysis is to access concepts and contents to elucidate the collected data. The data summarized and interpreted during descriptive analysis are put to a detailed process and the points that are not discovered descriptively are found as a result of the analysis of these concepts and themes (Yıldırım and Şimşek, 2000: 162). In the present research, the themes with regard to a foreign language learner's profile and language competencies and sub-categories regarding these themes were formed and their correlation was found and interpreted by SPSS program. The themes concerning a- learner's profile were designed by examining the relevant literature while those with respect to language competencies - by research design during data analysis.

Findings and Interpretation
The findings were interpreted through content analysis.

Table 1: *Consciousness and willingness in foreign language teaching*

		Frequency	Percent	Valid Percent	Cumulative Percent	Minimum Frequencies	Maximum Frequencies
	I learn the foreign language willingly and consciously						
Valid	Always	28	32,9	35,9	35,9		
	Often	38	44,7	48,7	84,6		
	Seldom	11	12,9	14,1	98,7		
	Never	1	1,2	1,3	100,0		
	Total	78	91,8	100,0			
Missing	Indecisive	7	8,2			4	2
Total		85	100,0				

An estimated 3/2 of the respondents, that is, 77,6 % of the participants insisted that they learned a foreign language willingly, applied personal learning strategies and techniques and were aware of what it means to learn a foreign language. The willingness of 12,9% of the participants varied depending on the time and situation and they were less motivated to learn a language. Only 8,2 % was indecisive.

Table 2: *Consciousness and willingness in foreign language teaching in terms of departments*

	Always	Often	Indecisive	Seldom	Never	
	I learn foreign language consciously and willingly					
English	12	10	1	1	0	24
French	5	12	3	4	0	24
German	11	16	3	6	1	37
Total	28	38	7	11	1	85

It was found that the students learning a foreign language reluctantly or hesitating whether they were learning the language willingly were mostly those in the departments of French and German. On the contrary, the students in the department of English were quite enthusiastic to learn a foreign language. These two findings might be related with the fact that English is a commonly used language, those graduating from this department can easily find a job compared to the former ones and adverse effects of central placement exam or baccalaureate exam. High school graduates who want to study in the foreign language departments generally prefer English and their preference of other language programs would generally be their last choice just to be placed in a program. While those having enough score to get placed in the program they desire reach their goal, those not having enough score to get in the list need to prepare anew for the placement exam or just have to select programs whose score is lower than that of English language program. Therefore, the latter attend their programs halfheartedly.

As is widely known, the success in foreign languages lies in eagerness. No matter how effective the teaching system is, unless the learner desires learning, the result would always be a failure, for learning is conducted by the learner himself. What makes learning a passion is the need. The level of success obtained in private foreign language schools and study circles is probably higher than that in state schools since it is the cohort that comes voluntarily together to realize an objective with any engagement of others. In educational institutions, people are to complete a process and receive a diploma as a result of some years of education and are confronted with the disciplines all different from one another. Considering that some are reluctant to learn, they resist against some of these disciplines. This would certainly lead to decrease in the amount of eagerness to learn or completely exterminate it. Making learning a foreign language a fun for the learners at schools, increase in their eagerness level and for more success in learning, policies are put into practice to encourage learning a foreign language at an early age. Nevertheless, there are still some people arguing that a foreign language is superficially taught at school and that a foreign language should be taught to those who want really to learn since they have an enthusiasm for it (O'Neil, 1993: 21-22). Some of them who are seemingly disinterested in that language may have an interest later in the discipline. They may even acquire will to learn and be more successful compared to those zealous to learn as long as the discipline is supported by the learners, who ought to be informed and relevant strategies are practised.

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Table 3. *The will to communicate in a foreign language*

I desire to communicate in the foreign language I have learned

		Frequency	Percent	Valid Percent	Cumulative Percent	Minimum Frequencies	Maximum Frequiencies
Valid	Always	38	44,7	48,1	48,1		
	Often	32	37,6	40,5	88,6		
	Seldom	6	7,1	7,6	96,2		
	Never	3	3,5	3,8	100,0		
	Total	79	92,9	100,0			
Missing	Indecisive	6	7,1			4	1
Total		85	100,0				

82,3 % of the respondents expressed a desire in communication by means of the foreign language they are learning while 7,1 % - rareness and 3,5 % - aversion and 7,1 % - indecisiveness. When we consider the indecisive among the average, with a good proportion of 88,6% of the respondents who reflected a desire to learn a foreign language.

Table 4. *Creating opportunities to speak in foreign language*

I try to create opportunities to speak the language I have learned

		Frequency	Percent	Valid Percent	Cumulative Percent	Minimum Frequencies	Maximum Frequencies
Valid	Always	16	18,8	22,5	22,5		
	Often	23	27,1	32,4	54,9		
	Seldom	28	32,9	39,4	94,4		
	Never	4	4,7	5,6	100,0		
	Total	71	83,5	100,0			
Missing	Indecisive	14	16,5			4	3
Total		85	100,0				

The responses to our questions to identify how actively they use the foreign language in and outside the school and whether they make efforts to evaluate the opportunity to speak revealed interesting results. We found that more than half of the participants were not interested enough in speaking activity. Although they had an enthusiasm for speaking, only a few were willing to use the language. The contradiction between these phenomena would be assessed within the framework of student competencies.

One of these competencies, interpersonal skills cover (Telc, 2012) such qualities of the learner as introversion, extroversion, sociability or timidness, feeling of fear or embarrassment, self-confidence, tolerance, inclusion or exclusion. The success of the learner is directly associated with these attributes. The qualities influence the duration of learning as well. The results obtained in the study prevent us from linking the reasons why language learners do not have spare time to speak the foreign language to interpersonal skills. 74,1% of the respondents said "NO" to the question "Are you afraid of being ridiculed or communicating when learning a foreign language?". This reply affirms that the learners are extroverted, highly self-confident and conceited. Learners believe in an instructive aspect of foreign language learning and the right to make mistakes. When acquiring a mother tongue, people make mistakes in all areas of languages but they are themselves again who correct these mistakes. Not only grammatical but also lexical mistakes show up even in advancing ages. Together with the school where systematic learning takes place, the number of mistakes gradually declines. We, as adults, continue to make grammatical mistakes in speaking. Nevertheless, these habitual mistakes should never impede communication. Those who can easily communicate are the ones that understand one another. The context and paralinguistic aspects make comprehension easy. In addition, generation Y learners of a foreign language are found to be tolerant for the language and the people as well as the culture of that language. 77,6% of the respondents expose a tolerant and inclusionist attitude.

In terms of knowledge based on declaration, competencies are the skills acquired as a result of our experiences in our society and academic learning. (Korkut, 2004: 48).On the other hand, they may even be classified as world knowledge, sociocultural knowledge, intercultural consciousness. We may infer that the learners of a foreign language academically can understand what they read, express themselves writing and are successful in national exams. Since it is a matter of grammar based language teaching, the success is oblivious in this skill rather than in speaking. When it is language teaching, it is necessary to distinguish written expression and comprehension from verbal expression and comprehension. The difficulties experienced by the learners in speaking skills require revision in verbal expression and comprehension dimensions at school. Emphasis should be placed on these two skill levels. The learners should participate in speaking and listening activities and encouraged to speak both in the classroom and outside.

Skills (savoir-faire) and learning ability (savoir- apprendre) make up the other two levels of skills. Know-how presumes the adroit practice of such acquired skills as playing an instrument, driving, holding a meeting in a timely manner. It is the transformation of processual learnings into benefits. When it is the question of learning, one may think that it is the practice skills of professional and academic behavior. The information obtained in mathematics, physics, chemistry and a foreign language is important only when used in social life. Today, the school is continuously criticized just because theoretical knowledge is not gained by practitioners. An educational institution does not impose its own efficiency or utility. The school is no more interesting and attractive for most since it creates jobless graduates. The learners are injected with myriad anecdotic information that is not used and compatible with today's goals. As the goals of life and school are contradictory, the school is losing its ground more and more. It is attended only to complete a process (Giordan, 2002: 63-64). This being the case, we are faced with individuals that are not able to practise verbal expression and comprehension in a foreign language.

80,5 % of the learners stated that they questioned their own performance and evaluated themselves in foreign language while 15,4% of them declared they did so seldom. 76,4 % expressed that they sought to think in the foreign language they are learning and acted based on a foreign language referential system rather than that of a mother tongue in order to be more proficient. These two circumstances confirm that learners fulfill practical and investigative competences in a language. Investigation and self-evaluation are among the concepts that are popular in today's education system. Investigation comes up in case of information requirement and performance evaluation. Self-questioning triggers being informed. Once information possessed, a person shapes his position. No matter which position is concerned, it is ineluctable to create strategies in accessing and questioning information. In order to think effectively, have an effective position, an organizing concept is needed. An organizing concept means profound evaluation of a phenomenon in detail and taking into consideration all components that surround and influence him. It also refers to so many notions as time, environment, uncertainty, system, memory, capacity and autonomy (Giordan, 2002: 100-102). Each of these notions, which are closely related, allows a person to have a broad view and looks at the reality from a different perspective. For instance, if a learner is in need of self-assessment at any learning stage, he needs to take into consideration all of the factors from the beginning of learning until the end of the process. Did learning take place under appropriate conditions? Was there enough time for learning and continuity in learning? Is there sufficient motivation for learning? If learning takes place at school, does a teacher teach effectively or did he really do so? Such questions would definitely help us understand and see the whole problem better. In other words, this kind of perception would combine similar or different aspects of the problems, classify, categorize and contextualize them. This would also eliminate complexity and mental confusion.

Learning ability is in a broad sense to mix acquired and new knowledge when there is an observation of and participation in new experiences in case there is a change. These experiences permit a learner to cope with obstacles he faces more effectively and independently, to see what kind of alternatives he has and whether he utilizes more opportunities (Telc, 2012: 108). Consciousness of a language and communication covers general vocal knowledge, learning techniques and exploratory competences. Learning techniques intend the acquisition of skills in the use of learning activities created in learning environment, take initiative and personal responsibility in foreign language learning. The learner that has this talent can generally determine learning objectives independent of a teacher. A wide range of skills for discovery means such competencies as access of the learner to new information, analysis of that information, creation of links between the information acquired and the new knowledge. The learner that has just acquired this skill can understand the meaning of a word or phrase from what he already knows. We found that 85 % of the respondents in the survey stated that they always benefited from learning techniques while 15,1% seldom used them. As to their exploratory competences, it is obvious that 87,7 % of the learners, a high proportion, employ these competences. 11,1 % seldom use them while only 1,2% needs them. This finding averts that foreign language learners are quite skillful and competent.

Results and Discussion

In foreign language learning, a generation Y learner differs positively in know-how related to personality and learning ability and has difficulties in knowledge and skills at verbal comprehension and expression. They are more successful in written comprehension and expression.

When it comes to competences related to personality, a generation Y learner is self-confident, tolerant and extroverted. They are not afraid of making mistakes learning a foreign language, obsessed with the negative criticisms, prejudiced with the foreign language, find the cultures and native speakers of that language strange and cast them off. In addition, the learner seen in this group is said to have more learning skills. The learner is also able to observe new experiences, mix new knowledge with what it already acquired, and struggle more effectively and independently with the problems in learning a language. Such a learner desires to express himself in the language he is learning but is rarely successful in creating opportunities to use the language. This being the case, it is necessary for him to acquire foreign language using skills. A socio-cultural structure is needed to

improve verbal skills. In our country, a socio-cultural dimension of a foreign language is very rarely considered and studied. Since a foreign language is taught at school, language practice must as a rule consist of a method, a learner and a teacher. Teachers heavily teach grammar and reading comprehension dimensions rather than verbal skills since classrooms are generally overcrowded and teachers feel the need to depend on the curriculum.

Toua (2010) argues that when the population of classrooms is more than 20, the allotment of a group method contributes to the improvement of verbal comprehension and expression. In this structure, listening and speaking activities may help the learner improve his skills and make the learners regard the language as a life style rather than an obligation. They may also practise the indoor verbal individual or collective activities outside the classroom. Academically, they should be encouraged to participate in the exchange programs, which are helpful in improving foreign language (Erasmus, Comenius, traineeships, etc) and their motivation could be from this respect enhanced in terms of expression and comprehension in a way that it covers a mass. A teacher of a foreign language should no more be a teacher but a companion and a guide that begins communication as in a mother tongue acquisition.

Generation Y workers state that feedback from their superiors or their guidance increases their motivation (Keleş, 2011). Considering that most of the foreign language teachers are generation X members, it is more likely that conflict of ideas, differences, conflict of interest and even problems occurs between generation X teachers and those of generation Y in terms of significance of teaching, satisfaction and motivation in teaching. These differences between generations influence not only their characters but also work life. Points of view of different generations on work life as well as balance they create between private and work life and focus of work differ (Yüksekbilgili and Akduman, 2015). For instance, while generation X sees work as earning a living, generation Y regards it as a way of self-expression (Çetin Aydın and Başol, 2014). Generation Y has quite different tendencies from his predecessors, shows up as a generation living diverse experiences (Ustakara and Türkoğlu, 2015). These different points of view, which Ollivier and Tanguy'un (2008) name as a cliff between generations in education, may be minimized mutually.

Alrabadi (2011) insists that teachers guide learners in their improvement of verbal language skills, teach them how to learn individually outside the classroom and how to use information and communication technologies actively, specifically the internet in the classroom. In addition, he is of the opinion that teachers should encourage them to use these technologies outside the classroom.

The qualities of generation Y individuals - "flexibility and being keen on technology" - reveal a new study design. This design requires mention of "mobile collars" that possess the mentality of reaching people and working (Adıgüzel, Batur, Ekşili, 2014). This notion reminds us of "autonomy" in foreign language learning. That is, it is the self-study of the learner outside school. Therefore, for effective foreign language learning, learners should acquire learning competences. These competences mean undertaking the responsibility for learning which includes objectives, tasks, motivation and evaluation (Barbot, 2001). On the other hand, spread of smart phones and wireless internet technology led to the birth of mobile supported foreign language systems (Troussas, Virvou, Alepis, 2014). Such system would contribute to cooperation among the learners of foreign language and social interaction. This would also support both autonomous and cooperative learning wherever it takes place.

We found that almost 2/3 of general Y learners learn a foreign language willingly, benefit from personal learning strategies while with 1/3 of the respondents the notion of will differs depending on departments. This difference may be based on prevalence of learning and use of that language, exam system and employment rate in that language.

Suggestions
The results of the study would give some suggestions based on the profile attributes of generation Y learner as "sociability, technology user, autonomy".

♦ As a requirement in this century, priority should be given to verbal expression and comprehension in teaching a foreign language. Online language skills must be acquired using social media like Facebook and Twitter and having opportunity to practice their foreign language with native speakers online in an environment where grammar based language learning is encouraged (Troussas, Virvou, Caro, Espinosa, 2013). That said, states should improve their cooperation areas at educational institution level.

♦ In developing verbal skills, technology and authentic sources should be point of reference.

♦ Methods of using a foreign language in the classroom and outside school should be taught.

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