

This is a test of your ability to understand an academic lecture. The lecture you will hear has two parts. In the first part, you will first study the outline of the whole lecture and then the list of vocabulary that you will hear in the lecture. I will read the lecture only ONCE. Use your notepaper to take notes as you listen to the first part of the lecture. After I read the first part, I will distribute the questions for the first part. Answer the questions from 1-10 using your notes. You will have 13 minutes to answer these questions. At the end of 13 minutes, I WILL COLLECT THE QUESTION SHEETS AND NOTE PAPER.

Then I will read the second part of the lecture. Use your notepaper to take notes as you listen to the second part of the lecture. After I finish reading the lecture, I will distribute the questions for the second part. Answer the questions from 11-20 using your notes. You will have 13 minutes to answer these questions. At the end of 13 minutes, I WILL COLLECT THE QUESTION SHEETS, VOCABULARY SHEETS, and NOTE PAPER.

Now look at the outline of the whole lecture for 1 minute and try to guess what you are going to hear about. **(1 MINUTE PAUSE) (DON'T read the outline!)**

OUTLINE OF THE LECTURE

First Part

- Differences between university and high school
- Statistical information about university entrance

Second Part

- Benefits of university education at personal level
- Benefits of university education at societal level

First, study the list of vocabulary for 2 minutes for the **WHOLE** lecture. All of the words in this list will appear **in the order of the lecture**. Some of them will be explained in more detail in the lecture. Then, I will read out the vocabulary, so you can become more familiar with my voice and pronunciation. Now, you have 2 minutes to look at the vocabulary on the back of this page.

(2-MINUTE PAUSE – Then the lecturer reads the vocabulary list out loud.) Good morning everyone.

- enrollment (n)** entering in an official list of members of a course, group, university, etc.
For example: University **enrollment** rates have increased globally. More people have the opportunity to get university education today.
- ratio (n)** rate; the proportion of one thing to another.
For example: The **ratio** of boys to girls is usually high in schools in underdeveloped countries because most families don't send their daughters to school.
- career prospect (n)** chance of success in professional life.
For example: It is highly believed that university education improves **career prospects** in Turkey.
- employable (adj)** able to get a job; usable.
For example: People who have good social skills in addition to their university degrees are more **employable**.
- curiosity (n)** the desire to learn and know about things.
For example: Children have a natural **curiosity** about the world around them.
- partnership (n)** the state of sharing the control of a business with someone else.
For example: He went into **partnership** with his brother, and they opened a café together.
- enterprise (n)** a large and complicated project, especially one that is done with a group of other people
For example: ToyotaSA is a joint business enterprise between Toyota and Sabancı Holding.

Terms defined in the lecture

Autonomous learner
Lecture
Tutorial
Gender gap
Generic skills
Thinking skills
Learning skills
Behavioral skills
Employability skills
Teknopark

Names mentioned in the lecture

The EU (The European Union)
Hungary
Poland
Microsoft
Adidas
Yıldız Technical University
Boğaziçi University
Istanbul Technical University

Suggested time: 11-12 minutes

UNIVERSITY EDUCATION

Hello everyone. I hope you have had a successful year at Işık University and that you will also have success in your faculties. Of course, life here is not the same as your life in high school. Today, in the first part of our lecture, we will briefly talk about the differences between university and high school. Then, we will look at some facts and figures about university education in Turkey.

[PAUSE] In the second part of the lecture, we will talk about the ways universities serve society in general. **[PAUSE]**

OK. Studying at a university is very different from going to a high school in many ways. To begin with, students start university usually at the age of 18 or 19. Legally speaking, university students are adults. The law does not recognize them as children any more. **[PAUSE]** That means they have to take full responsibility for their actions and the results of their actions. Naturally, as adults, they have to take the responsibility of their university education, too.

[PAUSE]

In high school, the teacher takes more responsibility than the student. Teachers often spend time checking homework, and going over important points again and again. **[PAUSE]** However, the aim of university professors is to create **autonomous learners**. What I mean by creating autonomous learners is that professors try to help their students become independent learners who can learn on their own. **[PAUSE]** If students can become autonomous learners, they can improve themselves in their fields even after they graduate from university. **[PAUSE]**

Because universities aim to create autonomous learners, the way they design their classes and learning activities are different from those in high school. The number of class hours and types may change in different departments and subjects areas. **[PAUSE]** However, there are basically two kinds of classes in universities: lectures and tutorials. Let's look at them briefly. **[PAUSE]**

A lecture is a formal instruction where a lecturer talks to a large number of students. There can be more than 100 students in a lecture-type class. The lecturer may present a topic, or explain a theory. **[PAUSE]** As you can guess, with more than 100 students in a class, there are very few, or no group discussions during a lecture. For the most part, a lecture is one-directional. The lecturer does the talking, and the students take notes. However, students **CAN** ask questions towards the end of the class hour. **[PAUSE]**

Lecture classes are usually supported by tutorials and laboratory work. But what is a tutorial? A tutorial class is designed to help students better understand what was presented in a lecture. **[PAUSE]** Unlike lectures, tutorial classes are interactive. Tutorial classes are much smaller than lecture classes, so the tutor has the chance to give more attention to the students individually. **[PAUSE]** Students are encouraged to ask questions, and participate in activities. There is an interaction between the tutor and the students. Students also interact with each other through pair work and group work. **[PAUSE]** For many science subjects such as biology, physics, and chemistry, tutorial classes may be in the form of laboratory work. Laboratory work is a form of tutorial where students can practice what they have learned. **[PAUSE]**

Despite their differences, there is one common aim of all these types of classes: To create autonomous learners. **[PAUSE]** Let me explain this. If university students make use of all of their lectures, tutorials, and laboratory work, they can learn theories and knowledge, they can discuss and analyze them in smaller groups, and finally, they can practice what they have learned in order to become autonomous learners. **[PAUSE]**

OK, so far we have talked about what happens in university, but now that you are here, you will learn all these things by experiencing them. What about the others who could not be placed in a university? **[PAUSE]** You probably know these numbers better than I do, because you have just taken the university entrance test. Many other students could not get in to a university, but you have. **[PAUSE]** This year, 1.6 million students have taken the university entrance exam, and only 33% of those students could get in to a university. So, 33% of high school graduates can get a university education. **[PAUSE]** Although this is not a big percentage, it is still a lot better than what it was in 2001. In 2001, only 12% of high school graduates could attend a university. **[PAUSE]** So how has this increase happened? Well, this increase from 12% to 33% is largely the result of the increasing number of public and private universities. Between 2001 and 2015, 99 new public and private universities opened in Turkey. **[PAUSE]**

Clearly, these 99 new universities have increased the participation in university education. However, Turkey's enrollment in university education is still low by international standards. **[PAUSE]** Compared with the new EU member countries, Turkey's enrollment rate is really low. **[PAUSE]** On the other hand, Hungary's enrollment rate is 53% , and Poland's is 59%.

To repeat, 53% of high school graduates in Hungary, and 59% in Poland are enrolled in a university. **[PAUSE]**

In addition to the relatively low enrollment rate, there is the problem of gender gap in Turkish universities. **[PAUSE]** What I mean by gender gap is there are many more male students than female students in universities. Despite the increase in the number of students in universities, the gender gap does not seem to be narrowing over time. **[PAUSE]** For example, in 2001, there were 900 thousand male students and 600 thousand female students in universities. In other words, female to male ratio was 2 to 3. **[PAUSE]** This gender gap still exists in 2015. In fact, the gender gap seems to have gotten bigger. The female to male ratio in 2015 has become 1 to 2. **[PAUSE]**

As you have experienced, getting in to a university is not an easy thing in Turkey. However, studying in a university is not so easy either. You need to be disciplined. You need to study hard, but **most importantly**, you must take the responsibility of your own learning. **[PAUSE]** If you can learn to take responsibility here, it will be helpful for you in your work life, too. Businesses want certain qualities in their employees, and being responsible is probably at the top of the list. **[PAUSE]**

OK. That's it for the first part. We will talk about business and university education in the second part of the lecture, but first answer the questions on the first part of the lecture.

981 words

_____ **END OF THE FIRST PART** _____

Lecture PART 2

Suggested time: 11-12 minutes

OK. You are all here in order to get a university degree, and after that a good job. But other than getting a good job and making more money than high school graduates, why do we need universities? In what ways do universities serve people in general? **[PAUSE]** Well, we can say that universities serve people at two levels: at the personal level and societal level. **[PAUSE]**

At the personal level, as I have already said, university education increases people's career prospects and earning potential. University graduates have better career prospects and higher earning potential because university education develops qualities valued by employers. **[PAUSE]** Employers want certain skills in their employees. Some of these skills are *language skills, computer skills, and generic skills*. People usually gain these skills at university either as part of a course, or as a result of the extra work they do outside the class. Let's now look at these skills people gain in university. **[PAUSE]**

Language skills are highly valued by employers. Most businesses prefer employees who can speak at least one foreign language. International firms such as Microsoft and Adidas give importance to language skills so that employees can deal with customers and partners. **[PAUSE]** Even if employees do not have face-to-face contact with foreign customers and partners, they still need to read and write reports in a foreign language. **[PAUSE]**

Businesses also look for people with computer skills. When I say people with computer skills, I don't only mean computer programmers and computer engineers. I mean all office workers need to know how to use a computer. **[PAUSE]**

When computers first started to appear in the business world, only secretaries and assistants used them. Other office workers did not have to know how to use a computer. Creative professionals, such as architects and fashion designers drew their designs on paper. **[PAUSE]** Today, however, it is almost impossible to find an office job without computer skills. Architects, fashion designers, and engineers use various software to do their designs. Managers write and read reports on their computers, and almost all communication in big companies is via e-mail. **[PAUSE]**

In addition to language and computer skills, businesses also emphasize the need for generic skills. Generic skills are, as the name suggests, more general skills. They are transferrable from one job to another. **[PAUSE]** I mean these are skills that you can use again in a different job in a different industry. There are basically three kinds of generic skills: *thinking skills*, *learning skills*, and *behavioral skills*. First, thinking skills. **[PAUSE]** Employees with good thinking skills are better at analyzing and solving problems. So, their employers can trust that they can come up with creative solutions to possible problems. **[PAUSE]** Another set of generic skills is learning skills. Remember that we have talked about autonomous learners? Well, employees who have good learning skills are basically autonomous learners. This means that these people can learn new things about their jobs quickly and efficiently. **[PAUSE]** Technology changes very fast, and it affects almost all businesses. What people learned in university can be outdated in a very short time. A new technique or new software may be necessary for the job. Naturally, businesses prefer people who can follow the developments and learn new things easily. **[PAUSE]**

The third kind of generic skills is behavioral skills. By behavioral skills I actually mean having work ethics. [PAUSE] People who have work ethics do three basic things: **1)** They follow the rules. [PAUSE] **2)** They take responsibility for their actions. [PAUSE] and **3)** They are reliable because, to them, not doing their job properly is unethical. Universities not only teach technical knowledge, but also teach work ethics to their students. They train their students *to follow the rules, to take responsibility, and to be reliable*. [PAUSE] Generic skills are also called employability skills because they make people more employable, or a better candidate for a certain job. [PAUSE]

Having looked at how universities benefit people at the personal level, let us now look at the societal level. [PAUSE] In the 21st century, universities are not just teaching institutions. They are also research institutions, and some of them have strong ties with different industries. [PAUSE] Universities usually do two kinds of research. The first kind of research they do is research for academic purposes. The primary goal of academic research is **the improvement** of human knowledge. [PAUSE] So, the motivation behind academic research is curiosity for knowledge. That means, academic research does **not** have to bring any financial gain. [PAUSE] The outcome of the academic research is usually the publication of research articles, and professors do not have an immediate financial gain from this. The purpose is not making money, but contributing to the improvement of human knowledge. [PAUSE]

The second kind of research is research for industry. This is where university-industry partnerships come in. [PAUSE]

Companies or organizations may come to universities with specific problems, and ask for a solution. With those specific problems in mind, universities start doing research. In this way, the partnership between industry and universities can speed up development. **[PAUSE]** A good example of the partnership between industry and universities is Teknoparks. **[PAUSE]** Teknoparks are business enterprises that are in partnership with one or more universities. Just to name a few, Yıldız Technical University, Bogazici University, and Istanbul Technical University all have Teknoparks in partnership with different industries. But how do Teknoparks work? **[PAUSE]** In order to develop new technology, of course, researchers with knowledge and expertise are necessary. However, most companies cannot afford to employ researchers for a long time. On the other hand, university professors have the necessary knowledge and research skills. So, companies take their problems to universities through enterprises like Teknoparks. **[PAUSE]** Companies provide the necessary financial support, and universities provide the necessary knowledge base. In other words, Teknoparks bring together the resources of companies and universities. As a result of this university-industry partnership, more research and new knowledge is created. **[PAUSE]**

In the 21st century, the role of university should go beyond teaching. Of course, universities should produce highly-skilled workers, but they should also provide solutions to the problems of industries and help increase economic growth.

This ends my talk. Thank you for listening.

(980 words)