

# The Impact of English as the Language of Instruction on School-to-Work Transition<sup>1</sup>

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## Abstract:

The aim of this study is to explore the impact of English as the medium of instruction in undergraduate study on transition from school-to-work (STW). Our sample is composed of graduates from both economics and business administration programs in Anadolu University, Eskisehir and Dokuz Eylul University, Izmir in the last 13 years (2005-2017). What is special about these two universities is that the ranking of the departments of these two universities is quite similar. Second, these two universities use both Turkish and English as the medium of instruction for the same courses. We first examine the differences in duration to the first job on the basis of individuals' characteristics. These descriptive statistics are followed by the investigation of the patterns of STW transition for males and females separately. In modelling the transition from STW, we have considered both non-parametric (Kaplan-Meier estimate) and semi-parametric (Cox Proportional Hazards Model) approaches. Our estimation results can be summarized as follows: First, although we have found a positive impact of English as the medium of instruction on STW transition rate for males, the predictor is significant at the 10% level. This suggests that the priority for males is finding a job, not finding a decent job that matches with their skills. The same effect is highly significant and positive for females pointing out that female graduates of departments whose language of instruction is English have 45% higher hazard compared to their counterparts who graduated from departments where medium of instruction is Turkish. Secondly, individuals who had worked or completed an internship during university education have significantly better chances to be employed after graduation. Thirdly, grade point average (GPA) at university has no statistically significant explanatory power in finding the first job after university graduation for both males and females. Fourth, there is a significantly decreasing probability of finding the first job for graduate students. Finally, when we control for the highest education degree of parents, we do not observe any significant differences in the duration of transition from school to work among males whereas it turns out to be significant among females.

**Keywords:** Language of Instruction, School-to-Work Transition, Cox Proportional Hazards Model

**JEL Codes:** C41, I21, J64

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