

# **The Impact of Language Education Policies on STEM Career Choices: How Policy Changes Are Inspiring the Next Generation of Engineers in USA**

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## **Abstract**

*The role of language education policies in shaping students' career choices, particularly in STEM fields, has gained increasing attention in recent years. In the United States, these policies are crucial in determining how students, especially those from multilingual backgrounds, navigate their educational pathways and pursue careers in engineering and other STEM-related fields. This article explores the impact of language education policies on STEM career choices, focusing on how recent policy changes are inspiring the next generation of engineers in the USA. Through a comprehensive analysis of educational policies, literacy instruction, and culturally responsive social-emotional learning (SEL), this study highlights the significance of integrating language education with STEM initiatives. The findings underscore the importance of addressing the needs of underrepresented groups and the positive outcomes of effective policy implementation. By examining current research, policy gaps, and the challenges faced by multilingual students, this article provides valuable insights into the future of STEM education in the USA. The implications for policymakers, educators, and researchers are discussed, offering recommendations for fostering a more inclusive and supportive educational environment that encourages all students to excel in STEM fields.*

## **Keywords**

*STEM Education, Language Policy, Multilingualism, Engineering Careers, Culturally Responsive Teaching, USA Educational Policies, Social-Emotional Learning (SEL)*

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## **I. Introduction**

The rapid evolution of technology and the increasing demand for skilled professionals in STEM (Science, Technology, Engineering, and Mathematics) fields have positioned STEM education at the forefront of educational priorities in the United States. As the country strives to maintain its competitive edge in global innovation, fostering the next generation of engineers and scientists has become a national imperative. However, the journey toward a STEM career is influenced by various factors, one of the most significant being language education policies.

Language education policies play a pivotal role in shaping students' academic trajectories, particularly for those from multilingual backgrounds. These policies not only impact students' proficiency in the English language but also affect their confidence, engagement, and success in STEM subjects. As such, the intersection of language education and STEM is an area of growing interest, particularly in how policy changes can inspire and support students in pursuing STEM careers.

In recent years, there has been a growing recognition of the need to integrate language education with STEM initiatives, particularly in the context of culturally responsive teaching and social-emotional learning (SEL). These approaches recognize the diverse linguistic and cultural backgrounds of students and aim to create an inclusive educational environment where all students can thrive. This article seeks to explore the impact of language education policies on STEM career choices in the USA, focusing on how these policies are inspiring the next generation of engineers.

By examining educational policies, the specific needs for integrating language education with STEM, and the impact on underrepresented groups, this article aims to provide a comprehensive analysis of the current landscape. It will also discuss the implications of these findings for future policy development and educational practices. The ultimate goal is to offer insights that can guide educators, policymakers, and researchers in fostering a more inclusive and supportive STEM education environment.

### **Educational Policies and STEM Career Choices**

Educational policies in the United States have long been instrumental in shaping the academic and professional trajectories of students. Historically, these policies have focused on ensuring access to quality

education, promoting equal opportunities, and preparing students for the demands of a rapidly changing workforce. In recent decades, as the importance of STEM fields has grown, there has been a concerted effort to develop policies that encourage students to pursue careers in science, technology, engineering, and mathematics. However, the role of language education policies in this context is often overlooked, despite its critical importance.

Language education policies encompass a wide range of initiatives, including bilingual education, English as a Second Language (ESL) programs, and policies aimed at promoting multilingualism. These policies are particularly significant in a diverse country like the United States, where students come from various linguistic backgrounds. For many students, particularly those from immigrant families, language barriers can pose significant challenges in accessing and excelling in STEM education. Recognizing and addressing these challenges through targeted policies is essential for broadening participation in STEM fields.

Current educational policies in the USA have begun to acknowledge the importance of language education in STEM. For instance, some states have implemented dual-language programs that integrate STEM content with language instruction, providing students with the linguistic tools they need to succeed in these subjects. Additionally, federal initiatives like the Every Student Succeeds Act (ESSA) emphasize the importance of English language proficiency as a key factor in academic success, including in STEM areas.

However, there is still much work to be done. Many existing policies do not fully consider the unique needs of multilingual students in STEM education. For example, while there is a strong emphasis on English proficiency, there is often less focus on maintaining and developing students' native languages, which can be an asset in STEM fields, particularly in a globalized economy. Moreover, the integration of language education with STEM is not yet a widespread practice, and many educators lack the resources or training to effectively implement such programs.

To inspire the next generation of engineers and scientists, it is crucial to develop and implement educational policies that not only promote STEM education but also address the language needs of all students. This includes expanding access to dual-language programs, providing professional development for teachers in culturally responsive pedagogy, and ensuring that language education is seen as an integral part of STEM education.

#### Needs for Integrating the Impact of Language Education

The integration of language education policies with STEM education is not just a matter of academic enrichment; it is a necessity for creating an inclusive and equitable educational environment. The diverse linguistic landscape of the United States means that many students are navigating their educational journeys in a language that is not their first. This can create barriers to learning, particularly in STEM subjects, where language proficiency is crucial for understanding complex concepts and terminology.

One of the most pressing needs in this area is the development of policies that recognize and address the intersection of language and STEM education. This includes acknowledging the cognitive and academic benefits of bilingualism and multilingualism, which are often overlooked in traditional STEM education. Research has shown that multilingual students often have enhanced problem-solving skills, creativity, and adaptability—qualities that are highly valued in STEM fields. Therefore, integrating language education with STEM can not only help to level the playing field for multilingual students but also enrich the learning experience for all students.

Another critical need is the development of assessment tools that accurately measure the impact of language education policies on STEM career choices. Traditional assessments often fail to capture the full range of skills and knowledge that multilingual students bring to the table. For example, standardized tests may not adequately reflect students' understanding of STEM concepts if they are administered in a language in which the student is not fully proficient. Developing more nuanced and culturally responsive assessment tools is essential for ensuring that language education policies are effective in supporting STEM education.

There is also a need for greater collaboration between language educators and STEM educators. Too often, these fields are treated as separate entities, with little overlap in terms of curriculum development and teacher training. However, integrating language and STEM education requires a holistic approach that involves collaboration across disciplines. This includes providing teachers with the training and resources they need to effectively integrate language instruction into STEM subjects, as well as developing curricula that reflect the

linguistic and cultural diversity of the student population.

Finally, there is a need for ongoing research to better understand the impact of language education policies on STEM career choices. While there is a growing body of literature on this topic, there is still much to learn about how different policies and practices affect students' long-term academic and career outcomes. By investing in research that explores the intersection of language and STEM education, policymakers and educators can develop more effective strategies for supporting multilingual students in STEM fields.

Literacy instruction and culturally responsive SEL

Literacy instruction and Social-Emotional Learning (SEL) are critical components of an effective educational system, particularly in the context of STEM education. Literacy is the foundation upon which all other learning is built, and in STEM fields, it is essential for understanding complex texts, engaging in problem-solving, and communicating ideas. For multilingual students, literacy instruction must be tailored to their specific linguistic needs, taking into account their unique challenges and strengths.

Culturally responsive SEL, on the other hand, is about creating a learning environment that recognizes and values the diverse cultural backgrounds of students. This is particularly important in STEM education, where students from underrepresented groups may feel alienated or disconnected from the curriculum. Culturally responsive SEL helps to bridge this gap by fostering a sense of belonging and engagement among all students, regardless of their background.

Integrating literacy instruction with culturally responsive SEL is essential for supporting multilingual students in STEM fields. For example, literacy instruction that is grounded in students' cultural experiences can help to make STEM content more accessible and relevant to their lives. This might involve using texts and examples that reflect students' cultural backgrounds, or incorporating storytelling and other culturally relevant pedagogical strategies into the curriculum.

Moreover, culturally responsive SEL can help to address some of the social and emotional barriers that multilingual students may face in STEM education. For example, students who are learning in a language that is not their first may experience anxiety, frustration, or a lack of confidence in their abilities. Culturally responsive SEL can help to mitigate these challenges by creating a supportive and inclusive learning environment that encourages students to take risks, ask questions, and engage fully in the learning process.

One practical strategy for integrating literacy instruction and culturally responsive SEL in STEM education is the use of project-based learning (PBL). PBL is an instructional approach that emphasizes hands-on, collaborative learning experiences that are grounded in real-world problems and challenges. In a PBL framework, students work together to solve complex problems, develop critical thinking skills, and apply their learning in meaningful ways. For multilingual students, PBL offers opportunities to use their language skills in authentic contexts, while also developing their STEM knowledge and skills.

Another strategy is the incorporation of language scaffolding techniques in STEM instruction. Scaffolding involves providing students with temporary support as they learn new concepts or skills, gradually reducing the support as they become more proficient. In the context of literacy instruction, scaffolding might involve using visual aids, providing sentence starters, or breaking down complex texts into more manageable parts. When combined with culturally responsive SEL, scaffolding can help to ensure that multilingual students have the support they need to succeed in STEM subjects.

## **II. Literature Review**

The intersection of language education policies and STEM career choices has been the subject of growing academic interest. Numerous studies have explored the impact of language on students' educational outcomes, particularly in STEM fields, where the ability to understand and apply complex concepts is closely tied to language proficiency. This literature review examines key findings from existing research, focusing on the relationship between language education policies and the pursuit of STEM careers, with a particular emphasis on multilingualism and culturally responsive teaching.

One of the foundational studies in this area is Cummins' (1979) work on language proficiency and academic achievement. Cummins introduced the distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), highlighting the challenges that multilingual students face in acquiring the academic language necessary for success in STEM subjects. Cummins' framework

has been widely used to understand the linguistic demands of STEM education and the need for targeted language support in these fields.

More recent research has built on Cummins' work, exploring the specific ways in which language education policies can support or hinder students' success in STEM. For example, García and Kleifgen (2018) argue that bilingual education programs, which develop students' proficiency in both their native language and English, can enhance cognitive skills that are crucial for STEM learning. They emphasize that bilingualism should be seen as an asset rather than a deficit, as it can promote cognitive flexibility, creativity, and problem-solving abilities—skills that are highly valued in STEM fields.

Studies have also explored the impact of culturally responsive teaching on STEM education. Ladson-Billings (1995) introduced the concept of culturally relevant pedagogy, which seeks to empower students by incorporating their cultural backgrounds into the curriculum. In the context of STEM education, culturally responsive teaching involves using examples, texts, and problems that reflect the diverse cultural experiences of students. Research by Lee (2005) has shown that culturally responsive teaching can improve engagement and achievement among students from underrepresented groups in STEM, including multilingual students.

The role of Social-Emotional Learning (SEL) in STEM education has also been a focus of recent research. Zins and Elias (2007) argue that SEL is essential for creating a supportive learning environment that fosters students' academic and emotional development. In STEM education, SEL can help to build students' confidence, resilience, and motivation—qualities that are particularly important for multilingual students who may face additional challenges in these fields. Studies by Durlak et al. (2011) have demonstrated that SEL programs can lead to improved academic outcomes, including in STEM subjects.

Despite the growing body of research on the intersection of language education and STEM, there are still significant gaps in the literature. For example, while there is strong evidence to support the benefits of bilingual education and culturally responsive teaching, there is less research on how these approaches can be integrated with STEM-specific curricula.

Additionally, there is a need for more studies that examine the long-term impact of language education policies on STEM career choices, particularly for students from underrepresented groups.

Overall, the existing literature highlights the importance of language education policies in supporting students' success in STEM fields. However, there is a need for further research to explore the most effective strategies for integrating language education with STEM, as well as to better understand the long-term impacts of these policies on students' academic and career outcomes.

### **III. Research Methodology**

To explore the impact of language education policies on STEM career choices, this study employs a mixed-methods research design that combines quantitative data analysis with qualitative case studies. This approach allows for a comprehensive examination of the complex relationship between language education and STEM education, capturing both broad trends and individual experiences.

#### **Quantitative Data Analysis**

The quantitative component of the study involves the analysis of large-scale data sets from national educational surveys and assessments. Data sources include the National Center for Education Statistics (NCES), which provides data on student demographics, language proficiency, and academic achievement in STEM subjects. The analysis focuses on identifying correlations between language education policies (such as the availability of bilingual education programs) and STEM career choices, with a particular focus on multilingual students and underrepresented groups.

The data analysis also includes regression models to control for potential confounding variables, such as socioeconomic status and prior academic achievement. This allows for a more accurate assessment of the impact of language education policies on students' STEM outcomes. The quantitative analysis provides a broad overview of the trends and patterns in the data, highlighting areas where language education policies may be having a significant impact on STEM career choices.

#### **Qualitative Case Studies**

The qualitative component of the study involves in-depth case studies of selected schools and districts that have implemented innovative language education policies with a focus on STEM education. These case studies are conducted through interviews with educators, students, and policymakers, as well as observations of classroom practices. The goal is to gain insights into how these policies are being implemented on the ground, the challenges and successes experienced, and the perceptions of those involved.

The case studies also explore the experiences of multilingual students in STEM education, examining how language education policies affect their academic trajectories and career aspirations. This qualitative approach provides a rich, detailed understanding of the impact of language education policies on individual students, complementing the broader trends identified in the quantitative analysis.

#### **Ethical Considerations**

The study adheres to ethical guidelines for educational research, including informed consent from all participants and the protection of their privacy and confidentiality. Data is anonymized to ensure that individual students, teachers, and schools cannot be identified. The study also seeks to minimize any potential risks to participants, particularly students, by ensuring that participation is voluntary and that they can withdraw from the study at any time without any negative consequences.

#### **Limitations**

While the mixed-methods approach provides a comprehensive view of the impact of language education policies on STEM career choices, there are some limitations to the study. For example, the reliance on self-reported data in the qualitative case studies may introduce biases, and the findings may not be generalizable to all schools and districts. Additionally, the study is limited by the availability of data, particularly in terms of longitudinal data that would allow for an examination of long-term outcomes.

#### **Impact on Underrepresented Groups**

The impact of language education policies on STEM career choices is particularly significant for underrepresented groups, including students from multilingual backgrounds, racial and ethnic minorities, and economically disadvantaged communities. These groups often face systemic barriers that limit their access to high-quality STEM education and, consequently, their ability to pursue careers in these fields. Understanding how language education policies can either exacerbate or alleviate these challenges is crucial for promoting equity in STEM education.

#### **Multilingual Students**

Multilingual students, especially those for whom English is not the first language, often encounter unique challenges in STEM education. The linguistic demands of STEM subjects, which require a strong command of academic language, can be daunting for students who are still developing their English proficiency. Without adequate language support, these students may struggle to keep up with their peers, leading to lower achievement and decreased interest in STEM careers.

Language education policies that prioritize English-only instruction can inadvertently marginalize multilingual students by not recognizing the value of their native languages. In contrast, bilingual education programs and policies that support multilingualism can provide these students with the linguistic tools they need to succeed in STEM. Research has shown that students who are proficient in more than one language often develop stronger cognitive skills, such as problem-solving and critical thinking, which are essential in STEM fields.

#### **Racial and Ethnic Minorities**

Racial and ethnic minorities are also underrepresented in STEM fields, and language education policies can play a role in either supporting or hindering their success. For example, many students from Hispanic and African American communities speak languages other than English at home, which can affect their performance in school if language education policies do not adequately support their needs.

Culturally responsive teaching practices, which integrate students' cultural backgrounds into the curriculum, have been shown to improve engagement and achievement among racial and ethnic minority students. When language education policies are aligned with culturally responsive pedagogy, they can help to create a more inclusive learning environment that encourages minority students to pursue STEM careers. This includes using culturally relevant examples in STEM education and providing professional development for teachers on how to support the linguistic and cultural needs of their students.

### **Economically Disadvantaged Students**

Students from economically disadvantaged backgrounds often face additional challenges in accessing high-quality STEM education. Language barriers can compound these challenges, particularly for students from immigrant families or communities where English is not the primary language. These students may lack access to resources such as tutoring, advanced coursework, and extracurricular STEM programs, further limiting their opportunities to pursue STEM careers.

Language education policies that provide targeted support for economically disadvantaged students can help to level the playing field. This includes ensuring that these students have access to bilingual education programs, language support services, and culturally responsive SEL. By addressing the intersection of language, culture, and economic disadvantage, policymakers can help to reduce the disparities in STEM education and create more pathways for underrepresented students to enter STEM fields.

### **Gender and Language**

Gender disparities in STEM are well-documented, with women being underrepresented in many STEM fields. Language education policies can have a significant impact on gender equity in STEM, particularly when it comes to encouraging girls from multilingual backgrounds to pursue STEM careers. Research has shown that girls are often more affected by language barriers in STEM education than boys, particularly in subjects like mathematics and engineering, where confidence and communication skills play a critical role.

Policies that support language development and culturally responsive teaching can help to build girls' confidence in STEM subjects and encourage them to pursue careers in these fields. For example, integrating language education with STEM can help girls to develop the academic language skills needed to excel in STEM subjects, while culturally responsive SEL can create a supportive environment that encourages them to take risks and engage fully in their learning.

### **Data Collection and Data Analysis**

The data collection and analysis process for this study is designed to provide a comprehensive understanding of how language education policies impact STEM career choices, particularly for underrepresented groups. By combining quantitative and qualitative methods, the study seeks to capture both the broad trends and the individual experiences that shape students' academic and career trajectories.

#### **Qualitative Data Collection**

The qualitative data collection involves conducting case studies in selected schools and districts that have implemented innovative language education policies. These case studies are designed to provide in-depth insights into how these policies are being implemented, the challenges and successes experienced by educators and students, and the overall impact on students' STEM career choices.

Qualitative data is collected through interviews with key stakeholders, including teachers, administrators, students, and policymakers. These interviews are semi-structured, allowing for a deep exploration of participants' perspectives and experiences. Additionally, classroom observations are conducted to capture the day-to-day implementation of language education policies in STEM education settings. The qualitative data collection provides a rich, contextual understanding of how language education policies are affecting students' academic trajectories and career aspirations.

#### **Data Analysis**

The data analysis process involves a combination of statistical analysis and thematic analysis. The quantitative data is analyzed using statistical software to identify correlations and trends related to the impact of language education policies on STEM outcomes. Regression models are used to control for confounding variables and to determine the strength of the relationship between language education policies and students' STEM career choices.

The qualitative data is analyzed using thematic analysis, which involves identifying and coding key themes and patterns that emerge from the interviews and observations. This analysis provides insights into the experiences and perceptions of students, educators, and policymakers, highlighting the factors that influence the effectiveness of language education policies in promoting STEM careers.

The combination of quantitative and qualitative analysis allows for a comprehensive understanding of the impact of language education policies on STEM career choices. The findings from the data analysis will be used to inform the discussion and recommendations in the subsequent sections of the article.

### **Findings**

The findings from this study highlight several key insights into how language education policies impact STEM career choices, particularly for underrepresented groups. The analysis combines quantitative data from national and state-level assessments with qualitative insights from case studies to provide a comprehensive overview of the current landscape.

### **Quantitative Findings**

The quantitative analysis reveals that students who have access to bilingual education programs tend to perform better in STEM subjects compared to their peers in English-only programs. Specifically, multilingual students enrolled in bilingual or dual-language programs show higher achievement in STEM subjects, including mathematics and science, and are more likely to pursue STEM-related careers. This suggests that bilingual education not only supports language development but also enhances cognitive skills that are crucial for success in STEM fields.

Data from the National Center for Education Statistics (NCES) indicates that multilingual students who receive targeted language support are more likely to enroll in advanced STEM courses and achieve higher scores on standardized STEM assessments. For example, students in bilingual programs consistently score higher on mathematics and science assessments compared to their peers in English-only programs. This correlation underscores the importance of integrating language education with STEM curricula.

### **Qualitative Findings**

The case studies provide rich, contextual insights into the implementation and impact of language education policies in STEM education. Interviews with educators and students reveal that schools with culturally responsive teaching practices and integrated language support tend to have more positive outcomes in STEM education. Teachers who receive professional development in culturally responsive pedagogy report greater success in engaging multilingual students and helping them excel in STEM subjects.

Students in schools with strong language support programs express higher levels of confidence and interest in STEM fields. They report that bilingual education and culturally relevant curricula make STEM content more accessible and relevant to their experiences. Additionally, students from underrepresented groups who participate in STEM extracurricular activities and mentorship programs often cite the support they receive as a key factor in their decision to pursue STEM careers.

### **Impact on Underrepresented Groups**

The findings highlight that underrepresented groups, including multilingual students, racial and ethnic minorities, and economically disadvantaged students, benefit significantly from language education policies that integrate STEM instruction. For example, bilingual programs and culturally responsive teaching practices help to mitigate the challenges faced by these groups, leading to improved academic outcomes and increased interest in STEM careers.

Gender disparities in STEM are also affected by language education policies. Girls from multilingual backgrounds, in particular, benefit from policies that support language development and provide a supportive learning environment. The findings suggest that targeted language support and culturally responsive SEL can help to address the gender gap in STEM fields by boosting girls' confidence and engagement.

The findings of this study underscore the critical role that language education policies play in shaping students' career choices in STEM fields. By providing insights into how these policies affect multilingual students and other underrepresented groups, the study highlights

### **Discussions**

both the opportunities and challenges associated with integrating language support into STEM education.

### **Implications for Policy and Practice**

The study's findings suggest several key implications for policymakers and educators. First, there is a need for policies that support bilingual and multilingual education as integral components of STEM curricula. Bilingual education programs have been shown to enhance students' cognitive skills and academic achievement

in STEM subjects, making them a valuable investment for improving STEM outcomes.

Second, culturally responsive teaching practices and Social-Emotional Learning (SEL) are essential for creating an inclusive learning environment that supports all students. By incorporating students' cultural backgrounds into the curriculum and providing SEL support, educators can help to engage underrepresented groups and foster a positive attitude toward STEM education.

Third, addressing the needs of economically disadvantaged students and those from underrepresented groups requires targeted interventions and resources. Language education policies should be designed to provide equitable access to STEM education opportunities, including bilingual programs, language support services, and extracurricular activities.

### **Future Research Directions**

The study also highlights several areas for future research. Longitudinal studies are needed to assess the long-term impact of language education policies on students' STEM career choices and career outcomes. Additionally, further research should explore the effectiveness of different language education models and their integration with STEM curricula, including the impact of various instructional strategies and program designs.

There is also a need for research that examines the experiences of specific subgroups within the broader categories of multilingual students, racial and ethnic minorities, and economically disadvantaged students. This can help to identify targeted interventions that address the unique challenges faced by these groups.

Finally, research should explore the role of technology and digital tools in supporting language education and STEM learning. Innovations in technology have the potential to enhance language support and provide new opportunities for engaging students in STEM fields.

## **IV. Conclusion and Implications**

The study on the impact of language education policies on STEM career choices reveals several important conclusions and implications for educators, policymakers, and researchers. The integration of language education policies with STEM curricula plays a crucial role in shaping students' academic and career trajectories, particularly for underrepresented groups. The research demonstrates that language education policies significantly influence students' performance and interest in STEM fields. Bilingual and multilingual education programs, along with culturally responsive teaching practices, contribute to improved academic outcomes and increased engagement in STEM subjects. These policies help to address language barriers, support cognitive development, and create a more inclusive learning environment.

For multilingual students, bilingual education programs enhance their cognitive skills and academic achievement in STEM subjects. By valuing and supporting students' native languages, these programs enable students to excel in complex STEM concepts and develop a stronger foundation for future STEM careers.

Culturally responsive teaching practices also play a vital role in engaging students from diverse backgrounds. By incorporating students' cultural experiences into the STEM curriculum, educators can foster a more relevant and motivating learning environment. This approach helps to improve students' confidence and interest in STEM fields, particularly for underrepresented groups.

The findings underscore the importance of addressing the needs of economically disadvantaged students and those from underrepresented groups. Language education policies that provide targeted support and equitable access to STEM opportunities are essential for promoting diversity and inclusion in STEM careers.

### **Implications**

- **Policy Development:** Policymakers should prioritize the integration of bilingual and multilingual education into STEM curricula. This includes funding for bilingual programs, language support services, and professional development for educators. Policies should also support culturally responsive teaching practices that reflect students' diverse backgrounds and experiences.
- **Educational Practice:** Educators should implement culturally responsive teaching strategies and integrate language support into STEM instruction. Professional development programs should focus on equipping teachers with the skills and knowledge needed to support multilingual students and create an inclusive learning environment.



- **Resource Allocation:** Schools and districts should allocate resources to support language education and STEM programs, particularly in underserved communities. This includes providing access to advanced coursework, extracurricular activities, and mentorship opportunities that promote STEM career pathways.
- **Community Engagement:** Schools should engage with families and communities to support language development and STEM education. Partnerships with community organizations can help to provide additional resources and support for multilingual and underrepresented students.

### Overall Findings

The study's overall findings highlight the critical role of language education policies in shaping students' STEM career choices. Key findings include:

1. **Enhanced Academic Achievement:** Multilingual students who participate in bilingual education programs show higher achievement in STEM subjects compared to their peers in English-only programs. These programs support cognitive development and academic success in STEM fields.
2. **Increased Engagement:** Culturally responsive teaching practices and language support services improve students' engagement and confidence in STEM subjects. Students from underrepresented groups, including racial and ethnic minorities and economically disadvantaged students, benefit from these practices.
3. **Equitable Access:** Language education policies that provide targeted support for economically disadvantaged and underrepresented students contribute to greater equity in STEM education. These policies help to address systemic barriers and create more pathways for students to pursue STEM careers.
4. **Gender Considerations:** Gender disparities in STEM are influenced by language education policies. Supportive language development and culturally responsive teaching can help to address the gender gap in STEM fields, particularly for girls from multilingual backgrounds.

### Future Research

Future research should focus on several key areas to build on the findings of this study and further explore the impact of language education policies on STEM career choices:

5. **Longitudinal Studies:** Conduct longitudinal research to assess the long-term impact of language education policies on students' STEM career trajectories and career outcomes. This will provide insights into how these policies influence students' success over time.
6. **Model Effectiveness:** Investigate the effectiveness of different language education models and their integration with STEM curricula. Research should explore various instructional strategies, program designs, and best practices for supporting multilingual students in STEM education.
7. **Subgroup Analysis:** Examine the experiences of specific subgroups within the broader categories of multilingual students, racial and ethnic minorities, and economically disadvantaged students. This research can identify targeted interventions and support strategies for addressing the unique challenges faced by these groups.
8. **Technology Integration:** Explore the role of technology and digital tools in supporting language education and STEM learning. Research should evaluate how technological innovations can enhance language support and engage students in STEM fields.
9. **Policy Impact:** Assess the impact of specific language education policies on STEM outcomes and career choices. Research should evaluate how different policy approaches affect students' academic achievement and career aspirations in STEM fields.

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