

Title: Exploring trajectories of English language education policy for socio-economic sustainability

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Abstract

The discussion in this study aims to figure out how English Language policy will contribute to the sustainable socioeconomic condition of a country. To do this, the searching strings such as “ English Language Education policy” and “Language Education management policy” were employed through Google Scholar, limiting the time frame from 2020 to June 2025. The 56 studies were found to be very close to the objectives of this study and considered to elicit a response to answer the investigation of this study. The selected studies held a discussion in different contexts such as India, Japan, Malaysia, Philippines, Indonesia, Chile, South Korea, Ghana, China, Thailand, Iran, and Taiwan. This study found that the key factors for designing the English language education policy were sociocultural, pedagogy, globalization, economic competitiveness, neoliberalism, the layers of education, and upgrading living standards. The study also found a gap between the practical implications and the conceptual policy in these contexts. Thus, policy decisions, investments made, and the subsequent results were sometimes not coherent. Therefore, this study will recommend conducting more research to mitigate the policy and practice for a sustainable socioeconomic state.

Keywords: English language policy, management policy, pedagogy