

Intersecting Language Policies and Linguistic Diversity in the Context of Commercialisation of Education: The Case of Marymount Teachers College

By Tarashika Mashamba*

The qualitative study was carried out to explore how language policies and linguistic diversity intersect with commercialisation of education at Marymount Teachers College in Mutare, Zimbabwe. The study was grounded in the constructivist paradigm and the Critical Identity Theory was employed as the theoretical framework. A case study was used. A purposive sample of twenty participants was drawn from educators, students, policy makers and language advocates. These research subjects participated in individual interviews and focus group discussions of ten participants each. Thematic content was employed to analyse quantitative data. A dominant concern among participants was the increasing emphasis on the English language as the educational institution studied adopted it in order to meet market demands. Indigenous languages were being devalued and not being emphasised in the formal education. Participants also noted that standardised language policies favour commercial partners like the Cambridge examination consortium. Focus group discussions revealed strong perceptions that commercialisation of education imposes a situation where some languages like English, are valued for their market, while others, like the indigenous ones are excluded. The study recommends an urgent need for balanced policies that promote multilingualism and protect indigenous languages, ensuring education systems are both economically viable and culturally inclusive.

Keywords: Language policies; language diversity; commercialisation; Marymount Teachers College

Introduction

The global transformation of education into a commodified and industrialised sector has significantly influenced traditional societal structures. Language, religion, and gender—core components of cultural and identity politics—intersect complexly within this commercial framework. As education systems increasingly align with market-driven models, questions arise about inclusivity, equity, and cultural representation.

Language policy in education is deeply embedded in broader social, political, and economic frameworks, often reflecting the ideologies and priorities of the state, the market, and global actors. In postcolonial contexts such as Zimbabwe, language policy is particularly complex, shaped by historical legacies of colonialism, the imperative for national unity, and the growing pressures of globalisation. English,

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as a colonial inheritance, continues to dominate educational institutions, often at the expense of indigenous languages. Simultaneously, the commercialisation of education—driven by neoliberal reforms, privatisation, and the market-oriented restructuring of public institutions—has intensified competition among schools and colleges, placing a premium on language skills perceived as economically valuable, particularly English.

This research explores the intersections between language policy, linguistic diversity, and the commercialisation of education at Marymount Teachers College in Zimbabwe. As a teacher training institution, Marymount plays a crucial role in shaping future educators' perspectives on language and pedagogy. However, it also operates within a system increasingly influenced by global market logics, where language choices are often made based on their perceived utility in a competitive educational economy. This tension raises critical questions about whose languages are valued, whose voices are heard, and how education systems can (or fail to) support linguistic equity and cultural relevance.

The study is situated at the crossroads of several important debates: the dominance of English in postcolonial education systems; the marginalisation of local and indigenous languages despite official multilingual policies; the shift toward standardised curricula and assessment frameworks; and the perception of language as a marketable skill in an increasingly globalised world. Through qualitative data gathered from focus group discussions, institutional documents, and key informant interviews at Marymount Teachers College, the research investigates how these dynamics are experienced, contested, and negotiated by students and educators alike.

By focusing on Marymount Teachers College as a case study, the paper aims to illuminate broader national and regional trends, offering insights into the lived realities of language policy in action. It examines how institutional and policy-level decisions influence classroom practices, student identities, and access to educational opportunities. Ultimately, the study seeks to contribute to ongoing efforts to create more inclusive, context-sensitive language policies that acknowledge both the instrumental value of global languages and the intrinsic worth of linguistic and cultural diversity.

Literature Review

Education is widely regarded as a fundamental human right and a cornerstone of socio-economic development. However, the global shift towards neoliberal economic models has transformed the education sector into a commodified and industrialised domain. This transformation, often driven by market forces, has significant implications for issues of language, religion, and gender within educational systems¹. The commercialisation of education has led to increased private sector involvement, standardisation of curricula, and a focus on performance metrics, often at the expense of cultural and social inclusivity.

¹Ball (2012); Rizvi & Lingard (2010).

Language plays a critical role in shaping access to and outcomes in education. The dominance of global languages, particularly English, in educational systems has raised concerns about the marginalisation of local and indigenous languages. This linguistic hierarchy often aligns with power structures that privilege certain social groups over others². As education becomes more commercialised, language policies tend to favour market-driven goals, often neglecting linguistic diversity and equity³.

Religion, too, is deeply entwined with educational practices. In many societies, religious values influence curricula, school policies, and the overall ethos of educational institutions. The rise of private religious schooling and the influence of religious ideologies in public education pose questions about inclusivity and secularism, particularly in contexts where religious minorities may be marginalised⁴. Industrialisation in education often pushes for homogenisation and standardisation, which can side-line religious pluralism in favour of a “neutral” but often culturally dominant narrative.

Gender disparities in education have been a long-standing concern, but the commercialisation and industrialisation of the sector introduce new challenges. The commodification of education can reinforce gender stereotypes, especially through curricula, teacher-student dynamics, and market-oriented school environments. Moreover, access to quality education remains unequal, with girls and women in many regions still facing significant barriers due to socio-economic, cultural, and institutional factors⁵. Gender-sensitive education policies are often overlooked in market-driven reforms, which focus on efficiency and output rather than equity and inclusion.

In this context, a critical analysis of how language, religion, and gender intersect within the commercialised and industrialised landscape of education is vital. Such an analysis will provide insights into the systemic inequalities that persist and are potentially exacerbated by neoliberal educational reforms. It will also contribute to the discourse on developing inclusive education systems that are responsive to the needs of diverse learners.

On the linguistic landscape, Zimbabwe is a multilingual country with rich linguistic diversity. The 2013 Constitution officially recognises 16 languages, including: Shona and Ndebele (majority languages) and English (official and administrative language). Other national languages include: Chewa, Chibarwe, Kalanga, Koisan, Nambya, Ndau, Shangani, Sotho, Tonga, Tswana, Venda, Xhosa, and Sign Language. “The State must promote and advance the use of all languages used in Zimbabwe, as well as respect for linguistic diversity.”⁶

Zimbabwe’s language policy in education presents English as the primary medium of instruction from Grade 4 onward, although local languages can be used in early education (Grades 1–3), especially in rural schools. Shona and Ndebele are most commonly taught as subjects and sometimes used as media of instruction in early childhood education. The Ministry of Primary and Secondary Education has

²Phillipson (2009).

³Tollefson & Tsui (2018).

⁴Jackson (2014).

⁵Unterhalter (2017).

⁶Constitution of Zimbabwe, Section 6, 2013

made efforts to integrate other indigenous languages into the curriculum, but implementation is uneven due to lack of resources, materials, and trained teachers.

There are challenges in promoting linguistic diversity in Zimbabwe. These include the dominance of English. English remains the language of upward mobility, government, law, and higher education. This marginalises other languages, reinforcing inequalities. There is also limited production of textbooks and learning materials in minority languages. Urban schools overwhelmingly use English, further distancing learners from their mother tongues. Actual implementation of multilingual education policies is often weak. As Zimbabwe increasingly adopts market-oriented reforms in education, English medium private schools and international curricula have expanded. This trend often side-lines indigenous languages in favour of "global competitiveness", undermining the goals of linguistic inclusivity and cultural preservation.

At Marymount Teachers College, the interplay between language policies and linguistic diversity has become increasingly complex amid the broader commercialisation of education. Language policies traditionally aimed at promoting English and Shona for instructional purposes are now intersecting with pressures to market the college to a broader and more diverse student base. As education becomes more commodified, the college faces the challenge of balancing market demands with inclusive language practices. This study seeks to critically analyse how these identity markers (Language Policies and Linguistic Diversity) are influenced by, and in turn influence, the commercial and industrial imperatives of modern education systems in the study area and across different or similar socio-political contexts.

Problem Statement

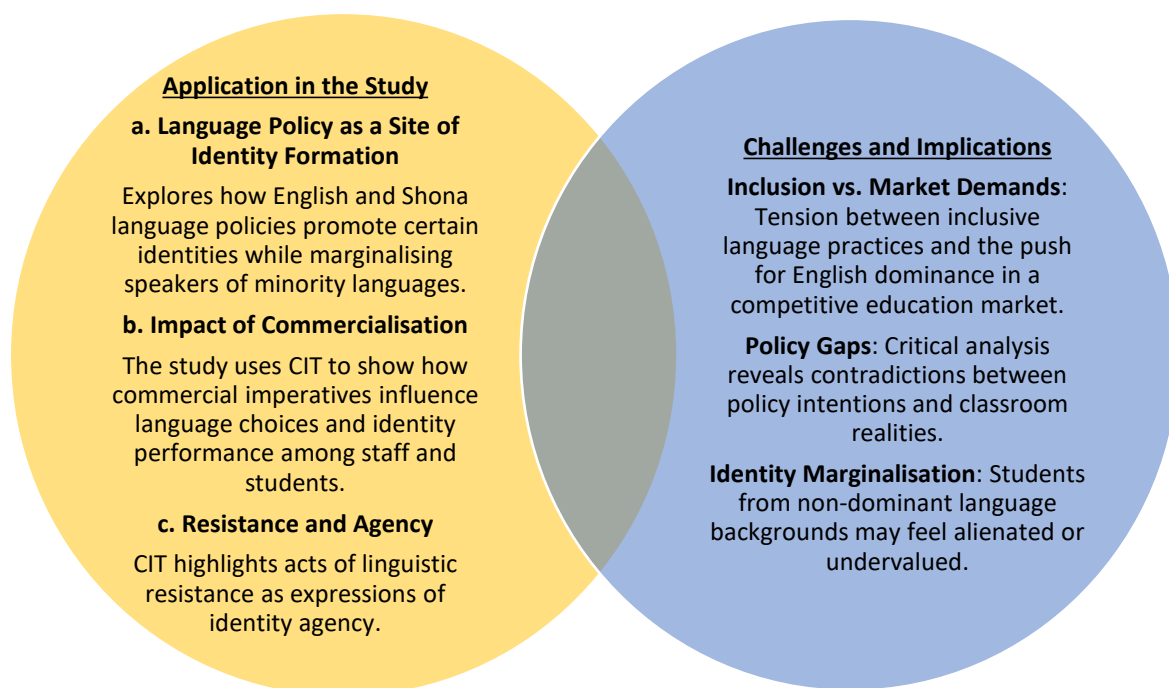
Marymount Teachers College stands at a critical intersection, where inclusive language policy must navigate the competing demands of linguistic diversity and the commercial imperatives of modern education. English remains dominant in instruction and administration, marginalising indigenous and minority languages. The drive for profitability often side-lines inclusion efforts, prioritising marketable and globally dominant English language. Limited resources and training hinder the implementation of inclusive multilingual education, especially for students and staff from underrepresented language communities. While commercialisation and industrialisation have introduced efficiency and accessibility in education, they may also marginalise certain groups based on language, religion, and gender. Current scholarship lacks a comprehensive analysis of how these factors interact in commodified education spaces. This gap undermines the potential for equitable education reform.

Theoretical Framework

The study was tethered in the Critical Identity Theory. The Critical Identity Theory (CIT) explores how individuals' identities are shaped by and resist dominant

power structures⁷. In the context of education, CIT helps unpack how language policies influence identity formation, particularly in multilingual and commercialised institutions. CIT posits that language is a key site where power and identity intersect⁸. Students and educators at Marymount Teachers College negotiate their linguistic and cultural identities in response to institutional language norms⁹. The use of CIT provides insight into how intersecting language policies and commercial pressures shape identity dynamics in teacher education, with implications for policy, pedagogy, and inclusion.

Figure 1. *Application and Challenges of the Critical Identity Theory*



Aim

- The study sought insight into the impact of commercialisation of education on language policies and linguistic diversity within the context of Marymount Teachers College.

⁷Hall (1996); Norton (2013).

⁸Weedon (1997).

⁹Norton (2000).

Research Question

The study focus was narrowed to the following research question:

- How has the commercialisation of education impacted language policies and linguistic diversity?

Methodology

Research Philosophy

The study is grounded in the constructivist paradigm, which posits that knowledge is socially constructed and context-dependent¹⁰. This philosophy is suitable for exploring complex social phenomena like language, identity, and educational policy. Participants' lived experiences and perspectives are central to understanding how commercial forces shape linguistic inclusivity in education. The key assumption is that reality is subjective and shaped by human experiences; the research seeks to understand meanings and interpretations rather than test hypotheses.

Research Approach

The study follows a qualitative inductive approach. Rather than testing pre-established theories, it seeks to build understanding from the ground up by analysing patterns in participants' experiences and narratives. Inductive reasoning is engendered in that the study moves from specific observations (interviews, focus groups) to broader generalisations and theoretical insights¹¹. There is also flexibility as the study allows for emerging themes during data collection and analysis.

Research Design

This study uses a case study design. Each participant or focus group is treated as a mini-case, providing depth and context to explore how commercialisation influences language policy and diversity across different stakeholder perspectives (e.g., educators, students, policy makers). Against this background, Yin's case study approach¹² supports rich, contextualised understanding and is especially useful for contemporary issues within real-life contexts.

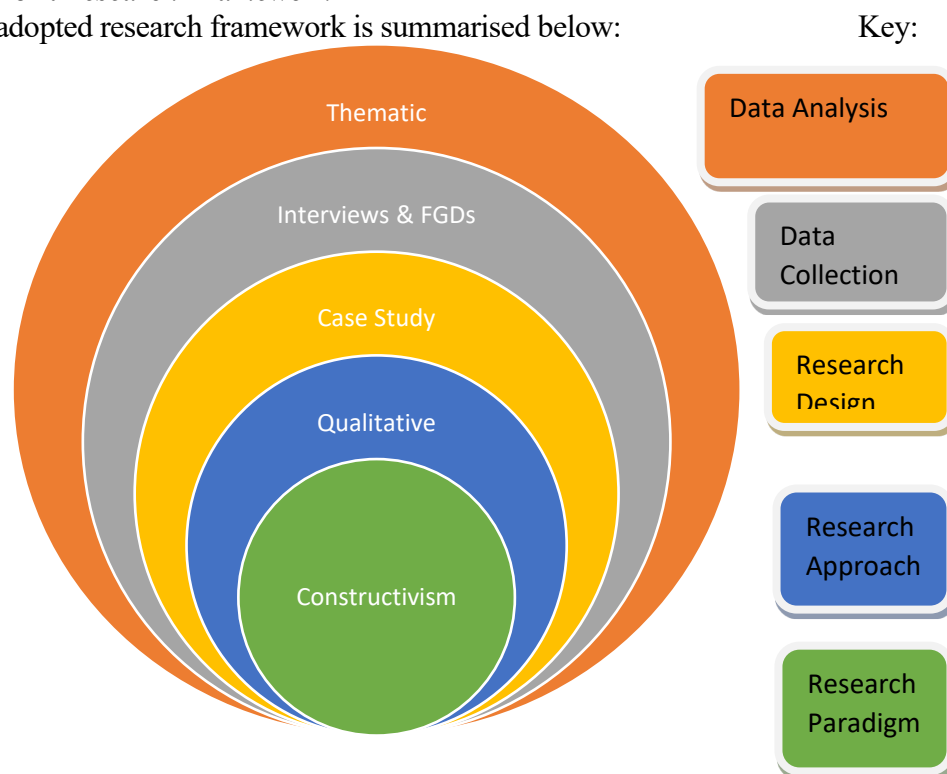
¹⁰Creswell & Poth (2018).

¹¹Creswell & Poth (2018).

¹²Yin (2018).

Figure 2. Research Framework

The adopted research framework is summarised below:



This study was guided by the **constructivist research paradigm**, which acknowledges that knowledge is socially constructed through interaction and interpretation. Rooted in this paradigm, the research adopted a **qualitative approach** to gain in-depth insights into participants' lived experiences, perceptions, and interpretations of language policy within the context of educational commercialisation.

A **case study design** was employed, focusing specifically on Marymount Teachers College as a bounded system that illustrates broader dynamics in language policy and practice. The case study approach allowed for a detailed, context-sensitive examination of institutional and individual perspectives.

Data collection involved two primary tools: **semi-structured interviews** with key informants (such as lecturers, administrators, and policy implementers) and **focus group discussions** with student teachers. These tools facilitated rich, dialogic engagement and provided multiple viewpoints on how language policies are experienced and understood within the college environment.

To analyse the data, the study used **thematic content analysis**, enabling the identification of recurring patterns, themes, and contradictions across the data. This method supported the exploration of complex issues such as language dominance, cultural identity, and the market-driven restructuring of education.

Overall, this methodology was well-suited to uncovering the nuanced, contextually grounded realities of language use and policy in a commercialised educational setting.

Sampling Strategy

Sampling Method

Purposive sampling was used to select participants who have direct experience with the commercialisation of education and its influence on language use and policy¹³. This includes a diversity of roles to ensure a comprehensive understanding.

Sample Size

A sample of twenty participants was drawn from educators, students, policy makers and language advocates; was also selected to ensure variation in professional roles and language backgrounds.

Table 1. *Sample and sampling criteria*

Stakeholder Group	Number of Participants	Criteria
Teachers	6	Must teach in institutions affected by policy shifts
Students	5	Enrolled in affected schools/universities
School Administrators	3	Involved in language policy implementation
Policy Makers	3	Participated in education policy decisions
Language Advocates	3	Work with community-based language projects

Focus Groups: Two focus group discussions were conducted (10 participants each, drawn from the sample above) to explore collective and interactive insights.

Source: Field data 2025

Ethical Considerations

Conducting a study on intersecting language policies and linguistic diversity within the commercialisation of education at Marymount Teachers College required careful ethical considerations to ensure integrity, respect, and fairness. Key ethical concerns included:

Informed Consent: Participants should be fully aware of the study's purpose, their rights, and any potential risks before agreeing to participate.¹⁴

Confidentiality and Anonymity: Researchers must protect participants' personal and sensitive information, ensuring that identities are not disclosed without consent¹⁵.

Avoiding Harm: The study should not cause psychological, social, or professional harm to participants, particularly in discussions about language policies and their impact on education¹⁶.

¹³Creswell & Poth (2018).

¹⁴Creswell (2014).

¹⁵Creswell (2014); Cohen, Manion & Morrison (2018)

¹⁶Shohamy (2006); Cohen, Manion, & Morrison (2018).

Cultural Sensitivity: Given the study's focus on language and diversity, researchers should respect linguistic identities and avoid biases that may privilege certain languages over others¹⁷.

Transparency and Honesty: Findings should be reported accurately, avoiding manipulation or misrepresentation of data to suit particular narratives¹⁸.

Navigating Institutional and Political Influences: Language policies are often tied to larger political or economic agendas. Researchers should remain objective and avoid undue influence from stakeholders with vested interests in education commercialisation¹⁹.

Results

Interview and Focus Group Results Report

Participants

Twenty participants including educators, students, policymakers, and language advocates participated in individual interviews and two focus group discussions (10 participants each).

Key Themes Identified

1. Dominance of the English Language

A dominant concern among participants was the increasing emphasis on English due to commercial imperatives. It was emphasised that educational institutions, including the study area, increasingly adopt English-only policies to attract even international students and meet market demands.

The following verbatim quotes from participants illustrate this point of view:

- *"Our institution started offering almost all subjects in English. They say it's for global competitiveness, but our local languages do not have an adequate space in the curriculum."* (Educator)
- *"Parents now choose schools based on English-medium instruction, believing it's a ticket to better jobs. Local languages are seen as backward."* (Student Teacher)

2. Marginalisation of Indigenous and Local Languages

Many participants expressed concern that indigenous languages are being devalued and systematically excluded from formal education, particularly in private and international schools.

The following verbatim quotes demonstrate this point of view:

- *"In my community, children no longer learn their mother tongue because schools discourage its use. It's heart-breaking."* (Student Teacher)
- *"Language is identity. But now it's all about branding and marketability. Our linguistic heritage is under threat."* (Language advocate)

¹⁷Spolsky (2004); Cohen, Manion, & Morrison (2018).

¹⁸Creswell (2014).

¹⁹Spolsky (2004); Shohamy (2006).

3. Policy Shifts toward Standardisation

Participants noted a move toward standardised language policies that favour national or international lingua francas, often influenced by commercial partners or international curricula (e.g., Cambridge examination syndicates).

The following quotes illustrate the participants' views:

- *"Educational publishers and curriculum providers come with ready-made English modules. There's no room left for local adaptation."* (Language advocate)
- *"Policy changes increasingly align with private stakeholders who have no interest in local languages."* (Policy maker)

4. Perception of Market-Driven Language Hierarchies

Focus group discussions revealed strong perceptions that the commercialisation of education imposes a hierarchy of languages where some are valued for their market utility, while others are excluded.

The following quotes demonstrates the invisibility of local languages:

- *"It feels like a linguistic caste system. English is at the top, and our native languages are invisible."* (Participant 9, Focus Group A)
- *"Language education has become transactional. It's no longer about communication, but about economic value."* (Participant 7, Focus Group B)

Table 2. *Issues from Focus Group Discussions*

Emergent Tensions from Focus Groups

Tension	Description
Access vs. Identity	Struggles between promoting English for economic mobility vs. preserving identity.
Global Competence vs. Cultural Relevance	Push for international competitiveness undermines local linguistic relevance.
Standardisation vs. Inclusivity	Uniform policies lead to exclusion of minority languages and dialects.

Source: Field data, 2025

Focus group discussions at Marymount Teachers College revealed significant tensions stemming from the intersection of language policy, educational commercialisation, and linguistic diversity. Three key themes emerged:

1. Access vs. Identity:

Participants expressed that while English provides broader access to academic resources, employment, and international opportunities, its dominance often comes at the expense of students' linguistic and cultural identities. Many felt that suppressing indigenous languages in formal education environments undermines their sense of self and disconnects them from their communities.

2. **Global Competence vs. Cultural Relevance:**

There was a strong recognition among students and lecturers of the need to attain global competence through English proficiency. However, this drive was seen to dilute culturally relevant content and pedagogy. Participants noted that educational content increasingly caters to global standards while neglecting local knowledge systems and languages, making the curriculum feel alien and less responsive to local realities.

3. **Standardisation vs. Inclusivity:**

The pressure to meet national and international standards—particularly in English-medium instruction—was viewed as limiting inclusive education. Standardised language policies often ignore the diverse linguistic backgrounds of students, especially those from rural or non-English-speaking communities. This creates a learning gap and reinforces systemic inequalities, as students not fluent in English are disadvantaged from the outset.

These tensions highlight the need for more nuanced, context-sensitive language policies that respect both global aspirations and local linguistic realities.

Table 3. *Summary of Impacts*

Impact Area	Observation
Language Instruction	Shift to English-medium instruction; bilingual programs phased out.
Curriculum Design	Imported curricula marginalize local language content.
Student Attitudes	Students associate success with English proficiency; native languages seen as less useful.
Policy Formation	Education policies increasingly shaped by market needs, not community input.

Source: Field data, 2025

The commercialisation of education at Marymount Teachers College, intertwined with prevailing language policies, has led to notable impacts across multiple dimensions of the academic experience:

1. **Language Instruction:**

English has become the primary medium of instruction, marginalising local languages in both teaching and learning. This has led to a monolingual classroom environment that limits pedagogical flexibility and reduces the relevance of lessons for students from diverse linguistic backgrounds.

2. **Curriculum Design:**

The curriculum increasingly prioritises global standards and English-language content, often at the expense of culturally grounded material. Indigenous languages

and local knowledge systems are minimally represented, reducing opportunities for students to learn in and about their native linguistic and cultural contexts.

3. Student Attitudes:

Many students view English as essential for academic success and upward mobility, reinforcing its perceived superiority. However, this has also created internal conflicts, as students often feel pressured to abandon their mother tongues, leading to diminished linguistic confidence and identity struggles.

4. Policy Formation:

Language policies at the college reflect a shift toward standardisation and market-oriented goals, often with limited input from students or educators. As a result, policies tend to favour efficiency and international alignment over inclusivity and linguistic diversity, reinforcing existing hierarchies in language use and access.

These impacts collectively illustrate how language policy, shaped by commercial imperatives, influences not just institutional practices but also the lived experiences and cultural positioning of students and educators.

The data presentation from the research at Marymount Teachers College reveals a clear dominance of the English language across instructional, administrative, and assessment contexts, reflecting its elevated status in the college's pursuit of academic competitiveness and global relevance. Participants consistently highlighted the marginalisation of indigenous and local languages, which are rarely used in formal teaching and are often viewed as lacking prestige or economic utility. A strong policy shift toward standardisation was evident, with institutional practices aligning more closely with national examination requirements and global benchmarks, often privileging English to meet perceived quality and efficiency standards. Additionally, the data underscored a widespread perception of market-driven language hierarchies, where English is regarded as the key to socioeconomic mobility, while local languages are seen as culturally important but educationally and professionally limiting—further entrenching linguistic inequalities within the college environment.

Discussion

This study examined the intersections between language policies and linguistic diversity within the broader context of the commercialisation of education, using Marymount Teachers College as a case study. The findings reveal a complex interplay of language ideologies shaped by colonial legacies, market-driven priorities, and institutional practices, particularly highlighting the dominance of English, the marginalisation of indigenous languages, and policy shifts toward standardisation, all of which reinforce market-driven language hierarchies.

Dominance of the English Language

The continued dominance of English at Marymount Teachers College reflects a long-standing trend in postcolonial education systems, where English serves as the primary medium of instruction, assessment, and academic prestige. This privileging of English is both symbolic and functional: it signals access to global academic and economic opportunities, aligning with the neoliberal shift towards commodified education²⁰. As the college seeks to attract students and maintain a competitive edge in the national and regional education markets, the promotion of English becomes a strategic decision, often justified under the rhetoric of employability and global integration²¹.

This mirrors broader patterns in sub-Saharan Africa and other postcolonial contexts, where English is positioned as a "language of power" in educational and professional domains, often at the expense of local languages²². The institutional preference for English at Marymount is thus not merely linguistic but deeply ideological, reflecting entrenched power structures and market logics.

Marginalisation of Indigenous and Local Languages

The marginalisation of indigenous languages such as Shona and Ndebele within Marymount's curriculum and administrative practices further reveals the unequal language ecology shaped by commercial and policy pressures. While Zimbabwe's Constitution promotes multilingualism and recognises 16 official languages, this inclusivity is not operationalised in teacher education institutions like Marymount. Indigenous languages are often relegated to elective status or specific subject areas, lacking institutional support or visibility in core academic functions.

This marginalisation is consistent with Heugh's findings that multilingual language policies are often symbolic and fail to translate into meaningful practice, especially when market-oriented reforms prioritise cost-efficiency and global competitiveness.²³ At Marymount, indigenous languages are treated as less valuable assets in the knowledge economy, reinforcing a linguistic hierarchy that delegitimises local epistemologies and communicative practices.

Policy Shifts Toward Standardisation

The findings also point to policy shifts favouring standardisation, with English positioned as the "neutral" and "efficient" language of instruction. This aligns with global trends where language policy is increasingly shaped by technocratic discourses emphasizing accountability, comparability, and quality assurance²⁴. At Marymount, standardisation policies have led to increased reliance on national and international

²⁰Phillipson (2009).

²¹Tollefson & Tsui (2018).

²²Pennycook (2017).

²³Heugh (2015).

²⁴Shohamy (2006).

assessment regimes that privilege English, narrowing the linguistic scope of educational content and pedagogy.

Such policy shifts echo the critique of language standardisation as a tool for epistemic control, where dominant languages are institutionalised while others are excluded or deemed irrelevant²⁵. Standardisation in this context operates not just as a pedagogical strategy but as a commercial mechanism, enhancing the college's market reputation while reducing linguistic diversity to a perceived obstacle to efficiency.

Perception of Market-Driven Language Hierarchies

Perhaps most telling is the internalisation of market-driven language hierarchies by both educators and students. Many participants viewed proficiency in English as a prerequisite for academic and professional success, reinforcing the commodification of language learning. This perception is driven not only by institutional practices but also by broader socio-economic narratives linking English to upward mobility²⁶.

Such hierarchies create a linguistic economy where languages are ranked based on their exchange value, with English at the apex. This reflects Bourdieu's notion of linguistic capital²⁷, wherein the value of a language is determined by its utility in accessing material and symbolic resources. At Marymount, this has resulted in a tacit devaluation of indigenous languages, even among speakers themselves, perpetuating cycles of linguistic insecurity and cultural erosion.

In sum, the commercialisation of education at Marymount Teachers College has reinforced existing language inequalities, privileging English while marginalising local languages. These dynamics are not simply outcomes of institutional choice but are embedded in broader ideological and economic frameworks that shape language policy and practice. To address these imbalances, there is a need for a critical re-examination of how market logics intersect with linguistic justice and educational equity in postcolonial contexts.

Conclusions

The case of Marymount Teachers College underscores the complex interplay between language policy, linguistic diversity, and the growing commercialisation of education in Zimbabwe. The dominance of the English language emerges not merely as a pedagogical tool but as a powerful symbol of marketability, global access, and academic legitimacy. English has effectively been positioned as the gateway to socio-economic advancement, a stance that aligns with broader neoliberal educational reforms and the commodification of learning.

However, this ascendancy of English comes at a considerable cost—the marginalisation of indigenous and local languages. These languages, despite their cultural significance and potential to enhance cognitive development and identity formation, are often relegated to peripheral roles or excluded entirely from formal

²⁵Makoni & Pennycook (2007).

²⁶Block, Gray & Holborow (2012).

²⁷Bourdieu (1991)

curricula. This marginalisation reflects a persistent colonial legacy and a policy landscape that continues to undervalue linguistic plurality in favour of uniformity and international competitiveness.

Policy shifts toward standardisation further exacerbate this imbalance. As institutions like Marymount align themselves with global educational benchmarks and performance metrics, language policies increasingly favour standardised English, often at the expense of local language inclusion. Such trends signal a retreat from multilingual pedagogical models and reflect a broader ideological shift towards efficiency, accountability, and commodification.

Finally, the perception of market-driven language hierarchies has reinforced the notion that certain languages—primarily English—are more economically valuable. This perception influences both institutional priorities and students' own language choices, creating a self-reinforcing cycle where local languages are seen as less relevant or even detrimental to personal and professional advancement.

In conclusion, while English remains a critical tool in the global educational economy, its unchallenged dominance in institutions such as Marymount Teachers College risks reinforcing linguistic hierarchies and diminishing the cultural and educational significance of Zimbabwe's rich linguistic heritage. For language policy to be truly inclusive and equitable, it must strike a balance between global demands and local contexts, acknowledging both the instrumental and intrinsic worth of all languages in shaping a just and culturally diverse educational environment.

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