

International Forum
Vol. 16, No. 2
October 2013
pp. 3-4

EDITORIAL

Globalization and Its Impact on Education, Economy, and Language

This year, the two issues of the journal focused mainly on the theme of globalization. This is simply because this theme is very broad and its impact has an undeniably significant result on people's lives, communities, organizations, and nations. This is so complex that it is hardly ever possible to discuss it in just a few journal articles.

Today, everyone is witnessing the impact of globalization. While some are celebrating its positive contribution to human life, and to national and multinational corporations; perhaps more than a billion people may be experiencing its negative side. With the increasing need of accessing more and more resources from around the world, high demands are placed on some countries, some people, and some organizations. On the other hand, accessibility to the world market has made it easy for some people, organizations, and nations to keep developing in the direction they set a decade or so ago.

The current issue of the journal analyzes the impact of globalization from the perspectives of economics, education, and language. While the word "globalization" always seems to focus more on economics than other fields, it is time to look at its other aspects, that is, education and language. Surely economics depends on education to some extent, and language is the vehicle of education. This issue has three articles on education, one on language and one on economics.

Oluikpe's article opens the present issue with the definition of globalization. It effectively analyzes both its positive and negative effects from the Christian, spiritual, and Adventist perspectives. The author goes further to draw educators' and educational leaders' attention to the way they can continue promoting the uniqueness of Adventist education in a globalized world that often promotes anti-Christian attitudes. He reminds leaders of the need to refocus on mission, the restoration of God's image in students.

Chureson explores how globalization has played an important role in the development of multi-lingualism and most likely some measure of multiple identity in the Filipino people as they try to maintain their Filipino language while integrating English, the language of globalization. Her study found that efforts should be made in preserving the purity of the Filipino language as part of the national identity. This study, however, does not negate the importance of English in the Philippines as a means to participate actively in the global community.

Kazimoto and Fukofuka investigated village-based models of economic development in Tanzania. Their study revealed that for sustainable development in villages, especially in developing countries, nations need to use a bottom-up approach. Similarly, Bihag-Boholano and Go Puco's study of reaching poor children through education in the Philippines showed that to break the cycle of poverty, a nation must use that same model of building local communities' economies.

In the last study of this issue, I explore a new phenomenon that is currently developing in the Philippines as a result of globalization, and might be present in other countries also. Married single students, or married students who study in the Philippines without their families accompanying them, participated in the study. The study reveals new perspectives of this specific group of students that have resulted from the globalization of education.

With much gratitude to the contributors of this issue, I hope that these five articles will provide new insights for everyone who is seeking deeper understanding of the impact of globalization, both the positive and negative aspects. The issue provides an important contribution from education, economics, and linguistic perspectives. Recommendations of the articles should guide policymakers in making sustainable improvements in people's lives as the world continues to participate in globalization.

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