

Editor's Statement

This issue of the **Education Quarterly** was not originally intended as a themed issue. However, the submissions that passed through the review process to make it to this issue happened to be on language and literacy. With the current emphasis on multilingual education, one of the major features of the current curricular reforms in Philippine basic education, this theme is, indeed, timely.

In this issue, we have included one perspective paper and three research reports.

Setting the tone for this issue's theme is the paper by Gloria Guzman Johannessen, "The Heart, Mind, and Soul of a Multilingual Society." The paper presents a vision for educating not only students but all members of the community to live in a multilingual and multiethnic global society.

The ethnographic study "Literacy Practices and Constructions Among Migrant Muslim Filipino Families" by Carolyn A. Bumanglag and Dina Ocampo examined the practices and their meanings of Muslim Filipino families. Through participant observation, semi-structured interviews, and analysis of texts and artifacts, the research found that the migrant families have varied literacy practices and that socio-cultural factors such as ethnic background, age, and gender influenced the literacy practices of these families. Furthermore, it was discovered that the meaning of literacy was determined by ethnic identity, the social role of language, and the dichotomy of domestic and literacy chores.

Pamela D. Singzon's and Felicitas E. Pado's research, "Using Story Reading and Explicit Instruction in the Vocabulary Acquisition of Kindergarten Children" investigated the relationship of children's literature with vocabulary development among kindergarten children. The results of the experiment using three methods showed that story reading with pre-reading vocabulary activities was more effective than story reading without pre-reading vocabulary activities and explicit vocabulary instruction without story reading.

The study "Interfacing Theology, Culture, and the English Language" by Edmalyn Grace Gaston-Dousel and Rosario I. Alonzo developed and validated a set of instructional materials containing theological content suitable for teaching English for Theology. This was done within the principles of English for Specific Purposes, with the language lessons developed to suit the context and cultures represented in a theological seminary.