

Editor's Statement

This issue of the **Education Quarterly** is the first issue of the journal to go fully online. That is to say, it will not have a printed counterpart. The current Publication Committee of the UP College of Education has recommended that, starting with this volume, EQ issues will be published online, hosted by the UP Diliman Journals Online (<http://journals.upd.edu.ph/>). We also hope that a special issue, both printed and online, can be put out once a year.

In this issue, you will find one perspective paper and three research reports.

The paper by Richard K. Gordon, "Educational Foundations and the Values of Global Pedagogy" explores the use of the phenomenological idea of "The Other" in examining global perspectives concerning the societal desire for education. Gordon proposes that by communicating this normative feature with the theoretical notion of Sinek's "Golden Circle," educators will have a strong qualitative foundation for theorizing and interpreting results of quantitative educational research.

The study "Language Learning Strategies of Students at Different Levels of Speaking Proficiency" by Carissa C. Cabaysa and Lourdes R. Baetiong examined the use of language learning strategies when speaking in class. Metacognitive, social/affective, and compensation strategies were identified. Factors that were shown to influence strategy include school achievement and attitude towards speaking English, among others. The study has implications for providing direct instruction in language strategy use.

Susan Jeanette G. Ealdama's study "Quality Control in Early Intervention Centers for Young Children with Special Needs" identified what and how often quality control practices are implemented in Early Intervention Centers. The QC practices fell into four domains: parent-professional collaboration; government, NGO and community linkages; legislation; and societal values. The paper recommends the standardization of quality control in EI centers.

The research "Instructional Decision Making in Reading in the Content Areas" by Razerly I. Ibañez and Dina Ocampo investigated instructional decisions of content area teachers as reflected in their written lesson plans and actual classroom practice. Data show that certain teacher beliefs influence instructional decisions. The research also shows that content area teachers prioritize student motivation and mastery of content in their teaching over the more important concerns of scaffolding students' comprehension.