



Introduction

Educators are challenged to constantly adapt, innovate, and transform theory and practice. This is key to finding solutions that will make learning and teaching effective and worthwhile. Thus, the Alipato, A Journal of Basic Education, aspires to be a platform for teacher-researchers and academicians to contribute to this challenge. An issue is published annually to share research findings relevant to basic education's various stakeholders: students, teachers, parents, administrators, and policymakers.

Four issues are featured in the **2020 issue** which covers various specializations from teaching in the early grades, reading education, and social studies.

The first article, written by **Tina Roisin V. Linsangan** presents the effects of Directed Reading Lessons (DLRs) on Grade 2 students' content area reading comprehension. She conducted a quasi-experimental research study among 25 second-grade students. After 16 sessions of DLRs, results showed that the students' content area reading comprehension improved. The study also found that the students improved in text-based compared to inference comprehension questions. It is recommended that early grades students should be exposed to DLRs since they prove to aid the students' comprehension of expository texts.

Marvie Dela Cruz Manalo investigated the nuances of China's perspectives on patriotism and how the Chinese define and exhibit patriotism in consideration of their experiences under the Patriotic Education Campaign (PEC). Through a semi-structured interview with twelve Chinese respondents who have experienced PEC for at least a year and through analysis of different articles related to PEC's content and implementation, this study organized themes drawn from the interviews, comparing them with the results of the content analysis of various articles. Results revealed that most of the participants expressed a symbolic aspect of patriotism. Furthermore, the school was consistently cited as a contributing factor in the process of building Chinese perceptions of patriotism.

The third article, written by **Portia P. Padilla**, highlights the robust relationship between first language ability and memory, entailing that language ability improvements enhance memory skills. One hundred forty-six six-to-nine-year-old native Kapampangan-speaking multilingual children were told an unfamiliar Kapampangan story. Their memory for the information presented in the story was measured twice: right after the storytelling session and six to seven days after. Their Kapampangan language ability was assessed, and their executive functioning skills were measured and controlled. Results of the study revealed age differences in all the variables. Children's baseline memory was better than their delayed memory and the hypothesis that language ability significantly predicted baseline and delayed memory for a story was tested to be true. This study proves to be relevant in understanding language, memory, and learning, especially that there is a dearth of studies involving Filipino speakers and languages.

Now more than ever, we need to help develop students' critical thinking as we are constantly bombarded with mis/disinformation and the dissemination of biases and prejudices. With the aim to contribute to the literature on critical thinking and reading, **Sheila D. Fernandez and Portia P. Padilla** sought to find out if explicit instruction of critical thinking skills could enhance students' critical reading. After 17 sessions across six weeks of exposure to explicit critical thinking instruction, the analysis revealed a significant increase in critical reading of students in this quasi-experiment. It was also found that the following components had the highest gains: a) examination of arguments or the language of the text, b) identification of implications or consequences, and c) identification of the author's purpose or motive. Thus, the authors put forward the need for explicit instruction of critical thinking to develop critical reading among students.

Despite the challenge of a pandemic that has significantly affected the education system especially in the Philippines, it is our desire to continue to serve as a forum for educators, researchers, and academicians to showcase findings relevant to teaching and learning. We hope that these articles encourage teachers to conduct and share their own research as we all strive to improve the quality of basic education in the country.

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