Outcomes of the Iluko orthography trainings as an extension activity of the college of teacher education

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Abstract

This research endeavor is primarily focused on the outcomes of the extension activities provided by the College of Teacher Education to the elementary teachers of Ilocos Sur and Candon City divisions who were recipients of a training workshop on Iluko orthography some three years ago. A quantitative type of research that employed an achievement test and a survey questionnaire was used in this study. Items on the root words, use of "ti and iti" and other orthography rules were included in the 42-items achievement test. Five variables were used to elicit their answers on the outcomes of the training. Results revealed that the respondents need improvement to elevate their proficiency in identifying the root words of certain Ilokano terminologies and their ability to use "ti and iti" as well as the application of other orthographical rules like hyphenation and spelling is pegged at "good" level only. When these are taken as a whole, the result revealed that their Ilokano orthography proficiency three years after the training is the "same as before." Despite the respondents' concurrence that the training-workshop spearheaded by the College of Teacher Education is very significant in their teaching functions as MT teachers, there appears that their proficiency along the various rules of Ilokano orthography did not enhance. The five variables on competencies under investigation showed a very high level of outcomes. The respondents' ability to work well with others, to reflect on new ideas, to reflect understanding on the topics discussed, and to reflect ability to critique or evaluate problems as well as their ability to express their ideas in words or action are important outcomes of the extension activity initiated by the College of Teacher Education. As a recommendation, a more intensive advocacy campaign through seminars and in-house training to help the MT teachers appreciate and learn more the Ilokano orthography skills should be instituted. Likewise, a more extensive achievement test on various Ilokano orthography rules should be administered. Further, more reading materials as well as manuals in the use of Ilokano orthography should be provided to these MT teachers. Finally, using the same materials and data, a comparative study between the two divisions should be initiated to determine their efficacy use of the said language.

Keywords: outcomes, Iluko orthography trainings, extension activity, achievement test

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1. Introduction

In 2013, the Philippine Legislature passed RA 10533 or the K to 12 Basic Education Curriculum (Philippine Legislature, 2013). It is an advocacy coming sensibly to those who want to enhance the learning competencies of the Filipino learners as they keep close distance with the ever-growing demands of the universal curriculum (Doe, 2014). While Mother Tongue Based-Multilingual Education (MTB-MLE) is a key feature of this curriculum, there is always a truism when people say that learning and living the local language is a call and a mission (Smith, 2015). When President Benigno Simeon Aquino III called for its swift passage, he left these words as his legacy: We should become trilingual as a country. Learn English well and connect to the world. Learn Filipino well and connect to our country. Retain your dialect and connect to your heritage (Aquino, 2013). The Philippines as an archipelago with more than 180 different languages, the people are greatly connected with language and common cultural aspirations (Johnson, 2016). The children of indigenous peoples speak freely and meaningfully with their own tongue. They are not governed by strict rules of grammar. What is best harnessed is their competency to express their ideas, sentiments and thoughts. While the national language aggressively pushes the speakers to adopt it, many times, Filipino language connects the bond when two or three different speakers don't mix their conversations well. Nonetheless, they never feel sidetracked or worse guilty when their conversational discourses run afoul. In their mind, other countries like Korea, China and Japan use their native languages in schools, absolutely not much better in using the English language yet, they epitomize a concept of a well-developed nation. They don't mind if they falter in the use of the English language.

In the 21st century learning, the focus of education has tremendously changed (Doe, 2017). With the advent of newer technology in the workplace, teachers are highly expected to deliver better results using the computer keyboard and the mouse. The internet that connects all people all throughout the world, regardless of creed and age, learners become more technology savvy, However, there are traditional lessons that technology can not overshadow. Despite the focus having been shifted to the five Cs of learning and competency acquisition, the basics or rudiments of learning and teaching must always be given par excellence. The 3 Rs, basically reading, writing, and arithmetic, are as simple as the Artificial Intelligence that computers offer to the digital world (Smith, 2018). The content as well as the other Cs like critical thinking; Creativity; Collaboration; Communication; plus Information literacy; Media literacy; Technology literacy; Flexibility; Leadership are all geared towards the higher level of engagements.

In an Extension program, numerous expectations abound (Jones, 2019). From its simple and linear planning until its implementation stage, targets that dress up as goals are crystal-clear among the proponents. The people reaching out to a certain group of potential beneficiaries are deemed experts in their own specialization. This is extremely significant to ensure that the learnings to be transferred are fully assimilated and internalized by the recipients. On the part of the clienteles, expectations run high, too, for the outcomes derived in that endeavor will enhance instruction and productivity. Whatever is derived therein will be an offshoot for future undertakings. Products of research are transformed into a kind of extension endeavor and the outcomes of it will be a basis for production initiatives. The tangibles therefrom become essential resources for an enhanced academic instruction. As such, the cycle of the core functions continues to revolve in the academic setting. Outcomes are measured and they become determinants of effectiveness and responsiveness of extension undertakings.

Statement of the Problem - Generally, this research focused on elucidating the level of proficiency of the respondents along Ilokano orthography rules as evidenced in the result of their achievement test. Likewise, it attempted to investigate the outcomes of the Ilokano Orthography training as an extension activity. Specifically, it geared in getting answers to the following questions:

➢ What is the level of proficiency of the respondents on Ilokano Orthography rules after the achievement test is given?

➢ What is the level of outcome of Ilokano Orthography Training as an Extension activity along:the 5 Cs of 21st Century learning along: Content, Communication, Creativity, Critical Thinking and Collaboration?

➢ Is there a significant relationship between the respondents' proficiency level on Ilokano orthography rules and the outcomes on the Ilokano Orthography Training as an extension activity?

Scope and Delimitation - In this kind of research, the 190 educators of Ilocos Sur and Candon City Divisions who attended the Ilokano training workshops as an extension activity of the College of Teacher Education served as respondents. They were given a 42-item achievement test to determine their level of competency after the said training. On the outcomes part, benchmark statements were presented for their assessment. Five variables were utilized to assess the level of outcomes of the training. Said evaluation was provided to the respondents using the google form. Their email addresses were secured from the authorized personnel of the two divisions through a formal request letter. The respondents were given a couple days to answer the questionnaires. Data collectors were tapped to remind those who missed answering the questionnaires on time and collate the submitted responses. Excluded were teachers who answered the google form but did not undergo training before.

2. Methodology

A quantitative research design was prominently used in this study to determine the level of proficiency of the respondents in using the Ilokano language in their discourses. Two DEPEd divisions were included in this study - the SDO Ilocos Sur and SDO Candon City. For the former, Banayoyo-Lidlidda district composed of 35 respondents and San Emilio district were included while the various elementary schools of Candon City division comprised the latter. Excluded were elementary schools that did not conduct the same training under this tutelage. The instrument used was validated by panel experts from the College and the result yielded a very high level of validity index. Permission to conduct the said research was coursed through the SDS of SDO Ilocos Sur and SDO Candon City, Mr. Jorge M. Reinante and Mr. Anselmo R. Aludino, respectively. Ethical considerations were ensured to protect the identity and responses of the respondents. The Google form was used by the respondents in answering the achievement test as well as the questionnaire that gauged their proficiency. Five data collectors were identified and tapped to forward the emails of the respondents. A link to access the form was provided to them through a chat group and/ or Google class.

For interpretation purposes, the following range of scores was used, to wit:

Puon a Balikas (root words)	Use of ti and iti	Other orthography rules like hyphenation, diphthongs	Proficiency on the Rules of Ilokano Orthography (As a whole
0.0-2.0- Needs Improvement	0.0-3.0 - Needs Improvement	0-4.0-Needs Improvement	0-6 - Very Bad
2.01-4.0 - Poor	3.1-6.0 -Poor	4.1-7.0- Poor	7-12 - Bad
4.01-6.0 -Good	6.1-9.0- Good	7.1-10.0- Good	13-18-Fairly bad
6.1-8.0- Very Good	9.1-12.0 - Very Good	10.1-13.0 -Very Good	19 - 24 - Same as before
8.1-10.0 - Excellent	12.1-15.0 - Excellent	13.1-17.0- Excellent	25- 30 - Fairly good
			31- 36 - Good
			37- 42 - Very Good

The statistical tools utilized to give light to the data analysis included frequency count and percentage, mean, and Pearson product moment of correlation.

3.   Results and Discussion

This section discusses the information generated based on the concerns raised in the statement of the problem.

Table 1
An Achievement Test Result Showing the Proficiency Level of the Respondents on Ilokano Orthography

Achievement Test of Ilokano Orthography/ Discourse				
Variables	Puon a Balikas (root words)	use of ti and iti	Other orthography rules like hyphenation, diphthongs	As a whole
Number of Items	10	15	17	42
Number of Respondents	190	190	190	190
Highest score	9	13	15	34
Lowest score	0	0	1	7
Mean	2.85	0.24	9.97	22.06
Descriptive level	Poor	Very good	Good	Same as above

The table reveals that there were 190 respondents who took part in the research. From the 42 items presented that the respondents needed to answer, the highest score was 34 while the lowest was seven. The computed mean was 22.06, when interpreted it is considered "same as before." Among the three components of the achievement test, their proficiency level (X: 9.24) in using "ti and iti" is very good. However, in identifying the root word of Ilokano words, it tends to appear that they are poor as reflected in their mean score of 2.85. Meantime, their proficiency in the other orthographical rules established a mean grade of 9.97 interpreted as good. This shows that despite their varied competency levels in the different components of the achievement test, the respondents tend not to have improved in their proficiency level after years of employing what they learned in the Ilokano training and workshop. Even though they improved significantly in the proper use of "ti and iti," they remain poor in knowing the etymology of certain Ilokano words. This only indicates that there is a need for more intensive training for them to internalize better the activity. Indeed, the one-day training provided to them is too short a time for them to understand the intricate orthographic rules of the language. Further, a sequel training should be provided, a sustained, not only one training is a must for mastery and better appreciation. In such a way, proficiency level is assured. This supports the findings of Hirst (1987) that when a "teacher is a speaker of the local language, expectedly, the students score higher in language and to some degree in reading". This only shows correlation between language and reading skills just like in Math where analytic skill is less dependent upon language.

Table 2
On Root Words (Puon a balikas)

Ilokano Word	Percentage of Correctly Answered	Frequency
Pinakbet	25%	50
Maikatlo	90%	145
Mangtedda	50%	80
Maspak	35%	60
Maklaatdanton	40%	65
Binaybay-anna	55%	90
Pannakawayawayami	60%	100
Pinapandakami	30%	55
Agnguynguy-an	65%	105
Dumtengto	50%	85

The table above shows the frequency distribution of their responses whether correct or incorrect. Out of the 10 Ilokano words where its roots words are determined, it appears that "maspak, pinakbet and pinapanddakami" are the hardest to unravel. Other other hand, the three words that received highest correct answer are "maikatlo, pannakawayawayami and agnguynguy-an." This shows that there are many rules that they have not mastered yet. They fail to follow the syntactic patterns or processes in elucidating the simple word. This means that the training yielded a little support for them to extract the root word of certain words.

Of similar bearing to the present study was Levin et al. (1988) findings that "no differences existed among

the three instructional conditions" used in the study…" same pattern of results was obtained on a delayed test administered and that mnemonically instructed subjects were not at a disadvantage relative to the more "naturalistically" instructed subjects. In fact, the performance of mnemonic subjects was descriptively *higher* on both item types." Along Croatian terminologies, Rados (2005) noting the ever increasing word corpus, he pushed some initiatives "to make some improvements in clustering of morphologically similar words… of which algorithm (extracting root words from morpho-semantic groups of words) should be improved…" In order "to achieve that, some sort of weighting like processes using Goldsmith's Linguistica (a tool for morphological analysis) could also be done."

Table 3
On the proper use of "ti and iti"

Use of "ti and Iti"	frequency correct answers	%	frequency incorrect answers	%
Total	1687	60.08	1121	39.92
Mean (Average)	112.47	60.08	74.73	39.92

Based on the answers of the respondents, the table reveals that there are 60.08 percent who correctly used the word in a given discourse while 39.92 percent incorrectly used it. This shows that only 6 out of ten teachers are proficient enough in the proper use of "ti and iti". The other four remain yet to showcase their competency along that specific orthographical rule. Although there are more of them who have manifested their proficiency in the use of "ti and iti," still there is a big and yawning gap that they need to master. This only indicates that the training workshop in a form of extension provided very little scaffolding. Further, the teachers appear not to be highly proficient and confident in distinguishing when to use the noun determiner or the proposition or adverbial modifier in a given discourse.

The conclusions generated by Gallego and Zubiri (2013), which their study on morphemes are typically treated as linkers, markers and particles (the metonymy of "ng and nang), provided a similar dismal cause of confusion as to its correct usage. They "suggested that the orthographic distinction between ng and nang - *similar to "ti and iti"* be retained since there are still major differences existing between the two forms." Corollarily, "teaching the usage of the two morphemes must be fine-tuned, not only focusing on their distribution, but more importantly, on their minute differences in function and co-occurrence relations."

Table 4
On the Proper Use of Ilokano Diphthongs, Hyphens and Spelling

Ilokano Word	Percentage of Correctly Answered	Frequency
naduma-duma	55%	115
narway	65%	175
medalya	50%	105
insabitna	45%	95
kwartoda	60%	150
ado	80%	190
kabalyo	70%	155
linuangan da	40%	85
big-bingat	75%	180
Biyernes	70%	160
kapanunotanda	70%	175
maypanggep	85%	195
annuruten	45%	100
masapol	55%	120
suruten	50%	110

The table shows that the words that are orthographically easy to write correctly by the respondents include, "maypanggep, ado, bigbigat, Biyernes and narway." The proper application of diphthong rules and the proper use of hyphens are exhibited in their correct responses. This means that lessons governing Ilokano diphthongs

and use of hyphens in Ilokano terms remain in the conscious minds as they were able to apply them in the achievement test. On the other hand, words like "linuganan da, annuruten and suruten" are perceived to be extremely difficult to scribble correctly. The sequential u/o vowels in certain Ilokano words are interpreted to be greatly ignored or misused by them. Meaning, the possibility that they are swayed by the rules in Filipino language where two u's can be written correctly like lutuan, upuan, buhusan, among others take a front seat in their learnings.

As a whole, there appears that six out of ten respondents exhibited incorrect responses when similar examples are provided. This further suggests that many of the orthographic rules in Ilokano like the use of hyphen, diphthongs, u/o sequence, use of "da and -da", and correct lexical terms do not form yet a strong background in the syntactical proficiency and competence of the teachers. Moreover, the training workshop initiated by the College of Teacher Education as a form of extension drive is wanting and full of recommendations to consider.

Total Number of Respondents	Words	frequency correct answer	percentage	frequency incorrect answer	percentage
190	naduma-duma	82	43.2	108	56.8
189	narway	131	69.3	58	30.7
189	medalya	124	65,6	65	34.4
189	insabitna	119	63,0	70	37.0
190	kwartoda	117	61.6	73	38.4
190	ado	152	80,0	38	20,0
190	kabalyo	117	61,9	72	38.1
190	linuganan da	29	15.3	161	84.7
190	big-bigat	161	84.7	29	15.3
190	Biyernes	149	78.8	40	21.2
190	kapanunutanda	100	52.6	90	47.4
190	maypanggep	168	88.4	22	11.6
189	annuruten	90	47.6	99	52.4
187	masapol	101	54.0	86	46.0
187	suruten	86	46.0	101	54.o
AVERAGE PERFORMANCE		115.07	60.8	74.13	39.2

As gleaned from the table above, the 13 most commonly misspelled Ilokano words appear to be difficult among the respondents based on their varying answers. The three topmost lexicons that got incorrect responses are "naduma-duma, suruten, and annuruten." They believed that the first word contained a hyphen but in fact, it does not have. They are confused when to use a hyphen to words that seem to have been reduplicated, partially or wholly. Aagin, that rule is greatly observed and implemented in the Filipino language, but not in Ilokano.

On the other two words, the sequential use of u and o in an Ilokano terminology seemed to have been forgotten by the respondents. The two examples given, both of them were incorrect, should have followed the rule that u appears first before the o vowel in a word. But, the respondents erred in writing them, believing that both the vowels should be u, which is incorrect. Again, in the Filipino language, two or three consecutive u's can

be written, but not in Ilokano. This means that rules governing hyphens and the use of u and o in a given word are not well followed. They constantly violate these rules. Meaning, the Ilokano training workshop initiated to them provided very little help in discarding the prevalent rules in Filipino language or delineating the difference between the use of the same rule in the two languages.

In similar context, Misa (2021) opined per inference made by Galang (2007) that students in her study have difficulty in the application of Filipino diphthongs, frequent mistakes occurred in the use of semi vowel y preceded by letter i. This appears to be the same predicament of Ilokano teachers who usually insert y (in some case, w) between two vowels that glide as diphthongs like kabalio, kuartoda. Vidal (2014) emphasized that "hyphenated words may have a large influence in the errors," which taken in an out of context situation, words may offer a different meaning. As inferred, "hyphenated words seemed to have a positive effect when dealing with these hyphenated words" and this forms part of the understanding of the present study.

Table 5
On Outcomes of the Ilokano Orthography Training to the Respondents

Indicators	X	DR
1 Content (the output reflects understanding of the topic discussed)		
1 Now that the training workshop is over, Mother Tongue (MT) lessons seem routine to me.	4.43	SA
2 I learned a lot from attending the training workshop on MT.	4.74	SA
3 The topics are informative to me as a MT teacher.	4.74	SA
4 I find the newly acquired competencies useful to my present job.	4.67	SA
5 I believe I became more effective in the use of the MT.	4.54	SA
6 Learning in MT is effectively and efficiently managed.	4.63	SA
7 I now follow the standard grammatical rules of the Ilokano language.	4.48	SA
2 Communication (the output reflects ability to express one's ideas in words or actions)		
1 Now that I learned the rudiments of Ilokano grammar, teaching MT is easy for me.	4.37	SA
2 I like any schoolwork that involves Ilokano language/literature.	4.51	SA
3 My training on MT reoriented me with newer updates on Ilokano grammar and orthography.	4.71	SA
4 I believe that knowledge learned in this training workshop enhanced my communication skills as a MT teacher.	4.71	SA
5 I believe that learning the rudiments of the MT helps me a lot in educating my learners on the value of grammar and functional conversation.	4.67	SA
6 I find conducting research in Ilokano a lot easier now.	4.26	SA
7 I can now teach MT with a very high level of confidence because I can explain/ expound the meanings of words.	4.36	SA
8 I can now easily comprehend the Ilokano literature because I know how to unlock difficult words already.	4.47	SA
9 My ability to decode and utilize Ilokano words in my lesson improved a lot.	4.59	SA
3 Creative Thinking (The output reflects ability to create new ideas)		

1 I am confident that I have enough competency in teaching Mother Tongue.	4.3	SA
2 The resource person inspired me to think creatively, especially in delivering my lessons.	4.8	SA
3 I learn many interesting things about Ilokano.	4.8	SA
4 I develop and produce more authentic, stimulating, exciting and varied instructional materials in MT.	4.4	SA
5 I can creatively plan lessons in MT using the concepts learned in the training workshop.	4.5	SA
4 Critical Thinking (The output reflects ability to critique/ evaluate/ solve problems)		
1 After the training, I improved my critical thinking skills and made me interested in reading things that challenge me..	4.64	SA
2 I believe I am good at applying the rules of Ilokano grammar.	4.21	SA
3 I can now easily identify the root words of many Ilokano words.	4.33	SA
4 I apply and modify the activities in MT that I worked out during the training.	4.54	SA
5 My exposure to the training opened the door to explore the different forms of literature.	4.60	SA
6 I can now effectively discriminate between fancy knowledge and the real one in MT.	4.40	SA
7 My attendance in the training workshop enlightens me well on the confusing rules of Ilokano grammar.	4.73	SA
8 My students' potentials are developed to the fullest due to the instructional activities I designed for them which I learned in the training.	4.46	SA
5 Collaboration (the output reflects ability to work well with others)		
1 I help organize a working group of my colleagues in MT.	4.49	SA
2 I enjoy working collaboratively with peers.	4.72	SA
3 The exercises during the training workshop enhanced our camaraderie and collaborative skills as MT teachers.	4.73	SA
4 The concepts that I learned in the MT training workshop improved my ability to jointly conceptualize activities with my colleagues.	4.75	SA
5 Since my colleagues are also recipients of the training, collaboration of activities for our MT classes is highly expected.	4.66	SA

The table above reveals the perception of the respondents regarding the significance of the conducted training workshop among themselves and its outcomes. The five Cs of 21st century teaching showed that all of the themes starting from their ability to reflect understanding of the topic discussed until their ability to work well with others yielded well contained outcomes. They strongly agree that all these competencies must be possessed by everyone to ward off inferiority in this era of technology and digital capability. Along with Content, the two statements marked their acceptance to the fact they learned a lot in a trending training-workshop on MT. Likewise, they agreed that the topics given to them were informative and beneficial to them as Mother Tongue teachers.

With regards to Communication, they admitted that their training on MT reoriented them with new updates on Ilokano grammar and orthography. Further, they concurred that their communication skills were enhanced in

their participation in the said training. As a Creative thinker, the ability to create new ideas could be attributed to the resource person who inspires and that made them interested to learn Ilokano deeper. Along with Critical thinking, they admitted that their critical thinking skills improved and challenged them to read more materials in order to be enlightened regarding the confusing rules of Ilokano grammar.

As to the last variable which is Collaboration, the respondents averred that the exercises given during the training enhance their camaraderie and collaborative skills as MT teachers. Moreover, the ability to jointly conceptualize activities with their colleagues improved greatly through the concepts acquired in training. The similar descriptive levels attained in the various benchmark statements indicate that the training workshop undertaken by the College of Teacher Education enhanced their preparation and competence as MT teachers. This means that a training workshop is an indispensable tool to upgrade and retool teachers who are not really that proficient in the language used in the primary level.

Table 6
On the Summary of the Outcomes of Ilokano Orthography Trainings

Outcomes	X	DR
1 Content (the output reflects understanding of the topic discussed)	4.61	SA
2 Communication (the output reflects ability to express one's ideas in words or actions)	4.52	SA
3 Creative Thinking (The output reflects ability to create new ideas)	4.60	SA
4 Critical Thinking (The output reflects ability to critique/ evaluate/ solve problems)	4.50	SA
5 Collaboration (the output reflects ability to work well with others)	4.67	SA
Overall mean	4.58	SA

As shown in the summary table, the five competencies showed a very high level of outcomes on the part of the respondents who were recipients of the extension program of the College. Their ability to work well with others, to reflect on new ideas, to reflect understanding on the topics discussed, reflects ability to critique or evaluate problems as well as their ability to express their ideas in words or action are indeed outcomes of the extension activity. These are perceived as significant results or products that bring impact to their profession and job responsibilities. This indicates that an extension is only as effective if the outcomes are evident in the client's integration of learnings in their functions. This also showed that the extension activity of the College of Teacher education is a "must endeavor" that should be continued and enhanced for a longer time frame.

As reflected in the table, the variables on proficiency level namely puon a balikas (root words), use of "ti and iti", and other orthography rules when correlated with the five variables on the outcomes of the Ilokano training-workshop as an extension activity yielded no significant relationship either individually taken or as a whole. This suggests that the respondents' proficiency level in the use of Ilokano orthography in the MT classes as reflected in the Achievement test is independent from the Outcomes expected from the extension activity implemented by the College of Teacher Education. This also indicates that the learning competencies as well as the characteristics of the 21st century learners don't have any direct relationship or linkages as to the ability of the teachers to assimilate, and internalize the competencies and apply the orthographic rules on Ilokano language they learned in their training-workshops. This means that the variables used to determine the outcomes of the training workshop may not be totally aligned with what are expected from extension activities. This has a semblance of the findings of Voogt (2011) when he mentioned that "a competent teacher does not only need basic ICT knowledge and skills, but should also be able to blend subject matter knowledge with appropriate pedagogy and the affordances of ICT." To further its effectiveness, he suggested that "a good level of learning skills should complement the development of skills in 1) Reading, 2) Writing, 3) Collaboration, Teamwork, and

Leadership."

Table 7

On the Significant Relationships Between the Respondents' Proficiency Level and the Outcomes of the Ilokano Training Workshop as an Extension Activity

Proficiency level per Achievement test	Content	Communication	Collaboration	Critical thinking	Creativity	s a whole
puon a balikas (root words)	.073	.066	.021	.037	-.028	.036
use of "ti and iti"	.080	.079	.076	.113	.027	.081
other orthogra[phy rules	-.076	-.082	-.051	.-.044	-.071	-.069
As a whole	.020	.013	.012	.038	.042	.009

two tailed at .05 level of significance

4. Conclusions

As revealed in the findings, it could be deduced that despite the respondents' concurrence that the training-workshop spearheaded by the College of Teacher Education is very significant in their teaching functions as MT teachers, there appears that their proficiency along the application of the various rules of Ilokano orthography did not enhance. It is assumed that their competency level is the same as before. One disturbing yet challenging feature of the research is focused on their ability to determine the root words of several Ilokano words used in various discourses. Their rating, which is poor, showcased that if Ilokano language is not fully learned by heart, then it becomes a difficult subject among the users. In other words, a training-workshop is a catalyst of understanding, proficiency and enjoyment. The more they engage themselves into Ilokano writings and discourses, the better will be their critical understanding and appreciation and eventual outcome.

4.1 Recommendations

Based on the findings and conclusions generated, it is recommended that there should be a more intensive advocacy campaign through a series of seminars and in-house training to help the MT teachers appreciate and learn more the Ilokano orthography. Likewise a more extensive achievement test test on various Ilokano orthography rules should be administered to them with a longer duration. Further, reading materials as well as manuals in the use of Ilokano orthography should be provided to these MT teachers. Finally, using the same materials and data, a comparative study between the two divisions should be initiated to determine their efficacy in the use of the said language.

Reinante and SDS Anselmo R. Aludino of Ilocos sur and Candon City Divisions, respectively.

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