| RESEARCH ARTICLE

English Writing Errors, Challenges, and Strategies in Modular Learning: A Multiple-Case Study

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| ABSTRACT

Writing especially using the English language, is a very important skill that an individual should acquire as it is very beneficial in different aspects of life. Many understand its significance in schools, workplaces and the social world in general. However, it is notable that the English writing proficiency of Filipino learners continuously deteriorates even before the pandemic up until the present. Therefore, it is important to explore the common English writing errors committed along with the challenges experienced as schools shifted to modular settings in learning writing as a compromising strategy to continue learning, as well as the possible strategies adopted by the learners in this context. Using a Multiple-Case study design, the researchers unveiled the writing errors of Grade 7 learners from three public High Schools in Cebu, Philippines. Findings revealed that the students have common writing errors in terms of punctuation, spelling, and capitalization. It is also discovered that the perceived challenges of the students include a lack of guidance from teachers or adults, understanding difficulty, text construction difficulty, and physical distractions. The students' perceived strategies include writing exercises like note-taking, reading materials, checking and validating, and asking for guidance from peers. It was concluded that the modular setting, as a compromising academic response to minimize the spread of the COVID-19 pandemic, also demands proper and appropriate strategies to compensate for the required learning competencies for English writing.

1. Introduction

Writing is always an important skill to learn since it plays a major role in expressing one's ideas, thoughts, opinions, and attitudes (Sumardi & Tarjana, 2018), and it helps improve one's communication skills, sharpen creativity, widens knowledge, enhance the level of confidence, and it is vital to academic success. Meaning to say, writing competence is one of the many skills that every student must not take for granted in their learning journey. However, the writing proficiency of learners, like in the Philippines, continuously decreased even before the pandemic, and teachers shared encounters with learning poverty after the modular set-up of elementary and high school learners, as what Philippine Institute for Development Studies (2020) revealed, teachers in high school have difficulties as there are students who cannot construct proper and basic English sentences. This only shows that despite the significant value of learning writing, such as in the case of using the English language, it is alarming to know that students are found to be problematic in this specific competence also needed for communication. Moreover, this was magnified when the students came into distance learning and utilised the modular set-up as a compromising measure of preventing the spread of the COVID-19 pandemic. Therefore, it is important to find out what are the various challenges that learners meet, along with possible

strategies used to improve writing proficiency, particularly among those who are in the context of a modular setting, which, according to Andales et al. (2022), they navigate mostly on their own in such time of catastrophe.

2. Literature Review

Writing is generally regarded as a difficult skill and complex task (Jahin & Wafa, 2012). Writing is hard as it depends on so many factors, whether in the environment or the cognate aspect. It takes one's physical and mental capabilities to write even one sentence, driven sometimes by pressure and perfectionism, out of practice and lack of confidence and fear of failure. Despite the drawbacks, the written language is an important social and educational function, and its status is a high social prestige (Urbanova & Oakland, 2002).

Writing competency highly contributes to the efficiency, productivity, versatility, and employability of graduates in the world of work (Hailemichael, 1993). According to Walsh (2010), writing is important because it is used extensively in higher education and in the workplace. If students do not know how to express themselves in writing, they cannot communicate well with professors, employers, peers, or just about anyone else.

Writing is an application of knowledge obtained from learning a language (Go and Posecion, 2011). It is an essential skill that students should develop. Students' writing ability is vital to their academic performances since the more significant part of the school activities, from quizzes, examinations, assignments, reports, analysis and research, are all written, and much of professional communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of college student or successful graduate.

Writing is such a complex skill (Badayos, 2008). An individual needs the necessary competencies for effective writing to come up with an acceptable output. The basics of writing are adherence to the 'writing mechanics', including writing form, spelling and punctuation, and writing conventions. The said basics of writing will serve as an important foundation for learners in effective written communication. The writing mechanics became the basis of how to properly write sentences without committing many errors during the writing process.

In modern writing, Liwanag (1999) noted that writing is a social process which indicates what we are using in our daily communication with others in different contexts or situations. There is a need for critical analysis, interpretation, and communication of ideas based on one's previous experience and knowledge [schema] is a must for a successful write-up. The more the students learn the writing process, the more they will be able to express themselves efficiently (Casewell, 2008; Obzell, 2006 & Smith, 2005). The more engagements the students have in writing, the more the writing proficiency of a student in different contexts and situations will improve.

Writing is a very difficult skill for students because there is a need to master appropriate grammar and vocabulary, and their ideas must be presented clearly and in an organized fashion (Tessema Kedir Assefa, 2001). As was mentioned, writing is a complex activity that requires critical thinking, specifically on grammar, vocabulary, tenses, capitalizations and punctuations; that sometimes happens within a specific period of time and under mental pressure. It is no easy task to take upon writing academic and literary essays, reports, and other activities inside a learning environment. Thus, in these times when the writing skills of learners are deteriorating, this study explored the errors along with the challenges encountered, and strategies employed that impact the progress of English language writing skills of learners in modular set up as compromising learning strategy in response to the academe to the COVID-19 pandemic.

3. Methodology

3.1 Design

A qualitative research approach was used in this study. According to Pathak et al. (2013), the qualitative approach is used to understand people's beliefs, experiences, attitudes, behavior, and interactions. It also describes and explains persons' experience, behavior, interaction and social context without using numerical data. In addition, since the study aims to identify the common writing errors of the research respondents and to evaluate the strategies and challenges of the Grade 7 students in attaining English writing proficiency, the investigation utilized the multiple-case study design.

3.2 Environment

This study was conducted at Argao National High School, Colawin National High School and Dalaguete National High School in Cebu, Philippines. The three schools are all located in the southern part of Cebu Province in the Central Visayas region of the Philippines. Argao National High School is situated in Canbanua, Argao, 330 meters southwest of Canbanua Elementary School and 460 meters southeast of a higher education institution. The school is located in the suburban area of Argao, 66 kilometers from Cebu City. Given that the school is in a suburb community, the people are more inclined to technology and have a good stream of internet connectivity which is used by the children who are under modular set-up for finding sources. Colawin National High School is found in Barangay Colawin, a rural area of Argao, 67 kilometers from Cebu City. This school is 1 kilometer southwest

of Gutlang Elementary School. In these areas, internet connectivity is accessible in some areas and not in others; children who are studying in a modular set-up can either use the internet to search for information. Dalaguete National High School is a school located in Dalaguete, Cebu, a municipality situated next to Argao, 84 kilometers from Cebu City. This is found 200 meters east of Dalaguete Municipal Hall. The Municipality of Dalaguete has both urban and rural areas, and most students went to the same high school.

All three schools have English as one of the core subjects to be taken by all students who reached different school levels in Junior High School. The schools provide the basic knowledge to the learners and give accessible modules that are distributed during Emergency Distance Education. The research was conducted in schools near the locality of the researchers.

3.3 Participants
There was a total of one hundred twenty-nine (129) participants involved in the study. Thirty-eight (38) of them are from Argao National High School, forty-five (45) from Colawin National High School and forty-six (46) from Dalaguete National High School. The respondents were selected using purposive sampling through criteria which are: (a) officially enrolled in Argao, Dalaguete, and Colawin National High School, (b) must be a Grade 7 student, (c) must be a learner in a modular set-up during the previous school years. The criteria served as a common ground among the respondents in conducting the study.

3.4 Instruments
This study used two instruments to gather the data needed in order to draw conclusions about the study. The researchers utilized self-made modules to collect data from the respondents in the first part of the data gathering. The modules were divided into two parts: Week 1 and Week 2. Each contains two topic guides that are answered in essay type to administer Form-Focused Reinforcement Writing. The case study interview guide was also used to determine the students' lived experiences and challenges. It is a semi-structured interview guide containing three types of open-ended questions grouped as opening, content and closing.

3.5 Data Gathering Procedures
The investigation started by processing the necessary steps and phases to have an organized flow of data collection and come up with reliable evidence. First, the researchers prepared a letter of request, or transmittal letter, addressed to the head of the three schools asking for permission to administer the research at their learning institution. Along with this phase was the construction of instruments which was then approved and validated by the Bachelor of Arts Major in English Language professors and the researchers' advisers. After being approved, the researchers conducted and started by giving brief information and instructions to the Grade 7 students, the chosen respondents of the study. The data gathering was administered face-to-face, and the data was then gathered in two ways: Form-Focused Reinforcement Writing and Focused Group Discussion (FGD). The respondents were given enough time and assistance to answer the activity and were promised that the respondents' identities shall be kept secret and would never be mentioned in any part of the study as adhered to by the ethical considerations of the study. After gathering the appropriate data, the researchers consolidated the data gathered from the three learning institutions and assessed the result of the data gathering.

3.6 Data Analysis
The researchers interpreted the results using the Thematic Analysis of Miles and Huberman (1994), which, as pointed out by Ramos and Baldespiñosa (2021), is composed of three stages that include (a) data reduction, (b) data display, and (c) conclusion drawing and verification. Hence, in the first stage, the entire raw data was initially deduced primarily by looking at the writing errors, experiences and strategies. Then these were displayed in a manner where coded concepts were grouped according to their commonalities. This process was followed by the finalization through conclusion as the rigorous process of cross-checking reached saturation.

4. Results and Discussion
It shows the common writing errors in English, along with the challenges these learners experienced and the strategies they have employed to continue learning in the modular-setting.

4.1 English Writing Errors of the Students in Modular Setting
Table 1 shows the writing errors of the Grade 7 students from Argao, Colawin and Dalaguete National High School in terms of punctuation, spelling and capitalization and the categories where the errors belong. These data were gathered through modules made by the researchers.

Table 1
English Language Writing Errors of the Respondents in the Modular Set-up

THEMES	CATEGORIES
Punctuation errors	▪ Apostrophe ▪ Period ▪ Comma
Spelling errors	▪ Omission ▪ Substitution ▪ Insertion ▪ Transposition
Capitalization errors	▪ Pronouns ▪ Proper Nouns ▪ Misplaced Capital Letters

As shown in Table 1, the students have punctuation errors, specifically in commas, periods and apostrophes. Spelling errors categorized as omission, substitution, insertion and transposition were also made based on the written outputs of the respondents. There are capitalization errors when writing the pronoun 'I' and proper nouns. Some respondents also use capital letters incorrectly, such as not capitalizing the first letter of a sentence or capitalizing letters mid-sentence. In the study of Masoud and Al-Deen (2021), the EFL learners made errors in the same three types, punctuation, spelling and capitalization. The same study also concluded that university students who are studying the English language still have difficulties in using orthographic types and might also have errors in writing.

Adekola (2017) states that punctuation mark is the use of conventional signs and certain typographical devices as it aids in the understanding of handwritten and printed texts. Punctuation errors are found in the writing of most students in Argao, Colawin and Dalaguete National High School.

The students showed errors in apostrophes such as 'can't' or 'cannot', 'I'm' or 'I am', 'it's' for 'it is', 'she's' for 'she is', 'don't' for 'do not' and 'you'll' for 'you will'. The researchers observed that the respondents failed to use apostrophes (') for possessive nouns and pronouns such as father's, mother's, family's, classmate's and teacher's. Most students from the three schools have common mistakes in writing 'I'm', 'it's, and possessive nouns.

Another punctuation error is a period (.) or a full stop which is important punctuation as it tells if it is the end of the sentence. Putting a period could separate ideas and indicate that it is the end of the sentence. This makes the sentences or paragraphs comprehensible to readers. Most of the respondents failed to put a period at the end of every sentence or unnecessarily put a period mid-sentences making it an error.

A comma (,) is also a mostly seen error. A comma is used to mark a slight break between different parts of a sentence. A comma is also used to show the separation of ideas or elements within the structure of a sentence. The respondents mostly failed to indicate commas in their sentences. Moreover, some respondents also use commas (,) in places that do not necessarily need the punctuation.

According to Rumki (2005), wrong punctuation can interrupt the flow of ideas and change the meaning, but properly used punctuation not only helps readers understand your meaning but also makes them engrossed in one writing. Most of the respondents have little knowledge of how and when to use punctuation correctly, which could confuse the readers and change the meaning of the entire sentence.

Venezky (1980) stated that spelling is the foundation of reading skills and the greatest ornament in writing and that reading of which also according to Boltron and Ramos (2021), is another fundamentally crucial skill along with writing. It helps in understanding and learning both grammar and sentence structure which makes it the foundation towards English language proficiency. However, the data above shows that most of the respondents from Argao, Colawin and Dalaguete National High School made errors in all forms of spelling errors.

The data from Argao National High School shows that most of the respondents tend to delete some letters of the word while writing or also called omission. The data from Colawin and Dalaguete National High School also shows the same pattern of error

wherein vowels were omitted from the correct spelling. If the learners are not familiar with the word, then they will most likely have an error. It was also observed that the spelling pattern of the respondents follows the pronunciation pattern, which indicates the strong connection between English word articulation and the ways that the learners spelt the word.

It shows that most of the respondents from the aforementioned schools have substitution errors. These errors can be attributed to a failure to recognize the fact that English words have multiple correspondences between the sound of the language and the letters that represent the sound. It is visible that this error occurred in the respondent's effort to correspond the articulation with the spelling.

The concept of insertion is the addition of an extra letter in a word. The data from Argao National High School, Colawin National High School and Dalaguete National School reveals that students misspelt words through insertion. Students from the aforesaid schools made errors with most doubled letters such as in 'vaccation', 'familly', 'feelling', and 'thankfull'. The major causes of these errors could lead to the distinction between competence and performance. The respondents make errors because they have inadequate knowledge of spelling the word correctly or lack attention and confusion about the word.

Transposition is reversing the position of the letter. The table above also reveals that the respondents from the said schools tend to reverse the letter. The respondents also reverse 'I' with 'y', such as in 'Ay' instead of 'I' and 'Aym' instead of 'I'm'. Students tend to reverse the letters with unconsciousness and ignorance. The respondents that use transpositions in writing will not know where the location of that letter is because they do not know about the word or confuse with the word.

Nation (2001) noted that vocabulary learning is essential for listening, speaking, reading, and writing skills. Vocabulary knowledge enables one to use a language; the use of a language increases one's knowledge of vocabulary. A person with adequate vocabulary knowledge and good spelling skills is likely to write well and commit fewer spelling mistakes. The data shows that the respondents from the aforementioned schools are poorly knowledgeable of Basic English spelling. These errors should not be ignored if the goal is to eradicate or at least reduce spelling errors.

The proper use of capitalization not only signals the beginning of the sentence or highlights certain types of words in a sentence but also ensures the clarity of meaning and the effectiveness of writing. Capitalization helps to ensure the clarity of meaning, whereas lack of or misuse of capitalization can entirely alter the meaning of the words (Pathan, 2021). Table 1 also reveals the capitalization errors from the abovementioned schools. The respondents made an error in capitalizing pronouns such as 'I' and 'I'm'. The letter 'I' is one of the most basic capitalization rules, alongside capitalizing the first letter of a sentence. However, most of the respondents did not capitalize the letter 'I' in their modules, and it is the most common capitalization error found in the data. Aside from the pronoun 'I', the respondents failed to capitalize other proper nouns such as names of a person, places, days, subjects, organizations, etc. Some respondents wrote the names of their classmates in all small letters. The researchers also observed that the word "grade" in Grade 7 was written in small letters. "Grade 7" is capitalized because it refers to a particular grade. Another concerning discovery of the study is misplaced capital letters. Some of the respondents did not capitalize the first letter of a sentence, and some capitalized letters were not supposed to be capitalized. The respondents have less understanding of when to use capital letters in a sentence. The students are not well oriented about the context where capitalization should be applied.

4.2 Challenges Experienced by the Students in Learning Writing

During the pandemic, elementary schools underwent distanced learning in the form of modules to continue the education of the students without going to school physically. Table 2 shows the challenges experienced by the respondents in English writing during the modular set-up.

Table 2
Challenges Experienced by the Students in Learning English Writing in the Modular Set-up

THEMES	CATEGORIES
Lacks Guidance	▪ Lacks guidance from teachers
	▪ Lacks guidance from adults and other people
Difficulties in Understanding	▪ Difficulties in understanding English language
	▪ Difficulties in understanding some words
English language Construction	▪ Constructing long sentences
	▪ Constructing essays
Physical Distractions	▪ Distractive errand and surroundings
	▪ Distractive noise pollution

Table 2 shows the most common challenges of the respondents while studying in the modular set-up. The most common answer is the lack of guidance the learners received from teachers and adults while studying at home. Countable students answered

difficulties in understanding some words found in the modules or understanding the English language itself. There are also difficulties and struggle in English text construction, like essays. A few answered physical distractions like sudden noises in the environment or other situations beyond human control. A review by Moses and Mohamad (2019) stated that students always encounter challenges when writing, especially in English. In contrast with the results, the review enumerated a few challenges faced by students in learning writing skills; however, the review focuses on the challenges during the learning process without looking at the context.

The most common challenge encountered by the students during modular set-up is the lack of supervision from teachers and adults. Since learning moved from schools to homes, the students have less or no help from teachers and adults. Students need teachers to provide guidance and assistance in order for the learners to easily catch up with the lessons in the modules. Some students claimed that learning has become difficult because there is no one to ask if there is something confusing in the lesson. In the study of Abuhammad (2020), the parents' view expressed that the distance learning method of education lacks flexibility in meeting the needs of a child because the child does not understand something and the child has no clarifications for anything they do not understand. One of the students said that they have to answer the modules themselves because there is no teacher around to guide them. Adults are essential in the students' learning process while the pandemic goes on because they serve as the teachers' substitutes given that schools are temporarily closed down for the sake of the learners' safety.

In a study by Libre and Decano (2021), the difficulty of English writing is common among school-age since English is a complex language that needs thorough and focused understanding to fully understand the subject's totality. The respondents' initial response to the challenges in English language writing is the difficulty in understanding the complexity of the language, which results to slow and less progress in learning and writing. With the classes shifting to a self-learning way from learning with the help of teachers, it is a lot harder for the learners to answer modules when it is in the English language. In their elementary education, the students were taught basic English mechanics in writing but being in modular learning makes it harder to grasp the lessons when the English language in the modules is more complex than what the learners learned in their previous years. Students honestly answered that they have difficulty understanding English words because there are words they don't recognize or have little knowledge about it. The learners' limited understanding of some English words eventually leads to an unsuccessful writing process and slow progress in answering their modules.

Constructing simple sentences requires critical thinking to write the words that coincide with each other. However, there are sentences that consist of more than just the basic subject-verb-object morphemes and, thus, make writing a complex task. This complexity is due to the requirement of operating a high level of language control, generating ideas, monitoring, and assessing written production (Celce-Murcia & Olshtain, 2000). Most respondents complained about how hard it is to write longer sentences and paragraphs. Based on the modules answered by the respondents, most of the students have difficulty in constructing sentences, even the simple ones, and most of them can construct proper sentences with approximately ten words. The researchers assume that this is because the students are struggling to organize their ideas and follow the language writing mechanics, forming their ideas into words and finding the accurate or proper words to use, and most probably struggling to keep the idea intact as they wrote these down on the paper. This means that the students must first acquire more vocabulary so they will have less worry in writing longer sentences and essays and be able to explain themselves well in writing.

Aside from the cognitive struggles experienced by the respondents, there are also physical distractions going on in the students' learning environment. Anything that inhibits students from fully participating in their learning is referred to as a learning barrier (Hyndman, 2017). Barriers can occur at an anytime when communication is present. There are barriers even in face-to-face learning; thus, it is also expected that there are more distractions when one is learning and studying through modules at home. If the environment where the students are studying is not a good place to learn, then they will have a hard time focusing on answering their modules. Their learning process will be interrupted because of the sudden arrival of unintended distractions such as family members asking for errands or younger family members playing around with loud voices, noises from the neighborhood, passing vehicles and other physical disturbances in one's surroundings. Students must have the chance to learn in an environment where they can concentrate on studying or answering the modules without being distracted by the noise pollution going on around them.

As revealed in this study, the challenges experienced by the students during modular learning will continue to arise no matter the modality of learning. Modular learning makes the English language writing process slow down. This will also give elucidation if, under some circumstances, Emergency Distance Education will be instigated again in the future; the school administration and even the households will know how to deal with this.

4.3 Strategies Employed by the Students to Learn Writing in Modular Set-up

With the challenges encountered in the modular set-up, learners have come up with some ways to continue learning. Table 3 shows the perceived strategies the respondents have to counter the challenges and improve their English writing proficiency during the modular set-up in emergency distance learning.

Table 3

Students' Strategies Employed to Improve English Writing Proficiency in the Modular Set-up

THEMES	CATEGORIES
Writing	▪ Practice writing ▪ Note-taking and copying
Reading	▪ Reading English materials ▪ Reading story books
Checking and Validating	▪ Checking through researching on the Internet ▪ Checking through dictionaries
Asking Guidance	▪ Asking for guidance from parents ▪ Asking for guidance from relatives

Most students answered practice writing, such as note-taking, as strategies to improve their English writing proficiency even during the learning modality followed in times of the pandemic. Another common answer is reading from different mediums, such as English reading materials, books and stories. Some checks and validates through browsing the internet and using dictionaries. Asking for guidance from peers is also present despite the unavailability of teachers and adults. Teaching learning strategies must be organized systematically by the school as well as supported by teachers and their choice of teaching method (Wegnar et al., 2013); however, due to the occurrence of the pandemic, classes moved shifted to modular learning where the school environment is not accessible.

Countering difficulties in doing some activities while one is self-learning, the respondents commonly answered practicing the English language to overcome their difficulties in writing with the language. Students considered note-taking as a strategy to improve their English writing skills. According to Harrouz (2016), strategic note-taking is linked to the students' writing performance; thus, note-taking is particularly important in the learning process in both face-to-face and modular learning. In a study by Almaagbh (2020), it was revealed that strategic note-taking definitely has strong effects on students' productivity in their academic performance. Exercising one's writing skills through note-taking is seen as helpful in recognizing English words and even in enhancing grammar skills. In continuous note-taking and copying words, one can practice their writing, familiarize the words and their spelling, learn when to use proper punctuation and capital letters, and be proficient in writing, wherein it would not be a problem if one is to write longer sentences.

Reading is one of the important productive skills that should be acquired by an individual since it is useful in academic and non-academic aspects. Reading is the bridge that allows English language learners to acquire and develop other language skills, including speaking, writing, and vocabulary acquisition (Singhal, 2001). The respondents stated that they read books and stories to learn more about English. This way, they can identify the proper way of writing words and constructing sentences and paragraphs. Generally, reading is essential to improve learners' writing proficiency. The students perceived reading as a way to counter the challenges they have in English language writing. Reading is beneficial when going through knowing the correct and proper spelling of words, the right tenses of a text, when to use the punctuation marks, and what words need to be capitalized. This implies that reading has positive consequences on students' learning process, especially in improving their knowledge of the English language and enhancing their writing skills.

According to Roberts (2005), most students have experience using online tools in their education. It is an initial action of the students to automatically skim and scan Google for possible answers to whatever confuses them. To find proof that what was written in the context was right or wrong, the respondents did some research and checking. Some of the respondents simply use the traditional way of searching with the use of dictionaries as their medium of learning and correcting the errors made when writing. This is an effective way of clarifying confusion, expanding one's vocabulary, and learning about the complex rules when writing in the English language. This implies that the students have the initiative to use alternatives despite the lack of help and the confusion they have upon reading the modules. The learners used advanced technology, the internet and the dictionary to find the answers and clarifications they needed.

In a modular set-up, there is an absence of teachers in the students' learning environment, which make it difficult for them because of the lack of guidance. Thus, parents were thrust into the forefront of education. Parents are stepping up to encourage their

children as they adjust to the new school year set-up despite how challenging it is for them to fulfill the function of teachers in the classroom (Valoroso, 2022). Although they are trying to be accommodating to their children, some of the students' parents are still too occupied with household duties to help and guide their children with answering the modules. On the brighter side, some students were able to find another personage to forage information from. This suggests that the students really need the guidance of someone more knowledgeable to elucidate and affirm the confusions they encountered while answering the modules.

As shown in this study, teachers, parents and the students themselves need to be attentive to their academic progress. If the students are determined to learn, the students can formulate strategies for effective learning such as note-taking strategies, using English reading texts, conventional Google and traditional dictionary referrals, and asking for aid from adults. This is to inculcate positive attitudes towards learning English language writing even in the modular set-up during the pandemic. This also implies that learning strategies can be developed further if students are encouraged and determined to learn and that parents, school administrations, teachers and students must collaborate to come up with better strategies to improve the learners' writing skills to be prepared if another emergency distance education will occur.

4. Conclusion

The study made use of a multiple-case study design to explore the writing errors, challenges encountered and strategies applied to navigate in continuing to learn the writing competencies during the modular setting in distance learning being experienced by the 129 high school students. Data were analyzed following the analytical framework of Miles and Huberman (1994).

The findings reveal that the common writing errors of the learners are in the context of punctuation, spelling and capitalization. These errors are reinforced by challenges in the distance learning context, such as lack of guidance, understanding difficulty, English language construction, and physical distractions. Moreover, the learners tried to compensate by adopting various personal learning strategies such as writing as a form of exercise, checking and validating, and seeking or asking guidance from any available adults around their learning environment.

These findings imply that the modular setting as a compromising academic response to minimize the spread of the COVID-19 pandemic also demands proper and appropriate strategies to compensate for the required learning competencies for English writing. Moreover, while this is a demand that greatly relies on the side of the learners to become more resilient in coping with the learning writing challenges through the adoption of suitable learning writing strategies, the support of the writing teachers being more knowledgeable on what to do as well as the collaboration of the parents and guardians are also crucial in achieving the desired writing competence.

Finally, because this research is within the boundaries of a modular setting, it is therefore suggested that a replication of the study be conducted among those who have transcended in the blended learning context, especially when the COVID-19 pandemic has subsided, and the academic communities have started to re-adjust in another context.

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