

**ENGLISH COMPOSITION WRITING SKILLS AT ORDINARY LEVEL AND ITS
EFFECT ON STUDENTS' PERFORMANCE IN THREE DAY SECONDARY
SCHOOLS IN MUTARE DISTRICT, MANICALAND**

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ABSTRACT

The aim of this study was to establish the writing skills in English Composition at Ordinary Level and its effect on students' performance in three schools in Mutare District of Manicaland. The research followed a mixed method approach rooted in a case study research design. The sample comprised of 100 students and six teachers from three urban schools. Interview, observation, questionnaires and document analysis were the research tools used. The study deduced that English Language students have a myriad of writing skills difficulties in composition writing. These include mother tongue interference, inconsistent use of tenses, spellings amongst other various challenges. Teaching methods used by teachers were also another contributory factor. The study recommends wide reading, constant practice of writing with sufficient error correction and rechecking of compositions written before submissions by students. To teachers and schools it recommends innovation of teaching learning aids , instructional supervision, community involvement and use of information communication technologies to enhance good writing skills in composition writing.

Keywords: English Composition, writing skills, student performance, secondary school.