

Language Challenges Facing Students from the Democratic Republic of Congo in a University in South Africa

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ABSTRACT This research aimed at investigating the learning challenges encountered by international Congolese French speaking students in using English as the medium of instruction at a University in South Africa and the strategies they used to cope with these challenges. Using critical discourse analysis (CDA) the study explored errors in written and spoken language in relation to the strategies used by Congolese students to cope with language challenges. The data was collected through individual interviews and document analysis. The participants of this study were eight University lecturers and nine Congolese French speaking students. The findings of the study revealed that students encountered several challenges in comprehending English concepts taught, as well as in expressing themselves during the lessons; because of the challenges students devised coping strategies.