

A Deliberation on Some of the Factors Which May influence English Communication Skills Students Performance in a South African University

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ABSTRACT The need for some kind of language support for under-prepared tertiary students has become accepted globally and institutions of higher learning have had to be innovative in their attempts to remedy this challenge. The usual challenges in offering such a support to students are further complicated by the peculiar environment of each higher institution. English Communication Skills (ECS) is an attempt by a South African university to provide literacy support for its students. A number of determinants have been identified in the literature for students' non-remarkable performance – profile of the students, their motivation levels, design of the course, teaching style, support from and policies of the university management and administration, etc. This paper examines some of the factors which may influence students' performance in an academic literacy skills course of this nature.