

**English Language Grammar Challenges Facing Congolese  
International Students in South Africa****Baba Tshotsho<sup>1</sup>, Madoda Cekiso<sup>2</sup> and Lydy Mumbembe<sup>3</sup>***University of Fort Hare King Williams Town Road, Private Bag X 1314 Alice, South Africa 5700**<sup>2</sup>Department of Applied Languages, Tshwane University of Technology, South Africa**Telephone: 27406022402, Mobile: 0822021783**E-mail: <sup>1</sup><BTshotsho@ufh.ac.za>, <sup>2</sup><cekisoM@tut.ac.za>, <sup>3</sup><mlydy@ufh.ac.za>***KEYWORDS** Higher Education. Medium of Instruction. Explicit Grammar Teaching. Language Proficiency. Intervention

**ABSTRACT** The study sought to establish the English language grammar challenges being faced by students in the Democratic Republic of Congo pursuing their degree studies in one of the universities in South Africa. A purposeful sample of nine (9) Congolese French-speaking students was used in this study. The study used document analysis for collecting data. The researchers analysed students' assignments and notes written in English. Categories and themes became apparent during the document analysis. The results revealed that the Congolese students were experiencing challenges related to English tenses, concord, verbs, infinitives, prepositions, conjunctions, articles, punctuations and pronouns. The recommendations were made to eliminate the English grammar challenges as being faced by the Congolese students.