

Research and Publications

- **Book and book Chapters.**

- **Abongdia, J. A.** (2009). *Language Attitudes and ideologies of Francophone Learners towards English in Yaoundé the central provinces of Cameroon*. MA thesis, Unpublished: University of the Western Cape.
- **Abongdia J, A.** (2013). *Language Ideologies in Africa: Comparative Perspectives from Cameroon and South Africa*. Unpublished PhD Thesis: University of the Western Cape, South Africa.
- Okeke, CIO., Wolhuter, CC., Adu, E.O., van Wyk, MM. & **Abongdia, JA.** (2016) *Learn to teach: A handbook for teacher education*. Oxford University Press Southern Africa.
- Ngoqo, V. M., Foncha, J. W., and **Abongdia, J. A.** (2018). *Quality teaching and learning as determinants of sound discipline and academic performance in schools: The case of two Schools in the Eastern Cape Province in South Africa*. Cambridge publishers, UK.
- Foncha, J W., **Abongdia, J. A.** and Kepe, M. H. 2018. Challenges encountered by teachers in the teaching of Reading in English First Additional Language, in Nomlomo, V., Desai, Z. and September, J. *From Words to Ideas: The role of Literacy in Enhancing Young Children's Development*. Cape Town: British Council. ISBN978-0-620-80903-0.
- Foncha, J.W, Linake, M.A. and **Abongdia J.A.** (2020). Foundation phase student teachers' experiences of reading and response at the University of Fort Hare, Eastern Cape, South Africa. In: Nomlomo, V.; Desai, Z.; Mbelani, M., Dlamini, N., and September, J. (eds). *Masixhase abantwana bakwazi ukufunda nokubhala: Let us enable our children to read and write*. British Council South Africa.

- **Journal Articles**

- Dyers, C. and **Abongdia J. A.** (2010). "An Exploration of the relationship between language attitudes and Ideologies in a study of Francophone students of English in Cameroon." *Journal of Multilingual and Multicultural Development*, 31(2):119-134.
- **Abongdia J. A.** and Willans F. (2013). *The position of English globally and nationally: A comparison of Cameroon and Vanuatu*. In Kamwangamalu, Hamid and Nguyen

(Eds.). *Current Issues in Language Planning, 14* – Language Planning and Medium of Instruction in Africa

- Dyers, C. and **Abongdia J. A.** (2014). Ideology, Policy, and Implementation: Comparative Perspectives from two African Universities. *Stellenbosch papers in Linguistics*, 43, 1-21.
- Dakada, A., **Abongdia J. A.** and Foncha, J. W. (2014). Competencies that Educators Need in Order to Manage Inclusive Classrooms: The Case of One High School in Alice. *International Journal of Educational Sciences*, 7(3): 401-412.
- Foncha, J.W. & **Abongdia J.A.** (2014) The Significance OF Group Work in a FAL Classroom: Language Learning as a Social Practice in two high schools in Eastern Cape. *International Journal of Educational Science*, 7(3): 535-546.
- **Abongdia J. A.** (2014). The Impact of a Monolingual Medium of Instruction in a Multilingual University in South Africa. *Mediterranean Journal of Social Sciences*, 5(13): 62-71.
- **Abongdia J. A.** (2014). Ideologies and Attitudes of Foundation students in a Multilingual, Multicultural University. *Mediterranean Journal of Social Sciences*. 5(4): 415 -422.
- **Abongdia J. A.** and Mpiti, T. (2014). Teachers' and Learners' Experiences of Learners' Writing in English First Additional Language. *Mediterranean Journal of Social Sciences*, 5(27): 467-473.
- **Abongdia, J. A.** & Foncha, J. W. (2014) Language Ideologies in the Linguistic Landscape of One University in South Africa. *Mediterranean Journal of Social Sciences*, 5(7): 623-630.
- Foncha, J. W., Kepe, M. H., and **Abongdia, J. A.** (2014). An investigation into Disciplinary Measures used in South African Schools: How effective are they to learners? *Mediterranean Journal of Social Sciences*, 5(23)1160-1164.
- **Abongdia J. A.** (2014). Ideologies and Attitudes of Foundation students in a Multilingual, Multicultural University. *Mediterranean Journal of Social Sciences*. 5(4): 415-422.
- **Abongdia J. A.** (2014). Ideologies and attitudes towards Pidgin English in Cameroon. *Mediterranean Journal of Social Sciences* 5(7): 601- 608.

- **Abongdia, J. A.**, Galloway, G. and Mammen, K.J. (2014). A critical analysis of Post Graduate Certificate in Education students at one university's reflections on Nelson Mandela as a motivator of learning. *Mediterranean Journal of Social Sciences*. 5 (14): 305-310.
- **Abongdia J. A.** (2015). The Impact of a Monolingual Medium of Instruction in a Multilingual University in South Africa. *International Journal of Educational Sciences*, 8(3): 473-483.
- **Abongdia, J. A.**, Foncha, J. W. and Dakada, A. (2015). Challenges Encountered by Teachers in Identifying Learners with Learning Barriers: Toward Inclusive Education. *International Journal of Educational Sciences*, 8(3): 493-501.
- Foncha J. W., **Abongdia, J.A.**, and Adu, E. O. (2015). Challenges Encountered by Student Teachers in Teaching English Language during Teaching Practice in East London, South Africa. *International Journal of Educational Sciences*, 9(2): 127-134.
- Mkhohlwa, T. and **Abongdia J. A.** (2015). Teachers' Experiences with English as the Language of Learning and Teaching in the East London Education District. *International Journal of Educational Sciences*, 10(2): 221-228.
- Adu, E. O. and **Abongdia J. A.** (2015) Institutions' Expectations from Students during Teaching Practice. *International Journal of Educational Sciences*, 10(2): 213-220.
- **Abongdia, J.A.** and Mpiti, T. (2015). Learners' Experiences of Writing in English First Additional Language. *International Journal of Educational Sciences*, 11(1): 91-96.
- **Abongdia, J.A.**, Adu E.O., and Foncha, J.W. (2015) Pre-service Teachers' Challenges during Teaching Practice in One University in the Eastern Cape, South Africa. *International Journal of Educational Sciences* 11(1): 50-56.
- Foncha, J.W., **Abongdia, J.A** and Mafumo, T.N. (2016). Cross-cultural Dimensions to the learning and teaching of learning. *Gender & Behaviour* 14(2): 7482-7491.
- Foncha, J.W., **Abongdia, J.A.** and Mayase, M.V. (2016). The Views of Media on the Practices of Teachers' Union (SADTU) in the Appointment of Educators. *Journal of Sociology and Anthropology*, 7(1): 12-19.
- Foncha, J.W., **Abongdia, J.A.** and Mkhohlwa, T. (2016). The Impact of English First Additional Language as Medium of Instruction on the Teaching of Mathematics in Schools. *International Journal of Educational Sciences*, 13(3): 285-290.

- Foncha, J. W., Mafumo, T. N. and **Abongdia, J. A.** (2017). Reading and Response as Facilitation to the Teaching and Learning of Second/foreign Language. *Gender & Behaviour*, 15 (2): 8659-8664.
- Kumanda, N., **Abongdia, J. A.**, Mafumo, T. N. (2017). Learners' Retention: A Case of Two Primary Schools in East London. *Gender & Behaviour*, 15 (2): 8669-8673.
- **Abongdia, J. A.** and Foncha, J. W. (2017). The Visibility of Language Ideologies: The Linguistic Landscapes of the University of Yaoundé. *Gender & Behaviour*, 15 (2): 8678-8680.
- Nqoma, L., **Abongdia, J. A.** and Foncha, J. W. (2017). Educators and Learner's Perceptions on English First Additional Language Speaker's Use of English as Medium of Instruction. *Gender & Behaviour*, 15 (2): 8697-8703.
- Wagener, MJ and **Abongdia AJ** (2020). Impact of communication on employee performance in a Retail chain's head office in Cape Town. *Gender & Behaviour*, 18(4): 16535-16548.
- Kasongo, A. M. and **Abongdia, A. J.** (2021) Social media as a communication strategy at a university in cape town, *Gender & Behaviour*, 19 (1): 17146-17170.
- Tlowane, M.C., Foncha, J.W., and **A.J Abongdia** (2021) The practices of graduates from the BA CEMS bilingual programme highlight the efficacy and effectiveness of the curriculum. *Gender & Behaviour*, 19 (1): 17305-17321.

Conference presentation

- Paper Presented at International Conference on English Studies across and beyond Borders (ICES), KMV Jalandhar, India March 2019.
Title: Language ideologies in Cameroon.
- Paper presentation at ESBB, University of Toyama, Japan March 2018.
Title: Teachers' Experiences of Teaching Writing in English as a First Additional Language.
- Paper presentation at MIRDEC 5th VIENNA, Conference on Social Science, Multidisciplinary and European Studies, 12-14 September 2017, Vienna, Austria.

Title: A case study of the impact of management communications strategies on the academic performance of students in an institution of higher learning.

- Paper presented at the 2017 New York City International Academic Conference Business & Economics Education & Social Sciences June 11-13, 2017 New York, United States.

Title: Educators and Learner's Perceptions on English First Additional Language Speaker's Use of English as Medium of Instruction.

- Paper presented at the International conference: the wonderful world of words in action at UWC, Cape Town: South Africa.

Title: Learners' Experiences of Writing in English First Additional Language.

- Paper presented at the International Journal of Arts & Sciences' (IJAS) International Conference for Teaching and Education at Harvard Medical School, Boston, USA 26-30May 2015.

Title: Learner retention: A case of two primary schools in East London, South Africa.

- Paper presented at the 4th International Conference on Humanities and Social Sciences, ICHSS 2014, Montenegro/ Italy.

Title: The Impact of a Monolingual Medium of Instruction in a Multilingual University in South Africa.

- Paper presented at LSSA/SAALA/SAALT Conference 2013 1- 4 July 2013 South Africa.

Title: Ideology, Policy, and Implementation: Comparative Perspectives from two African Universities.

- Presented a paper at an international conference: Knowledge production in higher education in the 21st Century.

Title: Ideologies and Attitudes of Foundation students in a Multilingual, Multicultural University.

- Presented a paper presented at the Centre for Humanities and Research UWC: **Title: Ideology, Attitudes and Motivation: Francophone learners of English in Cameroon.**

Editorial board

- Editorial Advisory Board Member of the International Journal of Humanities and Social Science Research from 2015.
- Advisory Board Member of the Africa Chapter of the Memory Studies Association

POSTGRADUATE SUPERVISION

Degree	Student	Title	Status
PhD	Dr Tandiswa Mpiti	Teachers' and learners' experiences of learners' writing in English first additional language: a case study of isiXhosa and Afrikaans learners.	Completed in 2016
M Ed	Ms Tantaswa Mkohlwa	Teachers' experiences on English as the Language of teaching and Learning: A case study of two primary schools in East London District.	Completed September 2015
M Ed	Ms Lungiswa Nqoma	Educators' and learners' Perceptions on English First Additional Language Speakers' use of English as Medium of Instruction	Completed May 2015

M Ed	Ms Alinda Dakada	Teachers experiences in identifying learners with learning barriers in a Full-Service School	Completed Sept. 2015
M Ed	Ms Nomaroma Kumanda	Retaining learners in primary schools in East London: Policy Implications.	Completed Sept 2015
M Ed	Nomakhosazana Jeanette Rani	The place of language policy in education in teaching and learning: a case study of two primary schools in the Eastern Cape Province.	Completed Sept. 2016
M.Ed.	Mr Nzukizo T. Mnyamana	Lack of drug abuse awareness as a determinant of the escalating learner drug abuse in one high school in Mmdantsane, East London Education District.	Completed May 2017
M Pub Ad	Mr Marthinus Jakobus Wagener	The Impact of communication on employee's performance in a Retail chain's head office in Cape Town.	Completed May 2020
M Pub Ad	Ms Aline Mwilambwe Kasongo	Social media as a communication strategy in a selected university in Cape Town	Completed 2020
M Pub Ad	Zizopho Belinda Nkentsha	A case study of the impact of management communications strategies on the academic performance of students in a in a selected higher education institution in Cape Town.	Proposal 2021

M Pub Ad	Moerane VP.	Leadership and governance: an evaluation of the language issues impacting on skills development in the technical vocational education & training sector in the Western Cape Colleges.	2021
M Pub Ad	Nodoba N.	Overcoming barriers and creating change in achieving an organisation's desired results in a municipality in Cape Town.	
M Pub Ad	Sotapu Y.	Feasibility of improving communication in health services and management of patient records in a selected community health centre, Cape Town.	

External examiner

- Examining Masters Theses for Cape Peninsula University of Technology.
- Examining Masters and Doctorate theses for University of Witwatersrand.
- Examining Masters and Doctorate theses for the University of Limpopo.
- Examining Masters and Doctorate theses for Durban University of Technology.
- Examining Masters and Doctorate theses for the University of the Western Cape.
- Examining Masters theses for University of Free States.

Subjects taught and levels

Applied linguistic: level postgraduate

Language teaching methods: level 1, 2 and postgraduate

Multilingualism/ Language policy and planning: level 3

Research methodology: level 3

Language and communication studies: level 1

Language studies: level 1

Academic literacy: 1

Educational psychology and child learning theories: level 2.

Skills Developed:

Time Management skills: Prioritized task and prepare material to meet deadlines.

Teaching/Instructing skills: Lesson preparation and effective delivery. Ability to manage large and small classroom effectively. Creating new ideas and finding information to assist my learners. Good at tolerating useful interruptions. Has attended workshops on curriculum and assessment.

Communication skills: Excellent verbal and written communication skills

Computer skills: Computer literate. MS Word, Excel, PowerPoint and Internet

Other skills: Developing a climate of enthusiasm, teamwork, and co-operation. Skilfully applies professional knowledge, motivate others, take personal responsibility, adapts to new environments and new procedures, work and maintain emotional control under stress. Interacting with people at different levels and different cultures.