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I have lectured across four different Universities in South Africa in the capacity of lecturer and Senior Lecturer. I am currently a senior Lecturer in the SPFET Department and acting Faculty Language Coordinator of the Faculty of Education in CPUT.

I take an inclusive view of my research and my intensely value-based educational foundations urge me to see research in an embedded, inter-related and situated manner. In light of this, my philosophy of teaching underpins my epistemology. It is contingent on language educators to promote research and teaching practices which will capture the quintessential aspects of learning as a lived through experience and articulate the centrality of constructivist/hermeneutic understanding of students' language development and qualitative/interpretive epistemologies. In this regard, it is needless to say that this stance underlies my publications, teaching repertoire and supervisory acumen.

As a researcher I supervise B Ed Honours, M.Ed. and PhD students. I have also participated in a commissioned research project. I am into mentoring and writing of papers for publication with colleagues and students. I was a part of projects in community engagement which attracted seed funding from the University of Limpopo. Currently, I am teaching Language of learning and teaching in English to first year, second year and third year students in the SPFET Department. Since the 1st of January 2018 that I joined CPUT, I have supervised one M Ed student who will be graduating with a Caume Laude in June and one PhD student whose reports just got back from external examination. I now have one M Ed and one PhD student under my tutelage. I have published one book, one book chapter and three articles (published) with another three articles (accepted for publication) in DHET accredited Journals since 2018 that I joined CPUT.

Profile information

I have a vast experience and sound knowledge of intercultural/cross-cultural Communication and language education. My greatest belief is to instil confidence and knowledge in students. In view of this, I am aware that each and every learner has an independent reasoning faculty with an unexploited potential and reasoning faculty. I know that it is my responsibility as a teacher to unleash such a potential to lead the students to become independent and critical thinkers. In other words, students need to learn through their own inferences discoveries and conclusions instead of being given the outcome of each and every Educational phenomenon. This is because Education as a discipline draws insight from theories and practices so as to explain and predict teaching and learning behaviours. In this light, I see myself as a facilitator who assists students to sift between theories and practice, idealism and realism, advantages and disadvantages. This gives them the courage and determination to be objective in their analysis pedagogical principles in order to make informed and accurate decisions about teaching and learning.

However, I am not particularly happy about the school system of education in the Faculty because some of the departments are undermined or the lecturers have to lecture courses that are not within their area of interest. It would have been ideal if the Faculty was broken into Departments where specialisation would have been more productive. There is need for students to study within specialised fields but the Faculty and university unfortunately do not offer these. I have observed thus far that post-graduate students, who continue to pursue studies in the Faculty, find it challenging to focus on their area of specialisation. This is largely because their undergraduate degrees are not in specialised fields like Language Education, Education Psychology, Education studies, School of Mathematics and School of Sciences etc. Students tend to learn a bit of everything but master of none. Another area that is also frustrating is the workload for lecturers especially from unspecialised fields. I believe that if the number of staff members is increased, there would be a greater quality of students than what they have now.

CONFERENCE ATTENDANCE AND PRESENTATION

- International conference of English scholars Beyond Borders from 19-20 March 2020 in Turkey: Izmir
- International conference of English scholars Beyond Borders from 6-8 March 2019 In India: Jalandhar
- International conference of English scholars Beyond Borders from 18-20 March in Japan: Toyama
- International conference of English scholars Beyond Borders from 29 June – 1 July 2017 in England: Leeds
- International conference of English scholars Beyond Borders from 19-22 May 2016 in Taiwan: Taichung
- International conference of English scholars Beyond Borders from 5-7 February 2015 in Thailand: Bangkok
- International conference of English scholars Beyond Borders from 20-22 March 2014 in Turkey: Izmir
- University of Western Cape International Literacy Conference from 1-3 April where I presented a paper
- University of Fort Hare Research Day from 17-19 March 2014
- University of Fort Hare Research day 23-25 March 2015

- Fourth International Conference English Scholars Beyond Borders in Leeds Beckett University from 29th June- 01 July 2017.

Editorials and internationalization

- Editor of the Journal of English as an International Language <http://www.eilj.com/> and
- Asian EFL Journal <http://www.asian-efl-journal.com> (Editor)
- Journal of Education and Educational Development (JoEED) (Editor)
- Member of English Scholar Beyond Borders (ESBB).

Reviewer to DHET accredited Journals

Language Matters

Journal of Reading and Writing

Journal of Economics and International Business Management (JEIBM) (Reviewer)
<http://sciencewebpublishing.net/jeibm>

POSTGRADUATE SUPERVISION

Degree	Student	Title	Status
PhD	Dr MA Linake	An Exploration of Students' First Additional Reading in the Faculty of Education at the University of Fort Hare: Growing Through Response and Interpretation.	Completed in 2015
PhD	Dr VM Ngoqo	Quality teaching and learning as a determinant of discipline and academic performance in schools	Completed September 2016
	Dr MH Kepe	Inculcating Reading Culture in English First Additional Language classroom: The Case of one High School in King William's Town Education District	Completed May 2017
PhD	Dr AP Moswane	Teacher's Experiences in the Teaching Reading to English First Additional Language in Rural Secondary Schools	Completed Sept. 2019
PhD	Ms MC Tlowane	Towards a Framework of improving the efficacy and effectiveness of the BA Contemporary English and Multilingual Studies in preparing students for the workplace	To graduate in December 2021

M Ed	Mr. MH Kepe	Perceptions of learners and teachers on the alternatives to the Alternatives to Corporal Punishment: A case study of two high schools in King William's Town Education District in the Eastern Cape	Completed Sept. 2014
M.Ed.	Ms. Brendan Gcilishe	An Investigation into Reading Strategies Employed by Grade10 EFAL Teachers to elicit Reading Culture in the King Williams Town District	Completed May 2015
M Ed	Mr MP Sebetoa	Learner's challenges in Reading and Writing in English First Additional Language	Completed May 2017
PhD	Mrs. Wendy Chauke	Language Ideologies of Xitsonga students towards English First Additional Language at the University of Limpopo	Finalizing her first draft
M Ed	Mr C McPherson	Teaching strategies for students with learning challenges at a TVET college in the Western Cape	Proposal
M Ed	Ms GS Lentz	The Impact of Blended learning using Digital intervention programme on first year students' academic writing practices	Completed 2021

EXAMINATION OF DISSERTATIONS/THESIS AND COURSES

9 PhD thesis

- Evelyn Joice Mandor: Analysis of English Language errors in the Writing of second year students in a Ghanaian University. Univen
- Shirley Eli Banini. Range and Variability of reporting Verbs in Doctoral theses of Humanities Students. Univen.
- Ms NP Khumalo. Conceptualization and teaching of academic literacy in higher education institutions of higher learning: A case study of student teachers at three Kwa-Zulu Natal Universities. UNISA.
- Ms Matshikiza Siphokasi, *The Implimentation of Multicultural Education by high school teachers in Multicultural Classrooms in the Chris Hani West Education District*. University of Fort Hare
- Mr TO Adekunle. *Linguistic Landscaping in Selected South African Universities: Case studies of the University of the Western Cape a(UWC) and the University of Cape town (UCT)*.
- Ms NC Manjeya, *A contextual and transdisciplinary analysis of pedagogic, operational and administrative rameworks of a Writing Centre: The case of the Durban University of Technology (DUT) Writing Centre (WrC) (DUT)*.

- Mrs C. Ngwaru *Improving Pre-Service Teacher Development Practices in English as a Second Language: A case of Secondary School Teacher Preparation at Great Zimbabwe University in Zimbabwe* (UWC).
- Mr LK Beya, *An Appraisal Study of Language use for Literacy in Second Language Acquisition: An Investigation into English Textbooks used in the Democratic Republic of Congo* (UWC).
- OG Ndu A study of English Second Language teachers' awareness and implementation of differentiated instruction in selected high schools in the Eastern Cape Province. (UFH)

11 M Ed and 2 MA dissertations

RESEARCH OUTPUT

ARTICLES (Peer reviewed)

- Lentz, G. S., **Foncha J. W.** (2021). Lecturer's views on using Blended Learning as an intervention programme for teaching English language Academic Writing to Cape Peninsula University of Technology (CPUT) first year students. *Journal of English as an International Language*, 16(1):77-92.
- Tlowane, M.C., **Foncha, J. W.** (2021). Experiences and Challenges of the BA in Contemporary English and Multilingual Studies Students: New Bilingual Programme at a Higher Learning Institution. *Gender & Behaviour*, 19 (1): 17171-17185.
- 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.
- Tlowane, M. C. and **Foncha, J. W.** (2020). The Multilingual Practices of the BA CEMS (Bilingual programme) graduates at the workplace: Theoretical Applied Perspective. *English Scholarship Beyond Borders* 6(1): 74-92.
- Hibbert, I and **Foncha, J. W.** (2019). Improving Student's Performance in English as Language of Learning and Teaching in Teacher Pre-service Education. *Journal of English as International Language*, 14(2): 29-43.
- **Foncha, J. W.**, Ngoqo, V. M., Mafumo, T.N. and Maruma, M. W. (2017). The Relationship between Discipline and Academic Performance: Towards building sustainable Teaching and Learning Behaviours in Schools. *Gender and Behaviour*, 15(2): 9101-9110.
- **Foncha, J. W.**, Mafumo, T. N. and Abongdia, J. A. (2017). Reading and Response as facilitation to Teaching and Learning of Second Language. *Gender and Behaviour*, 15(2): 8790-8802.
- Abongdia, J. A. and **Foncha, J. W.** (2017). The Visibility of Language Ideologies: The Linguistic Landscapes of the University of Yaoundé. *Gender and Behaviour*, 15(2): 8820-8833.
- **Foncha, J.W.**, Abongdia, J.F.A and Mafumo, T.N. (2016). Cross-cultural Dimensions to the learning and teaching of learning. *Gender & Behaviour* 14(2): 7482-7491.
- Mafumo, T.N. and **Foncha, J.W.** (2016). Managing racial integration in South African public schools. *Gender & Behaviour*, 14(2): 7498-7506.

- **Foncha, J.W.**, Abongdia, J.F.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.F.A. and MKholwa, 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.** (2015). Collaborative Learning a Must in First Additional Language Learning: The Case of Five Schools. *International Journal of Educational Sciences*, 9(3): 265-271
- Linake, M. A. and **Foncha, J. W.** (2015). A Constructivist View of Journaling: Language Learning in an English First Additional Language Classroom. *Journal of Social Sciences*, 44(2, 3): 113-119
- **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.
- **Foncha, J. W.** and Sivasubramaniam, S. (2015) Learners and Teachers' Perspectives on First Additional/L2 Language Learning as Social Practice in the Diverse Community of the University of Western Cape. *International Journal of Educational Sciences*, 8(1): 123-131.
- 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.
- Abongdia, J. A., & **Foncha, J. W.** (2014). Gaining Proficiency in First Additional Language: Language Learning as Social Practice. *J Soc Sci*, 41(2), 107-115.
- Abongdia, J. F. A., and **Foncha, J. W.** (2014). Gaining Proficiency in First Additional Language: Language Learning as Social Practice. *J Soc Sci*, 41(2), 107-115.
- **Foncha, J. W.** (2014). Reading as a Method of Language Learning among L2/First additional language learners: The case of English in one High School in Alice. *Mediterranean Journal of Social Sciences*
- **Foncha, J. W.** and Abongdia, J. A. (2014). The Significance of Groupwork in a FAL classroom: Language learning as a social Practice in two High Schools in Eastern Cape. *International Journal of Education Sciences*, 7(3): 401-412.
- Dakada, A., Abongdia J. A. and **Foncha, J. F.** (2014). Competencies that Educators need in order to manage inclusive classrooms: The case of one High School in Alice. *International Journal of Education Sciences*, 7(3): 401-412.
- **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 the learners? *Mediterranean Journal of Social Sciences*
- **Foncha, J. W.** and Sivasubramaniam, S. (2014). The Links between Intercultural Communication Competence and Identity construction in the Udubs Community. *Mediterranean Journal of Social Sciences* 5(10) 376.
- **Foncha, J. W.** (2014). Who am I on Face book: A social Construction of otherness. *Mediterranean Journal of Social Sciences*.
- Dyers, C. and **Foncha, J.W.** (2012). 'Us' and 'Them': the discursive construction of 'the Other' in Greenmarket Square, Cape Town. *Language and Intercultural Communication*. 12(3): 230-247.

- Dyers, C. and **Foncha, J.W** (2010). Uncovering and negotiating barriers to intercultural communication at Greenmarket Square, Cape Town's 'world in miniature': an insider's perspective. *Per Linguam: Journal of Language Learning*.

Book Chapters

- **Foncha, J. W.**, Linake, M. A. and Abongdia, A. J. (2020). Foundation Phase Student Teacher's Experiences on Reading and Response in The University of Fort Hare, Eastern Cape, South Africa. In Nomlomo, V., Desai, Z., Mbelani, M., Dlamini, N. and September, J. *From Words to Ideas: The role of Literacy in Enhancing Young Children's Development*. Cape Town: British Council.
- **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.

(2016). Barriers to Cross-Cultural training and Practice: In Okeke, C., Abongdia, J. A., Adu, O. E., Van Wyk, M. and Wolhuter, C. *A handbook for Teaching Practice*. ISBN 9780190411794. Oxford University Press: South Africa.

BOOKS

- Ngoqo, V. M, **Foncha, J. W.** and Abongdia, J. A. (2018). *Sustaining Quality Teaching and Learning to Instil Good Discipline and Academic Performance*. Cape Town: Cambridge University Press.
- **Foncha, J. W.**, Sivasubramaniam, S, Adamson, J. and Nunn, R. (2016). *Investigating the role of Language in Identity Construction of Scholars: Coming to terms with Intercultural Communication Competence*. Cape Town: Cambridge University Press.
- **Foncha, J. W.** (2015). *Barriers to Intercultural Communication in Cape Town*. Germany: Lambert Academic Publishing. ISBN: 9783659649417.
- **Foncha, J. W.** (2013). An Investigation of the University of the Western Cape's Students and teacher's attempts at Intercultural Communication: Exploring the connections between Intercultural Communicative Competence and Identity Construction. University of the Western Cape, Doctorate thesis: Unpublished.
- **Foncha, J. W.** (2009). An Ethnographic study of Intercultural Communication in Greenmarket Square, Cape Town: World in miniature. University of the Western Cape, Doctorate thesis: Unpublished.