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**INSTITUTE FOR THE STUDY OF ENGLISH IN AFRICA**

ANNUAL REPORT  
2005



In Memoriam  
Nortie Walters  
1951- 2005

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FROM THE DIRECTOR OF THE ISEA



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# ISEA ANNUAL REPORT 2004

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### Co-ordinator, Creative Writing Programme

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### Editor: *New Coin Poetry*

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### Editor: *Shakespeare in Southern Africa*

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### Editor, Shakespeare Society *Occasional Papers and Reviews*

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### Administrative Officer

J. King

### Publications Officer

B. Cummings

### Secretary

N. Kelemi

## CONSPECTUS

This report covers the period from January to December 2005.

Undertakings and achievements in the Institute have included the following:

- Research Associate Chris Mann was appointed to an *ad hominem* chair as the first Rhodes **Professor of Poetry**.
- The initial cohort studying for the **Advanced Certificate in Education** for English Language Teachers completed with a pass rate of 78%. The second cohort of 38 teachers has completed the two-year part-time programme, and completed examinations in December.
- 13 teachers from the **Advanced Certificate in Education** went on to study for the **B.Ed in English Language Teaching**, offered in the Institute for the first time this year.
- **Wordfest 2005**, at the National Arts Festival, was the largest and most successful held to date
- **The Southern Hemisphere Spread of Shakespeare**, a collaborative research and documentation programme led by the Director, attracted contributions from more than 30 scholars from New Zealand, South Africa, the United Kingdom and Australia. An initial two volumes of essays is under consideration by publishers.
- **Shakespeare SA**, a new theatrical touring company formed in collaboration with the Grahamstown Foundation, the Shakespeare Society of Southern Africa, and the Rhodes Drama Department, toured the Eastern Cape with its inaugural production of *The Winter's Tale*, visiting Nieu Bethesda, Graaff Reinet, Plettenberg Bay, Port Elizabeth, Grahamstown, East London and Stutterheim. Reviews were uniformly good.
- Chris Mann's play, *Thuthula, Heart of the Labyrinth*, was published by Pan Macmillan under the Ravan Press imprint, with an introduction by the Director. A translation into Xhosa is in press.
- The Director contributed a special 30<sup>th</sup> anniversary issue of *English in Africa* on the Eastern Cape writer R.L. Peteni and his novel *Hill of Fools*. The issue was accompanied by an exhibition designed by Susan Abraham dealing with the writer's life and work. The launch at **Wordfest 2005** was attended by the Peteni family. The issue marked Craig MacKenzie's tenth year as editor.
- The ISEA seminar series has been revived through the initiative of Monica Hendricks, and will consist of one seminar per term. The first, a paper by Dr Sal Muthayan on educational change and research at Rhodes, took place on 20 September.
- The ISEA website was re-vamped and brought up-to-date.

## STAFF NEWS

Convenor of **Wordfest**, Chris Mann, was appointed to an *ad hominem* Chair as the first Rhodes Professor of Poetry. We offer him our congratulations.

Professor Craig MacKenzie retired as editor of *English in Africa*, having served with distinction in that position for just over ten years. We are most grateful for the dedication, punctiliousness and flair he exhibited in promoting the wellbeing of the journal and its contributors.

Professor Mike Marais of the Rhodes English Department succeeds Professor MacKenzie from 1 January 2006. Welcome aboard!

Paige Newmark, current artistic director of the newly formed theatrical company, **Shakespeare SA**, spent three months in the ISEA from early May to early August. The production was very well received.

We welcomed Mandla Matyunza to the position of **Wordfest** coordinator, and Relda Donaldson to that of **Wordfest** publicist.

We record with sadness the sudden passing of Nortie Walters, a friend to the ISEA for many years, who worked with the ISEA OBE workshops from the mid-1990s onward, and later with **Wordfest**. He was a dedicated educator with a great spirit of fun, and will be greatly missed.

Mrs Jenny King, Administrative Officer in the Institute since 1995, is taking early retirement at the end of 2005. We are grateful for her years of willing service, for coping during various operational crises she has seen us through, and for her pleasant manner in dealing with members of the public. We are delighted that she will be staying on in her capacity as Administrative Secretary of the Shakespeare Society.

## DONORS

Financial support from the following sources is acknowledged with gratitude:

Anglo American Chairman's Fund Educational Trust  
Anglo Gold Fund Educational Trust  
Biblionef  
Daily Dispatch  
DALRO  
The Donaldson Trust  
Eastern Cape Department of Education  
Eastern Cape Department of Sport, Arts and Culture  
ECPACC  
Exclusive Books  
Grahamstown Training College Fund

National Arts Council  
National Lottery Development Trust Fund  
National Research Foundation (NRF)  
READ  
Rhodes University Joint Research Committee  
Rhodes University  
SAfm

## ISEA PUBLICATIONS

The Director, Beverley Cummings, Jenny King, Nomangezi Kelemi

Electronic publishing agreements for the three major ISEA periodicals, *English in Africa*, *Shakespeare in Southern Africa*, and *New Coin Poetry* are now operational. Publishing partners to date are EBSCO Publishing, Gale Publishing, and SABINET Online.

### PERIODICALS

- English in Africa* 32.1 (May 2005). Ed. Craig MacKenzie. pp.152.  
*English in Africa* 32.2 (October 2005). Ed. Craig MacKenzie (forthcoming).  
*New Coin Poetry* 40.2 (December 2004). Ed. Alan Finlay. pp.90.  
*New Coin Poetry* 41.1 (June 2005). Ed. Alan Finlay. pp.68.  
*New Coin Poetry* 41.2 (December 2005). Ed. Alan Finlay. (in process)

*Shakespeare in Southern Africa* 16 (2004). Ed. Brian Pearce. pp.112.

*Shakespeare Society of Southern Africa Newsletter Incorporating Occasional Papers and Reviews* (December 2005). Ed. Hildé Slinger and Beverley Cummings. pp.32.

*English in Africa* 32.1 featured a special issue on new Nigerian writing, guest edited by Pius Adesanmi and Chris Dunton. Among the issues addressed are trends in recent Nigerian poetry (Harry Garuba), the shaping of the literary generation of the 1960s (Maik Nwosu), Nigerian prison writing (Chris Dunton) and transculturality in contemporary Nigerian novels (Chielozona Eze).

*New Coin* 41.1 carried poems by Taban Lo Liyong, Karen Press, Alison Green, Kelywyn Sole, Bernat Kruger, Eva Kowalski, Mpho Ramaano, Joop Bersee, Wanga Ike Muila and others. Allan Kolski Horwitz reviews Poetry Africa 2004 while Dan Wylie and Karen Press write on the annual translation programme hosted by the Casa de Mateus Foundation in Villa Real, Portugal, in which they participated.

*Shakespeare in Southern Africa* Vol. 16 (2004) carried a piece on Renaissance literature and cartography by Paige Newmark, and the volume opened with a fascinating



piece by Jane Taylor on Sherlock Holmes and *Hamlet*. The latter had its origins in a lecture delivered for the Rhodes Centenary. In a review article, Pier Paolo Frassinelli offers a re-orientation to the legacy of Marxism in Shakespearean studies.

### **THE DALRO POETRY PRIZES**

The DALRO Prizes, for the best poems appearing in *New Coin* in 2004, were judged by Gary Cummiskey. His comments were as follows:

Second prize goes to Vonani Bila's 'dear Gabriel', in which the poet confronts the Zimbabwean leadership for having failed the country and its people. The poem contrasts the more public, ideological shortcomings of Robert Mugabe with the grass-roots reality of the pain and suffering of people starved into vagabondage; food shortages; sickness; soldiers marched off to fight in the Congo for diamonds; political opponents tortured and murdered for daring to speak of freedom. The 25-year-old dreams of a liberated Zimbabwe have collapsed amid greed, selfishness, brutality and corruption.

Third prize goes to Colleen Higgs's 'another country'. Unlike the other poems, this is a personal piece, dealing with both a literal and emotional journey away from a father and his world, towards a simpler, friendly – yet poor – rural environment. But the strings of the past still persist – do they assist us in remembering where we came from, to realise and appreciate a new world? Or do they hinder us, holding us back? We must nevertheless keep moving forward, even if the journey is fragile.

Although the first prize was awarded, the poet chose not to accept it. The poet writes:

I have an instinctive negative response to competitions, especially artistic ones – a combination of 'there's no such thing as a 'best' poem/painting/whatever' and 'I know for sure there are people better than me.' I'm aware that winning a prize is an important form of affirmation for many writers; for me, it turns the open-ended exploration of possible meanings that a poem involves, into a performance trick, where the point is to see who the audience claps loudest for.

The ISEA is most grateful for the time and care expended on the judging process, and to DALRO for sponsoring these awards.

### **OTHER PUBLICATIONS**

#### **BOOKS**

Mann, C.M. 2005. *Thuthula: Heart of the Labyrinth*. Play. Johannesburg: Ravan Press. pp.xix, 121.

Renard, Andrew, ed. 2005. *An Educated Point of View*. English Olympiad Anthology. Grahamstown: ISEA. pp.93.

### CONTRIBUTIONS TO BOOKS

Hendricks, M.G. 2005. 'With More Deliberate Speed: Achieving Equity and Excellence in Education: Realizing the Full potential of Brown v. Board of Education.' In the *National Society for the Study of Education Yearbook 2006*. Ed. Arnetha F. Ball. Palo Alto, CA: Stanford University, (forthcoming).

Mann, C.M. 2005. *Walking on Gravity*. In *Dante in Africa*. Eds. Patrick Cullinan and Stephen Watson. Cape Town: Centre for Creative Writing, University of Cape Town. pp.38-44.

Probyn, M.J. 2005. 'Language and Education in South Africa.' In P. W. Martin and A. M. Y. Lin (eds.) *Decolonisation, Globalization: Language-in-Education Policy and Practice*. Clevedon: Multilingual Matters. pp.153-172 (forthcoming).

----- 2005. 'Policy, Practice and Power: Language and Learning in South Africa.' In A Creese, P Martin and N Hornberger (eds) *The Ecology of Language, Volume 9 Encyclopedia of Language and Education*. Heidelberg: Springer Science and Business Media BV.

Wright, L.S. 2005. 'Introduction' to *Thuthula, Heart of the Labyrinth* by Chris Zithulele Mann. Johannesburg: Ravan Press. pp.v-xviii.

----- 2003. 'Shakespeare in South Africa.' In *Shakespeare Local and Global*. Ed. R.S. White (forthcoming).

### JOURNAL ARTICLES

Probyn, M.J. 2003. 'Learning science through the medium of English?: What do Grade 8 learners say?' *Southern African Linguistics and Applied Language Studies* 23.4(2005): 369-380.

----- 2003. 'Language and Learning Science in South Africa.' Forthcoming in *Language and Education*.

----- 2004. 'Making sense of science through two languages: a South African case study.' *School Science Review* 86 (3214): 49-62.

Hendricks, M.G. 2005. 'Literacy and Social Justice.' *Debate* (11 March): 38-42.

----- 2004. 'Literacy, Multiliteracy and Social Justice: Case Studies from Eastern Cape Primary Schools.' Submitted to the *International Journal of Educational Development*.

Rasana, N.H. 2003. 'The Reading Preferences of Grade 11 ESL Learners in Grahams-town.' Forthcoming in *Southern African Linguistics and Applied Language Studies*.

Wright, L.S. 2005. 'Renaissance Studies in South Africa: A Rhetoric of Relevance.' Forthcoming in *Shakespeare in Southern Africa* 17 (2005).

-----, 2005. 'Re-positioning Renaissance Studies in South Africa: Strategic thinking or "business-as-usual"?' Forthcoming in *Shakespeare in Southern Africa* 18 (2006).

-----, 2005. 'Renovating the Humanities for South Africa.' *South African Journal of Higher Education* 19.3 (2005): 539-554.

-----, 2005. *English Studies in Africa* 'Umabatha: Global and Local.' (Special issue on Globalizing the Renaissance) 47.2: 93-110.

#### **PEER-REVIEWED CONFERENCE PROCEEDINGS**

Probyn, M.J. 2005. 'Learning science through two languages in South Africa.' In J Cohen, K T McAlister, K Rolstad and J MacSwan (Eds.) *Proceedings of the 4<sup>th</sup> International Symposium on Bilingualism*. Somerville: Cascadia Press. pp.1855-1873.

Rasana, N.H. 2005. 'The Reading Preferences of Grade 11 ESL Learners in the Eastern Cape, South Africa.' In *Teaching Reading in African Schools*. Eds. K. Parry, S. Andema and L. Tumusiime. Literacy for All in Africa Series. Series editor C. Onukaogu. Vol. 1. Kampala: Fountain Publishers for the International Reading Association. pp.287-304. (Proceedings of the 3<sup>rd</sup> Pan African Reading for All Conference, Kampala, Uganda, 18-22 August, 2003.)

Wright, L.S. 2005. 'Disgrace and the Humanities in South Africa.' Plenary paper for "Africa in Literature." Proceedings of the 15<sup>th</sup> International Conference of the English Academy of Southern Africa in association with SAWA, AUETSA, SAWAL, and SAACLALS (forthcoming).

-----, 2005. 'Re-positioning Renaissance Studies in South Africa: Strategic thinking or "business-as-usual"?' Plenary paper for 'Africa in the Renaissance/The Renaissance in Africa'. Proceedings of the 15<sup>th</sup> International Conference of the English Academy of Southern Africa in association with SAWA, AUETSA, SAWAL, and SAACLALS (forthcoming).

#### **PROJECT BROADSHEET**

Cossie Rasana, Laurence Wright, Beverley Cummings, eds. 2005. *Writing is Fun*. SSLP broadsheet. Issue 6, (April). Grahamstown: ISEA. pp.8.

Cossie Rasana, Laurence Wright, Beverley Cummings, eds. *Writing is Fun*. SSLP broadsheet. Issue 7, (August). Grahamstown: ISEA. pp.22.

#### **OCCASIONAL PUBLICATIONS**

Rasana, N.H. 2005. 'Editorial.' *Writing is Fun* 7: 1.

-----, 2005. 'Ibingetyebe Ibiteketeke!' *Writing is Fun* 7: 6.

----- 2005. 'Kweza Njanji Ukufa Emhlabeni?' *Writing is Fun* 7: 4-5.

----- 2005. 'The Umveli-Ngqange and Disgruntled Animals.' *Writing is Fun* 7:2.

2005. Three student letters from the ACE programme published in the *Daily Dispatch* April/May.

2005. A debate/discussion among the teachers from the ACE ELT programme on school language policy published in *Indabazethu*, a supplement of the *Daily Dispatch* (7 & 14 September 2005).

Wright, L.S. 2005. 'Some thoughts on teaching literature.' *Writing is Fun* 7:10.

----- 'So you want to be a model?' *Writing is Fun* 7:10.

#### REVIEWS

Hendricks, M.G. 2005. Review of *Changing class: Education and social change in post-apartheid South Africa*. Ed. Linda Chisholm. London and New York, Cape Town: Zed Books and HSRC Press, 2004. Forthcoming in *Africa Review of Books*.

Slinger, Hildé. 2005. Review of *Amleth/Hamlet House* directed by Ingrid Wylde, National Arts Festival, July 2005. Forthcoming in *Shakespeare Society Newsletter Incorporating Occasional Papers and Reviews* (December 2005).

Wright, L.S. 2004. 'Bollywood *Twelfth Night*.' Review of Steven Beresford's Production. Albery Theatre, London, September 2004. *Shakespeare in Southern Africa* 16: 74-75.

----- 2005. Review of *Language Planning and Policy in Africa*, Vol. 1: Botswana, Malawi, Mozambique and South Africa (Language Planning and Policy, 1). Clevedon, Buffalo, Toronto: Multilingual Matters Ltd, 2004. Forthcoming in *Language Policy*.

----- 2004. Review of Richard W. Schoch, *Shakespeare's Victorian Stage: Performing History in the Theatre of Charles Kean*. Cambridge: Cambridge University Press, 1998. *Shakespeare in Southern Africa* 16: 98-100.

----- 2004. Review of *The Marowitz Hamlet* directed by Floyed de Vaal for the University of Stellenbosch Drama Department. National Arts Festival, Grahamstown, July 2004. *Shakespeare in Southern Africa* 16: 73-74.

----- 2004. Review of the Port Elizabeth Shakespearean Festival: *Twelfth Night* at the Mannville Open Air Theatre, 18 February 2004. *Shakespeare in Southern Africa* 16: 69-70.

#### PLAYSCRIPT AND PLAY-IN-VERSE ON CD

Mann, C.M. 2005. *Beautiful Lofty Things*. CD Rom. Grahamstown: Grahamstown Cathedral.

#### POETRY IN BOOKS

Mann, C.M. 2005. 'To Guy Butler on His Eightieth Birthday.' In *The Dassie and the Hunter* by Jeff Opland. Pietermaritzburg: University of KwaZulu-Natal Press. p.320.

----- 2005. 'In Praise of the Shades.' In *The Dassie and the Hunter* by Jeff Opland. Pietermaritzburg: University of KwaZulu-Natal Press. p.321.

----- 2005. 'In Praise of the Shades.' *Worldscapes*. Ed. Robin Malan. Revised Impression. Cape Town: OUP, 197-98.

----- 2005. 'Cookhouse Station' In *The Dassie and the Hunter* by Jeff Opland. Pietermaritzburg: University of KwaZulu-Natal Press. p.323-4.

----- 2005. 'In Praise of the Shades.' In *Poetry Spectrum 11*. Ed. H. Houghton-Hawksley. Cape Town: Juta-Gariep.

----- 2004. 'The Growth of the Dove.' *In the Country of the Heart*. Ed. P.R. Anderson. Bellevue: Jacana. pp.78-79.

----- 2004. 'True Love.' *In the Country of the Heart*. Ed. P.R. Anderson. Bellevue: Jacana. p.80.

----- 2004. 'The Shades of Former Lovers.' *In the Country of the Heart*. Ed. P.R. Anderson. Bellevue: Jacana. p.120.

#### POETRY IN JOURNALS AND PERIODICALS

Mann, C.M. 2005. 'The Road to Emmaus.' Translated into Arabic by Nazih Abou Afash. *Al-Mada* 46:115-122.

----- 2005. 'Cicada.' *Carapace* 52 (March): 15.

----- 2005. 'Sheep.' *Carapace* 52 (March): 21.

----- 2005. 'The Road to Emmaus.' *Christianity and Literature* 21.54: 149-150.

----- 2004. 'Blesbuck.' *La Questione Romantica* Primavera/Autunno 12.13: 190.

----- 2004. 'Eland.' *La Questione Romantica* Primavera/Autunno 12.13: 191.

-----, 2004. 'Zebra.' *La Questione Romantica* Primavera/Autunno 12.13: 192.

-----, 2005. 'Mandela's Cell.' *Mail and Guardian* 16 December:14.

-----, 2005. 'Antlion.' *Scrutiny2* 10.1:56-7.

-----, 2005. 'Cutworm.' *Scrutiny2* 10.1:58.

-----, 2005. 'Kudu.' *Scrutiny2* 10.1:59.

-----, 2005. 'Salmon.' *Scrutiny2* 10.1:60.

-----, 2005. 'Silverfish.' *Scrutiny2* 10.1:61.

### CONFERENCES AND PUBLIC LECTURES

Hendricks, M.G. 2005. 'An analysis of the quantity and quality of Grade 7 learners' writing.' Eastern Cape Provincial Language Conference, The Right to Read and Write. Nelson Mandela Metropolitan University, Port Elizabeth, 13-14 May, 2005.

-----, 2005. Participant, UNESCO Workshop. 'Progress towards the goals of *Education for All* in South Africa.' Highway Africa Conference. Grahamstown, 15 September, 2005.

-----, 2005. 'A linguistic analysis of a Grade 7 learner's writing: "Capitalising on the dullness of the data".' Kenton Education Conference, Mpekweni, 27-30 October, 2005.

Probyn, M.R. 2005. 'Developing a Culture of Reading in Rural Eastern Cape Schools.' Eastern Cape Provincial Language Conference, The Right to Read and Write. Nelson Mandela Metropolitan University, Port Elizabeth, 13-14 May, 2005.

-----, 2005. 'Developing a Culture of Reading in Classrooms.' Poster presentation. Kenton Education Conference, Mpekweni, 27-30 October, 2005.

Seddon, D. 2005. "He wrote it for me": Shakespeare and the Romantic Reader.' Shakespeare Society of Southern Africa. Public lecture presented in honour of Shakespeare's Birthday, Grahamstown, 21 April 2005.

Wright, L.S. 2005. Plenary address. '*Disgrace* and the Humanities in South Africa.' Africa in Literature, 15<sup>th</sup> International Conference of the English Academy of Southern Africa in association with SAWA, AUETSA, SAWAL, and SAACLALS. Cape Town, University of Cape Town, 10-13 July.

------. 2005. Plenary address. 'Re-positioning Renaissance Studies in South Africa: Strategic thinking or "business-as-usual"?' Special interest session: 'Africa in the Renaissance/The Renaissance in Africa.' Africa in Literature, 15<sup>th</sup> International Conference of the English Academy of Southern Africa in association with SAWA, AUETSA, SA-WAL, and SAACLALS. Cape Town, University of Cape Town, 10-13 July.

------. 2005. 'Towards Understanding J.M. Coetzee's *Disgrace*.' Public lecture organised by the English Department Research Group. 29 September, 2005.

------. 2005. 'Travelling with English.' Illustrated talk for the Grahamstown Branch of the 1820 Settlers' Association of South Africa. The Highlander. 8 October 2005.

## RESEARCH

The following research projects are under way:

- Monica Hendricks is engaged in doctoral research through the University of the Witwatersrand into how children learn to write in additional languages (Afrikaans, English and isiXhosa) in primary school. The thesis is entitled 'Writing Practices in additional languages in Grade 7 classes in the Eastern Cape Province.'
- Margie Probyn: Funding was obtained from the NRF in July 2003 for research into teachers' classroom practice when teaching science through the medium of English as an additional language. The fieldwork was conducted in seven rural schools in the Butterworth and Lady Frere districts and three township schools in Mdantsane, in the East London district. Five consecutive lessons for each teacher were videotaped and the teachers were interviewed, using the videotapes for stimulated recall. Learners completed questionnaires on their language practices at home and at school. The last fieldwork trip was completed in May 2005. The lesson transcription is almost complete and lesson analysis will proceed in the last quarter of 2005. This project will be completed in 2006.
- Cossie Rasana is publishing papers based on her M.Ed research. She completed a survey of school library holdings in three Grahamstown secondary schools. In the longer term, she will be pursuing doctoral research into the achieved reading levels of Grade 10 learners in some Grahamstown schools for her Ph.D studies with a view, later, to designing a local intervention programme. In May 2005 she participated in the PIRLS 2006 National Option English Assessment instrument review for Grade 4 learners.
- The Director is continuing his research into aspects of South African Language Policy, with a special emphasis on economic factors. A series of articles (see

publications) is appearing that will contribute to a book entitled *English and the Future of South Africa* for Natal University Press.

- The Director's research into the history of Shakespeare in South Africa this year yielded new work on Welcome Msomi's *Umabatha*, research into the relation between J.M. Coetzee's *Disgrace* and *The Tempest* (to appear in a book for the Cambridge Scholar Press), and an examination of two lectures on Shakespeare delivered by Nathaniel Merriman to the Grahamstown Institute in 1857 and 1858.

### **'THE SOUTHERN HEMISPHERE SPREAD OF SHAKESPEARE'**

The Director

'The Southern Hemisphere Spread of Shakespeare' is an international collaborative research initiative setting out to document and analyse the impact of Shakespeare in selected southern hemisphere territories over two hundred years. The initial two volumes, treating Australia and New Zealand (Vol. 1) and South Africa (Vol. 2) are under consideration by publishers.

A special interest session on the programme led by the Director contributes to the International Shakespeare Association's World Congress in Brisbane in July, 2006. Several South African participants will be attending. The Director has also been invited to contribute a paper at a seminar on 'Settler Shakespeare'.

The South African Performance database is under construction by ANY consulting cc. Data has been collected in Kimberley and King Williams Town, and a start has been made in Cape Town.

### **'SHAKESPEARE SA'**

The Director (Producer), Paige Newmark (Artistic Director), Gary Gordon, (Drama Department), Fanie Venter (Financials) and members of the Company.

"A definite must see. A great performance that left me wanting more": this was *Cue's* verdict on Shakespeare SA's first production, and reviews were uniformly positive during the tour. The cast and crew toured Nieu Bethesda, Graaff Reinet, Plettenburg Bay, Port Elizabeth, Grahamstown, East London and Stutterheim. This experimental venture was an outstanding success, despite the rigours of touring and the difficulties experienced in accessing the grant money from the Lottery Distribution Trust Fund. Planning is under way to relieve some of the tensions experienced by the cast, and to secure a firmer base for the construction and technical aspects of the project.



## **SECONDARY SCHOOLS' LANGUAGE PROJECT (SSLP)**

Project Leader: Margie Probyn, with the Director, Cossie Rasana, Monica Hendricks, Vivian Westphal, Hennie van der Mescht, Sarah Murray, Bruce Brown, Pat Irwin and others.

### **ADVANCED CERTIFICATE IN EDUCATION (ENGLISH LANGUAGE TEACHING)**

The first cohort of 38 ACE ELT teachers wrote their examinations in December 2004. Of the 29 teachers who passed, 13 have continued with a third year of study at the ISEA, aiming to qualify with a BEd-in-service degree; and the remaining 16 graduated on 31 March 2005, including 2 who were accepted to study for MEd degrees at Rhodes University.

Course coordinator Monica Hendricks reports on the 2004 intake as follows:

The second cohort of ACE students, 2004/5, has completed all nine contact sessions at Rhodes University, a total of 68 teaching days. In addition to this, the five Subject Advisors on the course have had 10 days of workshops, seminar presentations and lectures specifically designed to address their professional needs (related to their role as district-level officials) which exceed those of the rest of the classroom teachers on the course. While the content and intent of the ACE course develops participants' knowledge of English as a curriculum subject, Subject Advisors also have to monitor and support teachers in their classroom practice. The cohort of 41 who registered initially has been reduced to 38 currently as two students have died and one has been excluded due to unauthorized absences and failure to complete work assigned. Like the 2003/4 cohort, all the students have bursaries supplied by the province. For this reason, provincial officials nominated the districts from which the students would come and were involved in selection. There are 11 teachers and 2 Subject Advisors from Mount Fletcher, 11 teachers and 1 Subject Advisor from Bizana and 11 teachers and 2 Subject Advisors from Lusikisiki.

Teaching these students has been most rewarding and a dimension of the course that has been particularly enlightening is visiting teachers in their schools. To date all but one student, who has been on sick leave because of a car accident, have been visited. It is a unique feature of this ACE course (as compared to others offered at Rhodes University) that lecturers visit teachers in their classrooms to observe them teaching a lesson. The primary purpose of the school visits is to give teachers support in reflecting on and improving their classroom practice in the light of the new curriculum and the ACE course input.

Visits are planned with the Subject Advisors as they know the location of the schools and condition of the roads, and can devise a time-efficient itinerary. It is not possible to see more than two teachers per day, given the distances between schools and the state of the roads. In a mutually useful *quid pro quo*, I benefit from Subject Advisors'

knowledge of the area and local languages while Subject Advisors get to meet teachers in schools seldom visited because of the shortage of vehicles at Education District Offices.

During such a visit the lesson is videotaped, the lesson is briefly discussed with the teacher in terms of its strengths and weaknesses and a copy of the video is given to the teacher as a record and for later, more detailed, self-reflection. I am humbled at the commitment of these teachers and Subject Advisors to improving their teaching and professional work in the often difficult circumstances that I observe during the school visits. My fear is that the ongoing malaise in education in the province exacerbates administrative and infrastructural problems with regard to educational buildings, furniture and textbooks. Failure to address these problems risks discouraging teachers and Subject Advisors who now have fresh impetus to try, despite the odds, to work effectively.

Some of the highlights, among many during the course, have been:

- A visit to Addo Elephant Park as part of a focus on environmental education, a cross-cutting value of the new curriculum (29 September 2005);
- Publication of a debate/discussion among the teachers on school language policy in *Indabazethu*, a supplement of the *Daily Dispatch* (7 & 14 September 2005);
- A poster incorporating students' enactment of key metaphors in the poem 'Prayer before Birth' (September 2004);
- Various Ubom! Drama workshops related to key aspects of the course, like the study of *Romeo and Juliet*;
- Three student letters to the editor of the *Daily Dispatch* being published.

#### **BED-IN-SERVICE**

The 13 teachers who took up the challenge of a third year of study to complete a BEd-in-service degree have benefited from the small class and intensive teaching and have shown great enthusiasm, commitment and progress. The course has focused on consolidating knowledge and skills developed in the ACE ELT, and developing teachers' academic reading and writing skills, in line with the requirements of a degree. A feature of the course is that the teachers are visited in their classrooms, a lesson is videotaped and then the teacher and lecturer view the video together and the teacher is guided through a process of reflection on the teaching and learning processes in their classroom. The teachers write their examinations in December 2005 and we have confidence that they will graduate in March 2006.

In both programmes, the ACE and the BEd, emphasis has been placed on cultural and educational enrichment, extending the students' experience beyond the classroom through attending dance performances, debates, films and social activities. Of particular importance this year was the ecological excursion to the Addo Elephant Park, under the expert guidance of Professor Pat Irwin.

External evaluation of the two programmes has been overwhelmingly positive.

Cossie Rasana edited two *Writing is Fun* broadsheets, with formatting by Bev Cummings, based on the writing of teachers and learners in the ACE and BEd programmes, as well as work by teachers who participated in the OBE and creative writing workshops conducted in 2005. The two publications have been widely distributed through the ISEA's database of teachers.

### **CAMPUS CREATIVE WRITING PROGRAMME**

Robert Berold Co-ordinator; with Paulette Coetzee and Crystal Warren.

The creative writing course, now in its 8th year, has become something of a Grahamstown institution. The course syllabus has settled into a more predictable shape and the teachers have accumulated solid experience in anticipating the diverse problems of struggling writers.

The course teachers this year were Crystal Warren, Paulette Coetzee, Deborah Seddon, and Robert Berold.

The class had students of all ages, from 20 to 70-something. We started off with 21 but, as always happens, some people dropped out and we were left with an enthusiastic core group of about 15.

The syllabus covered teaching people the technique of freewriting, doing both playful and serious exercises, learning to give constructive feedback, editing one's own writing, and preparing work for the course publication.

Innovations in this year's course were the introduction of a class website which allowed participants to post draft writings and get comments from other members of the class. Two successful full-day writing sessions were held in a peaceful rural setting. Another innovation was that several participants contributed book reviews to *Wordstock*, the *Wordfest* newspaper.

The course ended with the production and launch of the journal *Aerial* with an editorial committee comprising course participants. *Aerial 2005* was of an unusually high standard.

### **WORDFEST 2005**

Chris Mann (Convenor), The Director (Chair), Mandla Matyumza (Coordinator), Relda Donaldson (Media Officer), Nortie Walters (Schools' Coordinator), Erica Gornall and team (Readers' and Writers' Café); *Masiphatisane Makhosikazi* (Eastern Cape catering);

Jenny King and Nomangesi Kelemi (ISEA Financial Administration), Liz Leiper and Adrienne Tait (Rhodes Finance Division).

A sombre reality in South Africa is the lack of a significant reading public. **Wordfest** is a multilingual festival with a developmental emphasis that aims to help promote a culture of reading and writing and to affirm excellence and innovation in words.

Thanks to a substantial improvement in funding, the fifth **Wordfest** staged over 130 events which featured some 40 South African writers. Events ranged from book launches, seminars and a reading and writing programme for school children to the launch by the Minister of Arts and Culture of a new series of books in marginalized South African languages.

There were daily creative writing workshops and nightly sessions of Open Mike, a book shop, the **Readers' and Writers' Restaurant**, with much improved décor, and a street-parade. This saw writers toying down High Street and placing their original work on an *isivivane* pile in the presence of the Eastern Cape's Arts and Culture MEC. An *isivivane* is a traditional cairn where passers-by would toss a pebble to mark their passage. This event revives a rural tradition in a new context.

These writers took part in **Wordfest Eastern Cape**, performing their work and attending workshops for three days. Some 150 of them stayed in township bed and breakfasts as part of a new poverty alleviation programme initiated by the Eastern Cape Premier. Wordfest thus channelled R65 000 to one of the poorest townships in the country. Despite delays in transport to and from the township, the writers were unreservedly positive about this new arrangement.

The **Wordfest Symposium Series**, the first, featured established authors who tackled topical issues ranging from Words and the Law, Words and Tax to Words and Spirituality, Translating Mandela and Political Biography. We were pleased to welcome writers as diverse as Carmel Rickard, Matthew Lester, Sarah Johnson, Shabbir Banoobhai, Peter Mtuze, DBZ Ntuli, William Gumede and Luli Callinicos.

This year's exhibitions focussed on Douglas Livingstone, R L Peteni, Tony Grogan and Gus Ferguson. New poems by Eastern Cape writers were displayed in colourful **Word-Beacons**, also a **Wordfest** innovation.

Rhodes University supports **Wordfest** as an outreach project by providing the substantial venue, office space for staff and support services without charge. **WordStock**, the daily **Wordfest** newspaper once again provided in-service training for Rhodes journalism students. Produced this year by ECN, the Eastern Cape News Agency, **WordStock** continued its tradition of mixing colloquial and scholarly articles and reached some 28 000 readers overall.

Rhodes radio-journalism students created the **Wordfest** ads that aired on SAfm and Rhodes chaired the **Wordfest** symposia. The editorial office of **Wordstock** was positioned in the foyer of the venue to acquaint delegates from outlying areas with a news-room.

The employment of a media officer led to much improved media coverage. Interviews with authors and news about **Wordfest** was distributed through community radio, **SATV, Channel Africa TV, SAfm, East Cape News, Daily Dispatch, The Herald, Sowetan, The Sun, Grocott's Mail, Shoppa, Daily Dispatch, Weekend Post** and **Mail & Guardian**.

Other innovations included the **Launch Pad**, a compact venue with poster-board portraits of famous South African writers and the **Wordfest Free Speech Stand**, a purpose-built mobile rostrum with wooden drumsticks to encourage the arts of oratory and free speech.

Our thanks to the funders: the National Arts Council, the National Lottery Development Trust Fund, the Eastern Cape Government, Exclusive Books, READ, Biblionef, DALRO, Daily Dispatch, SAfm and Rhodes University.

## POETRY PERFORMANCES

Professor Chris Mann

### Programme

<i>Heartlands,</i>	University of Johannesburg, Johannesburg	28-Feb-2005
<i>Heartlands,</i>	Wits University, Johannesburg	1-Mar-2005
<i>Heartlands,</i>	University of Pretoria, Tshwane	2-Mar-2005
<i>Beautiful Lofty Things,</i>	Grahamstown Cathedral, Arts Festival	3-Jul-2005
<i>Beautiful Lofty Things,</i>	Grahamstown Cathedral, Arts Festival	5-Jul-2005
<i>Selected Poems,</i>	Probis Society, Grahamstown	10-Jun-2005
<i>Heartlands,</i>	English Academy Conference, UCT	10-Jul-2005
<i>Lifelines Introduction,</i>	Eco-Literature Colloquium, Grahamstown	9-Sep-2005
<i>Heartlands,</i>	University of KwaZulu-Natal, Durban	12-Sep-2005
<i>Heartlands,</i>	Durban Girls College, Durban	13-Sep-2005
<i>Heartlands,</i>	Northlands Girls High School	13-Sep-2005
<i>Heartlands,</i>	Westville Girls High School, Durban	14-Sep-2005
<i>Heartlands,</i>	St John's DSG, Maritzburg	15-Sep-2005
<i>Heartlands,</i>	Glenwood Boys High School, Durban	16-Sep-2005
<i>Heartlands,</i>	Glenwood Boys High School (second)	16-Sep-2005
<i>Heartlands,</i>	Hilton Arts Festival, Hilton	17-Sep-2005
<i>Heartlands,</i>	Spring Arts Festival, Hogsback	2-Oct-2005
<i>Heartlands,</i>	Literary Tourism Colloquium, Durban	25-Nov-2005

## **INTERVIEWS**

Mann, C.M. 2005. **Wordfest**. SAfm, 3 July.

----- 2005. **Wordfest**. SABC TV, 4 July.

----- 2005. **Heartlands** and SA Poetry in English. SAfm, 2 October.

## **RHODES HEQC AUDIT**

The Institute made a submission to the Audit process in the required format. The Director participated in the Research Leaders group interview. We look forward to studying the findings and recommendations in the Audit Committee's final report.

## **STRATEGIC PLANNING**

In August the ISEA undertook an internal strategic planning exercise, revisiting the results of the 2000 process. The conclusions reached were that the current orientation of the Institute remains viable and relevant; that the decision to establish a formal writing programme for degree purposes should be taken forward; that the ISEA internal seminar programme should be revived and extended to the broad University community; and that the current expansion of ISEA activities could not continue without an increase in support staff capacity. Each of these issues has been taken forward.

## **DISTINGUISHED VISITORS**

Mr Troy Blacklaws, Author

Ms Luli Callinicos, Author

Ms Hazel Crampton, Author

Mr Gus Ferguson, Author

Mr William Gumede, Author

Mr Tony Grogan, Author

Dr George Hunt, Department of Educational Studies, University of Edinburgh.

Ms Nomsa Jajula, MEC for Sport, Arts and Culture of the Eastern Cape

Mr Godfrey Mona, Director, Department of Sport, Arts and Culture of the Eastern Cape

Prof B.B. Mkonto, Nelson Mandela Metropolitan University, Author

Paige Newmark, Theatre director

Rev. Bongani Ntisana, Lovedale Press

Prof D.B.Z. Ntuli, Translator

Prof J. Opland, Author

Prof Jane Taylor, University of the Witwatersrand, Author.

### **UNIVERSITY TEACHING (OTHER THAN ISEA PROGRAMMES)**

Monica Hendricks contributed to the Education Department's PhD week, under the theme, 'Evidence, Analysis and Quality in PhD Research'. Her presentation was entitled, 'What counts as evidence?' (1hr).

Margie Probyn contributed to the following programmes: PGCE Science (2 hrs); BEd Hons (Science) (4,5 hrs); MEd ESL(2 hrs); MEd Science (6 hrs); SAARMSTE MEd conference workshop – how to write a research paper (2 hrs); RUMEP ACE (Language and Learning) (2 hrs).

### **GRADUATE SUPERVISION AND EXAMINING**

The Director is supervising one MA candidate (A.N. Bell).

### **DEGREES IN PROGRESS (STAFF)**

- Hendricks, M.G: PhD (Wits): 'Writing Practices in additional languages in Grade 7 classes in the Eastern Cape Province'
- Probyn, M.J: PhD (Rhodes): 'Developing an effective approach for teaching science through the medium of English as an additional language in ex-DET schools.' Proposal approved by Higher Degrees Committee. Because of pressure from teaching in the ACE and BEd programmes, Registration is currently suspended.

### **DIRECTOR'S ACTIVITIES**

The Director is a member of the Board of Governors of the National Arts Festival, and serves on the English National Language Body. He is Vice-Chairman of The Grahamstown Foundation and of the National English Literary Museum. He is also on the Council of the English Academy of Southern Africa, on the General Executive of the Shakespeare Society of Southern Africa and the Grahamstown Branch of the Society. He is president-elect of the Rotary Club of Grahamstown Sunset.



## CONCLUSION

The Institute has enjoyed a stable and productive year, despite financial uncertainties caused by fiscal difficulties in the Eastern Cape Department of Education. Staff members have coped very well with the ongoing tension between achieving research and publication objectives, and running the educational, service and outreach initiatives central to the ISEA's mission. The capacity and reputation of the Institute as a multi-faceted research and implementation agency in the broad field of English studies in the African context continues to grow and be recognised locally, nationally and internationally.

We are grateful for the efficient and courteous service rendered the Institute by various support services in the University. When tasks are huge and numbers small, such efficiency becomes invaluable. I wish the Acting Director, Margie Probyn, everything of the best for a successful 2006, and thank all members of staff for their support, intellectual effort and collegial spirit this past year.

**Prof. L.S. Wright**  
**Director**

December 2005