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Reforming and developing a place for young South African actors: a qualitative analysis of the Market Theatre Laboratory, Performer Training Programme

Constantinides, Elaine Elena

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ABSTRACT

This study investigates the Market Theatre Laboratory's training programme, and evaluates its relevance for the young South African actor. The researcher identifies certain transformation problems around language, curriculum, homogeneity and learner-centred pedagogy. This study offers suggestions and identifies specific changes that can be implemented to assist the Market Theatre Laboratory in adapting to the transformation of South Africa.

Chapter One of this research report investigates the Market Theatre Laboratory as a training institution during the apartheid and post-apartheid eras. The study notes that the Market Theatre Laboratory reflects the tumultuous changes South Africa has undergone and is still experiencing. Chapter Two pays specific attention to current practices within the training programme. It is within the training programme that transformation problems are recognised and are addressed in the following chapters. Chapter Three delves into a comprehensive examination of language problems that have been discovered. Chapters Four and Five address the problems dealing with curriculum, homogeneity, 'top-down' teaching, outcomes-based education and product-orientated learning. A process-orientated pedagogy is suggested in Chapter Six.

This methodology values process-orientated learning. The learning process of each individual should form part of the training programme being offered at the Laboratory.

This study concludes with several suggestions intended to support the Laboratory in their continued adaptation to South Africa's transformation project.