

Title of Paper: *Tailoring EAP materials to the English Second Language needs of tertiary students from multilingual indigenous backgrounds*

### **Abstract**

This paper focuses on teacher-prepared, “in-house” materials tailored to answer the English needs of a specific multilingual audience, namely, University of Limpopo (UniLim) multilingual students from various faculties who need English for their diverse academic courses. The rationale for such tailor-made English language materials is that in-house developed materials address the issues of contextualisation, timeliness and the personal touch (Block 1991: 213-215). These issues cannot always be dealt with by the commercial textbooks which have a wider market. In-house materials which take into account the constraints within an institution, factors such as the student: lecturer ratio, the cost of a textbook, or the failure to find one textbook which addresses all the items covered in the course, may assist students for whom English is a second, third or even fourth language, to improve their English and hence cope with their tertiary studies. In-house materials can also address the issue of “cultural continuity” (Holliday 2001: 169) which is related to ‘contextualisation’ (Block 1991) mentioned above. Holliday has adopted a broader sense of the term “cultural continuity”, originally coined by Jacob (1996), to mean: “to be sensitive to the cultural expectations of the ‘recipients’ of innovation whether they be students or teachers encountering new teaching methodologies or stakeholders in curriculum projects (Holliday 2001: 169). Cultural continuity calls for methodologies appropriate to the social context (1994).

The aim of this paper is to investigate the context from which these students come and so come up with evaluation criteria which will assist the materials developer to develop appropriate learning materials for multilingual students engaged in tertiary studies.