



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

# International Orientation

## English Language Enrichment

Jenny Jones



# English Language Enrichment (ELE)

**ELE provides a service for any University of Auckland student or staff member to develop their English language and academic writing skills.**



## Language learning groups

Develop your communication skills in conversation with local New Zealanders and other students.

[Find out more >](#)



## Writing workshops

Explore the more challenging aspects of English to write more accurately and communicate more clearly with your reader.

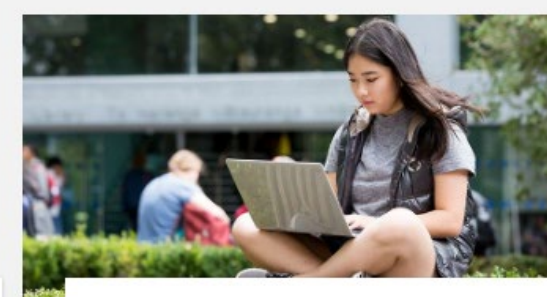
[Find out more >](#)



## One-on-one language advice

Meet with a language advisor for tailored advice about your academic English.

[Find out more >](#)



## Online language resources

Access online resources to develop your academic writing and language skills.

[Explore ELE online >](#)



Ngā taurira  
**Students**

Ngā kaimahi  
**Staff**

Raukura  
**Alumni**

Rapunga | Search



Ngā akoranga  
**Study**

Rangahau  
**Research**

Te ao ki konei  
**On campus**

Mō mātou  
**About us**

Ngā kaupapa me ngā hui  
**News and events**

Takoha  
**Giving**

**Libraries and Learning  
Services**

Help and hours

Study

Research

Teach

About

Ask us

## Study

Close

### Learning essentials

Study skills

Exams and tests

Writing and presenting

IT essentials >

### Academic skills

Academic Integrity course

Postgraduate resources and workshops

Learning and Teaching Development

**English Language Enrichment**

Go to Quick@ite >

### Information skills

Finding information

Subject guides

Referencing

### Learn more

Workshops



**What challenges are  
you likely to  
experience in your  
university studies?**



# Challenges for international students

**Understanding  
Kiwi English &  
making friends**

**Different  
academic  
system**

**English  
academic  
writing**

**Completing  
assessments in  
English**

**Different  
expectations  
(e.g., plagiarism,  
critical thinking,  
referencing)**

# Speaking groups

Let's talk to  
local  
students

Let's talk to  
Aucklanders

Intercultural  
Communication

# Writing in English workshops



Articles

Report writing

Verb tenses

Punctuation

Active & Passive Voice

Editing

Complex sentences

# Academic Skills Workshops

## Academic Skills workshops

- Time management
- Critical thinking
- Finding information
- Essay writing
- Referencing
- Exam preparation

Book an [Academic Skills workshop](#)







# Te Tumu Herenga - Libraries and Learning Services

Member Since May 2022

We offer a range of online and in-person workshops to support your learning and research, from undergraduate through to doctoral level. Workshops are delivered as part of the following programmes:

- [Academic Skills](#)
- [English Language Enrichment](#)
- [Leadership through Learning](#)
- [MAI ki Tāmaki](#)
- [Postgraduate and doctoral](#)

**RSVP to Event** to book your space and receive updates. If you have any questions, just [Ask us](#).



CONTACT



Gallery Image



Gallery Image



Gallery Image

VIEW GALLERY



Gallery Image



### Let's Talk to Aucklanders: Speaking group

Friday, January 20 at 10:00AM NZDT  
Room 101, Level 1, Kate Edger Information Commons (Building 315), City Campus



### Let's Talk to Locals: Speaking group

Friday, January 20 at 3:00PM NZDT  
Online

Te Tumu Herenga - Libraries and Learning



### Academic Skills: Referencing

Monday, January 23 at 11:00AM NZDT  
City Campus, Kate Edger Information Commons (Building 315), Level 4, Room 420

Te Tumu Herenga - Libraries and Learning



### Writing in English: From simple to complex sentences

Tuesday, January 24 at 2:00PM NZDT  
Online

Te Tumu Herenga - Libraries and Learning



# Learning essentials

*Develop your research and study skills*

SEARCH

 <b>Learning at University</b>	 <b>Key study skills</b>	 <b>Presenting your work</b>
 <b>Reading effectively</b>	 <b>Finding information</b>	 <b>Writing effectively</b>
 <b>Exams and tests</b>	 <b>Referencing</b>	 <b>Support services</b>

[learningessentials.ac.nz](https://learningessentials.ac.nz)

[HOME](#) >

# ” Referencing

[Introduction to referencing](#)

[What to reference](#)

[How to reference](#)

[Referencing styles](#)

[Reference management tools](#)

[QuickCite](#)

# ELE Online



## ELE Online



V

Vocabulary

G

Grammar

P

Pronunciation

R

Reading

W

Writing

S

Speaking

L

Listening

## Welcome!

[Introduction](#)

[A Strategy for Learning Grammar](#)

[Self-Analysis](#)

[Sentence Structure](#)

[Verbs](#)

[Articles](#)

[Prepositions](#)

[Agreement: Singular or Plural](#)

[Adjectives and Adverbs](#)

# Welcome to GrammarSmart

Click on a topic for a quick link to the page

**Self-analysis**

**Sentence structure**

**Verbs**

**Articles**

**Prepositions**

**Agreement**

**Adjectives & Adverbs**

Welcome

Introduction

The APE of reading effectively

Critical reading

SQ4R: An Effective Reading Strategy

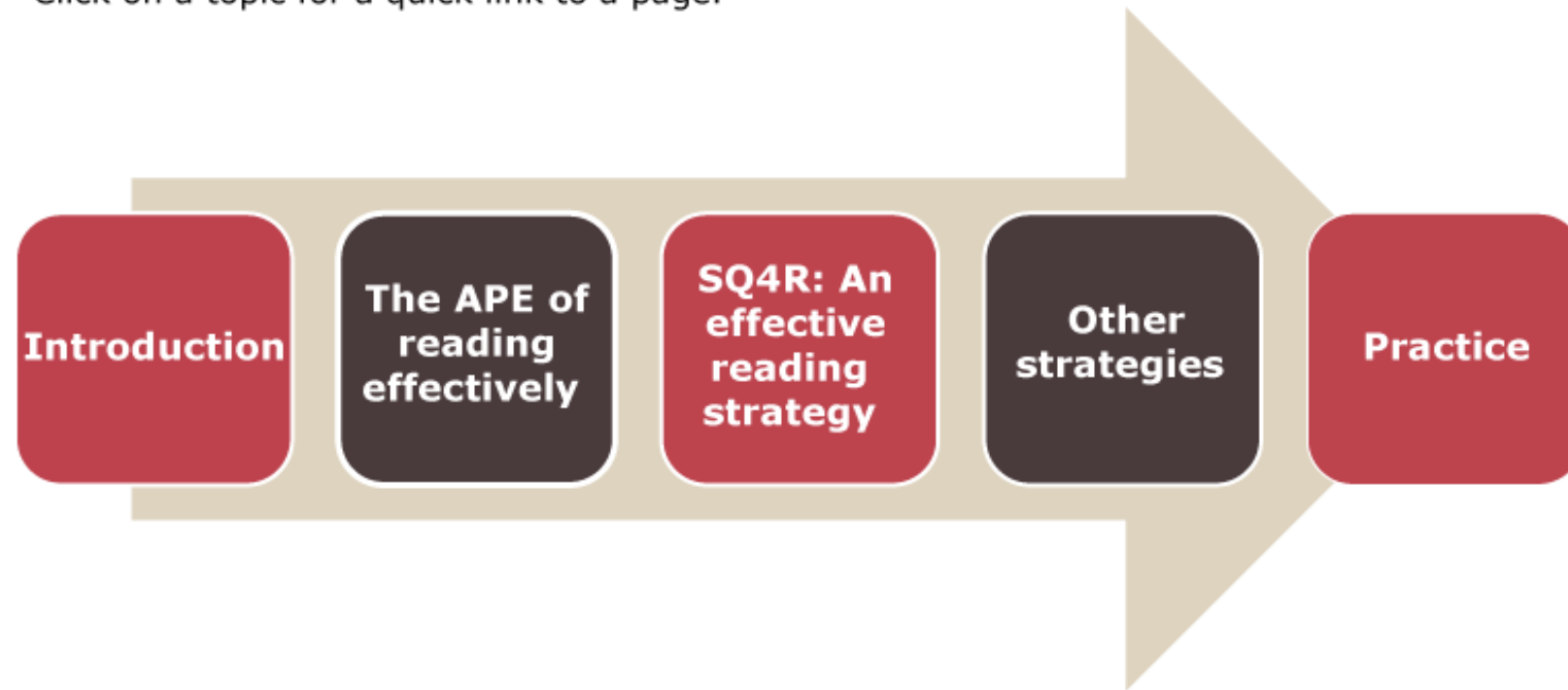
Other strategies

Practice

Feedback

# Welcome to Reading Effectively

Click on a topic for a quick link to a page.

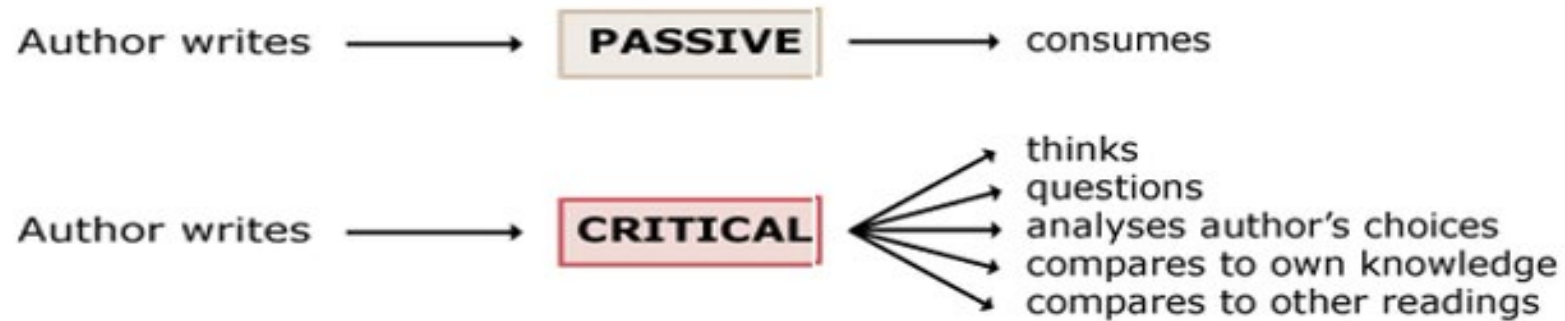


**Introduction »**

# Developing critical thinking

## A particular 'reality'

For example, a photograph is a text of a particular 'reality'. It is the result of many choices made at a particular time and place (eg, where to aim, wide or narrow angle, colour balance, sharpness of the image, etc).



The purpose of research is not simply to retrieve data, but to **participate** in a **conversation** about it.

**write@uni**





## 4.8 Examples of student writing

Check the samples below to learn how some University of Auckland students craft their academic



[Music essay](#)



[Asian Studies essay](#)



[Stage 4 Engineering report](#)



[Stage One Engineering](#)



[MEDSCI research report](#)



[Short answer question](#)



[Annotated bibliography](#)



[Māori Health essay](#)

### Further reading

- [Academic Writing at Auckland](#) (AWA)(University of Auckland)
- [How academic is your writing?](#) (University of Auckland)
- [Writing an argument](#) (Harvard University)
- [Developing and organising your argument](#) (University of Manchester)
- [Using and acknowledging the work of others](#) (University of Auckland)
- [First steps to paraphrasing](#) (University of Auckland)

#### Annotation key

Tentative claims

Strong Claims

Transition signals

Specialised vocabulary

Understanding and answering the **essay question** is imperative for attaining good marks! The first two components of this particular question prefaced with 'In what ways' is very open. This phrase signals to students that they are expected to **discover for themselves** the positive and negative changes to Chinese people's lives since the Mao period. The rest of the question emphasises the importance of students referring to the **academic literature to justify their argument**. Unlike sources such as Wikipedia, academic texts have been through a stringent checking process.

The **thesis statement** outlines the specific claim to be defended in the essay through reasoning and by providing evidence (Rowland, 2016). As demonstrated in this example, the thesis statement can also list the subtopics to be addressed in the order that they are to appear in the essay.

**In what ways are Chinese lives better now than during the Mao period (1949-1978)? In what ways are they more difficult? Justify your argument with specific examples from the academic literature.**

Chinese lives have changed **dramatically** since the **Mao period**. While the rapid changes have improved life for Chinese people, the benefits have not been equally distributed, and old challenges have been replaced with new ones. Characteristics valued for a 'quality life' include wealth, good nutrition, available health care, quality education, job security, freedom of job choice, and opportunities for entertainment and shopping. This essay will discuss the benefits and challenges of changes to Chinese poverty, nutrition, economic equality, education, healthcare, the **iron rice bowl**,<sup>1</sup> leisure and consumption.

The **introductory paragraph** provides the context, introduces the topic, and defines the thesis (point of view) and scope of the essay. The introduction is normally about 10 - 15% of the total essay length.

The **topic sentence** in the introductory paragraph provides the context and background for the essay. Here, the writer captures the readers' attention by simply highlighting that these changes have been dramatic for Chinese people since the Mao period.

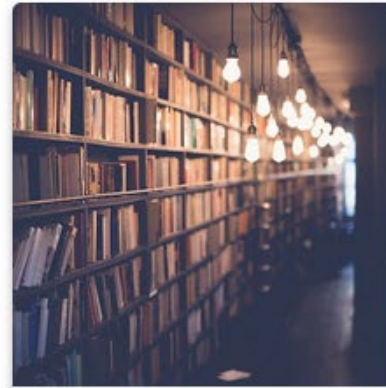
Note the use of **signposting** in the final sentence which signals to the reader the overall essay organisation and what will be covered in each of the body paragraphs.

# Postgraduate Skills Hub

Use this site to access online resources to help you get started with your postgraduate and doctoral study and research projects. Each module contains some suggested activities to help you get started with researching your topic and communicating what you've found.



Finding information



Literature review



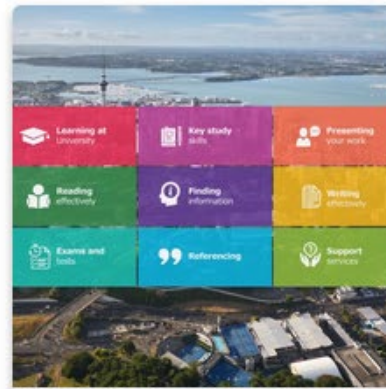
Writing



Communicating



Publishing



Learning Essentials



Support services

<https://canvas.auckland.ac.nz/courses/69130>

# DELNA

## Diagnostic English Language Needs Assessment

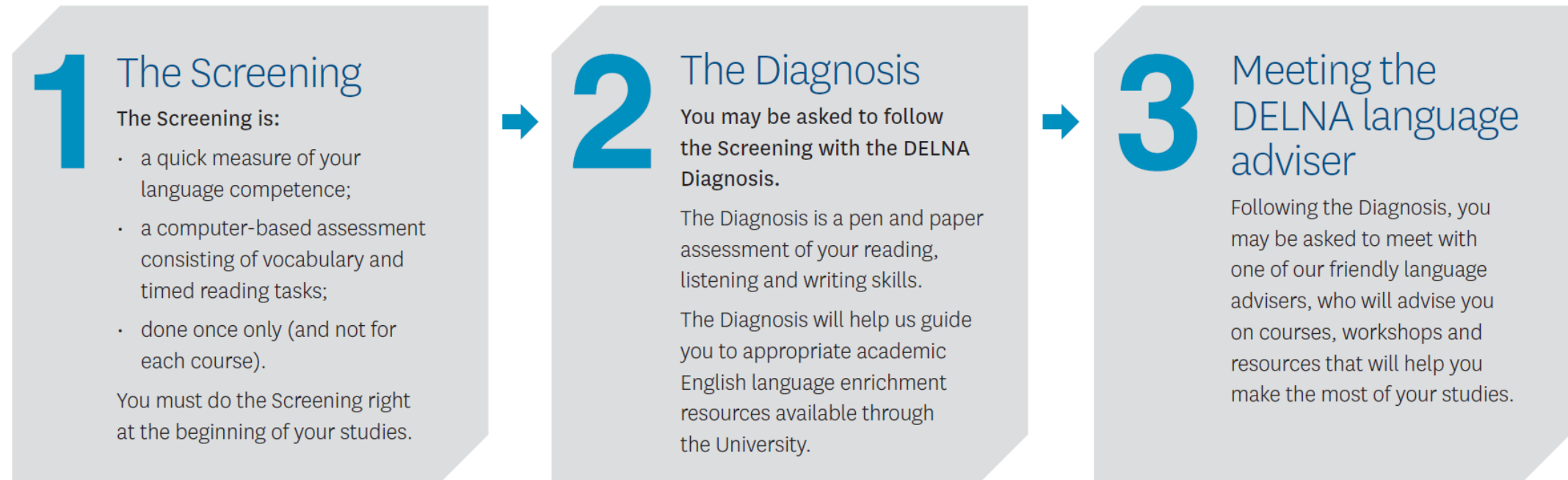


DELNA *assesses* students' academic English skills to help them succeed at university.

# The DELNA Process

DELNA is a free check of your academic English language skills. Your results will not exclude you from courses you are already enrolled in and will not appear on your official academic record.

**DELNA is delivered in three steps:**



For more information visit [www.delna.auckland.ac.nz](http://www.delna.auckland.ac.nz) | 09 923 8947 | [delna@auckland.ac.nz](mailto:delna@auckland.ac.nz)

## Where to go for help with your academic development

For Undergraduate Students

### DELNA

To book your DELNA Screening, go to [www.delnatask.com/booking](http://www.delnatask.com/booking)

### Writing in English workshops

Go to [www.library.auckland.ac.nz/workshops](http://www.library.auckland.ac.nz/workshops)  
Select [English Language Enrichment](#)

- Creating complex sentence structures
- Using active and passive voice
- Using verb tenses
- Using the article system
- Editing and punctuation

### Undergraduate workshops

Go to [www.library.auckland.ac.nz/workshops](http://www.library.auckland.ac.nz/workshops)  
Select [Undergraduate workshops](#)

- Essay writing – from analysing questions to writing conclusions
- Reading effectively and thinking critically
- Referencing, paraphrasing, summarising and quoting



### Language advice

Go to: [www.library.auckland.ac.nz/ele](http://www.library.auckland.ac.nz/ele)  
Select [Language advice](#)

Bring your language questions to a drop-in advisory session.

Check the website for session times.

### Inclusive Learning

Go to: [www.library.auckland.ac.nz/student-learning](http://www.library.auckland.ac.nz/student-learning)  
Search for [Inclusive learning](#)

For students with specific learning and/or other invisible disabilities such as dyslexia, dyspraxia, Autism Spectrum Disorder and attention deficit disorder. Screenings, assessments, social exam

### Online language resources

Go to [www.library.auckland.ac.nz/ele](http://www.library.auckland.ac.nz/ele)  
Select [ELE Online](#)



### Online resources

Go to [www.library.auckland.ac.nz/study-skills](http://www.library.auckland.ac.nz/study-skills)  
Select [Writing and Presenting](#)



### 'Let's talk' groups

Go to [www.library.auckland.ac.nz/ele](http://www.library.auckland.ac.nz/ele)  
Select [Let's Talk Language learning groups](#)

- Let's Talk (Wednesdays 11am-12 noon and Fridays 3-4pm).
- Let's Talk to local students (Mondays and Tuesdays 11am-12 noon and Thursdays 2-3pm during Semester 1 and 2).



### Your lecturer/tutor

- Meet them in person at lectures and tutorials and during office hours.
- Meet them online through Canvas and via email.

### Student Counselling

Go to: [www.auckland.ac.nz](http://www.auckland.ac.nz)  
Search for [Student Health and Counselling](#)

## help with your academic development

For Postgraduate Students

### Workshops

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

[Workshops](#)

### DELNA

To book your DELNA Screening, go to [www.delnatask.com/booking](http://www.delnatask.com/booking)

### Language advice

Go to: [www.library.auckland.ac.nz/ele](http://www.library.auckland.ac.nz/ele)  
Select [Language advice](#)

Bring your language questions to a 'drop-in' advisory session.

Check the website for session times.

### ELE Online language resources

Go to [www.library.auckland.ac.nz/ele](http://www.library.auckland.ac.nz/ele)  
Select [ELE Online](#)



### Online resources

Go to [www.library.auckland.ac.nz/study-skills](http://www.library.auckland.ac.nz/study-skills)  
Select [Postgraduate and doctoral skills](#)

- Mapping your masters research
- Guide to masters research at the University of Auckland
- Directing your dissertation

### Assignment help

Bring your questions about, for example, finding resources or referencing, to a drop-in advisory session.

**Where:** Level G, General Library

**When:** Any time between 12noon-2pm every weekday during semester time, except mid-semester break.

### Inclusive Learning

Go to: [www.library.auckland.ac.nz/student-learning](http://www.library.auckland.ac.nz/student-learning)

Discover language resources for academic development. For **undergraduates, postgraduates, and doctoral candidates**

[www.library.auckland.ac.nz/ele](http://www.library.auckland.ac.nz/ele)



Ngā tauira  
**Students**

Ngā kaimahi  
**Staff**

Raukura  
**Alumni**

Rapunga / Search

Ngā akoranga  
**Study**

Rangahau  
**Research**

Te ao ki konei  
**On campus**

Mō mātou  
**About us**

Ngā kaupapa me ngā hui  
**News and events**

Takoha  
**Giving**

**Libraries and Learning Services**

Help and hours

Study

**Research**

Teach

About

**Ask us**

## Research

Close

### Research support

**ResearchHub**

Research repositories

Research Outputs support

About ORCID

Open Access

Copyright for researchers

Research Outputs >

### Research impact

Author impact

Article impact

Journal impact

### Postgraduate study

**Postgraduate skills online**

Learning essentials

Subject guides

Postgraduate workshops >

### Theses

Managing

Writing

Depositing

Copyright for theses



# Questions?

✓ **We will be happy  
to hear from you!**

*Email us at [ele@auckland.ac.nz](mailto:ele@auckland.ac.nz)*

*Visit us: Room 324, Kate Edger  
Information Commons Building*

*Website: [library.auckland.ac.nz/ele](http://library.auckland.ac.nz/ele)*



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

