International Orientation

English Language Enrichment

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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.
English Language Enrichment

Go to Quickcite >
What challenges are you likely to experience in your university studies?
Challenges for international students

- Completing assessments in English
- English academic writing
- Different academic system
- Understanding Kiwi English & making friends
- Different expectations (e.g., plagiarism, critical thinking, referencing)
- Completing assessments in English
Speaking groups

Let’s talk to Aucklanders

Let’s talk to local students

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

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](https://auckland.campuslabs.com/engage/organization/tetumuherenga).
Learning essentials
Develop your research and study skills

learingessentials.ac.nz
Introduction to referencing

What to reference

How to reference

Referencing styles

Reference management tools

QuickCite
ELE Online

Vocabulary
Grammar
Pronunciation
Reading
Writing
Speaking
Listening
Welcome to GrammarSmart

Click on a topic for a quick link to the page

- Sentence structure
- Verbs
- Articles
- Prepositions
- Agreement
- Adjectives & Adverbs

- Self-analysis
Welcome to Reading Effectively

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

Author writes → PASSIVE → consumes

Author writes → CRITICAL

- thinks
- questions
- analyses author’s choices
- compares to own knowledge
- compares to other readings

The purpose of research is not simply to retrieve data, but to participate in a conversation about it.
4.8 Examples of student writing

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

- Music essay
- Asian Studies essay
- Stage 4 Engineering report
- Stage One Engineering report
- MEDSCI research report
- Short answer question
- Annotated bibliography
- Maori 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)

**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.

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, 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.

[Images of various topics: Finding information, Literature review, Writing, Communicating, Publishing, Learning Essentials, Support services]

https://canvas.auckland.ac.nz/courses/69130
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:**

1. **The Screening**
   - The Screening is:
     - a quick measure of your language competence;
     - a computer-based assessment consisting of vocabulary and timed reading tasks;
     - done once only (and not for each course).
   You must do the Screening right at the beginning of your studies.

2. **The Diagnosis**
   - You may be asked to follow the Screening with the DELNA Diagnosis.
   - The Diagnosis is a pen and paper assessment of your reading, listening and writing skills.
   - The Diagnosis will help us guide you to appropriate academic English language enrichment resources available through the University.

3. **Meeting the DELNA language adviser**
   - Following the Diagnosis, you may be asked to meet with one of our friendly language advisers, who will advise you on courses, workshops and resources that will help you make the most of your studies.

For more information visit [www.delna.auckland.ac.nz](http://www.delna.auckland.ac.nz) | 09 923 8947 | delna@auckland.ac.nz
Discover language resources for academic development. For undergraduates, postgraduates, and doctoral candidates.

www.library.auckland.ac.nz/ele
Questions?

✓ We will be happy to hear from you!

Email us at ele@auckland.ac.nz
Visit us: Room 324, Kate Edger Information Commons Building
Website: library.auckland.ac.nz/ele