



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

English Language Enrichment

Whāia te mātauranga hei oranga mō koutou

Seek after learning for the sake of your wellbeing

How to find us

library.auckland.ac.nz

The screenshot shows the University of Auckland Libraries and Learning Services website. The header features the university's logo and name in both English and Māori. Navigation links are provided for Students, Staff, Alumni, Study, Research, On campus, About us, News and events, and Giving. A search bar is located in the top right. The main navigation bar includes links for Libraries and Learning Services, Help and hours, Study (highlighted with a red box), Research, Teach, About, and Ask us. The main content area has a large banner with the text 'Te Tumu Herenga | Libraries and Learning Services'. Below the banner is a search bar with the text 'Search the Library Catalogue' and a search button.

UNIVERSITY OF AUCKLAND
Waipapa Taumata Rau
NEW ZEALAND

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

Te Tumu Herenga | Libraries and Learning Services

Search the Library Catalogue

Search books, articles, databases and more.



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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

English Language Enrichment (ELE)

ELE

ELE provides English language development opportunities for students and staff at the University of Auckland.

The ELE service is both face-to-face and online. Contact us by email if you have any questions: ele@auckland.ac.nz.

- [About ELE](#)
ELE is our dedicated English language service.
- [ELE Online](#)
Access resources and develop your English online.
- [Let's Talk language learning groups](#)
Improve your English by talking to other students.
- [Writing in English workshops](#)
Discover workshops on writing in English.
- [Language advice](#)
Learn about meeting with an ELE Learning Adviser.



www.library.auckland.ac.nz/ele



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



Challenges for EAL international students

**Understanding
Kiwi English &
making friends**

**Different
cultural
practices**

**Different
academic
system**

**English
academic
writing**

**Completing
assessments in
English**

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

Potential challenge for ALL students

**Develop your
Academic
English → ELE**

Learning opportunities for ALL students



Online



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

Online

Welcome

Introduction

The APE of reading effectively

Critical reading

SQ4R: An Effective Reading Strategy

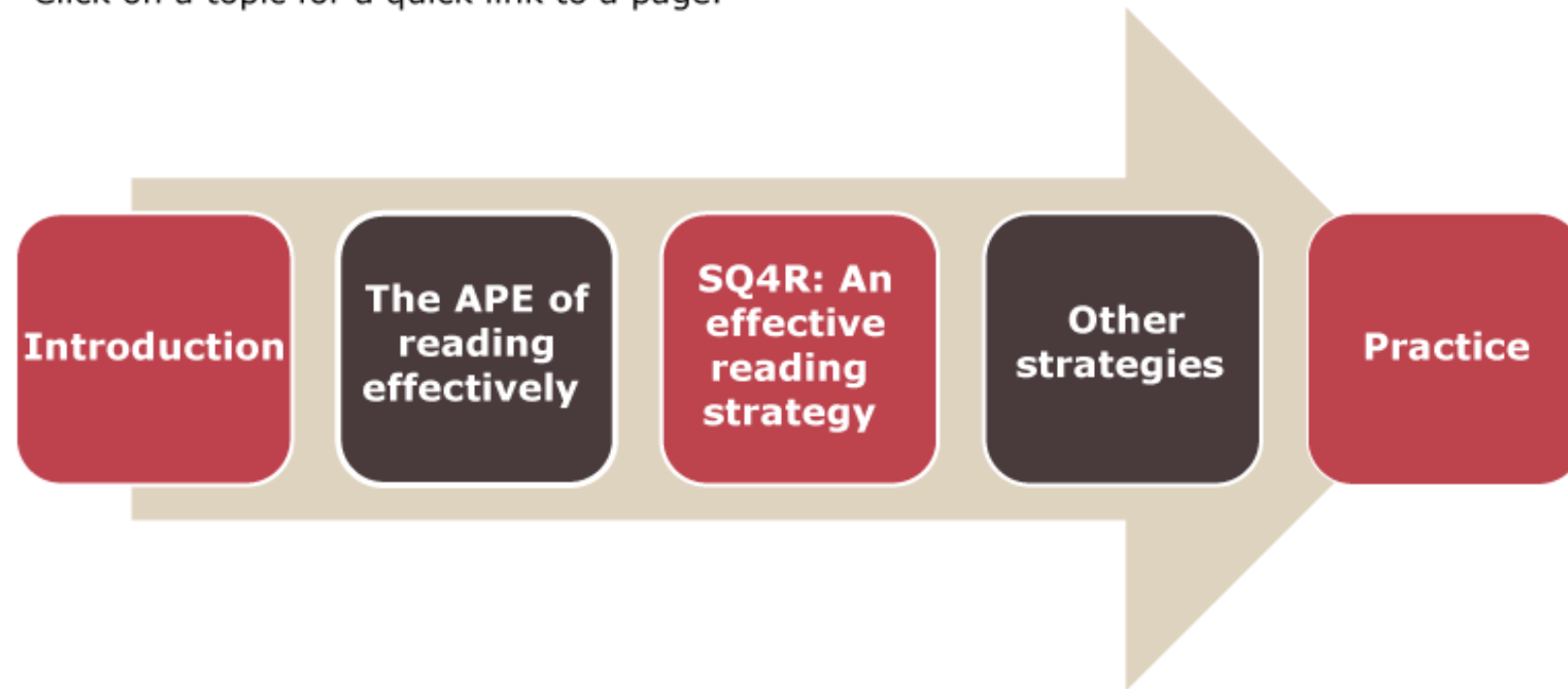
Other strategies

Practice

Feedback

Welcome to Reading Effectively

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

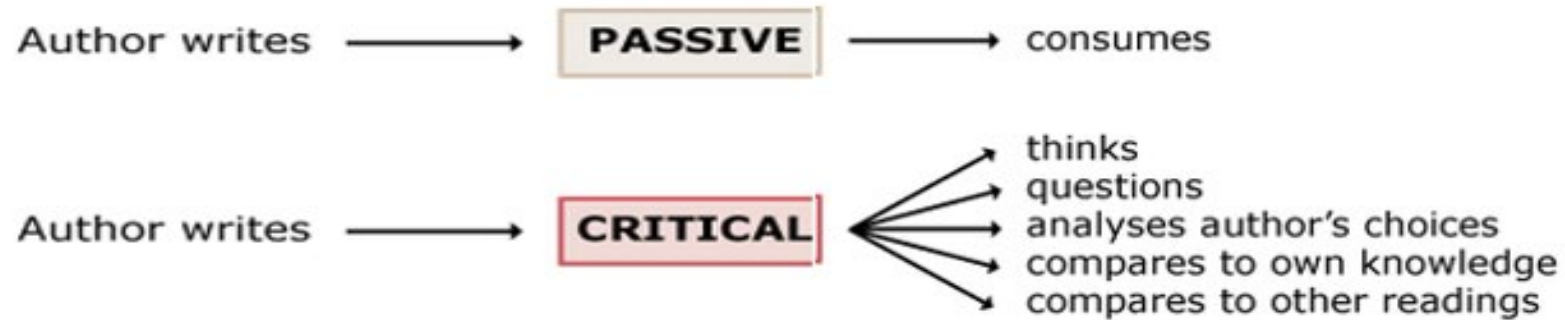


Introduction »

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.

Learning opportunities for ALL students



Online

4.8 Examples of student writing

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



[Music essay](#)



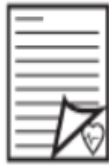
[Asian Studies essay](#)



[Stage 4 Engineering report](#)



[Stage One Engineering report](#)



[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.

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.

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.

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**,¹ leisure and consumption.

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.

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.

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.

Learning opportunities for ALL students

- ✓ Online resources
- ✓ Language workshops
- ✓ Language advice



We'll show you some examples!

Online

On campus

Speaking groups

Let's talk to
local
students

Let's talk to
Aucklanders

Intercultural
Communication

Online

On campus

Writing in English workshops



Articles

**Report
writing**

**Verb
tenses**

Punctuation

**Active &
Passive Voice**

Editing

**Complex
sentences**

Language advice





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Workshops

To register for workshops

Where to go for help with your academic development

For Undergraduate Students

DELNA

To book your DELNA Screening, go to www.delnatask.com/booking

Writing in English workshops

Go to 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
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/e/e
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
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. Screening, assessments, social exam

Online language resources

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



Online resources

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



'Let's talk' groups

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

help with your academic development

For Postgraduate Students

Workshops

[Workshops](#)
[Workshops](#)

Workshops



Workshops

[Workshops](#)
[Workshops](#)

Workshops

Workshops
critically
summarising and

Workshops

[Workshops](#)

Workshops
and Fridays 3-4).

Workshops
days and

Workshops
Thursdays 2-3pm

Workshops
mate Fridays

Workshops and Societies

Workshops/auckland/

Workshops Programme:

DELNA

To book your DELNA Screening, go to www.delnatask.com/booking

Language advice

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



Online resources

Go to 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

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

www.library.auckland.ac.nz/e/e



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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

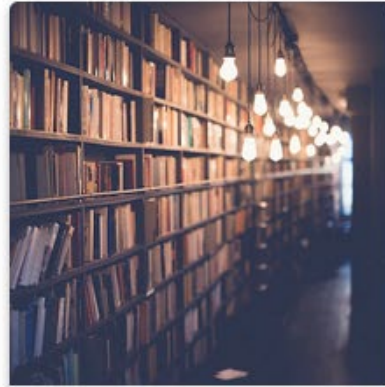
Copyright for theses

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



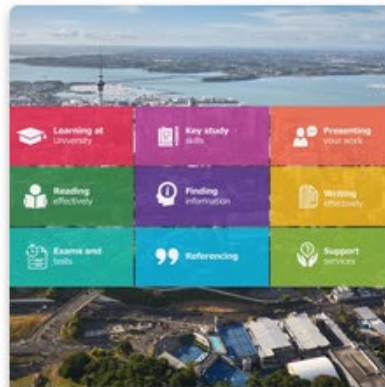
Writing



Communicating



Publishing



Learning Essentials



Support services

Research services

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



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



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