

2027 Autumn Admission for Eikei University of Hiroshima
(Selection of International Students/
Integrated Selection of Japanese Students in English)
First, Second and Third Window

Short Essay Question

An Introduction to English for Diversity

Eikei University places a strong emphasis on 'English for Diversity,' an approach that helps students develop practical communication skills, understand diverse perspectives, and collaborate with people from a diversity of backgrounds (Eikei University of Hiroshima, 2026).

Worldwide, the number of English speakers is approximately 1.5 billion, the majority of whom are non-native speakers (Eberhard et al., 2026). This data demonstrates that English serves as a 'global language' or 'lingua franca' (a common language used by people who do not share a first language) for dialogue across diverse cultures. From a sociolinguistic perspective, using English as a lingua franca (ELF) can be considered a dynamic way of both enriching and expressing one's culture and identity, fostering mutual understanding and developing new ideas through collaboration (Jenkins, 2007). From an English for Diversity perspective, it should be possible for people from diverse backgrounds to participate meaningfully in both global and local conversations about complex, interconnected issues.

References

- Eberhard, D. M., Simons, G. F., & Fennig, C. D. (Eds.). (2026). *What are the top 200 most spoken languages?* Ethnologue. <https://www.ethnologue.com/insights/ethnologue200/>
- Eikei University of Hiroshima. (2026). *Features of the university*.
<https://eikei.ac.jp/english/about/brand/messages/>
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford University Press.

General Instructions for the Essay

Write a short essay that explains how studying English in an ELF environment, such as at Eikei University of Hiroshima and in Japan more broadly, could contribute to solving problems and creating new value. State your perspective clearly, citing reliable references or specific examples to support your argument. Provide in-text citations to indicate clearly any data, examples, arguments, or other information from sources. Also, include a clear and complete list of references on the final page.

For evidence and perspectives, please refer to reliable sources such as *Asia Pacific Journal: Japan Focus* (<https://apjjf.org/>), *NHK World-Japan* (<https://www3.nhk.or.jp/nhkworld/>), *Nippon.com* (<https://www.nippon.com/en/>), *Japan Today* (<https://japantoday.com/>), *The Conversation* (<https://theconversation.com/global/topics/japan-285>), Nihon Shinbun Kyokai member news sites (<https://www.pressnet.or.jp/english/member/>), JSTOR (<https://about.jstor.org/oa-and-free/>), or other databases. Considering the well-documented problems with generative AI chatbots, be very cautious about using such tools in your research process.

Detailed Instructions

- The following is a model outline for your essay. Include each element in the order indicated below. Note that section titles for these elements are **not** required.
- The length of the essay must be within two A4-size pages, including figures and tables, with 12pt font in the university template (not counting the list of references).
In addition, it is **not** permitted to submit any materials other than the essay.

Elements	Contents and points of preparation
Title	Create a title that expresses the content of the essay concisely.
1) Introduction	Introduce one specific issue and an attempt to address it, supported by evidence and reasoning. Briefly introduce its potential connection to an English for Diversity perspective.
2) An English for Diversity Perspective	Discuss how using English for Diversity in the context of Japan could contribute to studying and addressing the specific issue introduced. In doing so, consider the risks and benefits of using English in Japan to study various academic disciplines and engage with diverse viewpoints, suggesting an approach that avoids such risks while leveraging the benefits.
3) Future Efforts	Logically extend your discussion by considering how further studies with this approach, including your own studies at Eikei University of Hiroshima, could not only further contribute to the global conversation around the specific issue introduced but also improve approaches to addressing this issue and other issues.
References	List any references, documents, websites, etc., that you have cited. You do not need to follow a specific style guide, but please consistently present the references list. For a consistent citation style example, refer to APA style (https://apastyle.apa.org/style-grammar-guidelines/references).

Evaluation Criteria

The University will evaluate essays based on the following criteria.

Items	What We Evaluate	Admission Policy
Basic Requirements	• Is the university template used correctly? • Is the essay within the specified page limit? • Does the essay follow the assignment instructions? • Is the essay written in a clear and coherent style with appropriate grammar and spelling?	-
Attitudes and Perspectives	• Does the essay identify and coherently describe a recent attempt to address a specific issue? • Does the essay persuasively explain how 'English for Diversity' relates to addressing the issue? • Does the essay provide insightful analysis?	• A person who has strong interests in various cultures, history, society in Japan and overseas, and international relations and is willing to learn further by actively communicating with others • A person who aims to strengthen their own abilities by studying with a sense of purpose and looking ahead to the future
Academic Abilities and Their Expression	• Is the essay written logically based on evidence (citations)? • Does the essay express its analysis clearly and concretely?	• A person who has gained basic academic skills through high school studies, takes initiative in facing various challenges with a broad perspective while engaging others, and intends to contribute to society at large