

## SCHOLARSHIP ESSAY SAMPLE

Ever since I started learning English at the age of 12, I wondered why nobody taught me how to communicate. All I learned in school was how to produce complex grammatical sentences to outrank competitors on entrance exams. While I followed teachers' instructions, I was constantly thinking about how to apply such knowledge to real-world communication, and eventually, how to teach English better to make English classes more engaging.

When I entered XXX University in 2008, I made a firm decision to seize any opportunity to use and teach English. I joined an international club called “@home,” where we supported international students and organized events in which Japanese and international students interacted. I started teaching English at a cram school in my freshman year to accumulate teaching experience and experiment with communicative teaching. I moved back and forth between being an English user and English teacher for four years, because I knew that would help me become an outstanding teacher. In my junior year, I became vice president of the administration team for the 25th XXX University International Festival, one of the biggest international events in the region. I was responsible for various jobs, including holding weekly meetings with my team of both Japanese and international students, holding meetings with international exhibitors, and negotiating safety and budgetary issues with the university. Although these responsibilities necessarily involved sensitive consideration of cultural differences, religious/country relationships, and safety/monetary issues, I consulted with the club advisor many times, discussed issues with team members and the university, and led the festival to success by attracting more than 3,000 guests.