



**SEIGAKUIN ATLANTA
INTERNATIONAL SCHOOL**

*Parents' Guide to Our
Two-Way Immersion School*

This small handbook is written for the Seigakuin Atlanta International School (SAINTS) family to understand our Two-way Immersion School.

Parents' involvement is encouraged and considered to be an integral part of our program. Please always feel free to express any comments and concerns.

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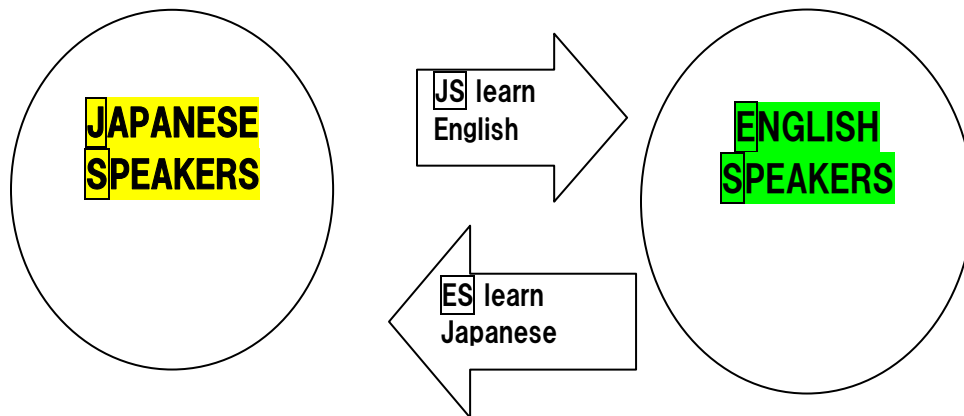
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WHAT

WHAT IS TWO-WAY IMMERSION (TWI)?

- **Two-Way** Immersion means that the learning goes two ways.
- Two-Way **Immersion** means that both groups of children - Japanese speaking and English speaking - are immersed in two languages.



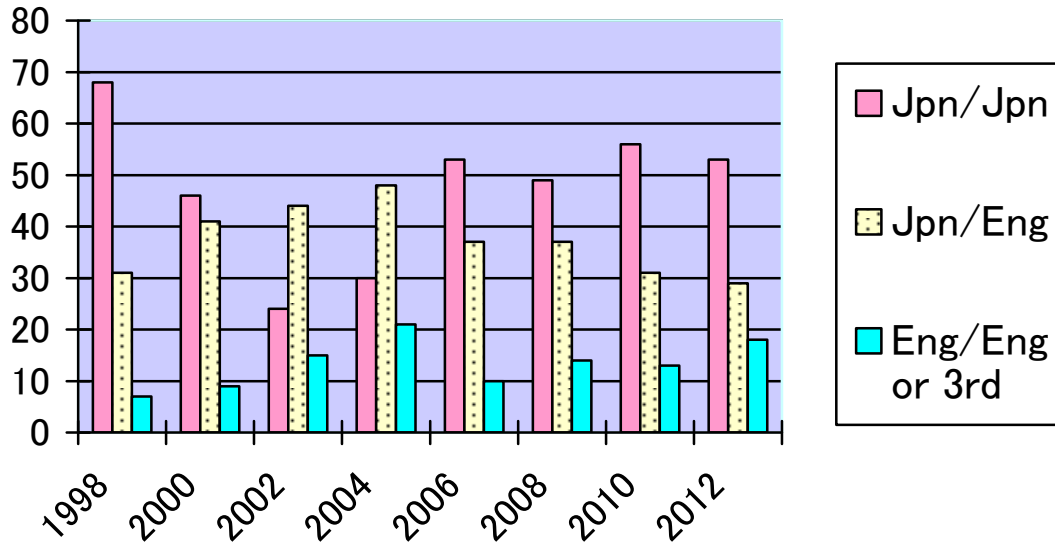
- SAINTS is like a STAY-HOME STUDY ABROAD PROGRAM.

At SAINTS, children are immersed in both Japanese language and culture. In Japanese classes, Japanese teachers teach Japanese language arts and other subjects, such as math, science, and social studies in Japanese, based on the Japanese Ministry of Education curriculum. English teachers also teach language arts and other subjects in English.





- **Transition of SAINTS Families' Native Languages**



- **JAPANESE:**

The children of Japanese parents who are temporarily in the U.S. (1-5 years) were the majority for the first eight years of SAINTS' history, but are currently approximately 50%.

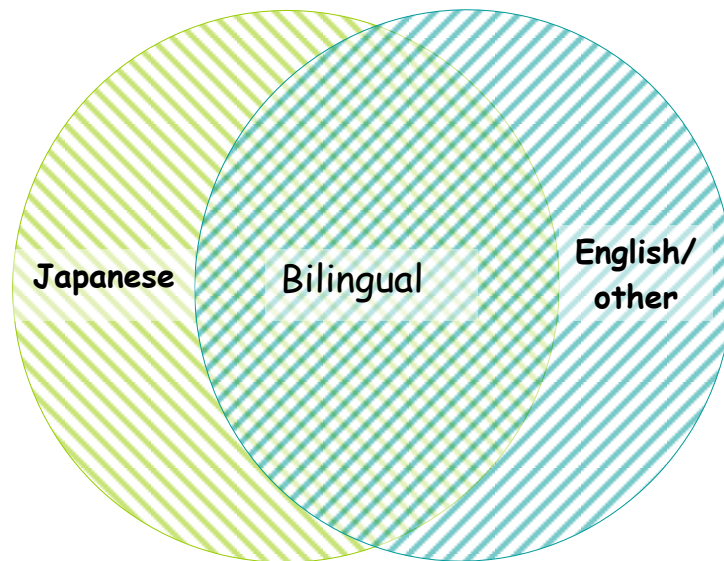
- **BILINGUAL:**

The number of bilingual children who speak Japanese and English at home has been over 1/3 in the last several years.

- **NON-JAPANESE:**

The number of children of non-Japanese speaking parents has been between 10%-20% in the last several year.

In summary, this transition has created an **ideal environment** for application of the Two-Way Immersion learning model for all students. More than 50% of the students speak Japanese fluently and more than 50% speak English fluently. Thus, non-native speakers can experience a true immersion environment in a natural setting in both English and Japanese classrooms.



STUDENTS' LANGUAGE SPOKEN AT HOME	
Bilingual	34%
Japanese	51%
English only/other	15%

As of April, 2013

HOW

Approximate Ratio of Two Languages

	K3-K	Grades 1,2	Grades 3,4,5	Grade 6
English	10%	40%	45%	50%
Japanese	90%	60%	55%	50%



SAINTS is a 90/10 Model of a Two-Way Immersion (TWI) Program.

Initially, 90% of the instruction is Japanese immersion because the school is located in the United States. Outside of SAINTS, English is the majority language, therefore, children have an easier time acquiring the majority language (Lindholm-Leary, *Dual Language Education*, p.311). For this reason, our students need to be immersed mostly in Japanese to build a firm foundation in Japanese when they are young. The language of instruction changes from Japanese- dominant to an approximately 50/50 ratio as the students grow older.

This percentage is beneficial for all children, but especially for those from non-Japanese speaking families. Research shows that in 90/10 two-way immersion programs, students have almost 100% oral proficiency in the second language by the 5th grade, but not earlier (Lindholm-Leary, p.196). It is crucial that your child stays with our program until the end of elementary school (sixth grade).

Class Schedule

As illustrated in the following sample schedule, part of the school day is in Japanese, and part of the school day is in English.

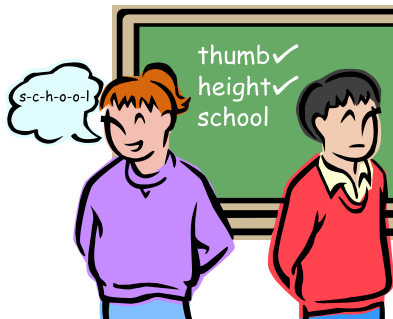
Sample Class Schedules

【Kindergarten】

Time	Mon. - Fri.
8:30	Arrival
9:00	Free Play (Drawing•Cooking Corner, Water Play and more.)
10:30	Class Activity (English•Japanese•Music•PE etc.)
11:45	Lunch/Free Play
1:00	Dismissal (3•4 year olds)
2:30	Dismissal (5 year olds)

【Elementary】

Time	1 st Grade	3 rd Grade	6 th Grade
8:50 – 9:05	Worship Service		
9:15 – 9:55	English	Japanese	Japanese
10:00 – 10:40	English	Math	Math
10:40 – 10:55	20 Minutes Break		
11:00 – 11:40	Math	Music	Social Studies
11:45 – 12:25	PE	Science (Eng.)	Math (Eng.)
12:25 – 1:15	Lunch Break		
1:20 – 2:00	Japanese	English	English
2:05 – 2:45	Japanese	English	English
2:50 – 3:30	Life Science	Music	Music



Classes in English =

WHY

- **In the Bible**

The Apostle Paul spoke two languages (Greek and Hebrew) in spreading the Good News to the entire world. We, too, endeavor to learn two languages and cultures. At SAINTS, we begin by bridging two cultures and then expand our vision by preparing our students to become truly international servant leaders in the future.

- SAINTS is all about HELPING EACH OTHER.



In SAINTS, children with different native languages coexist and cooperate. Japanese native speakers serve as mentors or group leaders when English speakers need assistance. The Japanese child who helps an American child in one class may receive help from that child in English classes. In this way, they take turns helping each other. Children learn to help and be helped in our school. By helping each other, true learning occurs.

Parents can help by...

- Becoming open-minded and genuinely interested learners of other cultures so that you can model tolerant and accepting behavior for your children when they face someone who is different.
- Praising and encouraging your child daily for his/her accomplishments on the road toward becoming bilingual.
- Making a long term commitment. You should not compare your child with peers in monolingual schools in the early stages. Research clearly shows there are no negative effects on the first language (L1) learning by choosing a TWI program. However, for the program to have its full effect, your child needs to stay in the program through the elementary upper grades (Lindholm-Leary).
- Listening to your child read every day.
- Maintaining good communication.



Your child might say, "This book is stupid!"

*[What your child is really saying is, "This book is too difficult, or confusing and it makes **me** feel stupid!"]*

So what can you do?

1. You can say, "The book is not stupid!" and ignore the statement.

2. It would be much better if you say, "Can you tell me what you mean by that? Let me see the book," and offer some help. Also, trust your teacher. Mention to your teacher that your child is having difficulty understanding something about that book.

(Adapted from Woolfolk, A. 2004. *Educational Psychology*)

- Volunteering to tutor

1. In the classroom: Fill out the volunteer form, providing the convenient times, subjects, and ages you would like to assist, and other strengths you may have.
2. Outside of the classroom (after school, weekends, etc.): same as above.
3. For busy parents, you can simply put your name and e-mail address with a time that you are generally available. We will contact you ahead of time and students will call you to practice telephone conversation. You only need to talk for a.



*Thank you and we look forward to
having you as a TWI education partner!*



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