

Case Study--Group 4

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Phase I

Name: Nikolas Papatoniou

Date of Birth: December 14, 1996

First Language: Greek

Ethnic Group: Greek

Nikolas Papatoniou is a 8 year old male. He was born December 14, 1996 in Athens, Greece. His family is Greek and he speaks Greek in the home. Prior to his arrival in the U.S., Nikolas lived in Athens with his family. Greek was spoken by his nuclear and extended family, and was the language spoken in his school, community, church and social situations. Nikolas has not had any significant exposure to other European or Eastern languages. Some members of his family do speak English, and Nikolas was learning some English in preparation for his move to the U.S.

Nikolas lives with his parents. His father Dr. Stamitos Papatoniou is a visiting professor at the University of South Florida. He is a professor of archeology, and has a good command of English. Nikolas's mother, Sofia Papatoniou, is a homemaker. She has limited ability in English. Her accent is quite strong, but she is literate in both Greek and English.

Nikolas has two older siblings. His brother Stamitos Jr. is 14 and has had a full year of English as a foreign language in Greece. His sister Cleo is 10 and has been learning some English with Nikolas under the tutelage of their father in preparation for their trip to the U.S. The family speaks Greek at home, but tries to work with the children each evening on conversational English skills. The family has a rented home in Tarpon Springs in a community with many Greek immigrants. They attend a Greek Orthodox Church where the services are conducted in Greek. While there are many Greek immigrants in their community, most are second or third generation and speak English most of the time.

Dr. Papatoniou is planning on being here for a full year. The family does not plan to be in the U.S. beyond that. They are living in an upper economic level community of single family homes. Each child has their own room. The children are attending the public schools in the community. The Papatoniou's are well educated, financially secure and have a very stable family structure with strong connections to their extended family in Athens. Dr. Papatoniou has traveled extensively and has a strong sense of Greek pride and also respect for the U.S.A.

Nikolas came to the U.S. in July. The family traveled, touring New York, Washington and Disney World before coming to their new home in Tarpon Springs one week prior to the start of school in August. He is in third grade, and was a superior student in a private school in Greece. The parents' desire is that the children have good linguistic and cultural exposure while here in the U.S.

Nikolas is attending Tarpon Springs Elementary School. 3.8% of this school's students are LEP, and there is an ESOL available. Nikolas is generally outgoing, but is very quiet in groups where he has no one to speak Greek with. When he is in a group with other Greek speakers, he is

talkative and likes to amuse his friends. When allowed free time to play, he gravitates to other Greek speakers, but will play with a mixed group of English and Greek if he has a Greek speaking friend with him. When only with English speakers, he tends to stay at the sideline and watch. He is reluctant to speak English, and only does so with much encouragement. However, if there is a soccer game being played, he joins right in.

Nikolas is very healthy, outgoing and bright. He is a bit smaller than some boys his age, but very athletic. He has medium dark skin, dark hair, brown eyes and a large nose. His most prominent feature is his huge smile. In particular he enjoys soccer and his parents have already signed him up with a soccer team in his community. He seems happy and excited about living here for the year and is making friends easily.

ESOL 2

Case Study parameters

Phase 2 Linguistic Development

Linguistic background:

-Describe the nature of formal schooling of the child in the home country

Nikolas attended a private upscale school in Athens where he was an excellent student, with little or no problems academically or behaviorally. Nikolas consistently scores in the upper 90 percentile on all Greek nationwide standardized testing. He excels in math and science and above average in this language arts classes although there is a marked difference in his abilities in the two areas.

-What type of literacy education did he/she have.

Nikolas has had an excellent literacy education, but in Greek only. His school is ranked in the top 5 schools in all of Europe. The school has been recognized for their new and innovative teaching styles and incorporating literacy into all other subjects including math and science. He has not received any formal academic English instruction in the school, but his parents have ensured he has been exposed to the language.

-What is the priority given literacy / literacy development in the home (are there books at home, do the parents read with the child, are the parents literate themselves, etc?)

In Nikolas' home literacy is stressed as a necessity for their children, Nikolas' parents have provided many books and spend numerous hours reading to the children and have done so even before they were in school. Nikolas' father has his doctorate in education and recognizes the value of literacy. Both of Nikolas' parents are not only literate but well versed in the Greek language.

-Describe the linguistic development of the 1st language of the child prior to coming to the United States

Nikolas is fluent in Greek, he reads at a 5th grade reading level and at many times in class is frequently bored even though it is an "advanced" class. Nikolas has written many stories and poems and understands many abstract concepts of language and how to manipulate words to be appropriate in many situations. Nikolas enjoys word games as well as puzzles that deal with words and reading.

-Describe the nature of English language learning the child had prior to coming to the United States

Nikolas had learned some English with the help of his father and sisters in the evenings as they prepared to come to America. Nikolas can hold short conversations and understands simple phrases and questions when asked slowly. If spoken to in English and the speech come too rapidly Nikolas becomes confused and easily gives up. He will nod and smile most times hoping this satisfies whoever is talking to him. His father has read him several baby and children's books in English and Nikolas understands them very well. When it comes to speaking, however he is very timid and will only speak one word English answers when spoken to by his father.

-Describe the English language competence of the child just prior or at the time of arrival in the United States (the nature of BICS & CALP in the home language)

PART 2

Linguistic Developmental History

	DOA		2 months		4 months		6 months	
	L1	L2	L1	L2	L1	L2	L1	L2
vocabulary	<p>L1 above average, rich descriptive vocabulary in both speaking and writing</p> <p>L2 approximately 25 words, spoken only. His sight words are limited to logo reinforced words (MacDonalds, Stop etc.)</p>		<p>L1 stable, both speaking and writing; student is writing email to family and friends in Greek</p> <p>L2 growing quickly, 150 words verbally understood, and beginning to read some sight words.</p>		<p>L1 stable, has some Greek friends he speaks Greek with, and uses both Greek and English with family.</p> <p>Continues to email in Greek</p> <p>L2 continuing to grow with understanding of more words than he is yet using, though he is also growing in his usage. He is adding sight words daily and reading beginning readers.</p>		<p>L1 stable.</p> <p>Continues to use Greek and English with family and to email in Greek, though less often as he is now more comfortable with American friends. Still read Greek books for pleasure.</p> <p>L2 growing and using more words. Sometimes answers parents Greek questions in English when with friends. Reading is improving to first grade level.</p>	
Type and length of sentences	<p>L1 Full rich sentence structure, above average grade level.</p> <p>L2 Limited fragments “Hello” “Thank you”</p>		<p>L1 Continues above average</p> <p>L2 Short basic sentences “Take book?” “Go bathroom please?”</p>		<p>L1 No loss in length and complexity</p> <p>L2 Longer basic sentences “Let’s play soccer!” “Can I have some?” “Whose turn?”</p>		<p>L1 No loss in length and complexity</p> <p>L2 Some adjectives, still basic “Can I have a green one?” “I want your</p>	

	“Please”, “Bathroom” “Play?”	“Here, you play.” “Your turn.”	“We’re going to win!”	team.” “You get new one?”
Stages of:				
1 negation	1 “No want.”	2 “I don’t want book.”	2 “Why you don’t go?”	3 “You will not win!”
2 questions	1 “Please?”	2 “Take book?”	3 “Why you don’t go?”	3 “Why you lose always?”
3 past tense	No usage observed	Event order used “School? I get book.”	Uses event order and some “ed” “We walked”	Overuse of “ed” “We wined!” “I runned fast!”
pronunciation	Poor Speaks very quietly with strong accent	Improving Speaks up when asked, struggles to imitate, but has a very strong accent. Must be asked to repeat often.	Ok Understandable, but strongly accented. Struggles with beginning word sounds. Still must repeat to be understood sometimes.	Good Understandable, though with an accent. Improving beginning word sounds, but unable to start words with an “H” Rarely needs to repeat.
cultural/pragmatic appropriateness	Nothing inappropriate, but very shy, stays near his mother, or teacher when children first approach. Will nod or smile despite not understanding when spoken to.	Appropriate Will play when invited by a child or encouraged by teacher. Will ‘act silly’ in play for a laugh. Will ‘act silly’ when not understanding in a group of children at play, getting a laugh. Speaks English at school, but both English	Appropriate Follows instructions, copying actions of other students when he doesn’t understand. Beginning to initiate playing with others. Enjoys team games and is encouraging, often giving teammates an affectionate pat on the back.	Appropriate Engaging in social situations wells. Speaks in English, but will speak in Greek when asked to by classmates. Has taught the friends he plays with a few Greek phrases which the team uses intermixed with English.

		and Greek with siblings and Greek friend at home.		
BICS & CALP	L1 Excellent BICS and CALP, above average L2 BICS-few phrases CALP-knows alphabet	L1 BICS and CALP remain above average L2BICS-gaining phrases, uses with children CALP-working on literacy and sight words	L1 BICS and CALP remain above average L2BICS-growing CALP-learning sight words quickly, reading beginning readers	L1 BICS and CALP remain above average L2BICS-continuing to improve, good with both children and teachers. CALP-reading 1 st grade books
prescriptive aspects of English: grammar, punctuation	No prescriptive aspects developed	Marks punctuation when copying, but not yet writing in English	Reads punctuation correctly, and uses correctly. Grammatical errors with questions, negation and tense.	Reads and uses punctuation correctly. Continues to have question, negation and tense errors, but improving.

Writing Ability in Class

“I like soccer. I am good! I run. I run fast. I kik. I kik ball! I score! Wen the gam!”

Nikolas has an excellent understanding of punctuation. His spelling indicates his emerging attempts to sound out words in English, rather than only using sight words. He is keeping his sentences very short and simple in an attempt to use what he knows and is not writing at the level his is now speaking. However, he is consistently improving and will probably continue to develop more vocabulary and increasingly complex sentence structure as he progresses, just as he is doing with his spoken English.

Reading Analysis

Nikolas is progressing well with sight words and beginning readers. He tends to look at the sentence and try to figure it out before speaking, rather than reading one word at a time. This is a reflection of his advanced reading skill in Greek. He struggles with pronunciation and sounding out words in English, but is learning sight words very

quickly. He often picks up clues from the pictures and inserts incorrect words as he tries to make sense of a passage from context clues.

Nikolas is reading below his class in English, but still has strong reading skills in Greek. His school has a “DEAR—Drop Everything And Read” program for 15 minutes each day. His teacher is allowing him to read in Greek during DEAR to help him continue his love of reading. However, he is reading English the rest of the day, and is also working with his parents each evening to improve his CALP.

General Observations

There are no Greek speaking students in Nikolas’s class. He does have friends who speak Greek in his neighborhood, and uses both Greek and English with them. At home he usually speaks Greek, though his parents speak English with him in helping him with homework and reading each evening. When out in public, his parents mix Greek and English and encourage English usage. Nikolas is beginning to intermix Greek and English himself when he is with his parents and English speaking friends.

Because of the teacher’s support of Nikolas and his Greek knowledge, the other students value Nikolas’s first language skill. In particular the friends he plays soccer and other games with have wanted him to teach them some Greek phrases. He has quickly gone from shy to a popular playmate and leader on the sports field.

Phase III

Analysis of Linguistic Development in English

Student: Mark

Vocabulary

Student uses appropriate vocabulary for his age in comparison with non ESOL students. He keeps his answers short and to the point, but his answers demonstrate understanding of the questions. He does not ask for clarification at any time. He uses high level vocabulary when referring to his bother's language as "an unknown."

Type and length of sentences

Student answers in short, often one word sentences. In the personal question and answer portion, he answered in sentence fragments, but the fragmented structure was appropriate for BICS. In response to the reading comprehension questions, student used more complex sentence structure and longer phrases.

Stages of Negation

Student did not use negation in any of his responses.

Stages of Question

Student did not use a question in any of his responses.

Stages of Past Tense

Student did not use past tense in any of his responses.

Pronunciation

Student did not make any English pronunciation errors.

BICS and CALP

Student consistently used appropriate BICS in the personal interview. He responded appropriately to the question and answer format. In the reading section, his CALP appears to be on grade level. He read at the first grade level independently with no problems. When questioned about what would happen next in the story, his sentence structure was more complex and sentences longer than when answering in the personal interview. His speech showed excellent CALP in his use of “would” when talking about a hypothetical situation instead of the simpler “will” (see line 54 of transcript). At no point did he lapse into his other language.

Prescriptive aspects of English: grammar, punctuation

The student made no grammatical errors in his spoken language, nor in his written language. He showed an understanding of grammatical structure in his answers like the following: “What do you like about school? *That we can play.* This answer indicates his ability to formulate the more complex structure “What I like about school is that we can play.”

Student read an excerpt at the 1st grade level. His reading showed excellent sight word recognition and phonetic word decoding skills. He responds appropriately to punctuation marks and reads with expression. In almost all cases, when he missed a word he self corrected. When he did miscue, he went back to the beginning of the sentence and self corrected using context.

Student’s writing shows some misuse of capital letters. He mixes capital and lowercase letters within a sentence. He also inverts lowercase g’s. The only spelling/word choice error was “waht” instead of “with”. He uses print conventions and punctuation properly. His story was appropriate and showed both imagination and excellent reading comprehension.

General Conclusions

Mark is doing extremely well in regard to his English skills. His reading and writing are within acceptable ranges for his age level. He is on par with non ESOL student his own age, and may even be slightly above in his reading and CALP.

Transcription of Interview with ESOL Student

Student's Name: Mark

Date of Interview: On or about November 3, 2004

Questions asked by the child's mother, with responses indented beneath.

1. What is your name?

Mark

2. Can you please write it down for me?

O.K.

3. How long have you been lived in America?

4 years

4. Where were you born?

Italy

5. Did you live there long?

Yes

6. How long?

(Long pause)

7. Well, how old are you now?

Seven

8. And if you live 3 years in America, how many are left over?

Three years

9. What language did you speak before you took English?

Slovenian

10. Who lives in your house?

My family

11. Who is in it?
Dad, me and Alex
12. What languages does you Mom speak to you?
English and Slovenian
13. Does she speak any other languages?
No
14. What languages does your Dad speak to you?
Slovenian
15. Does he speak any other languages?
English
16. And how about Alex, what languages does he speak to you?
An unknown
17. He doesn't speak, right?
Yes
18. Can you read?
Yes
19. Where did you learn to read?
At school
20. What languages can you read in?
English and Slovenian
21. What language do you prefer to read?
English
22. Who reads to you at home?
You do (note: meaning mother).

23. When do I read to you?
Sometimes when we go to bed.
24. What language do I read to you in?
English and Slovenian
25. What kind of books do you like to read?
English.
26. Is reading hard or easy?
Hard, hard and easy.
27. What is hard about reading?
Words are, hard words.
28. What do you like about school?
That we can play.
29. What do you not like about school?
That we have to learn.
30. What do you like to do after school?
Watch TV.
31. Do you have friends in school?
Yes.
32. Who are they, are they boys, are they girls?
Boys.
33. What do you like to do with them?
Talk about cars.
34. What kind of cars?

(Long pause.)

35. You don't want to say?

(Student shakes head.)

36. What do you like to do on the weekends?

Watch T.V.

37. Do you have any pets?

Yes

38. What kind?

3 cats

39. What are their names?

(No response.)

40. Which is the first one we had?

Mickey

41. What is the second one?

Motorcek

42. And the other one?

Cukrcek

43. What do you like to do with them?

Play

44. What kinds of games do you like to play with them?

Run

45. How long have you been now in Slovenia? Do you remember? We came here in July and now it is November.

2 months.....3.....4

46. We are going to take a break, Thank you!

1 The sun had come up. Birds sang in the trees. Hunter and Sally went down the street. Their mother was with them. She had said they could get a pet. *sounded out*

2 "I cannot wait to see the pets!" Sally said. She wanted a cat. Hunter wanted a frog or a snake.

3 Mom said, "We shall see."

4 They went into the pet shop.

5 Hunter said, "Look! This bird is on a swing! It is very pretty." *There*

6 "Look at the mice asleep in the straw," Sally said. "There are so many of them!"

7 The kids saw kittens, puppies, and birds. They saw crabs, frogs, and fish. There were snakes and hamsters. *sc* *fishes*

8 "That bunny made a hole to hide in," Sally said. It peeked out from the straw.

9 "Look at those two cats," said Hunter. Their cage was on the floor. The long, skinny, brown cats were asleep on each other. *sc*

10 Sally leaned over the cage. She wanted a better look. The gold chain she had around her neck came loose. It fell into the cage. It woke up the cats. *learned* *walked*

11 "Oh no!" Sally cried. "I lost my necklace! It is in the cage!"

Writing Sample

Ask the child what they think Sally will do now. Have them write a short story about what happens to Sally's necklace.

✓ read correctly
↳ went back & re-read
SC = self corrected

48. O.K. Thanks for reading. What do you think Sally will do now? What happened at the end of the story?

She lost her necklace

49. Where did she lose it?

In the cat cage.

50. What do you think Sally is going to do?

Tell her mother, and her mother is going to tell the man that has the pet shop and he is going to get it out.

51. What is going to happen then, is he going to get it out?

Yes, and He will...he will... and he will ask if they want the cat.

52. What cage did the necklace fall in?

In the cat cage.

53. How about if, if it fell in the snake cage? What do you think Sally would do then?

Scream!

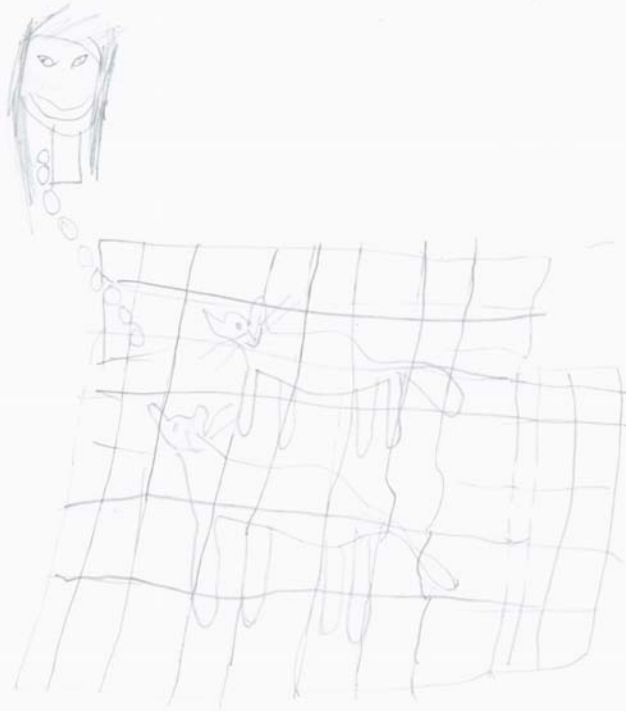
54. That is what I would do! How would they get the necklace back if the snake ate the necklace?

They would get a new necklace and the snake would die.

55. I don't know, maybe. Well thank you!

Writing Sample

The cat is going to play
with the necklace.
It is going to get lose.



Mark

Phase IV Problem Scenario

Student: Nikolas Papatoniou

Problem

Nikolas has recently become a behavioral problem in the classroom. During reading activities he goofs off and acts the class clown. When the teacher has attempted to get him back on task, he has been defiant, and refuses to participate in reading activities. He does not want to read in English with the ESOL teacher or his parents. He knows that he is leaving to return to Greece in a few months, and does not feel that he needs to “waste time” reading in English when it is a struggle. Insight was sought from the following “stakeholders” in Nikolas’s life:

The Parents

Mr. And Mrs. Papatoniou state that they want Nikolas to continue to learn English and feel that he needs to do his best in school. They have a lot of other things on their mind now (just busy, worrying about the move back) and therefore cannot be on Nikolas all the time about his learning. His parents understand the teacher’s frustration, as well as Nikolas’. They have tried to explain to him that learning English will help him in his future. They are embarrassed that he is causing problems in school. They do not want to pressure him so much that he ends up hating English. They want him to be happy, but insist that he cooperate more in school. They are willing to work with the teacher to come up with a plan to get Nikolas more interested in learning.

The Principal

As the principal I feel that we should keep encouraging Nikolas to learn and read in English and explain to him the benefits of being Bi-lingual and show him how much it has helped his father, I think if we can connect the importance of learning English to his family he will be more ready to learn English. Between the teacher and me I wouldn’t put too much pressure on Nikolas to “succeed” in his English skills, he is right in a sense that he is going back to Greece soon. As an educator I would hate to poison Nikolas’ perception of school in general. We want him to be able to go back to Greece and go back into his school at an appropriate level. I would also recommend Nikolas receive tutoring in Greek to ensure he does not fall so far behind that he has to suffer humiliation when he returns to Greece and be behind.

School Counselor

Nikolas has adjusted very well to his new school and is developing friendships. His recent increase in clowning around is really a good sign that he is comfortable with his peers. However his resistance to the authority of the teacher can not be allowed to go on. Because Nikolas has been such an academic star in the past, I think that he is resentful of his role as a struggling reading. I think that he is reading books below his grade level and what other kids are reading is embarrassing to him. We need to decrease his anxiety in reading situations and help him develop stress reducing strategies.

Teacher

Nikolas is not trying hard enough to read. He has a hard time decoding words but if he put more effort into it he would succeed. Since he will be leaving America soon, he doesn't think that his work matters. A teacher's assistant or volunteer might come into the classroom during reading time and help Nikolas. If Nikolas could get some extra feedback and help he may find reading fun, but with so many students, I can't give him the extra individual help he needs. He could also work with a partner while reading. They could read to each other and help one another with their mistakes. Maybe I need to find out what Nikolas's interests are so that he will be more motivated to read, but there is just not enough time in the day. He has the capability to learn English and read very well, he just needs to try harder.

ESOL Teacher

Nikolas is really doing well for the short time he has been here. He doesn't like to read what he calls the "baby" books that are on his reading level. I understand that he came to us with a very high literacy level in his L1, and a love for reading. I am concerned that all this focus on reading in English is souring him on reading in general. How much is he getting to read in Greek now? Does he have access to the types of books he loved in Greece? Nikolas may be returning to Greece soon and we don't want him to have a negative attitude toward reading. He needs a change to read both languages in a low stress environment where he feels that his work has purpose.

Nikolas

I don't see what the big deal is. I don't need to read English and we are going home soon. All anyone want is for me to work all the time. My friends tease me about going to ESOL. I hate the stupid books they want me to read. Mom and Dad won't even let me read the good Greek books until I read English books first. I'd rather not read at all.

Phase V Problem Solution

In the STAT team meeting we reviewed Nikolas Papatoniou's file and discussed several options on how to assist Nikolas both academically and behaviorally. Nikolas is a brilliant child who excelled at academics in Greece. He is living in America for only a year and has had a rough time learning English and adjusting to his school in America. Because he is not able to perform at the same high level in America as he did in Greece, Nikolas' behavior has been negatively affected. He is beginning to joke around in class and avoids doing his work because he feels the English books he is assigned to read are "baby-books".

To help Nikolas we propose setting him up with a Greek tutor. Some one who is not in his family but with a Greek background. This tutor can help him as he continues to develop both this English and Greek academic skills. A Greek adult who is not part of his family can befriend him to help him understand how learning English is both beneficial in America and when he returns to Greece. We suggest having Nikolas read some books in Greece on his level and perhaps reading a version of the story that is easier in English as well. By providing opportunities for him to continue to develop his Greek academic skills, Nikolas will be able to regain some of the self esteem he had in the past as a result of his strengths in Greek. This will encourage him to continue to apply these same strengths and strategies as he continues his work in English.

It would be helpful are having 30 min pull out sessions with the ESOL teacher to help with his English language skills and some basic English reading. His general education teacher should allow him extended time on all assignments and send home weekly academic and behavior reports.

The local Greek Orthodox Church in Nikolas's community offers introductory Greek classes for children. Since the family is currently attending this church, it is recommended that Nikolas help with the class one day a week. This would allow him to be the expert with his peers, instead of the one struggling. By allowing him to be on the other side of developing language skills, he will see that his struggles are normal, and can be overcome.

We suggest meeting with Nikolas as a group and including him on some of the conversation. If we can convince him that we all are part of his team and that we understand he is returning to Greece soon but we want to help him out, I think we can bring him onboard and try to help keep his behavior under control. I think as soon as he feels he is part of the solution, he will not try to cause any more problems. Nikolas is a brilliant child who can and will succeed if placed in the right situation with people on his side.

Discussion Questions

1. What type of program can we put in place to help other students in Nikolas' position, to ensure when they are only in the country a short period of time they can still succeed in our schools?

2. If we got Nikolas' parents more involved with his schooling how may this help to accomplish our goals of successfully teaching Nikolas?

3. What more could have been done to prevent Nikolas' behavior from becoming a problem from the very beginning of his schooling in America? Is this common among students in the same situation?

Bloom's Taxonomy Questions

Level 1. Knowledge. - exhibits previously learned material by recalling facts, terms, basic concepts and answers.

What is the history of Nikolas Papatoniou prior to his arrival in the U.S.?

Can you describe the previous schooling of Nikolas Papatoniou?

Was Nikolas tutored in English at all before leaving Greece?

Can Nikolas read the English "baby-books"?

Or is that just an excuse not to read them?

What does Nikolas do when he gets home from school if his parents aren't home?

Level 2: Comprehension - demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Why does Nikolas misbehave during class?

What are the reasons Nikolas gives for not wanting to read the "Baby-books"?

How does Nikolas' family being relatively well off reflect on his attitude toward school?

What is the main problem that Nikolas faces at home?

Where does Nikolas go for help when he has a problem?

Why does Nikolas not feel the need to learn English?

Level 3: Application - solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Where could Niklas go to receive help in his English studies outside of school?

What type of in school programs could Nikolas get involved with to help his reading of English become more fluent?

Where could Nikolas obtain some books in Greek that he could maybe translate into English so he could learn in a different way?

Would having Nikolas work with another student who wants to speak Greek work as a way to get him to learn English?

What types of books materials could Nikolas read in English that may not be babyish but still simple enough for him to learn?

Where are Nikolas' parents most needed in regards to helping him with his problems in the school?

Level 4: Analysis - examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

How do Nikolas's struggles compare with those of student's in the same age range who will be staying in America permanently?

What research has been done on students in Nikolas's short term situation?

How do we determine the proper level of books for Nikolas?

What can we do to modify class work so that Nikolas's English language skills do not interfere with his ability to understand the subject matter?

How do we differentiate between lack of ability, and lack of interest and desire to participate?

Can we dissect the errors in Nikolas's English reading to focus on specific skill development?

How does Nikolas's behavior differ in situations in which English is used, and in which Greek is used?

Level 5: Synthesis - compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

What plan can we design to help Nikolas to succeed in English?

Nikolas is now at what stage of language development in English?

How can we extend what we have learned from Nikolas's situation to our future work with ESOL students?

Do we need to reorganize or modify our approach to ESOL education as a result of what we have learned in Nikolas's case?

Can we use our experience with Nikolas to propose new research in language acquisition and retention for short term American stays?

With the presence of a Greek community near our school, could we build relationships that offer reciprocal opportunities for both Greek and English language acquisition?

Level 6: Evaluation - presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

What criteria should we use to insure that a plan is specifically tailored to the needs of each student?

Can we test Nikolas in a way that shows whether or not the plan is bringing the desired success?

How do we interpret the results of these tests?

How do we justify that increasing the time Nikolas spends on Greek academic skills and helping others learn Greek will improve his English skills?

Can we judge the effectiveness of our plan?

How different would Nikolas's attitude be if he were planning to stay in America?