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Teaching English as a foreign language to children with down syndrome in Algeria

The case of Mentally-handicapped individuals Assistance association

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Dedication

I dedicate this work to

All of my family

To my dearest father Hadj Ahmed Bouziani because he is the reason for my success

To my lovely mother Malika Bouziani for her support

To all of my brothers Dr. Sofiane, Mohamed, Tarek, Aboubakr

To my nephew Ilyas because he was my motivation

To my best friend Dada Hadjar with whom I passed my five years in happiness.

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And to the Down syndrome children of all the ages for their help and their time without them this research won't be done. They have made the dream come true.

Abstract

The present work attempts to investigate in the study of teaching English as a foreign language to Algerian children with Down syndrome. To be clear, this research aims to correct the previous ideas about Down syndrome children and learning a new language. This study took place in a private association (Mentally-handicapped Individuals Assistance Association) in Mostaganem, we attempted to investigate the possible ways of teaching the Algerian children with Down syndrome and the possibility for them to learn new language. To collect data new instruments had been used: classroom observation of the school in order to choose the groups and case study for the application of the raised questions and hypotheses. The results have shown that Algerian Down syndrome can learn English as a second or foreign language if the teacher follows certain rules and methods. The study also recommends some strategies and ideas that might in the future help the teachers in teaching learners with disabilities, more specifically Algerian Down syndrome learners.

Keywords:

Algerian Down syndrome students. Teaching process, English language.

List of Abbreviation

DS: Down syndrome

TPR: Total physical response

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General introduction

Increasing interest in the field of English as a Foreign Language Learning has heightened the need of widening the scope to other grounds, also the importance of the language during the daily life it had to acquire a huge role in the society more than that the developmental and the changing that took place in the domain of special education in the past ages, raise the need for more researches need to be done, as DeWitt (2012:12) confirmed: "Special education has come a long way since legislation in the '70s but it still has a long way to go". To emphasize, speaking about the down syndrome, in the foreign researches there is a lack of studies dealing with teaching English as a foreign language, studies and researches had been limited only to bilingualism or memory, therefore this idea had been neglected it might be because of focusing about improving the first language or believing in falsies and the wrong guiding, on the other hand in Algeria, this study had been completely neglected even the studies of the first language are not that important regarding the value and the impotence of the Algerian Down syndrome in the society.

The present research aims to investigate the process of teaching and learning English as a foreign language to Algerian Down syndrome, and how it should be done (methods and approaches), taking the idea that since the children were able to learn the first language so they would learn foreign language as a base to the study we raised this following questions:

- How we can teach English as a foreign language to individuals with Down syndrome?
What are the approaches, methods, materials that we need?
- In the end, can a child with Down syndrome learn English?

It was hypothesized some methods and approaches that might be helpful during the teaching and learning process of English as a foreign language to the Algerian Down syndrome like:

- communicative approach
- the p.p.p model (present, practice, and production)
- learner-centered approach
- task-based
- grammar-translation methods
- audio _lingual
- total physical response

- one to one approach
- personal pedagogy

This study was experienced in the privet association at (Mentally-handicapped individuals assistance association) located in south downtown in Mostaganem, a group of the oldest individuals with down syndrome their age between (15_ 26) and a group of the youngest individuals with down syndrome their age between (7_11) consist of eleven sessions with deferent courses and lessons.

The study is original and significant because it aims to raise the voices of the Algerian Down syndrome and give them the ability to learn a new language also to be part of the Algerian society furthermore to change the mindset of (society, parent, teachers even the children themselves), also to highlight the need for more researches need to been done about this issue, this present study might be an opening door for further works and researches.

This work is divided into three chapters each one present certain knowledge, the first chapter presents the theoretical background about the down syndrome and its definition with their physical features plus highlighting the special education and its movement during the ages also introducing and explaining the linguistic profile of the down syndrome with the bilingualism idea, at the end of the first chapter suggesting what kind of approaches and methods that might be used in the teaching process. The second chapter discusses the eleven sessions and its duration with the process of teaching (what had been done in the classroom and the activities). At the end of this study, the third chapter presents the feedback of each session and what did work on the student and what helped the teacher to complete the teaching process without any problems more than that giving recommendations to the teachers and parents for better results for learners with Down syndrome.

Chapter one
Review of literature

I.1. Introduction:

There are certain falsies when it comes to teaching English as a foreign language for children with down syndrome for example they are not able to speak two languages, they barley learn their mother tongue language, they don't have a strong memory, it is hard, yet children with Down syndrome develop a variety of skills, in addition to that, many problems and challenges have been identified and solved, meaning that studies dealing with special education and English have been flourishing during the last decades, children with Down syndrome need special attention especially in education also knowing the facts behinds those falsies may help not only to debunk them but also to make changes that can result in better outcomes for the learners with Down syndrome, therefore this study explores how we can teach English to children with down syndrome. This chapter is divided into three parts, the first part dealing with special education, the second part provides background information about Down syndrome, and shows the learning difficulties that the child with Down syndrome face during the learning process, the third part present and suggest different approaches and methods that might be helpful for the teaching process.

I.2. Part one: Special Education

I.2.1. Definition of special education:

The education of children who differ socially, mentally, or physically, they require modifications of usual school practices. Special education serves children with emotional, behavioral, or cognitive impairments or with intellectual, hearing, vision, speech, or learning disabilities, it is tailored to meet the needs of students with disabilities, the services and the supports that one child receives may be very different from what another child receives, it refers to a range of services that can be provided in different ways and setting, special education is designed to students with disabilities to provide for them an environment that allows them to be educated effectively, disabilities that need special education include physical disabilities, such as deafness or blindness, mental disabilities, like Down syndrome and autism, medical conditions, for example, oxygen dependence or traumatic brain injury, learning deficits: dyslexia, and behavioral disorders, such as attention deficit hyperactivity disorder and conduct disorders.

I.2.2. The historical background of special:

We can dive the historical background into three parts, the first one when children with disabilities had been excluded from the schooling, the second one when the change took place

in teaching laws, which gave rights to minorities, and the last part when finally gave them the full rights of education in public schools.

Back to the long Dark centuries where the social, political, religious, intellectual or physical had been less tolerated by those who differed or what the society deemed appropriate, at that time the society had been a society of appearances due to social classes, remain at home or be institutionalize even those with mild or moderated disabilities, that was their opinion, even though the compulsory education laws that have been nationwide at that period.

This leads us to seek into the second period starting with the civil rights movement which was a radical change and the 1954 Brown V board of education decision which gave equal rights and protection to all minorities.

After 1945 decisions, paved the way for new communities and groups to defend for those with disabilities, it was gained for minorities and parents whom children were excluded formed advocacy groups in 1933, which was the prime moves in the struggle to improve educational opportunities for their children.

Finally, a huge change took place in education laws, the landmark federal legislation took place in 1975, known as the education for all handicapped, and it was the first federal legislation of education to all students with disabilities.

I.3. Part two Down syndrome:

I.3.1. Definition of Down syndrome:

The most common genetic disorder found in people is Down syndrome, also known as Trisomy 21. This disorder is caused because there is an extra copy of chromosome 21, it means that individuals with Down syndrome have 47 chromosomes instead of the 46 presented in any human body, within this condition, there are three different categories of Down syndrome.

Trisomy 21: it is the most common case of Down syndrome (95% of cases). This results before or during the procreation in that the egg or the sperm cannot separate a pair of 21st chromosomes. Therefore, the extra chromosome is copied in every cell of the embryo.

Mosaicism: this type is the least common among Down syndrome people (only 1% of cases). It occurs when two types of cells are mixed in which there can be 46 chromosomes and 47 chromosomes in others.

Translocation: it is present in 4% of the cases. In this regard, the total number of chromosomes remains the same, that is, 46. Nevertheless, one extra copy, partial or total, of chromosome 21 is linked to chromosome 14. This disability has some physical and cognitive characteristics common among them.

I.3.2. Physical features:

Down syndrome people have some of the physical features that differ from our community, it can be identified that they have a small and plain nose, slanted eyes, and their tongue is bigger than the oral cavity, among others, moreover, another important characteristic is that the shape of their hands may pose difficulties when writing. Priosti et al. (2013: 279) highlight that Down syndrome individuals might encounter difficulties with their hands it has been mention small and thick hands, with short fingers and arched little fingers, which could cause some difficulties in manipulative activities. These physical features might affect the learning process. For instance, Buckley (1993) acknowledges that they have some difficulties regarding intelligibility due to the physiognomy of their speech organs.

I.4. The linguistic profile and the cognitive development of mother tongue language of Down syndrome:

It is worth to mention that the linguistic profile and the cognitive development of mother tongue languages are affected by several factors, from outside and the individual himself.

The phonological systems of children with Down syndrome are influenced by a variety of factors that can create difficulties perceiving and producing speech, it had been confirmed by Jarrod and Badly (2001) their memory is affected due to their genetic disabilities, they clarified the average number of items to remain in their memory is 7 Jarrold and Badly (2001:18), possibly idea about their performance in short memory might be due to their physical or mental impairments, for example, hearing loss, Jérôme Lejeune Down (1980) reported that 78 % of the children he tested were to have hearing problems in both ears and speech articulation problems, despite a wide range of individual differences, most children are late in saying their first words, their vocabulary grows more slowly than in ordinary

children and although they use the same range of two- word phrases as all children, they have difficulty in mastering the many rules for talking in grammatically correct sentences Ronald 1988.

Memory is an essential faculty for language learning it should be taken into consideration when teaching Down syndrome children.

As has been mentioned before, Down syndrome individuals encounter some difficulties in acquiring their first language due to their disability, Children with Down syndrome are expected to show cognitive delay, to be slower in developing their awareness and understanding of the world and to think reason and remember.

Down syndrome children, due to their disabilities encounter some difficulties in acquiring their mother tongue language in the author hand these problems during the acquisition and the interaction with the environment will influence the learning process and pace of these children.

Despite the fact of disabilities of the Down syndrome that they will endure throughout their life, down syndrome children don't have only weaknesses when it comes to learning process regarding the complex process but strengths about learning skills, Down syndrome students seem to perform better in reading and vocabulary comprehension rather than production and syntax.

Firstly, the study by Rondal (1995) will be taken as the core work to outline the linguistic profile of individuals with Down syndrome in his work accurately describe the profile, taking phonology and the production of sounds, Down syndrome start babbling at the same stage as any other child, but there are delays when Down Syndrome infants begin to talk (Chapman 1997), The speech difficulties that Down syndrome infants encounter are due to the physiognomy of their speech organs, moreover, the knowledge of the way sounds are pronounced affects the skill of reading, which is named as phonological awareness. In this respect, individual differences have been seen in Down Syndrome learners "although the majority of children with Down syndrome performed poorly on tasks of phonological awareness, some children demonstrated perfect scores (Fletcher and Buckley 2002: 12). furthermore, in the description of the reading skills it has been stated that reading comprehension is less effected in Down syndrome people, they firstly rely on logo graphic strategy and then alphabetic and orthographic one, they find it complex, so it has been suggested that they employ other strategies for reading (Fletcher and Buckley 2002:11)

however, the benefits of reading in these children make them aware of the sounds of phonemes because reading started from the improvement of spelling competence.

Besides with reading down syndrome individuals have problems in mastering syntax and grammar in the first and last stage of acquisition, Ronald claimed that their sentences are short and simple because neither verb tenses nor verb inflection appears to be right leading to grammatical errors, According to Rondal (1995: 9), "there was less than one article per utterance and slightly over one inflection marking gender or number on the noun phrase in two utterances". Vocabulary acquisition in DS people has been regarded as strength due to the positive results of this kind of skill. These students are very competent in the comprehension of the lexicon whereas production is likely to be delayed (Rondal 1995), however, Chapman (1997) highlights the similarity of vocabulary production among DS and typically developing children. Many critics on the issue identify that Down syndrome children perform better in closed-class vocabulary pronouns, determiners, prepositions, and so on than open-class vocabulary, nouns, adjectives, adverbs, or verbs.

It is necessary to comment that verbs have a particular characteristic in this disorder, as "individuals with Down Syndrome may have difficulties accessing rather than comprehending verbs, despite being able to access event contexts and roles associated with the verb" (Loveall et al. 2016: 162), despite the controversy and disagreement about verb development, it might be observed that the learning of nouns and other open-class vocabularies might be easier than verbs.

I.5. Bilingualism in Down syndrome Individuals:

There is one argument that seems to be crucial, about neglecting learning of a second or foreign language by individuals with Down syndrome.

Due to their difficulties in the first language acquisition some of the professional counsel families to have input only to one language for children with down syndrome because they already present disabilities and difficulties when one language(mother tongue) is learned Felmate and Brid (2008:6), these experts advising not to learn another language might have forgotten the benefits that the learning of a second language has, such as an increment in motivation and self-esteem, possible reinforcement in difficulties in the first language, and socialization among others.

In the first place, Woll and Grove (1996) present two DS bilingual twins that have been exposed to English and British Sign Language, as they were born from deaf parents and the

latter was their second language, what was concluded in this research study is that the twins had a preference for spoken language rather than sign language, as they might find difficulties at coordinating words and gestures, as Woll and Grove state, “analyses of tests and spontaneous data reveal a high degree of fluency in gesture but impairment in both languages, suggesting that the fundamental problems of children with Down syndrome are not modality-specific and that there are discontinuities between gesture and language” (Woll and Grove 1996: 271).

Secondly, Feltmate and Bird (2008) hold a positive view on the learning of a second language and state that families and professionals should decide whether it is appropriate for a Down syndrome child to learn another language, moreover, they strongly claim that evidence shows that learning a second language is not damaging to these Down syndrome students although “there was considerable variability in second language abilities among children with DS, which suggested that some children have more difficulty than others in acquiring two languages” (Feltmate& Bird 2008: 8).

It is important to bear in mind that some first language impairments may affect the learning of a second language. For instance, it might be the case for syntax and grammar.

Learning two languages is just as "normal" as learning one (Nicoladis and Genesee, 1997). Therefore, with suitable input, teaching techniques, and an appropriate methodology, they might experience a positive result in learning a foreign language.

I.6. Learning Approaches and Methodologies:

An approach can be defined as "how people acquire their knowledge of the language and make statements about the conditions which promote successful language learning (Harmer 2003: 78), It is widely known that the core of the learning of any subject relies on the approaches and methodologies used in the class. In this, these two concepts are intertwined is concerned, for down syndrome and education, it is essential to be aware of which are the most favorable teaching strategies for this type of student.

Firstly, the lessons should be adapted and targeted to promote their visual memory, as Down syndrome students “learn better by seeing actual objects or pictures of concepts rather than hearing someone talking about those concepts” (Horstmeier 2004: 20).

Equally important is that the teacher should not request these students to copy a great amount of writing, as they get easily tired when holding the pencil (Priosti et al. 2013).

Davis, Florian, and Ainscow (2004) a good teaching strategy that children with special educational needs benefit from, so that would be for Down Syndrome as they are part of this group of children, which is cooperative learning, therefore and according to these authors, “the use of peers is a valuable resource either as part of a behavior management programmer (e.g. peer-monitoring) or peer-oriented intervention (buddy system)” (Davis, Florian &Ainscow 2004: 5).

The teaching practice will be used with the students in this research has adopted the following approaches and methodologies: Communicative approach, the PPP model, grammar-translation, one-to-one approach, learner-centered, and task-based.

I.6.1. Communicative Approach:

The communicative approach is based on the idea that learning a language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Example:

Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be the use of authentic materials.

I.6.2. The PPP Model (Present, Practice, and Production)

The initials of the PPP Model correspond to the words: Present, Practice, and Production. According to Richards (2005: 8), the first stage is to present and explain the topic and contents that will be covered in the class, afterward, the students will demonstrate if they have understood it. Then, the students practice the targeted structures while the teacher is controlling the setting. Finally, the students will be able to produce the patterns in a different context; normally this last stage is more learner-centered. This model emphasizes the theory of skill learning and accuracy.

I.6.3. Grammar Translation Method:

The Grammar Translation Method is one of the earliest developed in language teaching. It started approximately in the mid-1800s and it is still used in several countries despite criticism against this theory.

According to Richards and Rogers (2014: 6), grammar-translation lays its foundations in several characteristics. A summary of them is provided below: The use of the first language helps to comprehend and produce a second language. Parts of speech are presented in a wordlist format with their equivalent in the first language. Accuracy is given much more importance than fluency, as this method is not focused on the oral but written production and comprehension of the second language. The language of instruction is the native language and the class is dominated by the teacher.

I.6.4. One to One Approach:

This type of approach is well known because of its individualized teaching. The main idea behind this method is that the teacher adjusts the contents and the materials used in the sessions to the demands of the learner, students, and teachers' relationships constantly evolve from teacher-centered to learner-centered and vice versa. The advantages of using this approach, and some of them are the following: The classes are designed according to the student's needs, the students can decide the rhythm of the class and their objectives, the teacher seems more accessible as there is a low number of students, and these can ask more questions and their doubts might be better solved, large groups' problems are left aside.

I.6.5. Learner-Centered Approach

Nowadays learner-centered approach is widely used in learning and distance education both at universities and secondary schools. Changing the atmosphere, which makes students passive and bored, was found necessary several decades ago. The learner-centered practice is aimed at deeper students learning and an increased sense of autonomy. The main strategies of learner-centered teaching vary from acquiring knowledge and skills to a student-teacher- or student-student interaction. It also implies focusing on transferable skills and students. Such strategies have been applied to creating materials and improving the language skills of students.

The essential feature of a learner-centered approach to language teaching is that it caters to active participation by learners in the development of their study programmer. In this way,

a learner-centered approach draws on a more complete knowledge base than traditional approaches to curriculum developments, which tend to be largely specialist-driven. Learner involvement in programmer development can serve to enhance the relevance of learning content and also gear the format and orientation of learning activities more closely to learners' preferences and developmental needs.

I.6.6. Task-Based:

Task-based is an approach whose aim is to learn by performing tasks. The kind of tasks proposed in any activity should have a purpose, as Ur (2012: 121) pointed out "a task is goal-oriented". Moreover, tasks have different features that they provide the learner with authentic language and they make students engage in cognitive skills. To reach that aim, the students have to do the tasks proposed either individually or in groups, in other words, this type of approach focuses also on interaction.

Pre-task: The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

- 1) **Task:** The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.
- 2) **Planning:** Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile, the teacher is available for the students to ask for advice to clear up any language questions they may have.
- 3) **Report:** Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage, the teacher may also play a recording of others doing the same task for the students to compare.
- 4) **Analysis:** The teacher then highlights relevant parts from the text of the recording for the students to analyze. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.
- 5) **Practice:** Finally, the teacher selects language areas to practice based upon the needs

of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

I.7. Possible approaches and methods:

I.7.1. Audio-lingual:

The theory behind this method is that learning a language means acquiring habits, there is much practice of dialogues in every situation, and new language is first heard and extensively drilled before being seen in its written form.

I.7.2. Suggestopedia:

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods, it is suggested to the student that the language is easy - and in this way, the mental blocks to learning are removed.

I.7.3. Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

I.7.5. Personal pedagogy:

It might be possible for the teachers to create a personal pedagogy, mix between the approaches and method because first: he is the only one who knows his learners thus they are down syndrome children, it means they need special conditions and intention second since they are special needs and children with disabilities which makes them unpredictable to the teacher, also the way they learner it might be not clear to themselves first rather than the teacher, consequently, the teacher might be not able to design perfect approaches to their needs this why it is preferable to the teacher not to rely on one approach, Each theorist had valuable insight to the development for the children. , but it is possible that the theories and approaches will not be that 100 % effective when it comes to down syndrome children, without forgetting that they already present disorders and disabilities in learning the first language.

I.8. Motivation and its importance in teaching Down syndrome:

I.8.1. Motivation:

Steven Pressfield mentioned in his book that the pain of not doing it becomes greater than the pain, feedback, or the joy of success.

In other words, the scientific definition of motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.

Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term "motivation" is frequently used to describe (why) a person does something. It is the driving force behind human actions. Without forgetting to mention the importance of motivation in teaching, it is one of the important education standards, it is important also to link motivation with teaching intellectual disability especially down syndrome.

It is often assumed that children with intellectual disabilities are less motivated than other children, recent research suggests this might not be the case of children with Down syndrome can be as motivated as other children at the same stage of mental development.

One recent study was done by Gilmore, L and Cuskelly, M (2011) matched 33 children with Down syndrome, aged 10-15 years, with 33 typically developing children with similar mental ages and vocabulary comprehension (aged 3 to 8 years) and used several tasks to evaluate aspects of motivation - curiosity, preference for challenge and persistence at difficult tasks. This study reported no significant differences between the groups on these tasks meaning that children with Down syndrome were as motivated as typically developing children at a similar stage of mental development.

I.9. Conclusions:

This present chapter provides relevant backgrounds knowledge about the Down syndrome and teaching the Down syndrome English as a second or foreign language more than that the theoretical element about the special education during the early ages and the physical, the practical and previous experiences and theory that had been done on Down syndrome to confirm their teaching process also their weakness, their strength and the reflection of their disabilities on the learning process.

Chapter two
Research Methodology

II.1. Introduction:

This chapter is devoted to analysis, explanation, and presentation of the results obtained from data collection (case study and observation) used in this research, subsequently, these present papers present the heart of the study. We try to verify our hypotheses which may give credibility to the research, whether Algerian down syndrome children can learn English as a foreign language, this lead to the reason for using observation to focus attention on how the Algerian children with down syndrome are thought in the classroom and to collect more data and information about the collected groups, furthermore using the case of study to examine the suggested methods and approaches to see which one will serve better outcomes for the learners.

II.2. Research Methodology:

II.2.1. Research method:

This research is descriptive by using a qualitative and quantitative approach to gather data, the tools used in the work enables us to learn about the Down syndrome children and to discover and highlight the right methods and approaches to teach English as a foreign language to Algerian Down syndrome children.

II.2.2. Data gathering tools:

In order to confirm our study and hypothesis, two data gathering tools were adopted and relied on, a case study of 11 sessions of teaching the down syndrome children and in the same time observation of the classroom before and after the case study, the aim behind of choosing this two tools, first to investigate the children and who they learn, second is to give credibility to the study and make real.

II.2.3. Simple of the study:

This study first consists of observation of the children in their classroom with their teachers, to obtain an idea about their level and their ability to use speech and in the other hand to see the methods and tools used by the teachers to teach them, from this observation lead us to the second step.

The second step consists of two collected groups in the privet association at (mentally-handicapped individuals assistance association) located in south downtown in Mostaganem, a group of the oldest age between (15_ 26) and a group of the youngest age between (7_11).

II.3. Observation:

II.3.1. Aim of the observation:

This instrument was used in this study because it is the most appropriate tool to investigate and to have clue about the down syndrome children, also about the methods and the ways that had been used to teach them, to have an idea about their interaction in the classroom with their teachers also with their classmates, moreover to choose the appropriate children (those who have average language use, understand the process of learning).

II.3.2. The process:

The process of observation ends up by choosing two groups, the first group of the oldest individuals and the second one of the youngest individuals with Down syndrome. The reason behind choosing two groups of the Down syndrome children for the teaching process, because during the observation, the teachers claimed that the oldest learn better, faster than the youngest which lead us to work on two groups with the same process of teaching the language (English).

II.3.3. The groups:

Table II.1. The Old individuals with Down syndrome:

Name	Age	Language use
Zakaria	20	Average
Sofiane	25	Very good

Hamou	20	Average
Sanaa	15	Good
Omer	27	Average

Table II.2. The young individuals with Down syndrome:

Name	Age	Language use
Islam	9	Average
Abed Elghani	11	Very good (smart)
Meriem	10	Average
Wassim	5	Good but shy
Ilyas	11	Average
Mohamed	11	Very good
Fatima Zahra	7	Good

II.3.4. Analysis of the groups:

- After a week of observation of the children and the classroom environment lead us to collect five of the oldest student and seven from the youngest student in privet school
- These children were chosen because most of them can speak very well, not the same but they use the language very well, most of them could imitate and understand the process of teaching
- Most of them were able to rename themselves, their age, where they live, their family members.
- Two of them had background knowledge about the English language.
- Most of them could finish the conversation although they were a bit shy.
- They have understood that English was related to study.

II.4. Case of study

II.4.1. Aim of the case of study:

The second tool used in collecting data and information was the case of study because, in this situation of teaching the English language to special needs (Down syndrome), the case study is the most suitable tool for the process and the study, also to make the experiment credible and authentic, and this study demand the experiment because we need to apply different methods and approaches on the down syndrome children to resume which approach and method would be suitable to teach English as a foreign language to the Algerian down syndrome.

II.4.2. Description of the case of study:

The case of study consist of eleven sessions, it was planned until applying all the above methods and approaches, and until teaching all basics of the English language, but it was forced stopped because of the coronavirus and the lockdown of all educational places.

Each session of the eleven sessions contains one of the suggested hypotheses (methods, approaches).

II.4.3. Analysis of the case study:

II.4.3.1. Section one: English alphabet.

Lesson:

The English alphabet.

Method:

Grammar- translation method.

The duration:

One hour and a half for each group.

The process:

Started by breaking the ice by reintroducing the study to them and then see their background knowledge about the Arabic alphabet after it translates what they know in the Arabic alphabet to the English one.

Activities:

- Activity one: reread the activity with help (teacher).
- Activity two: write the learned alphabet (this activity was programmed only for the oldest because they claimed that the youngest cannot write but we did it for both groups).
- Activity three: reread the activities without help (the teacher).

II.4.3.2. Section two: English alphabet.

Lesson

English alphabet (second course).

Method:

Audio - lingual.

The duration: two hours for each group.

The process:

The second session started by revising the previous lesson (the English alphabet) and then presenting the **ABC** song from the YouTube channel (kids' TV). Repeating it four-time without any interaction neither the teacher nor the Down syndrome children, and then playing the song with the teacher's voice also for two times to get their intention, next replying the song with the interaction of both the teacher and the down syndrome children, finely repeating the song without the video from both the teacher and the children.

The activities:

- Making each one of the children repeating what had been learned from the English alphabet.
- Trying to guess the alphabet (A_B_C....).
- Make them write the learned alphabet for both groups.

II.4.3.3. Section three: Greetings.

Lesson:

Greetings.

Method and approach:

Mixed methods (grammar-translation, audio-lingual, communicative approach).

Duration:

One hour and a half for each group.

The process:

Like each session starting the session by breaking the ice and repeating what had been learned previously.

Ask the student what they do in the morning when they wake up when they come to school, and when they see someone, this conversation in Arabic and then trying to translate each done activity by them to English, showing to them pictures (when we say good morning, good afternoon and good evening) with explanation and translating from Arabic to English, in the end playing the song to make sure that they have understood the lesson.

Activity:

No activity was done for this session.

II.4.3.4. Section four: Greetings (second course).

Lesson:

Greetings (second course).

Methods and approaches:

Mixed method (audio_ lingual, communicative approach).

Duration

One hour.

The process:

Revising what had been learned in the previous session, repeating the same process of the previous session (third session) but avoiding using the Arabic language during the explanation.

II.4.3.5. Section five: Numbers.

Lesson:

Numbers (1.2.3.4.5.6.7.8.9.10).

Methods and approaches:

P.p.p model, one to one approach, audio-lingual.

Duration:

One hour and a half.

The process:

Always starting by braking the ice orally without any addition to see if they remember the previous lesson

This lesson was programed first without any audio or pictures, the audio was a backup plan, first the explanation of the lesson the numbers by writing the numbers on the board with different colors to get their intention, then asking each one of them to repeat after the teacher, starting to repeat only one number, one by one (each student alone)

And then repeating all together also one number after it repeating all the numbers one by one by using my fingers than their hands keep up with the rhythm of one by one at the end supporting the above process by using the counting song from the YouTube channel (the singing warless) for kids to make sure that they don't forget the lesson.

Activities:

- Write the number in the bored and make each one of the Down syndrome children.
- Point to their finger and ask them what number they remembered.
- Ask them what they have learned simply.

II.4.3.6. Section six: Motor imitation.

Lesson:

Motor imitation.

Methods and approaches:

Total physical response (TPR), learner-centered approach.

Duration:

Two hours.

The process:

Starting by explanation the lesson because this lesson process is programmed as two activities about a different word in English, changing the classroom environment to outside to get more comfortable with the process of the activities

This session was divided into two hours, the youngest group had the chance to move outside unlike the oldest, and the first hour was about:

- Clap your hand
- Twist your arms
- Stand up
- Sit down
- Touch the ground
- Move to the right
- Move to the left
- Jump
- Touch the ground

All these actions at first were done by the imitation of the teacher for four-times, second choosing one of the children and doing the same process, in the watch of the other children to imitate him, in the end doing the same activity with each one of the children and making sure that all the others are watching.

The second-hour which is the second activity was the Simon said game but changing the name (Simon) with the name (Halima) Halima is their teacher, she is the hardest worker in the privet association and the children love her, so it was intention grabber for them and way to get them involved in the game after the first activity

The second activity was in this process involving all the children together not each one alone with a break between the first activity and the second one.

Activity two:

- Halima said: 110 for two times
- Halima said: hellofor two time

Since these two games were loved by the children, the third game or activity was added just to support the first lesson motor imitation and it was not programmed it was only for the youngest group.

The activity toked place like this (with ball) throwing the ball to each student and one by one to see their reaction and if they understood the lesson:

- Clap your hand
- Twist your arms
- Stand up
- Sit down
- Jump

II.4.3.7. Section seven: Motor imitation (second course).

Lesson:

Motor imitation (second course).

Duration:

One hour and a half (only the young individuals with Down syndrome).

The methods and approaches:

The total physical response, audio-lingual.

The process:

The same as the previous session except backing up the explanation with two videos and pictures about the motor imitation.

The activities:

The same as section six.

II.4.3.8. Section eight: Colors.

Lesson:

Colors.

Duration:

Two hours.

Methods and approaches:

Personal pedagogy.

The process:

In this session created personal pedagogy because of the lesson, the children had only a few background knowledge about the colors, in order not to confuse them we followed their knowledge. At first, asked them about what the colors that they know and translating it into English then ask each one on them, one by one to repeat after the teacher, next doing it all together, and then taking the object found in the classroom with the present colors (red, blue, Yalow, pink, orange, gray), pointing to the object and naming the color and then make them pointing to the object with their fingers t and asked them to repeat after the teacher, one by one (each student alone but making the others follow to make sure that the idea takes place in their memory).

Activities:

No activity was done for this session because the process of the lesson was already in the shape of activity and also not to make them tired and bored from learning.

II.4.3.9. Section nine: Colors (second course)

Lesson:

Colors (second course).

Duration:

One hour and a half.

Methods and approaches:

Task-based, audio-lingual.

The process:

Starting the session by revising what had been done (colors), explained the coolers for the second time by pointing to the object.

Made drawing paper in the shape of a circle with the learned colors and pieces of paper colored with colors of the circle and make each piece of paper with appropriate color in the circle and make each one of them do it(one by one), after it playing the video for times and make them repeat after it.

Activities:

- Use of the objects that had been used in the teaching process and asked them about the name of the colors, first one by one and second altogether.
- Used also the drawing circle colors with pieces of pipers and asked them to put the piece of colored paper and put it in the right color, each one alone.

II.4.3.10. Section ten: Five senses.

Lesson:

Five senses.

Duration:

Two hours for each group.

Methods and approaches:

One to one approaches, audio, grammar-translation method.

The process:

This lesson started by explanation the five senses in Arabic to see their background knowledge about them and then translating it into English (eyes, nose, mouth, hands), make them repeat after (one by one). Next playing the videos about the five senses to back up the explanation and then make them repeat after the videos one by one and then all together even the teacher. Take one of them as an example and named what had been learned on him and make them repeat after the teacher repeating the process with two students to make sure that the idea had been understood by them.

Activities:

- Pointing to the learned sense and make them named it without any help and each student alone.

II.4.3.11. Section eleven: Five senses (second course).

Lesson:

Five senses (second course).

Duration:

One hour and a half for each group.

Methods and approaches:

Mixed methods and approaches.

The process:

Repeating the same process except choosing the non-worked before children as an example in the process using a doll (the one that they love found in the classroom) with playing the song without image and pointing to the doll on the sense learned (eyes, nose, mouth, hands).

Activities:

- Used the doll as an activity (the same process but without any help).
- Taking one of them and point to learned sense and asked them to name it without any help and the see if they remembered.
- Playing the videos to see if they repeat after it or no.

II.5. Conclusion:

To conclude, this chapter contains how the process did take place during that period, and what were the done activities in order to get positive feedback and outcomes from the down syndrome learners about the learning process of English as a foreign language.

Chapter three

Discussions and Recommendations

III.1. Introduction:

The present chapter contains and provides a discussion and analysis of the methods and approaches that had been used in teaching English as a foreign language to Algerian down syndrome children, besides, it recommends some strategies and techniques that may help both teachers and learners with disabilities like down syndrome children to learn a foreign language.

III.2. Data discussion:

III.2. 1. Analysis of the methods and approaches used in the teaching process:

III.2.2. Section one: English alphabet.

Lesson:

English alphabet.

Methods and approaches:

Grammar-translation method.

Feedback:

The first session of teaching was the English alphabet using the grammar-translation method, which means using their first language (Arabic alphabet).

The session was a complete failure from all the sides, no understanding nor message transmits yet they were able to repeat the alphabet but without memorizing it, loss of intention from time to time.

Language pronunciation difficulties due to their nature, for example, pronouncing the letter B with P, or C with جي.

Timing of the session plays a major role in teaching, especially that the children get used to their system (free time a lot, then nap), the first session was in their free time so they were not motivated in the other hand the oldest group the session was after the nap and one by one because they didn't wake up and they were so sleepy and lazy with made the process even worst so choosing the time also plays role in the teaching process.

During the observation they said (the teachers) that the oldest learn better, faster, easier than the youngest, the fact is that they wear the same level, they didn't understand, pronunciation problem, they did not memorize the alphabet, they were in the same level in the first session.

The grammar-translation method is not the perfect method to teach Algerian Down syndrome children, using the first language and translating it after to the target language (English) makes the children confused especially in the pronunciation of the alphabet sometimes they mix between the two languages and then they pronounce it.

Using Arabic in teaching in Algerian Down syndrome makes them remember only their mother language it is kind of breaking the ice and revising their lesson without getting any further with the English learning even that they repeat during the learning process.

The grammar-translation method would not stand alone in the teaching process of the Algerian Down syndrome moreover in the first session when the children had no idea about the target language (English) nor good background in (Arabic) and another factor which was the timing of the session.

III.2.3. Section tow: English alphabet (second course).

Lesson:

English alphabet (second course).

Methods and approaches:

Audio _lingual.

Feedback:

In this session, we corrected the mistakes of the first session (timing and methods) for both groups.

Using audio in the second course for the same lesson of the first session made the English alphabet much clearer to the Down syndrome children, and not confusing especially when the first language (Arabic) did not take place in the process.

The video was a hook to them, their intention was in height level (both groups) and it was a new method to them, first using an electronic device (laptop), second video song with images, and kind of childish images.

Providing and adding to the course something visual always is plus in the teaching process, in the case of teaching down syndrome children a new language (English) is more important because first, the teacher is new to them, more than that the language, it is preferable that the teacher works on the way to get intention during the process of teaching.

Coming up the memory, since they were construed with the ABC song there wear no loss of intention even in repeating with the teacher so their focus was 100 %, at the end of the session they had done their activities (repeating) even without the song or the teacher help.

Looking to pronunciation which is the most important part of language teaching, too badly the pronunciation did not change, still miss pronouncing the letters but not mixing the two languages and producing the sound.

Motivation in this session took place, thank two reasons, first, the timing was early in the morning for the youngest, and after the break for the oldest, so they wear fresh, not lazy nor sleepy, second because it was new to them (songs, images, laptop, teacher), they wear excited to know what is the video about and what is next.

Their teachers said that they can memorize only one item during one week and the week after would be revision before going to the next item, but we tried to rise the challenge and teaches them eight-item (as it is mentioned in the experience in the first chapter), but they wearable to memorize only (A, B, C, D, E, and F) so it means that the Down syndrome children will learn depend on the way and the method that the teachers use also on how they used to be thought if the teacher tried to teach them only one item they will stay on that rhythm, more than that since English was new to them and the teacher went beyond one item, this the reason why that they have learned seven letters in one session.

Audio-lingual might stand alone as a method to teach English as a foreign language to Algerian Down syndrome because it is a motivating method, class controlled and modern way to explain plus it is not confusing to them especially using only one language (English) without adding Arabic to explain since the videos or images will explain every detail to the learners.

III.2.4. Section three: Greetings.

Lesson:

Greetings.

Methods and approaches:

Mixed method (grammar-translation, audio _lingual, and communicative approach).

Feedback:

The third session started by using Arabic but they were aware that will not learn the Arabic language at that time, in the third session they have understood that the Arabic language is only a way to explain and facilitate things to them especially the oldest group, and then speaking to them in both languages (Arabic and English) did not make them confused at the third session so it means that they get used to learning the language more than that showing to them pictures with explanation in both languages made the lesson easier and full of fun for both groups, starting from the third session started to like to learn the English language, which made them motivated even without using (videos and songs).

Coming up to the lesson greeting to them was an essay lesson to learn because first it was linked to the everyday routine (what to say when they woke up in the morning and coming to school...).

Furthermore using the Arabic language as the first explanation and then translating it into the English language using communication and pictures, the Arabic language in this course worked as a guide to the core of the lesson (greeting).

Adding the video song, in the end, helped so much to them, and get their intention without getting bored of commination with the teacher and keep their motivation and their full intention until the end of the session.

They have learned (good morning, hello, good afternoon, good evening, and hi) more important that they have understood the meaning of each word and know when to say it on the other hand they have understood and figure out the meaning in Arabic.

Next the pronunciation, still miss pronouncing some letter like good morning __ mood morning, this is because of their physical (chapter one).

They have memorized the greeting that they have learned and understood it meaning in the English language even when it was the explanation in the Arabic language, we tried game did not consider it as an activity because it was part of the teaching process (walked out of the classroom and then coming back to them waiting for them what to say, they said hi and good morning in the same time) which means that they have completely understood what is greeting and when to say it.

Speaking about the methods and approaches mixed method may be the greatest method to teach children with disabilities highlighting children with Down syndrome in Algeria, rather than using one method or approach in session because mixed methods and approaches open way to understand completely without being confused or being lost during the explanation even when using the mother language (Arabic) and translating it into the target language (English), in the other part mixed methods and approaches gave the children chance to figure-out that Arabic is only way to explain so they wear aware that English is mean language during this time.

III.2.5. Section four: Greetings (second course).

Lesson:

Greetings (second course).

Methods and approaches:

Audio-lingual, communicative approach.

Feedback:

In this session the learners when they saw the English teacher they said hello, which means now they are completely aware that they are learning the English language and that teacher is not the same as the other teachers that they used to teach them.

Starting the fourth session by doing the same as the third session (the same process) except avoiding using the mother language to get familiar with the English explanation and avoiding the habit of always using the Arabic language during the explanation or the teaching process.

The reason behind repeating the same lesson to make sure that they have understood what is greeting and when to say it, and because the greeting is an important part in teaching the language.

In the fourth session the pronunciation kind of started to get better, the children started to ameliorate their speaking and start to pronounce sounds better than the previous one.

Memorizing, since the children greet the teacher by saying hello first in the morning (both of the groups) it means that they have memorized very well the lesson and understand it very well, and know when to say it and to whom.

III.2.6. Section five: Numbers.

Lesson:

Numbers.

Methods and approaches:

P.p.p model, one to one approach, audio-lingual.

Feedback:

First of all, the Down syndrome children greet the teacher by saying hello to her, which means now they are completely aware that they are learning English, the English teacher is not the same as the other teachers and they have understood and memorized very well greeting lesson.

Second, this session was about numbers the process of teaching was without any kind of intention grabber (no videos, no pictures), worked on the teacher as hook and class controller.

The one to one approach gave chance to all students to speak and raise their voice without any fear of doing mistakes made the lesson and the class comfortable to the children and new way to learn .giving chance to each one of them to speak made them want to learn more.

In the fifth session, they had pronounced very well the numbers even sometimes they say it in disorder but the sounds were well articulated.

They have memorized (1.2.3.4.5.6.7) although they were trained only to memorize only one item since it was a new language the teacher tried to get their memoir flexible and not controlled so they can learn as much the teacher.

During the process of teaching (one to one approach) the teacher first used his hand to explain the children start to cope her and then the teacher used their fingers to make them learn to count with their fingers, in the end when the teacher asks them to count they used their hand, this reflects that the one to one approach works very well to teach the Algerian down syndrome children.

Next using the five fingers is an effective way to transmit the teaching process and a way to develop their memory especially for the youngest, because they remember what they touched or what they had contact with, for teaching numbers or how to count, using hands is be the most effective teaching method with one to one approach.

At the end adding the song (chapter 2) is just a way to improve their memory and their understanding about counting since they like very much songs and pictures, it was like a gift to them with two sides first to make them learn, second to have fun and make the teaching and learning process much more enjoyable and not boring.

To conclude this feedback the Algerian down syndrome from the fifth session started to learn very well as normal children furthermore the one to one approach played a major roll in the teaching process by giving each one to speak without fear more than that using also the fingers gave student chance to develop themselves and their self-esteem.

III.2.7. Section six: Motor imitation.

Lesson:

Motor imitation.

Methods and approaches:

Total physical response, learner-centered approach.

Feedback:

The children get the habit to say hello to the teacher when she comes, this proves that they still memorize the lesson, even in breaking the ice and revising the previous lesson they answered the questions but sometimes with miss pronunciation and the help of the teacher.

The sixth session was different from the above sessions because we did change the atmosphere and the process of teaching and learning, since the process of this session countries games.

The youngest found it as a way to play and to learn at the same time and it was new methods to them (they didn't use to learn outside with game), they were motivated, existed to learn.

Changing the atmosphere is good especially for children with the disorder (down syndrome) because they get bored so easily, and the idea of the English language is new and from time to time is hard for them to learn it so changing the place is the solution and to go out from the box and the normal way of teaching and to keep their motivation in height level.

Coming up to the method total physical response is the best method for teaching children with disabilities (youngest) because lifts the pace and the mood of the student, something that they enjoy and learn at the same time.

Since the games are the closes thing to the heart of the learners using it during the teaching makes the lesson memorable because they use their physical and they play with learning.

Pronunciation in the sixth session was not hard in both the explanation and the games expert one letter only with one child clap __ tap because he does not pronouns the sound (k).

They have memorized the Motor imitation very well, in the end, we even without song or pictures to back up the process order not let them acquire the habit of using the audio in the

classroom. In the second game when we did the revision of the numbers and hello they did remember what we had been done during the class thus the teacher continued the activity in order not to make them confused.

Finley it better if we conclude by saying that the total physical response is one of the methods to teach learners with disabilities and it can stand alone without any add or backup to make them understand and memories the lesson and engage in the activates.

III.2.8. Section seven: Motor imitation (second course).

Lesson:

Motor imitation (second course).

Methods and approaches:

The total physical response, audio-lingual.

Feedback:

The children took the habit to say hello whenever they meet the English teacher it means that they start somehow to master the language.

This session was a revision of the sixth session to make sure that they don't forget the motor imitation, furthermore adding audio to improve their skills (listening and speaking) to make them get used to listening in English to develop their ability to distinguish between the languages in the future (French and English), also to work on their memory regarding the fact that they forget so easily depend on two reasons, one it might be they didn't understand (first session) tow might be they were not interested, not motivated or the nature of the classroom (environment) was not supportable or comfortable to them, it is important first to work on the atmosphere before the teaching process.

The pronunciation at this level is stable didn't notice any change yet the child (the one who didn't articulate the (k) sound, pronounced clap rather than tap by imitation of the others and the teacher thus he still didn't pronounce the (k) sound correctly alone, but using it in a phrase or word he articulate it.

To conclude we might say that the total physical response and the audio did target all the needs of the students having fun with learning, a good classroom atmosphere without fear, and looking up to improve their language, memorization, pronunciation.

III.2.9. Section eight: Colors.

Lesson:

Colors.

Methods and approaches:

Personal pedagogy.

Feedback:

This course had mixed methods and approaches because the colors lesson is so hard to teach yet the Down syndrome children had few background knowledge about the colors they were limited.

Using grammar-translation method, one to one approach, audio, object creating a good environment, all this method and approaches were taking in the process to teach them but the teaching process was so hard as it was mention before due to their lack of knowledge as result to teach the Algerian DS they must have strong existing information on the course supposed to learn as an example (numbers, greeting ...), even that this process of teaching and learning was mixed between the method and approach that had been done in the previous session but the result was not the same yet there is some student couldn't distinguish between some colors like (red, pink) because of eye problems.

Since it was hard for them to learn there was a loss of intention from time to time couldn't be controlled, miss behaving in the classroom, want to have a break and leave also the wanted to play the same game of the last course so this session it was kind of failure for both teacher and learners.

The pronunciation was good even they were confused but they did articulate the sound and pronounce the colors correctly without any mistake.

About memorization, they remembered only the colors that they used to know (red, yellow, and blue, orange, pink).

At the end of this course, the result is that no method or approach is important during teaching a new language as the background knowledge because it is the key especially for Algerian Down syndrome also in teaching the basics of a new language (English).

III.2.10. Section nine: Colors (second course).

Lesson:

Colors (second course).

Methods and approaches:

Task-based, audio-lingual.

Feedback:

The previous session was a failure we tried to improve this session by following what they know (colors) but with changing the methods and approaches.

Since it was the second time of explanation made the lesson easier than the last time as we mentioned before following the colors without any addition of new one to avoid problems like (loss of intention, demotivation, being confused, getting bored).

Using the object that they used to play with or work was plus for both especially the learns because they wear familiar with that object and color at the same time so it was in their control.

About teaching problems unlike the last session we didn't face any kind of those problems because the children used to work like this (objects) except in different language that they were aware of it.

The drawing circle helped very well in the proses because it is something that can be touched and worked with, it was fun for them to name the colors and to put the appropriate color in the slides on the circle. This drawing circle worked on two things first in learning in colors (the process and the activities) and the second one their memory because they need to be trained to get the memorize more and better.

The level of pronunciation didn't change at all from the last course to this course.

As a conclusion to this session touched materials improve and help during the teaching process because it raises the chance of memorization, understanding, also linking the teaching process with the outside environment is a good idea that can reflect on both learners and student. Following their background knowledge without adding any new items is the key to teaching English to Algerian Down syndrome because it is a safe way to control the class and for the learners not to get them confused.

III.2.11. Section ten: Five senses.

Lesson:

Five senses.

Methods and approaches:

One to one approaches, audio-lingual, grammar-translation method.

Feedback:

This course started by checking the background knowledge to follow it in order not to fall into problems.

The five senses lesson was not that hard to teach since it was linked to their reality, using their knowledge in Arabic and translating into English made it clear and easy to them to understand and learn about the five senses yet the knowledge was limited into (eyes, hands, nose, mouth) so we worked on these four just to not fall in problems.

The intention was good because of giving chance to each one to speak and providing the song as a grabber for not making them lost or confused during the explanation also we created a kind of competition between the learners to add to class some movement and to keep the intention in height level.

Their pronunciation was average since it was new terms for them and kind of hard to articulate yet after repeating the words for times started to get better and they started to ameliorate their pronunciation but some student (youngest) had difficulties in articulation due to their lack of knowledge and their physical disorder.

Speaking up to memorization this process was all about them even the activities, using one by one learner as an example so their memory was trained before accepting any new vocabulary, during the activities they were able to name the fourth senses that they have learned on them and their colleges, is important to choose activities that train the memory and reflect on the lesson, for the Algerian down syndrome the memory is no problem it just need to be trained.

In the end, we come out with rustle that linking the lesson to their physic, reflect so much better on the teaching and the learning process, giving chance and creating a balanced environment helps both the teacher and the learners, and last training the memory by choosing activities or during the teaching process that works on both teaching, learning process.

III.2.12. Section eleven: Five senses (second course).

Lesson:

Five senses (second course).

Methods and approaches

Mixed methods and approach.

Feedback:

This session did follow the same process of the tenth session except using a doll as an example, not the students.

In this course, they have understood very well the fourth sense that they learned last time and they start to name it even without asking them to do it, plus one teacher asked the student what did you do he named (mouth, eyes, hands, nose) so it means that they have understood and memorized the lesson very well.

Linking the lesson to their outside and what they love (doll) reflects so much better on the teaching and the learning process, changing the materials and the objects helps both the teacher and the learners, as always training of the memory by choosing activities or during the teaching process that works on both teaching, learning and training and also by linking to outside since taking the language outside and linking it with it is the best way to learn the language.

III.3. Recommendations:

III.3.1. To the teachers:

To teach the Algerian Down syndrome English as a foreign language is hard and not that easy because of certain disabilities and physical disorder that might put hand during the teaching, learning process yet it is preferable for the teacher to follow some rules that could be helpful to them:

- Changing the mindset is the first step that the teacher should do, the teacher mindset, and the student's mindset, they should believe in themselves and that reflects on the learners.
- They have to follow the idea that since the children could speak their first language it means they can acquire a foreign language.

- Time is important during the teaching looking to the fact that they get tired so easily so it is better to choose a good time to teach.
- Looking up for the new idea to teachers, work on their memory before passing the message (lesson).
- Their motivation and their intention are kind of related, one to another because if they weren't motivated they will lose intention and they will miss behaving, so they must work on the motivation in order not to have problems that may stop the teaching process
- Always linking teaching to their reality so they find it easy and fun to learn.

III.3.2. To the parents:

Children with disabilities are so related to their parents so it all starts with them because they are the number one motivation to children with the disorder (Down syndrome) and without forgetting to mention in Algeria they don't have full rights from all sides of society:

- They have to change their mindset, they must believe in their children that they can learn new different languages, materials, sports.
- The parent should stop being afraid of the society and the look of the society towards their children.
- The Algerian Down syndrome considers crazy people in Algeria, valence people that they should be afraid of them, this idea must change because they are smart enough to learn and to be part of the society.

III.4. Conclusion:

At the end of this chapter, we conclude by giving an overview of the discussion of the results and investigation, are the Algerian Down syndrome able to learn English as a foreign language? And how they will learn it? The results of each session or course have led to answer the research questions provided in the introduction, Therefore it has been seen that the use of visual materials (songs, images, objects) helped the students to learn the contents and, also, facilitated the completion of some activities without getting confused or lost, moreover, it seemed that the use of the first language (Arabic) in class and the development of the teaching process was a beneficial teaching technique. It helped the students to comprehend better the meaning of the terms and expressions by relating them to the equivalent in the

mother language in a condition that they don't use it alone baking up with methods plus relating the teaching, learning process to their reality by using things they love and have used or worked with it also fallowing their background knowledge is the key of teaching a second or foreign language to Algerian down syndrome, in the end, it must be mentioned that working on their memory comes before teaching or doing any process.

General conclusion

This study aimed to investigate and debunk all the falsies that had been following the down syndrome children from ages also to investigate the acquisition of new vocabulary by the Algerian down syndrome since the English language become a worldwide language and a language that we need, the purpose is to review the criteria that reflect with good feedback on both teachers and the Algerian down syndrome learners.

In the above research .we target, seek to find out how we can teach the Algerian Down syndrome English as a foreign language? And whether they learn a new language or not? In two groups of youngest and the oldest in the privet association in Mostaganem. Not all the hypotheses were confirmed, due to coronavirus and the lockdown of all educational institutions

In it practical, the research used two methods to investigate in the situation of the children and to come out with new rustles concerning the English language teaching and to test the hypotheses and confirm it, an observation was done for collecting the children and to

know their weakness and strength and the then case study on the two groups (oldest and youngest) of eleven sessions.

We found out that using audio helped very well during the teaching, learning process, also using the first language (Arabic) in explanation reflect on the students very well future more changing the environment, creating new ideas, and trying to go outside the box is always a plus to the teaching process, giving chance to all of them to speak, raise their voices during activities or explanation even with pronunciation mistakes that lead to creating a relation between the teacher and the down syndrome children since they need care more than anyone, motivation, and their intention are related if the teacher keeps them motivated they will not lose their intention during the class and the teacher will not face problems that may stop his process, also fallowing their background knowledge especially in teaching the down syndrome, it will guide the student and not make them confused since they already know that item or word in their first language they will memorize it quickly. Working on memory and developing it by activities and neglecting the idea that they forget or they can't memorize more than one item, this study showed that the memory is about training if the teaches trained them to memories one item they will keep in the same rhythm.

In the end, we conclude the research by saying that the Algerian Down syndrome children can learn English as a foreign language if the teacher fallowed certain methods and approaches that reflect with good feedback on the teaching process and neglecting the idea of disabilities and the weakness of the children.

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