

TEACHING RECEPTIVE VOCABULARY IN A FOREIGN LANGUAGE CLASSROOM TO STUDENTS WITH DOWN SYNDROME THROUGH DIFFERENT METHODOLOGICAL ELEMENTS.

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November 2017

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## **Abstract**

Nowadays the teaching of a foreign language is limited to certain populations due to the learning difficulties that they have. In the English area, it is important to consider that there are schools with students with Down syndrome whose English teachers should have knowledge about how to teach these populations.

The main purpose of this research is to present the different methodological elements that predominate in the recognition of English receptive vocabulary for students with Down syndrome, to describe the learning environment in the classroom, identify the predominated methodological elements used to teach vocabulary and demonstrate how is the vocabulary recognition of a basic category of vocabulary.

In order to achieve the objectives and answer the question of this research used different instruments to collect information as: surveys, observations, interviews and audiovisual materials. Hence it was possible to determine from this information the characterization of the participants, the cause of visual materials in the students, techniques and strategies that facilitated the recognition of vocabulary, the factors that supported the students in the different learning environments and the recognition of vocabulary through a basic category of vocabulary.

In this case of study, it is concluded that most of these elements focused on students' visual memory through different strategies, techniques, approaches and methods, as well as the reinforcement of vocabulary in all classes, as well as the different environments that helped the student in his learning process.

## Resumen

Hoy en día la enseñanza de un idioma extranjero se limita a ciertas poblaciones debido a las dificultades de aprendizaje que tienen, en este caso las personas con síndrome de Down. Para el área de inglés es importante considerar que en algunas instituciones educativas hay estudiantes con síndrome de Down, y estas deben tener conocimiento sobre cómo enseñar a estas poblaciones.

El objetivo principal de esta investigación es presentar los diferentes elementos metodológicos que predominan en el reconocimiento del vocabulario receptivo en inglés en estudiantes con síndrome de Down, describir el ambiente de aprendizaje en el aula, identificar los elementos metodológicos más usados para enseñar vocabulario y demostrar cómo es el reconocimiento de una categoría básica de vocabulario.

Para lograr los objetivos y responder a la pregunta de esta investigación se utilizaron diferentes instrumentos para recopilar información como: encuestas, observaciones, entrevistas y material audiovisual. Por lo tanto, fue posible determinar a partir de esta información la caracterización de los participantes, el uso de los materiales visuales en los estudiantes, técnicas y estrategias que facilitaron el reconocimiento del vocabulario, los factores que inciden en los diferentes entornos de aprendizaje y el reconocimiento de vocabulario a través de una categoría básica de vocabulario teniendo en cuenta los estilos de aprendizaje de cada caso.

En este estudio de caso se concluye que, la mayoría de estos elementos se centraron en la memoria visual de los estudiantes mediados por estrategias, técnicas, enfoques y métodos, así como fue importante el refuerzo de vocabulario en todas las clases, también lo fueron los diferentes entornos que ayudaron al alumno en su proceso de aprendizaje.



## **Acknowledgments**

First, we are grateful to God for the wisdom he provided us throughout the time we have worked on this research, our families for all the support that they provided us.

Secondly, we want to thank our advisor Alexander Benito who has dedicated part of his time to guide us in this research process.

Finally, we want to thank all the teachers who have supported us in this investigation, also thank to the directives of the Colegio Gimnasio Colombo Andino for opening the doors of the school to be able to carry out this investigation.

## Introduction

There are certain educational institutions that make progress over the time in terms of inclusion, as well as different populations with different capabilities that are enrolled to these places to be educated, so it is important that there is participation of this people in learning also that they can reinforce the learning abilities that they have or they need to develop in these places. This imply that the teachers need to modify methodologies, approaches, strategies and teaching techniques, with a common vision that includes all children. This involve changes and modifications in methodologies, approaches, strategies and teaching techniques, with a common vision that includes all children. This research is important to know about the different methodological elements that are used in terms of the acquisition of vocabulary in English for students with Down Syndrome of Gimnasio Colombo Andino, where there are different students with diverse capacities and specialized classrooms for this population.

This research is divided into five chapters: chapter one includes the statement of the problem which the problem that gives a focus to this research was explained; the justification, that gives a reason why this project is carried out; and finally, the research question and objectives which are the patterns to follow in order to provide an answer to this research.

Chapter two contains the literature review and the theoretical framework. The first include six studies that have been done and are related to this research, the studies are divided into three national and three international works. There are some similarities of our project with the previous studies in this research and the explanation of the usefulness of those researchers.

Other than that, the research reviews four constructs which are: methodological elements, teaching students with Down syndrome, vocabulary in EFL and memory and

Cognitive development in children with Down syndrome. These constructs related to each other in a coherent way in order to support theoretically the development of his research.

Chapter three is about research design, which includes the type of the study that was developed with the purpose to answer the research question. Moreover, describe the research approach integrating the setting, the participants, the sampling type and the ethics.

Chapter four was explained in detail the data collecting instruments which were surveys, observations, interviews, and audiovisual materials. These instruments have a specific purpose that support the development of the research. Chapter five presents the data analysis approach, the categories and subcategories obtained from the data collection and the analysis.

At the end, chapter six presents the conclusions, which include the relevant findings obtained from the research process, the benefits, the advantages and applications, the limitations, the further research and the recommendations. This project seeks to be helpful for future teachers who are interested in teaching English vocabulary to Down syndrome students.

## Chapter one

### Statement of the problem

Effective strategies for teaching receptive vocabulary in students with Down Syndrome (DS) is not a topic that has been deeply researched and there is little evidence that shows people who have this kind of genetic disorder can acquire a foreign language like a person without learning difficulties because there are less researchers that show that due their cognitive deficits they are able to learn some basic aspects as vocabulary with the help of their visual skills. The purpose of this research is observe and analyze the methodological elements that support the teaching of receptive vocabulary in students with Down syndrome. So the, teachers have the responsibility to use effective strategies that help the students with Down syndrome learn a foreign language, considering that many of them have a relative strength in visual learning and insight-word learning (Fidler, 2005).

Actually, some teachers do not know what strategies should be implemented in the process of teaching English with students with Down syndrome and this case are seeing normally in classrooms because some English teachers are not prepared to work Down syndrome students, hence some of the special educators affirm that it is not important to teach English because the most important thing is that students with Down syndrome learn to take care of themselves and be independent. Additionally, they believe that the students with this syndrome can confuse two languages in this case the foreign language and the mother tongue, according to an experience of Kay-Raining Bird (2009) who found in her research different points of view where she mentioned that some teachers said “If they learn one language is difficult for them, they learn another language and it can present more problems with their language” (p.13). A lot of students with Down syndrome are conditioned by these kinds of

thoughts; as a result they cannot learn English, because all the people around the students as: their families, their teachers and their environment create limitations to them, therefore the role of the teachers is very important. Regarding to the practice they should implement new ways to teach English and create a meaningful learning experience on their students. Applying the teaching strategies in all areas of the curriculum teachers should take into account this weakness and support all learning with visually presented information (Buckley, 2000). In this way, teachers can adapt different visual activities to children with Down syndrome.

On the other hand, the author said that the educational methodology is a set of strategies that the teacher uses to transmit their knowledge, in other words uses these strategies to teach students, so with students with Down Syndrome the teacher should use an individualized methodology, that looks for they for the way to teach through different methodologies, so that the teaching and learning process could be effective (Ruiz, 2012, p.25) The author mentions something very relevant that is to know the methodology that the teacher could implement to teach vocabulary to Down syndrome students, because each student with Down syndrome has different learning process, hence the teacher should implement different methodological elements that make the teaching process effective for this students.

### **Justification**

It is important to take into account that teaching vocabulary in English to students with Down syndrome is fundamental because its gives the opportunity to a student with diverse abilities to learn a foreign language and it benefits in many ways like to increase their self-esteem, gaining social recognition, job opportunities, as well as the opportunity to learn about different cultures, travel to different parts of the world, but mainly to be able to recognize words and to relate with the environment around the student. This means that when the student with Down syndrome in any environment is able to relate what he sees with what

he has learned, the student with Down syndrome shows that he is acquiring knowledge. The results of the study conducted by Mcaden, Stoner, and Parette (2008) showed that the sight word instruction helped the participants to recognize and comprehend mentally some words using the pictures, hence it is significant to know that students can learn through visual aids and later they can relate the vocabulary acquired with different objects around them.

On the other hand, there are different comments about problems in teaching a foreign language and some successful experiences of mothers with children with Down syndrome. One of them is a mother who saw her son smiling, she says, “él señalò el libro y dijo “book”, me quede boquiabierta!! Y no solo eso, más tarde coloreando su tarea, él toma el color morado y dice "Popol" (purple)!, me encanto! [He pointed out the book and he said "book", was bowled! And not only that, later coloring his homework, take the purple color and says "Popol" (purple)! I loved!!]. Another personal experience is published in the forum called “Down España” that shows a different point of view about the acquisition of vocabulary in a foreign language with Down syndrome children. A clear example is the case of Ana Isabel Garcia Jimenez (2015) “ nosotros tenemos a niña de tres años, al comienzo yo le hablaba en ingles, por que soy una profesora de Inglés y el resto de mi familia habla en Español, la niña se expresa muy bien en Español y entiende el Inglés y hace oraciones coherentes en Inglés” [We have a little girl of 3 years old, at the beginning I spoke to her in English because I am an English teacher and the rest of my family speak Spanish, she expressed herself very well in Spanish and she understands English and makes coherent sentences in English] ” (para 3).

This project is different from others projects because some researchers are focused on children without different capabilities. However, this project is aimed at students with Down syndrome. The project seeks to study the methodological elements to teach vocabulary in DS students and demonstrate the recognition of basic categories of receptive vocabulary in Down syndrome students between 10 to 13 years old from Colegio Gimnasio Colombo Andino.

This project is interdisciplinary because it belongs to two fields, teaching English and Special Education. It means that the strategies that this project suggest can be used by teachers because there may be students with Down syndrome in regular classroom and also the special education teacher can use the same strategies to teach a foreign language.

There are some studies that have been made with the teaching of English for children with Down syndrome, but there is not enough information regarding teaching of vocabulary. Moreover the researchers of the previous studies focused more on the acquisition of vocabulary in children without special needs instead of children with special needs. This research supports this project because it reaffirm that there is not enough information related with English teaching in Down syndrome students. "Although the experiences in bilingual education of children with Down syndrome are increasing, they have not been written about them formally acquiring a second language" (Arregi and Gasteiz, 1997, p. 43). In other words, nowadays it is necessary to get more information about teaching English to students with Down syndrome taking into account that inclusion is important.

This research is aimed not only to students with Down syndrome who are going to benefit from the use of methodological elements to teach English specifically vocabulary, but also the teachers who work in the special education field could be benefited, because this research provides some methodological elements for the teaching vocabulary in English. In the social area the project can also help parents who want their children with Down syndrome to acquire English skills at an early age. This research contribute with the education because is important that the teacher know about the methodological elements that they can implement with Down syndrome students, also this research promotes the inclusion in the education.

**Research question:**

What methodological elements predominate in the acquisition of receptive vocabulary of students with Down syndrome between 10 to 13 years old from Colegio Gimnasio Colombo Andino?

**Sub question:**

How is the recognition of words with the graphic representation in students with Down syndrome through the methodological elements identified?

**Research objectives****General Objective:**

To show the different methodological elements that predominates in the recognition of receptive vocabulary in students with Down syndrome between 10 to 13 years old from Colegio Gimnasio Colombo Andino

**Specific objectives:**

- To describe the learning environment in the classroom of students with Down syndrome in the Colegio Gimnasio Colombo Andino.
- To identify the predominated methodological elements used to teach receptive vocabulary to students with Down syndrome.
- To explain the recognition of words with the graphic representation in students with Down syndrome through the methodological elements identified.



## **Chapter two**

### **Literature review**

The literature review of this project shows different studies based on methodological elements have been used to teach English vocabulary in students with Down syndrome and children without learning difficulties. Also, introduces the importance to use methodological elements. Taking into account, not only national but also international studies that give some strategies to take advantage of the visual memory and long-term memory of the students.

A study made in Bogota, DC. UNICA by Acosta (2013) takes into account writing to students with Down syndrome. Her case of study was conducted at a special education school with a thirty two-year-old student. Her results were established by observations, documents, audiovisual materials, questionnaires, and pre- and post-tests. Her study was based on the instructional based on motivation, the creativity and color code signals. The results indicated that repetition and constant motivation improve the writing skills of learners with Down syndrome. According to this research, it can be said that the learning of a foreign language is possible depending on the abilities of the students, taking into account the strategies that the teacher uses. Thus, as a result, the teacher should implement interesting activities for students can develop their abilities.

The previous study has common aspects with this research one of them is the approach of this case study because is focused on students with Down syndrome, also it is connected to the instruments as: observations, audiovisual materials and questionnaires. Besides his study demonstrates that the motivation plays an important role in the acquisition of language skills in students with Down syndrome and shows the importance of adapt the techniques to the abilities of the students.

Moreover another study was made at University Portland in United States by Bettis (2010)

about teaching vocabulary in kindergarten students; this study wanted to contrast two methods: the sight word instruction which works on the learning of individual words and the phonetics instruction based on the letters and sounds recognition. The aim of this study was determine which method was used to teach the greatest number of words as verbs and pronouns for kindergarten students. The students spent 30 minutes each day learning sight words and they were encouraged to use the words learned in their daily writing and make a review of the words if they have forgot. Moreover, they made pre- and post- diagnostic reading assessments, reading surveys, parent surveys, and teacher observations. At the end, the data analysis revealed that teaching sight words increased the reading skills and the mastery of letters and sounds recognition, boost self confidence in literacy skills, including writing. This research contribute this project because, show the importance to implement the sight words so students increase the sound recognition.

Another national study was made in Bogota by Wilches, P. (2016). This study consisted on identify the didactics of teaching English as a foreign language for boys and girls with Down syndrome. This study was qualitative because it identified, characterized and analyzed a problem that is presented in education and aims to improve it is quality. Furthermore this study used the instruments as: interviews to teachers and observation to English classes, with the information collected was being analyzed from a hermeneutic interpretation. This study concluded that the existence of a difficulty in teachers to assume inclusive classrooms was verified, some methodologies were approved to teach a foreign language to students with Down syndrome were: the suggestopedia, direct method, the method of the Gattegno silent path and the method of total physical response considered suitable for this type of contexts.

The study previously presented resembles to this study because the topic also is focused on possible methods and methodologies to teach vocabulary to Down syndrome students, also use the same instruments to gather information as: observations and interviews. This

study also is useful because determine methodological elements that can be used for teach English to Down syndrome students, also shows a detailed process how the research was carried out until achieve the conclusions.

Vallejos, C. (2016) made a study in Santiago, Chile, which was based on exploring different techniques in order to help a student with Down syndrome identify vocabulary related to feelings and action verbs. This study used different instruments to gather information, a journal to describe what happens in the classroom, a video recording to capture the reactions of the students about the vocabulary presented, interviews to head teacher of the school, the special educator and the speech therapist. Regarded to the action plan was implemented three moments: the first a routine using songs related to the topics, second different dynamic activities using flashcards and the third one autonomous work. After the action plan the student with Down syndrome was assessed to evidence if the techniques to help the student identify the vocabulary worked. The study concluded that the method of total physical response, use activities story time, the implementation of realia in class and have a class routine help the student tremendously improve their learning in vocabulary.

The study previously mentioned has a lot of common elements with this research as: the instruments of the interview to gather information, the kind of population and the use of methodologies to teach vocabulary. Moreover this research is worthy because give a clear explanation how to use the instruments and prove the usefulness of the some methods teach vocabulary to students with Down syndrome as the total physical response.

Likewise, there was another study made at Nashville by Tonia (2015) about the expressive and receptive vocabulary learning in children with diverse disability typologies. This study implemented the storybook and vocabulary intervention with twenty three children of diverse typologies including five students with Down syndrome during six sessions. Sixteen words were taught in each intervention and the children were asked to point pictures representing

vocabulary words and name the target vocabulary. This study concluded that the intervention made by Tonia was effective to introduce new vocabulary in children with disability typology. Also some students with Down syndrome took at least five more sessions to learn the first set of words to learn.

The study above resembles this study because although the population is students with all different capabilities also take into account the students with Down syndrome and this study is centered in the teaching of vocabulary. Moreover the usefulness of this research is that suggest some strategies to teach vocabulary not only to children with Down syndrome, but also children with other different capabilities, besides present a clear difference of the receptive and productive vocabulary.

The last study was made by Muñoz (2004) in Madrid, the purpose of this research is to show the different methodological element for the development of the teaching-learning process of the second language in the school environment: immigrant students, this research seeks a didactic intervention, and is directed to the development of learning strategies that allow an educational response adapted to the educational needs of its students. This research propose a methodology based on learning modules in order to give a logical organization to teaching contents, integrate the development of interpretive and productive skills and connect the contents with meaningful activities that enhance learning of a second language.

The study mentioned before has a lot of common elements with this research because it present different methodological elements to learn a second language, taking into account the difficulties that students had to acquire a second language and finally both research had as purpose to show the different methodological elements that can be implemented to help students learn.

Also this research is considered useful because it presents some techniques, teaching sequences, memorization strategies, the creation of strategies must be contextualized with

experiences of a visual type, or very concrete auditory, so that learning is accessible at the same time through the word and the senses regarding in the acquisition of a second language.

In conclusion, the previous studies showed some differences with this project, some studies were action research, just one study was case of study. But in this research in the majority of the studies were about students with Down syndrome. Another difference was the use of some data collection instruments as; video recordings and questionnaires which are different from this research. The previous studies helped to understand the different methods used to collect and analyze information, also were necessary to know what other kind of studies were carried out regarding the teaching vocabulary to Down Syndrome students and similarities and comparisons with this research.

## Theoretical framework

In this chapter the main theoretical constructs are presented, which support the research problem of teaching vocabulary to students with Down syndrome using different methodological elements, the definitions seek to give the theoretical insights of different experts that will contribute and provide their knowledge to build this research. Therefore, four different concepts will be presented, firstly methodological elements for teaching vocabulary, secondly teaching students with Down syndrome, thirdly memory for teaching vocabulary in students with Down syndrome, fourthly the cognitive development in students with Down syndrome and finally vocabulary in EFL. The order is taking into account all the aspects that influence the recognition of English vocabulary in students with Down syndrome so the reader can be guided in the concepts of each construct, in this way it will be easier to understand all the concepts necessary to know about the recognition of a foreign language in students with Down syndrome.

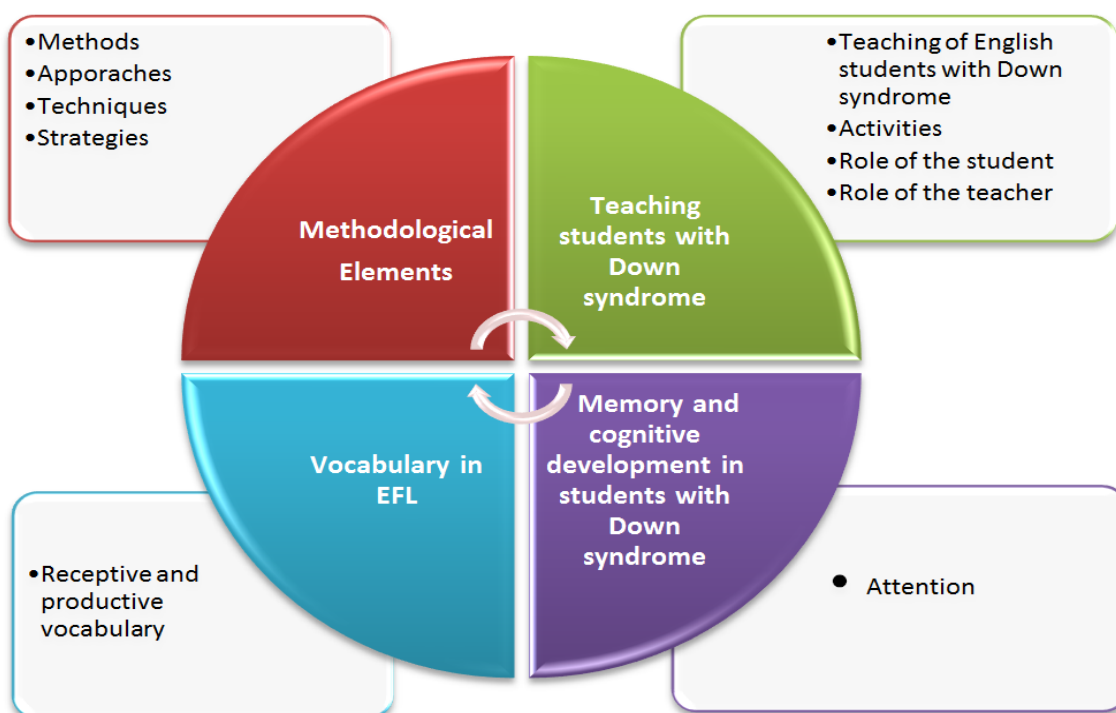


Figure 1: Terms used to address learning vocabulary through different methodological elements in students with Down syndrome.

### **Methodological elements.**

Considering the model made by Richards (1986) the methodological elements are seeing as different sections of approaches, design and procedures that constitute a method. Antony (1963) claims that: “An approach is a set of correlative assumptions dealing with the nature of language teaching and learning and also an approach is axiomatic, it is described the nature of the subject matter to be taught”. It means that is a teaching proposal to carry out during the classes. A technique of implementation because actually takes place in a classroom it is a particular trick, stratagem, or contrivance used to accomplish and immediate objective. “Techniques must be consistent with a method, therefore in harmony with an approach as well” (Anthony, 1963, p63-67). According with the author a technique is a guide to achieve the objectives proposed in classroom.

Bear in mind, “an approach describes how language is used and how its constituent parts interlock - in order words it offers a model of language competence. An approach describe how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning” (Harmer, nd, p.78). In other words, the approach a supports how students can acquire another language, so is the way to teach something to help students to learn.

Otherwise, Harmer (nd) state that “A method is the practical realization of an approach. The originator of a method have arrived at decisions about types of activities, roles of teachers and learners, the kind of materials which will be helpful, and some syllabus organization” ( p.78). The method is a tool to apply the teaching, so the method helps the teacher achieve the goal during the class, also is a set of procedures to teach a language.

Furthermore, Harmer (nd) “the technique is a ‘model’ used to describe typical procedures or set of procedures, usually for teachers in training” (p.79). The technique is a tool used to obtain a result, so it is a step by step to teach something.

On the other hand, Kassem (1992) define the techniques as “teacher`s activities in the class to involve students in the subject matter and requires that the students participated in learning activities, share equally with others learners and react to the learning experience.” (p.45). This allow to understand that the techniques are necessary to motivate the students to learn and participate actively in the class and acquire a meaningful learning through experiences in the classroom.

Also, Newcomb (1986) classified teaching techniques into two groups namely the group techniques which include discussion, demonstrations, field trips, role playing and resource people.

Regarding to the strategies, are purposefully conceived and determined plan of action. Ideally, the strategy is designed to facilitate a particular kind of learning in a given situation and in terms of a specific learning objective. Aber (1971) state that “the strategies help the teachers to solve the problems or situations presented inside the classroom to help the students in their learning process. The strategy is plan or action to obtain something” (p.5)

Besides Fraenkel (1973) states that the teaching strategies “represent the combinations of procedures or operations grouped and ordered in definite sequence that teachers can use in the classroom to implement both cognitive and affective objectives” (p. 50). These concerns to specific plans used by the teacher in order to the students not only acquire knowledge, but also learn how to behave.

### **Teaching students with Down syndrome.**

All children need to develop different skills, both children without special needs and children with special needs. The education for children with Down syndrome plays a fundamental role, since children with Down syndrome must attend places of special education, with appropriate integration so they can learn and not be excluded. Children with



special needs tend to learn in different ways, taking into account the needs, the teacher must create activities that can be developed and used with different methodologies to help the children learn successfully.

On the other hand, the next researcher argued in her journal that children with Down syndrome can acquire more than fifty words about their first thirty-eight month age. They present difficulties in their language for their disability, moreover she said that the acquisition of vocabulary is slow and the receptive vocabulary is larger than expressive. Children with Down syndrome can learn vocabulary of one slower way but through of repetition they can learn more words. (Moreno, 2015, p.3)

In this research, Ruiz (2012) affirmed that teaching students with Down syndrome is a step of social inclusion, which allows DS students have different support necessary to the creation of resources methodological and the influence of school children is of great help. The attitude of the teacher in teaching the child is important and the application of appropriate measures to meet the specific educational needs of the child, the educational professional must count with fitness, training accurate and the necessary training to provide such measures.

On the other hand, the teaching-learning should be planned taking into account all the factors involved in it, is not only to act on the child, It is not only of acting on the child, adapting the objectives and the contents to their learning style, but that it is necessary to propose an action that affects all the factors and from different points of view, with a comprehensive and systemic perspective of the whole process. (Ruiz, 2012, p.8)

When Ruiz referred to this phrase in his book “Programacion educativa para escolares con sindrome de Down”, showed that different contexts surrounding the child should be taken into account such as the social context, family context, school context, teaching context and the child. He showed some of the difficulties, according to learning process with DS students

and different educational solutions; the learning process of a child with Down syndrome is slow, and then they need more time to get knowledge and consequently more years of schooling to achieve different curriculum objectives, then is not uncommon to appear and concepts that were believed to have consolidated disappear and it is necessary to carry out systematic work to reinforce and consolidate acquisitions precisely because of the fragility of their learning, To achieve the level of knowledge is required more examples, more exercises, more practice and drilling, because language is a field in which most of the students with Down syndrome have difficulty, so it requires a specific hard work.

Crespo (n.d.) mentioned that teaching students with Down syndrome is a slower process because each student has a different learning process, because can help them to integrate to the society with naturalist and independence and they can develop their abilities. Crespo also expressed that the education of the DS students must take into account the needs of the students and their learning difficulties to be compensated with effective strategies based on their cognitive strengths.

### ***Teaching English to students with Down syndrome.***

The teaching to students with Down syndrome can be developed in several areas of the educational curriculum. In this case is focused only on teaching vocabulary in a foreign language.

Rivas (2008) declared that teaching English to students with Down syndrome is an essential phenomenon to transform the society in an inclusive society that accept individuals with different capabilities and help them to enter into the world of globalization; she explained that the process of English teaching in SD students must be based on functional language therefore is necessary reinforced not only in oral level, but also in visual level, likewise the vocabulary should be constantly nourished and refreshed (p.194).

On the other hand, students with Down syndrome have learning disabilities, they have a big visual level, this means that they can learn through visualization. They need more time to get knowledge and can acquire vocabulary, but their environment needs to help them in different ways thus is important that they can understand everything that is happening in their context. The teacher needs to give them different learning strategies, moreover their family have to help them with their learning process.

Teaching English has a lot of benefits to the students with Down Syndrome like : the development of some areas in the brain as: the hippocampus, the cortical thickness and temporal lobe , moreover enhance the linguistic skills, furthermore at social level allow to contribute to the closing of gaps caused by the communication problems of this students with special needs. The constructs that take part in this study were presented in this chapter, giving an important theoretical support to the research problem, which is the teaching vocabulary to students with Down syndrome using different methodological elements.

### ***Activities.***

The activities could be designed according to the motivation, mood and interest of the students in each moment and must be based on pictures because in this way, benefit the consolidation of the information. Furthermore, it's important use the games for the students can be motivated to participate in the activity, furthermore the teachers should combine different types of activities: individual work, in couples and in groups.

On the other hand, the activities are the support to motivate the students with Down syndrome. It is important to introduce open activities with simple and meaningful tasks that make sense for the child, letting them in some case choose between several options in some case, to increase their motivation and the options to perform them successfully (Ruiz, 2012, p.28). In other words, it is important to introduce activities for students with Down syndrome to be inspired or motivated, so the activities are important because by means of these the

teacher can catch their attention to realize it.

### ***Materials.***

It is convenient to have prepared the material to be used in advance and have abundant material, in case the activities that were originally planned had to be modified. The materials of daily life are an inexhaustible source of experience, as in the case of cooking, clothing, shopping or toys, can be used to sort by colors, shapes or sizes and the teachers can use materials or textures to do activities of counting, measuring and ordering.

Besides, the material should be attractive to students are motivated to use them, Ruiz (2012) said that "also is appropriate to have clear rules on the use of the material, which are intelligible to the student" (p.30). In this way, it is relevant that the teacher give clear rules or instructions to students with Down syndrome understand the use of material, also the material that the teacher implement in students with Down syndrome should be understandable, this means that the material should be simple to use, because if the students with Down syndrome do not understand the material they can be confused.

### ***Role of the teacher.***

According to the information presented by the Fundacion Iberoamericana Down 21 (2009) a good teacher is who tries to compensate, stimulate, activate or look for alternatives that compensate or overcome the difficulties and motivate to the students with happiness, besides show them colorful objects so, they get interested in the activity. Moreover, established that the teacher could make that students explore new situations and have initiative; the teacher has the responsibility to design activities , in which the students be the principal subject and might help and guide the students to do the activities until they can do it alone.

On the other hand, the teachers have to awake the interest of the students through different people and colorful objects that surround them to give the opportunity of relate the concepts

with what is learned in class, moreover one important characteristic of the teachers is the patience to help the students and stimulate them to give answers.

One way in which the teacher can encourage the students to learn through the activities, the teacher always has to give a positive feedback to they get more interest in learn new things and to improve their self esteem.

### ***Role of the student.***

Fundacion Iberoamericana Down 21 (2009) explain that “the students with Down syndrome learn at a slow pace and it’s difficult for them remember what they have learned, their concentration is not maintained for a long time and have difficulty to solve problems, besides they can learn in a better way if they have success in the previous activity.

Furthermore, when the students with Down syndrome see the positive results of the effort, they feel motivated to continue participating in the activities, also is presented that when the teacher give the students the opportunity to participate actively in the tasks, the students tend to get a meaningful learning and forget less the knowledge given.

## **Memory, cognitive and learning styles development in children with Down syndrome**

### ***Memory***

According to Ruiz (2012) “a child of seven years is able to remember more than six digits, for this reason demonstrate a capacity to remember digits equal or less than four” (p. 13). People with Down syndrome have difficulties in retaining information, this probably indicates that people with Down syndrome have a specific deficit in short-term verbal memory following Baddeley's model (1999). In this model he explains that when we are doing a task ,we use the working memory that decide what information will be stored and will be useful to do the task and also what information will be recovery of the previous knowledge.

There are some stages of the cognitive development in the students with Down syndrome which are presented below. The baby acquires skills at a different pace and learn to walk, talk, eat and go to the bathroom, it will require that the parents support them with sessions of stimulation at home , because the baby have better visual than oral learning, therefore it will be easier to learn words if the parents point to objects while pronounce their names. Furthermore the baby will learn what the parents teach him, but they will have to repeat things more often and use an extra dose of patience, design activities and routines the same way to help the child assimilate the information (Down 21, 2017).

Also in this web page Down 21 was mentioned that children between 2 to 6 years old have to be adequately stimulated to be able to play alone, have fun and experience how things work within reach, for this reason is essential that children with Down syndrome attend school and participate in different activities.

The children between 6 to 12 years old gain strength and dexterity in their movements, they develop more autonomy and are be able to achieve some goals, although slowly. The children learn and progress in their linguistic and social abilities, in this stage is important reinforce the learning thought a speech and psychomotricity therapy, provide a school reinforcement and support the children to improve their self-esteem and their confidence in their learning process.

The teenagers face many physical changes and develop the desire of independence. In this stage the parents have to speak naturally of Down syndrome, find out what they would like to do in the future and let the teens develop the emotional intelligence and adaptive behavior. In their free time the teens can practice sports and do dynamic activities that allow them to relate to different people.

The adult stage, the family is a factor very important , because is an element in the future of the person with Down syndrome, the family can be the key element for the adult stage,

since it can be access to its autonomy as the barrier that prevents it from reaching it. The idea is that the adult can be educated without overprotecting, allowing to make their own decisions and move towards full autonomy, in this stage the adult can be an independent person.

The students with Down syndrome have a slight degree of mental retardation, the learning process is slow, it is necessary to teach them many more things and go step by step in the learning process. The vision and hearing problems are very common, these kind of aspects affect negatively the information processing. The students usually have delay in the recognition of permanence, the object and they have problems of auditory perception, which makes they don't capture all sounds and perceive auditory information in the correct way, therefore responds in a wrong way to orders verbally given and they have difficulty following the instructions given. Also, it is evident that the students have difficulties in the expressive language and verbal answers; furthermore the students present gross motor problems (balance, tone, movement of anti-gravity muscles), but this doesn't happen in all the students in the same. Another important aspect is the concentration, because it lasts a short time what makes remembering words difficult for them.

On the other hand, the cognitive strengths of the students with Down syndrome are: good perception and visual memory, for this reason the students have a better performance in activities as: pair pictures with printed and spoken words (match, select, name) it is necessary to strengthen and reinforce the words learned.

The learning in students with Down Syndrome have good levels of social awareness and understanding, for this reason they are sensitive to failure and can be unwilling to work with new tasks or materials, if they perceive that they may be difficult or challenging. The students have a speech and language impairment that affect thinking and reasoning skills and they can find it more difficult to transfer skills from one situation to another, to make decisions and

choices.

- They catch better the information by the visual canal than the auditory canal.
- Their comprehensive capacity for simultaneous processing of information is good.
- The capacity to develop with increasing degrees of autonomous in everyday life has to be trained.
- The transfer of learning and its generalization to other environments and situations must also be taught explicitly.
- They have good social interactions skills they are communicative and they respond to the demands about their environment.

Chart 1: *Learning characteristics for students with Down syndrome.*

*Note:* Recovered from: Guía para la atención educativa de los alumnos y alumnas con síndrome de Down: 2006 by Francisco Martos Crespo.

One of the main factors that has great importance in Down syndrome students learning, is the family, because family influences behaviors and attitudes of the students with the teachers and their classmates in classroom. On the other hand the family is an intermediary in the educational field, because it focuses on training the child with the purpose to direct the children to behave in a good way with the professional staff that accompanies the student at school, from the society as a whole to the classroom and through the global school context. The role of each parent is essential for the child because, they are in the obligation to closely monitor the evolution of their son or daughter throughout the schooling. (Ruiz, 2008, p. 9)

For this reason the behavior of the student with Down Syndrome plays an important role in the development of learning, because the student will advance in his classes, taking into account the attitudes in the activities, the behavior with teacher performs and the interaction with their partners in the activities. Students with Down syndrome have good imitation ability, which facilitates the acquisition of standardized behaviors and models. They learn



faster by seeing their classmates acting and imitating their responses to different problems in different situations.

### ***Attention***

Ruiz (2008) explains that the attention is developed in the earlier years of life in people with Down syndrome, also during the first months the intervention based on visual attention, because the students with Down syndrome are very visual learners.

He state that to improve their attention is convenient to look at their faces when they are spoken and motivate them with different activities at the same time, because the distraction directly disturbs the effectiveness of learning.

It is important the role of the teacher because, the teacher should design different activities to motivate and interact with the students. Besides in order to focus their attention, the teachers must employ varied and enjoyable activities adapted from their personal interest of the students to they can find an utility to the knowledge given.

### ***Learning styles***

Brown (2000) “defines learning styles as the manner in which individuals perceive and process information in learning situations. He argues that learning style preference is one aspect of learning style, and refers to the choice of one learning situation or condition over another” (p.105)

His argument that learning styles are the way that the person could provide different information. The learning styles are important because is the manner to identify how is the process that the people acquire information.

There are different learning styles to the people could acquire information such as:

Brown (2000) “Visual learners think in pictures and learn best in visual images. They depend on the instructor’s or facilitator’s non-verbal cues such as body language to help with

understanding” (p.105). Taking into account the argument of the author, this learning style are based on images, so the person learn through pictures or images.

Brown (2000) states that “the auditory learning style individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed” (p.106). This learning style is based on the person who learn through the listening and the sound.

Brown (2000) Kinesthetic “Individuals that are kinesthetic learn best with and active “hands-on” approach. These learners favors interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly” (p.106). In this learning style, the person learn through the interaction with the world.

### **Vocabulary in EFL.**

The vocabulary in English as a foreign language (EFL) is necessary to express opinions or knowledge and acquire new concepts or definitions, besides it is important to develop different linguistic skills (reading, listening, writing and speaking). The vocabulary helps to know the correct form and the meaning of the words to build the knowledge and is related to the acquisition of new words to create sentences. Regarding to the subdivision of the vocabulary, there are two types of vocabulary: the receptive (passive) and the productive (active).

Sedita (2005) pointed out that vocabulary is an important component to teach reading in children, vocabulary is important taking into account a set of knowledge to express ideas and is favorable to learn new concepts that allow the students to acquire more words and their knowledge.

Smiley (2007) mentioned that the vocabulary also refers to the meaning and the

pronunciation of words, moreover is considered an important aspect to develop the communication and reading skill in English as a foreign language, because knowing the meaning of the majority of words help to understand the content of the text.

In accordance to Read (2000), the vocabulary is important because the words build language and for this reason, people can communicate and understand each other. He mentions that the words come before the construction of sentences, paragraphs and whole texts, where people can communicate knowledge, ideas and opinions, etc. Native speakers, learn more vocabulary in the childhood stage, but with the passing of time develop the vocabulary with experiences, social trends, learning opportunities, among others. In contrast the people learn a foreign language in a conscious and patient way because is a difficult process, even for advanced level learners, owing to they are aware of the limitations of knowledge of a second language (or L2) words.

***Receptive vocabulary and productive vocabulary.***

The vocabulary in English as a foreign language can be divided into two kinds of vocabulary: receptive and productive which represent how the learners recognize the words and they use them in a meaningful context.

Webb (2005) affirmed that the receptive vocabulary is known as “passive vocabulary”, this means the learners are able to identify the form and understand the meaning of the words in a context, but cannot use them, for example: in reading or listening tasks the learners just see, listen or drill the pronunciation of the word, but not use it.

Webb (2008) also established the definition of productive vocabulary. He explained that is known as the “active vocabulary” and is when the learners use the words appropriately taking into account the grammatical structures to express their ideas through written or speaking tasks.

The receptive vocabulary is the way in which the students receive and understand the form

and the meaning of the words and the productive vocabulary is the way, in which the students use the words to communicate. These sub constructs are important in this study because show that the receptive vocabulary is the most suitable kind of vocabulary to teach to students with Down syndrome because the students can see identify and drill the words.

The vocabulary is the base to build the knowledge in a foreign language and develop the linguistic skills, for this reason in this case if the students with Down syndrome are able to acquire vocabulary they can extend their knowledge, express their ideas and communicate with others with more confidence.

## **Chapter three**

### **Research design**

This chapter aims to explain the methodological elements used to teach vocabulary in students with Down syndrome. Firstly, the research paradigm and the type of research that involve this study will be defined, after the context of the population and the description of the participants will be presented. Lastly the instruments and procedures to collect data of the participants will be mentioned.

#### **Research paradigm.**

This study is a qualitative research taking into account that the aim is explain the methodological elements used to teach receptive vocabulary in students with Down syndrome and how their vocabulary recognition is.

On the other hand, Creswell (2015) state that the qualitative paradigm is “an educational research in which the researcher focuses on a central phenomenon that need to be explored from the perspective of participants in the context” (p.423). For this reason, in this study is important to bear in mind the point of view of some English teachers and special education teachers regarding to the topics of teaching of vocabulary in a foreign language to students with Down syndrome and the learning process of that kind of students with special needs.

On the other hand, this study uses all the elements of the qualitative paradigm regarding the description and interpretation of the information gathered through the data collection instruments such survey, observations, interviews and visual data. Furthermore, in the qualitative approach the data analysis is focused on analyzing the words or pictures to describe the central phenomenon.

In general terms, this study is qualitative because seeks to analyze the methodological elements used to teach vocabulary in students with Down syndrome and also demonstrate

how is their vocabulary acquisition according to these methodological elements.

### **Approach.**

This research is a case study focused on one specific population which are students with Down Syndrome from ten to thirteen years old in the Colegio Gimnasio Colombo Andino. In the case study the different methodological elements used to teach vocabulary in students with Down syndrome were explained and also their vocabulary recognition was observed.

A case study is defined by Merriam (1988) as an approach , which has been studied for a long time and across many different disciplines (e.g. Medicine, law, business, the social sciences), also the case study provides a detailed account and analysis of one or more cases” ( p.395).

As was mentioned in the encyclopedia, the case study research has been useful in answering how and why questions from real-life contexts, often in professional practice areas such as education, human services, leadership development, and management. It is also seen as a method that highlight key incidents, in descriptive terms, through the use of interviews, field notes, observations, video recordings and surveys.

This research is case of study because, seek to analyze the some methodological elements used to teach vocabulary and know how the recognition of words with the graphic representation in Down syndrome is in a foreign language (English). In addition it is significant to take into account the different ideas that researchers mentioned in this project to analyze all characteristics of the students.

The case study comprises three modalities: Intrinsic case study, instrumental case study and collective case study. In this research the intrinsic case study focused on students with Down Syndrome from ten to thirteen years old from Colegio Gimnasio Colombo Andino, for this reason is focused on specific population; in this way many teachers can follow the method

as well as Skate mentioned that “an intrinsic case happens when a teacher studies to students in difficulty, when teacher feels curious about certain procedures or where they take responsibility for evaluating a program”.

In this case of study was investigated the different methodological elements that were used by the teacher, among which are: the strategies, the approaches, methods techniques and the type of materials. Also this research investigated the cognitive abilities, the learning styles of each student with Down syndrome and the factors environment that affect their learning of vocabulary. The methodological process consisted on first know the characteristics of the participants whose information was obtained through an interview made to the teacher. Then proceeded with the data gathering related to the methodological elements used by the teacher, this information was obtained through the observations of the English classes and the surveys filled by the teachers; at the same time the audiovisual materials were taken as support or evidence of the observations.

With all the information obtained started the coding process; in this phase was necessary to read many times the surveys and the observations and to identify the relevant and useful information were used colors and sticky notes. After the codes were grouped into categories and the not relevant information was eliminated. Consequently the categories were related coherently with the aim to answer the research questions.

In general, were obtained one main category and five categories. The a priori categories were: category 1 (Characterization of the participants), category 2 (Visual materials in the classroom promote acquisition of vocabulary and good attitudes in students with Down syndrome) and category 3: (Traditional techniques and teaching strategies facilitate vocabulary acquisition in students with Down Syndrome), and the emergent categories are: the category 4: (Several interconnected factors build a supportive environment that favors students with Down Syndrome learning a foreign language) the category 5: (Recognition of

the word with the graphic representation in students with Down syndrome).

### **Setting.**

Gimnasio Colombo Andino School is a private educational institution that offers education in the levels of Preschool, Basic and Media, offering an environment that allows the inclusion of students with different abilities in the regular classroom. The school help the students to participate in each educational space, which allow them an integral formation for their to specific needs. Besides the main objective of the school is orient the students for the future, so that they develop competences and communicative.

In primary education the school seek to provide the students a training that makes possible the development of individual motor skills, personal balance and social skills. Moreover in secondary education the school want that the students be able to initiate studies of upper secondary education with the purpose to develop sufficient skills, values and attitudes to achieve a good development in society.

The school provide opportunities for students to reinforce their learning through accompaniment in different areas as pedagogy, occupational therapy, physical therapy, speech therapy, psychology, communication and social work supported by the psychology of the school and the teachers.

Moreover, the school offer accompaniment to one student in the classes by a Psychologist, who did her undergraduate studies of in the Universidad de los Andes. She has been working one year doing accompaniment to the student and helping him to reinforce their knowledge after the classes. The role of the accompanist is help the student to do the activities in the classes and take care of him during all the school day,



**Participants.**

The participants are four students from fourth grade belonging to social stratum one, the students are two girls and two boys, which have a different level of Down syndrome and carry a process from the transition grade. Most of the students have difficulties related to articulation of words, long term memory and motor skills, also they have short attention span and low auditory skills. But nevertheless they have different abilities that support their learning process, among of them are visual memory, good writing and artistic skills.

There are two cases, in which the students present a specific conditions, there is one student, who has a condition called isolation. In this condition the student is locked in its own world and avoid the contact with others, for this reason a psychologist always is doing accompaniment to the student in each classroom activity. There is another student that presents a visual condition called squint that makes a deviation on the eyes.

On the other hand, the learning styles that predominate in the students are the visual, kinesthetic and social which allow them to establish a good relationship with their classmates and the teacher. All the students are supported by their families, who always help the students in their learning process.

**Sampling.**

Sampling is the pattern to select the participants of the research, so sampling is defined as “a complete enumeration of all items in the ‘population’ is known as a census inquiry” (Kothari, 2004, p. 55). The population of this research contribute with the collection of information after, could be analyzed to answer the research questions.

On the other hand, Saunders, M., Lewis, P. & Thornhill, A (2012) states that convenience sampling “is a specific type of nonprobability sampling method that relies on data collection from population members who are conveniently available to participate in study” (p.nd).

This case of study used a convenience sampling, because this project has a specific population that is students with Down syndrome with different characteristics relate to recognition of a foreign language.

### **Ethics.**

Considering that students with Down syndrome are vulnerable people Anderson states (2014) that “those who are relatively incapable of protecting protecting their own interests because they may have insufficient power intelligence, education, resources, strength or other are vulnerable”.

Taking into account the collected information through different instruments, it is relevant to know the implications that can have the incorrect use of information or photos of a underage. “Have the consent of the child and of a responsible adult (mother, father or juror) before filming and photographing. Persons under age of 18 have a right to privacy and cannot go beyond that right” UNICEF (n.d). It is important because, the researchers can use information and photos taking into account the different recommendations.

Also, is important to know the ethical principles of each student to be aware the implications if the information is revelate bear in mind that the population in this research is students with Down syndrome.

This research takes into account the special ethical considerations to working with vulnerable population. According to Henry. D. (2012) the individuals have to be treated as autonomous people, who need protection and their rights has to be respect. In this of study the students with Down syndrome need to be treated as human beings who have needs.(p.7)

## **Chapter four**

### **Data Collection instruments**

This chapter will present the different instruments that this researcher chose for the data collection and the development of research include the general objective and the specific objectives to make this research possible, thereupon in this research was essential to implement different instruments as: survey, observations, interviews, and audiovisual materials. Each instrument had an specific purpose that the reader borne in mind the evidence sufficient of the different methodological elements that allow the acquisition of receptive vocabulary in students with Down syndrome of this case study. In the annexes there are some samples of the instruments used.

#### **Survey**

It is important for this research to know about the use of visual materials in the English classes, knowing that each students with Down syndrome have a more developed visual memory, hence there were different structured surveys that were carried out with the purpose to find out the different visual materials that teachers were being used during different activities in the English classes and it allowed to Down Syndrome students recognize receptive vocabulary. In this case of study were applied six surveys during one month, one per week, the surveys were filled by the teacher who taught all the subjects to the students and by different teachers who had knowledge of cognitive abilities and the process of the students with Down syndrome in the school. Regarding to the questions; each interview had nine questions, most of them were open ended, where the teachers could answer according to their opinion and just a few were close ended questions.

According to Cerda (1991) “The survey is a very useful technique it demands and requires

the information flow of large sector of the population. Thus, that the surveys depend on the direct contact with all those people, or with a sample of them, whose characteristics, behaviors or attitudes are significant for the investigation". In addition Cerda says that there are different types of surveys as: open and closed surveys. This research used open and closed survey because this kind of survey provide answers which we can qualify as spontaneous and free. They are usually more deep, more argued and rich. Owing to the description about the kind of survey this research chose the open survey considering that the survey was conducted with a mixture of open and closed questions where each teacher revealed the different materials used in the classes with spontaneous answers.

### **Observation**

For this research was fundamental to create different observations with different purposes to realize how the performance of the students in the English class referring to the acquisition of receptive vocabulary. In this case of study were made three observations, the purpose of the first observation was to observe the learning process of the students in English classes. The purpose of the second observation was to observe the role of the teacher during the learning process of each student and the purpose of the third observation was to observe how students with Down syndrome in this case of study acquired receptive vocabulary in English classes, in general were observed eight classes during one month and half.

Annum (2017) reveal that an observation allow the researcher to obtain comprehensive data and also it allow to the researcher share a reality directly with the participants. The observations mentioned before were very helpful to make the observations to these people because it allowed the research to have more knowledge about the students in terms of the characterization of them, their learning abilities and difficulties. Non participation observation were done while the students were in the English classes, Williams (2004)

mention that in a non participant observation participants interacted the researcher for this reason in the different observation the researcher, for this reason it was only necessary to observe the participants in night English classes in fourth grade.

### **Interview**

Westat (2010) states that an interview is a helpful data collection method that begins with the assumption that the perspectives of the participants are meaningful, knowable, and can be made explicit, and that their perspectives affect the success of the project. There was a interview made taking into account that there were six open questions; therefore combine certain degree of control with certain degree of freedom to develop the interview. The interview was made to a teacher with the purpose to get idea about the characterization of each students with Down syndrome, their interest, abilities, difficulties etc regarding in the learning process at school and it was applied in one session.

### **Audiovisual Materials**

This case study used different audiovisual materials as evidence to show the different activities performed by the students where it is evident that the student managed to acquire receptive vocabulary in English of the fourth grade at Gimnasio Colombo Andino.

Audiovisual materials are described by Creswell (2002) “consist of images or sounds that researchers collect to help them understand the central phenomenon under study. Used with increasing frequency in qualitative research, images or visual material such as photographs, videotapes, digital images, paintings and pictures, and unobtrusive measures” (p. 224).

For the use of the audiovisual materials it was considerable the use of a camera to take pictures in different classes with respect the activities developed by the students in which was evidenced that the students learned English vocabulary.

## **Chapter five**

### **Data analysis**

This chapter will present the different categories and subcategories found in this research, taking into account the information collected through the instruments mentioned in the previous chapter. According to Okuda and Restrepo (2005) the triangulation was made with different methods, times and different participants.

The data analysis of this research was conducted through a priori approach and grounded theory, which means that both of them were mixed, the codes were predetermined from the theoretical framework, previous researches and the data found. As Weber (1990) explained “the categories are established prior to the analysis based upon some theory”. The categories were analyzed and related each other with the purpose of answering the research the questions. What methodological elements predominate in the recognition of receptive vocabulary of students with Down syndrome between 10 to 13 years old from Colegio Gimnasio Colombo Andino? and how is the recognition of a basic category of English in students with Down syndrome?

Likewise, Glaser (2006) states that, “Our basic position is that generating grounded theory is a way of arriving at theory suited to its supposed uses. We shall contrast this position with theory generated by logical deduction from a priori assumptions” (p.3). This theory is reflected in the research of the process of vocabulary recognition in each student with Down syndrome in this research, because Grounded theory seeks the process of recognition of receptive vocabulary of each student with Down syndrome through methodological elements.

According to the data analysis made in this research were created different categories, which were a priori and emergent. The a priori categories were: the category number one,

two and three because were defined before to start applying the instruments and emergent categories were: the category number 4 and 5 because they emerged according the information obtained. As represented in the following figure.

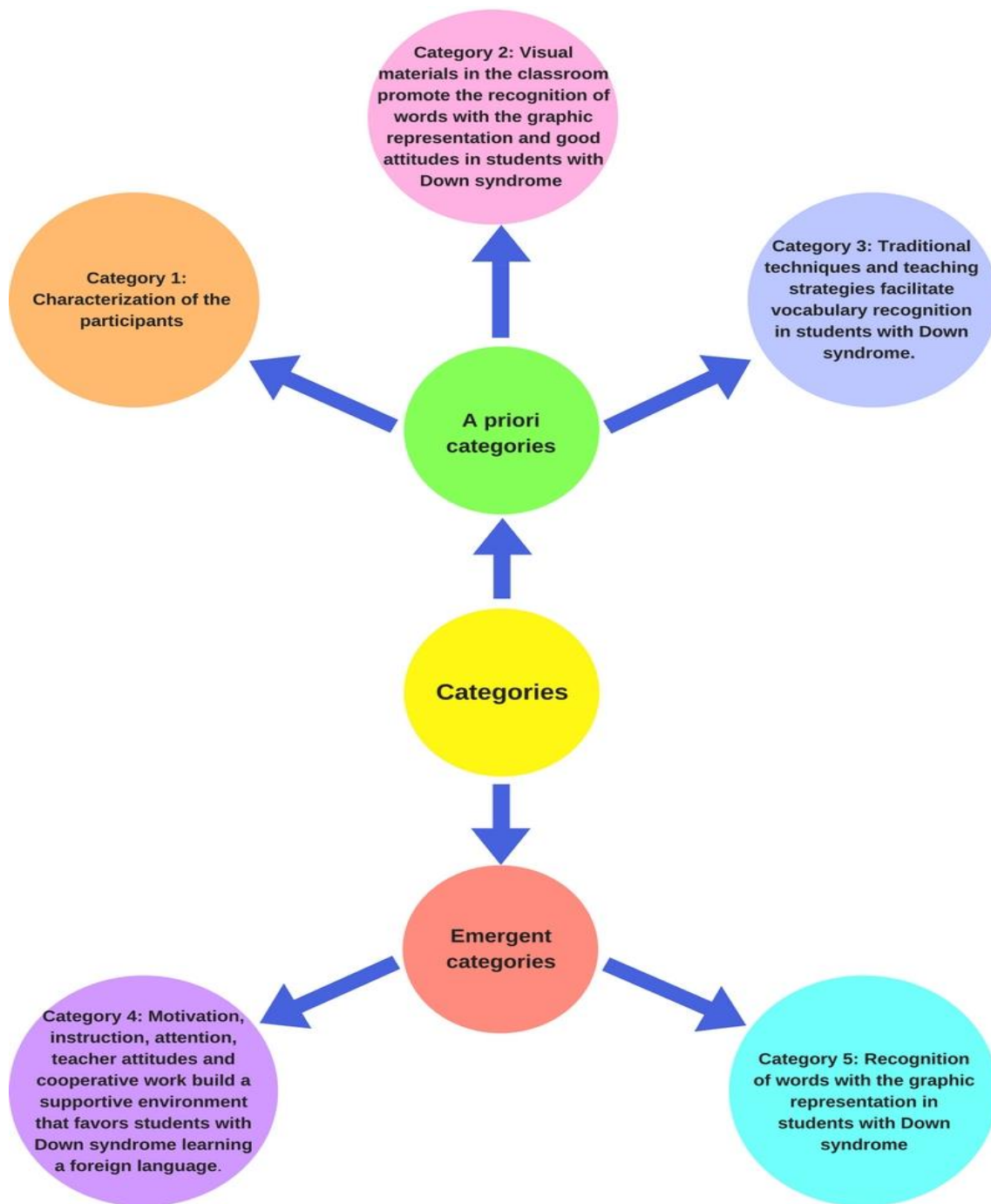


Figure 2: A priori and emergent categories.

The study triangulation was done through certain data analysis procedures that were involved in the process. At the beginning, the surveys, observations were read many times the

use of sticky notes were necessary to identify the main categories in order to comprehend and internalize the information collected from the teacher and students contribution. Besides an interview was used in this research with pertinent information to know more about the process of teaching in each student with Down syndrome. Information, was classified in a table of codes.

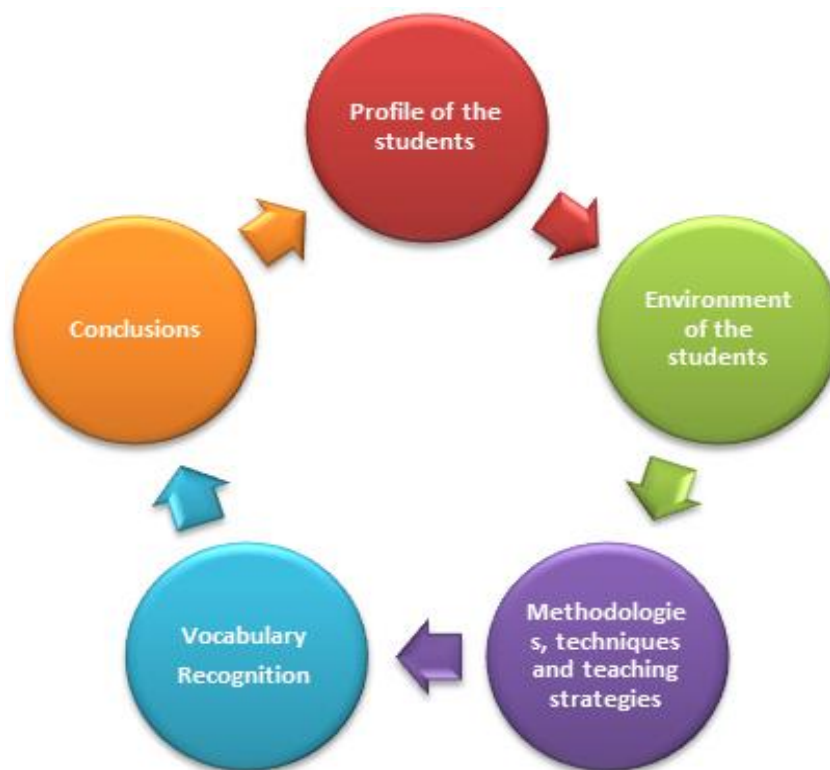
Once the researcher had organized the information, the data analysis followed a second phase, which consisted of coding the information by highlighting it with different colors depending on the objectives it kept relations with. For instance colors were used to highlight the information related to the three specific objectives of the research accordingly. After that, the information was divided and classified into categories and subcategories.

The chart 2 below will show the meaning of the different codes taken from the data collection instruments and in this way it will be much easier to understand the evidences found for the creation of the categories and subcategories which all point at the research objectives and the answer of the research question.



Nomenclature (Code)	Meaning
<b>O1P6A</b>	The meaning of the code is made taking into account one of the instruments, in this case, the observations for this reason is used the letter <b>O</b> , the number next to the letter <b>1</b> means the number of the observations, considering that this case used 9 observations, the letter <b>P</b> refers to the question that is asked in each observation, the number next to this letter correspond to the number of the question of the observation <b>6</b> , finally <b>A</b> refers to the letter of the name who carried out the observation.
<b>E1R1A</b>	The meaning of the code is made taking into account one of the instruments, in this case, the surveys for this reason is used the letter <b>E</b> , the number next to the letter <b>1</b> means the number of the survey, the letter <b>R</b> refers to the answer in each survey, the number next to this letter correspond to the number of the answer in this code the answer number <b>1</b> , finally <b>A</b> refers to the letter of the name who carried out the survey.
<b>I1P3</b>	The meaning of the code is made taking into account one of the instruments, in this case, the interview for this reason is used the letter <b>I</b> , the number next to the letter <b>1</b> means the number of the interview, the letter <b>P</b> refers to the question in the interview the number next to this letter correspond to the number of the question in this code the question number <b>1</b> .

Chart 2: Explanation of the codes obtained from the data triangulation.



*Figure 3:* The recognition of receptive vocabulary in students with Down syndrome taking into account the predominant methodological elements in the English classes.

According to the research methodology adopted in this study, the product of data collection, the process of interpretation and the analysis are represented in the illustration above, because it was very important to know all the aspects about the student, their characteristics and their interests, the predominant methodological elements that made possible the recognition of vocabulary in English in this case study, during the observations and the interview was possible to know about each student with Down syndrome, understand the learning skills and learning problems, then was determined the environment of each, the family in charge of supporting the student from the home because is the main guides for learning the student with Down syndrome and learning environment, considering that the family is of great help the accompaniment to students with Down Syndrome of this case study; because was fundamental for the students being surrounded by people who contribute

to recognition of English vocabulary, reinforce their skills, help in therapies and support outside the institution.

Third, the methodological elements used by the teacher as: their strategies and techniques taught to students are able to recognize receptive vocabulary in English, fourth the recognition of English vocabulary in students with Down syndrome of this research, bearing in mind the learning process of the students to recognize English vocabulary and finally the research evidenced the conclusions taking into account the information collected and the results of this research.

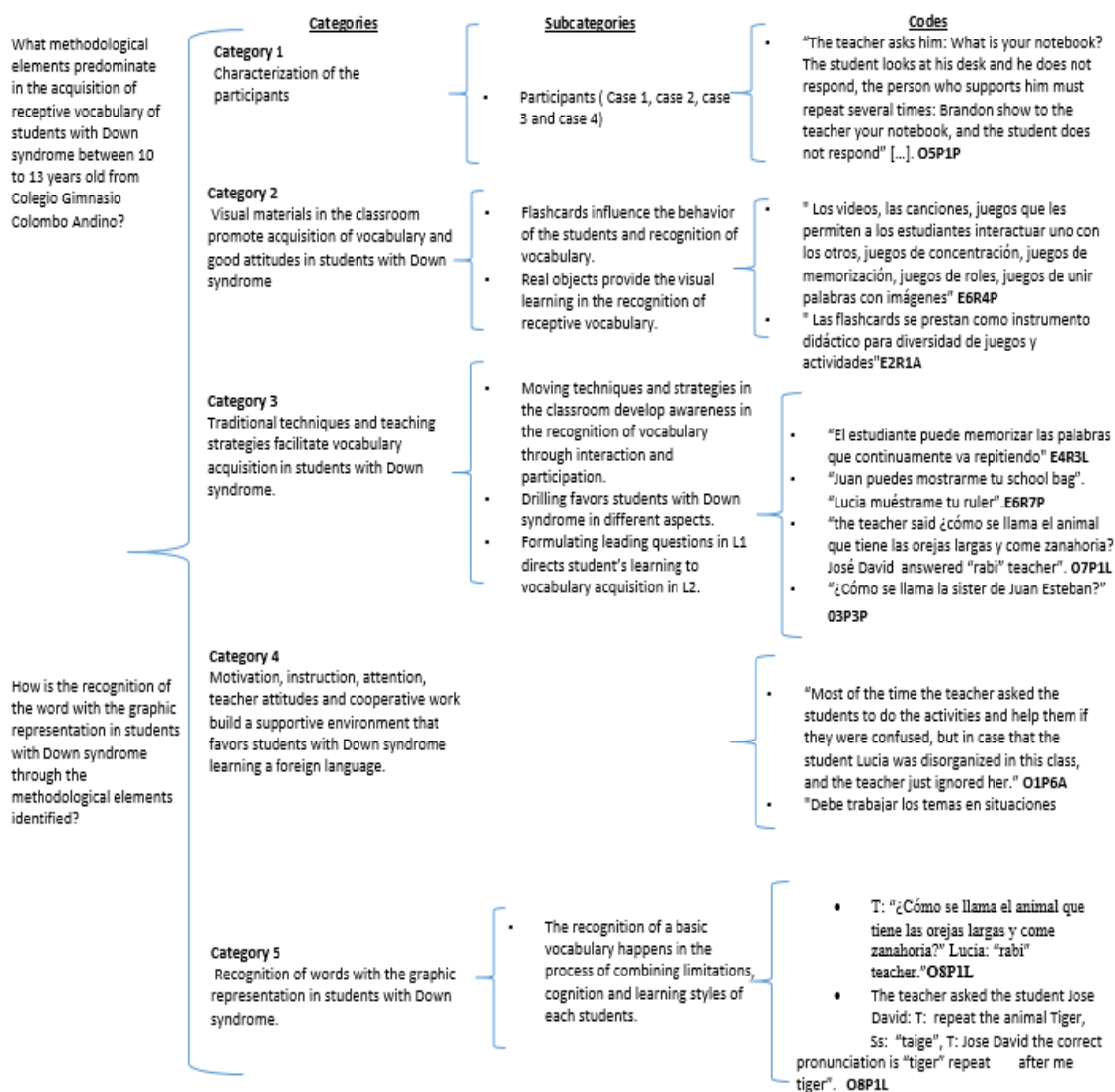
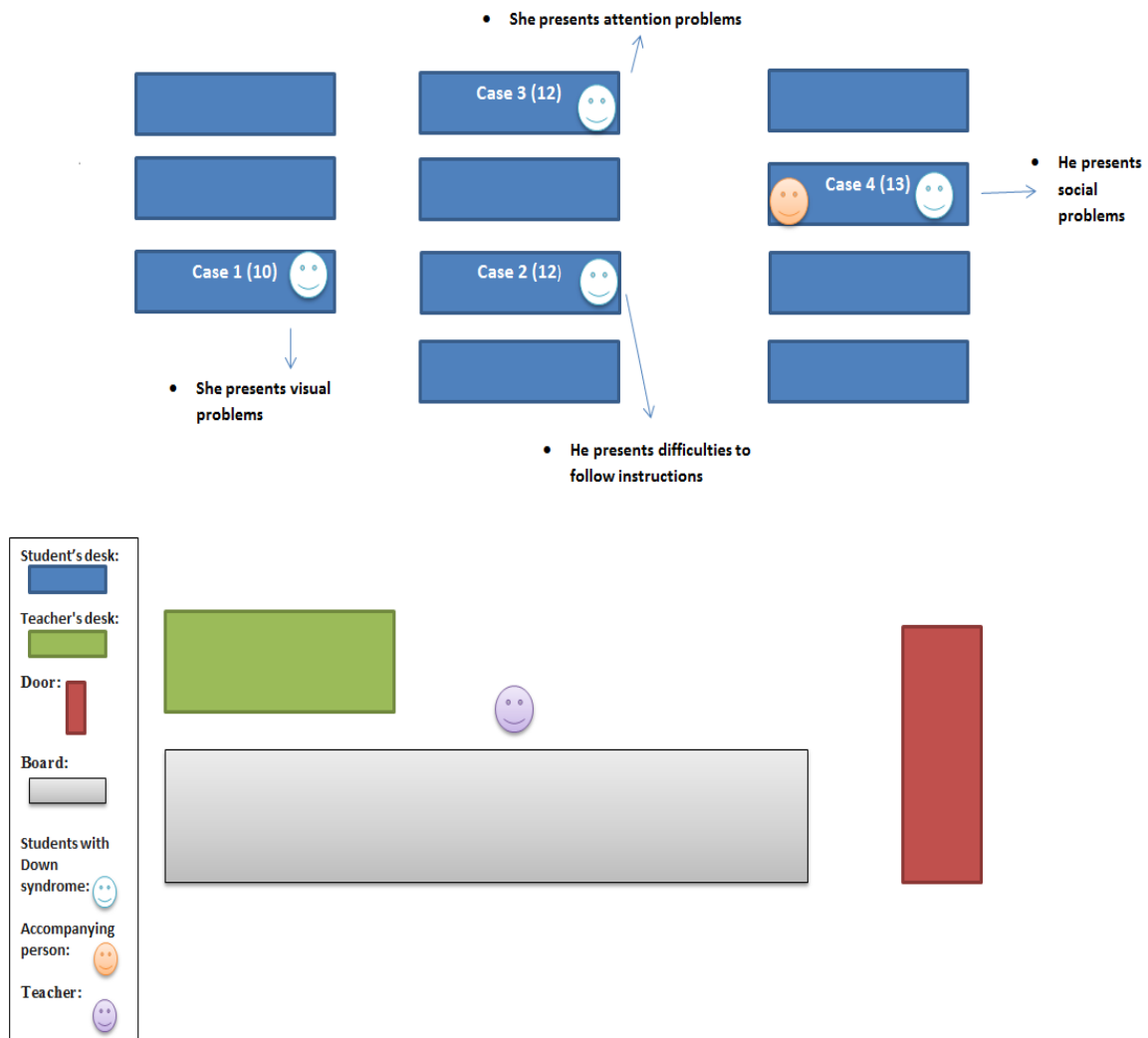


Figure 4: Category and subcategory elaborate taking into account the approach.

### **Category 1: Characterization of the participants**

To carry out the analysis this research changes the names of the participants as being confidential information. In this case of study most of attitudes of the students with Down syndrome, were positive during the English class such as: be attentive to the explanations, participate with the questions, considering the a priori coding it could be shown that, when students had difficulties they supported each other shows that there is solidarity among them, in spite of the conditions or difficulties presented by the students. For example:

- “The teacher asked to case 2, Can you show me your rule? student did not know what the teacher was referring but his classmate said him “tu regla” case 2 so the student pointed with his finger to the ruler in his suitcase”. **O5PIP**



*Illustration 1: Location of students in classroom taking into account their learning problems.*

The illustration was made so that the reader realizes that it is of great importance to know about the difficulties of students with Down syndrome and that the location of the students has an impact on their learning process. The previous illustration showed the age of each student in brackets and the location of the students was made taking into account some physical difficulties such as: visual problems as is the case of student participant 1 for this reason the student was sitting in front of the board, case 2 has difficulties to follow instructions that the teacher gave so it is important to have him close so that he does not get lost in the activities, student participant 1 presents attention problems but she is accompanied by a classmate who is in charge of guiding her and student participant 2 presents social

problems, for this reason he does not allow to participate with his / her classmates, so he is assigned an accompanying person who is responsible to collaborate with the activities and support him to participate.

Taking into account with the observations in the school, so the students with Down syndrome react better in activities which they do such as graphics or drawings because they keep attentive while in activities that require using the notebook and writing students were distracted for example: playing with the pencils and talking with their classmates.

Consequently, this research will be presented the characterization of each participant based on the observations and the interview of the teacher.

### **Case 1.**

She is ten years old and she is in the grapheme recognition stage, the teacher said in the interview that the student tries to write very delicate strokes and she has a short memory span, because she does not remember the vocabulary seen in class. In the affective aspect she has a good cooperative work and the social aspect is easier for her.

Based on the analysis bearing in mind the analysis of observations and interviews that will be presented in the following pages, she presents a visual and kinesthetic learning styles, because she learns better through big and colorful pictures and reacts better in activities where she has to paint and draw. Moreover she likes to touch objects with different textures because she acquires knowledge through her senses, besides she likes the activities when she movements and she likes dancing.

Regarding to the difficulties she presents problems associated with articulation of words, it is difficult to understand when she talks, and it is evidenced in the following example taken from one observation.

- Teacher asked to the students please repeat this number while pointed out the number eleven and Case 1 tried to say “elve”. **OP1A**

Case 1 presents short-term memory, for this reason is very difficult for her to remember specific words that have been taught recently, also she has short attention span, because it was observed that the student in the class was scratching her notebook and she did not pay attention to the class. She does not have the ability to write very well, sometimes she stood up in front of the board to see better the drawings that the teacher had made, because she has visual problems and she likes to dance, she likes to be the center of attention in the classroom.

#### **Case 2.**

He is twelve years old, he is in a process to reinforce reading and writing with the teacher observed, he is a very affectionate child, he likes dancing, he likes art and he has learning style is kinesthetic, which means that the student learns with his body, so he learns through physical activities, he has difficulties of memory and language, because in an observation the teacher asked:

- Tu recuerdas como se dice manzana en inglés, the student didn't answer. **O7P1A**

The student did not remember the vocabulary because he has a short term memory. Taking into account the interview, the teacher observed said that the student with Down syndrome has learning ability to draw. The observed teacher said that:

- A él se le facilita el dibujo y de hecho casi siempre está dibujando, coloreando antes de seguir una instrucción él siempre lo hace, dibujando; es

su fortaleza y es algo que se quiere reforzar con sus padres. **O7P1A**

In this evidence of the interview, the teacher observed said that the drawing is a strength of the student with Down syndrome, so he use the drawings himself. The student with Down syndrome present exhaustion with the writing, because he has been in continuous writing work, also the student is constantly working with his parents and the teacher observed, the work is made in his house and in some cases during his classes with the teacher observed. This student with Down syndrome has developed writing ability which allows him to create simple sentences even if he does not actively participate in class.

### **Case 3.**

The student with Down syndrome has a good memory, because she can remember more vocabulary than other students with Down syndrome, so her language is more complete and clear, she is twelve years old and she is very expressive. She socializes very well with her classmates, she usually plays with boys and she likes genre rap, she also has a good support of her parents in her learning process. Her learning style is auditory, because, she follows instructions, she remembers different vocabulary in English and likes to participate in her English classes.

The student from the beginning was very artistic, she likes to use a lot of colors, is able to write simple sentences and when the teacher asked questions, she sometimes answered correctly, the teacher asked how house was said in English, she answered clearly “house”.

### **Case 4.**

He is thirteen years old, he has kinesthetic learning style, he developed good writing ability and he likes to write. He has isolation social problems, it means that he does not like to



share with others, and he is very good at mathematics. He is a shy student who does not participate in class, when the teacher asked questions he did not answer, for example:

- “The teacher asks him: What is your notebook? The student looks at his desk and he does not respond, the person who supports him must repeat several times: The student show to the teacher your notebook, and the student does not respond” Then the person who accompanies to the students point the notebook and he immediately touched the notebook. **O5P1P:**

It can be assumed that the student did not understand the question of the teacher because formulation of the question was poorly formulated or perhaps the student does not react to any of the question formulated by teacher and the companion because he does not understand anything. For this reason, is important to give clues so that the student is able to understand guessing the answer, student has difficulty repeating some words but he has good abilities to write also, the student relates the drawings of the tools made by the teacher on the board with the drawings in his notebook.

In this research it was fundamental to familiarize the participants thoroughly with the characterization before because, their learning abilities were considered in order to identify the methodological elements that contributed positively in their learning process, focused on the acquisition of receptive vocabulary in addition to considering their interests to be able to know that teaching materials to called their attention during the classes and facilitate the learning during the classes.

**Category 2: Visual materials in the classroom promote the recognition of words with the graphic representation and good attitudes in students with Down syndrome**

This category responds to the question of this research because here will be presented the different material that were used taking into account the methodologies, strategies, techniques or approaches that teacher used and the material made that the students with Down syndrome of this case of study could recognize vocabulary due to these elements generated different positive attitudes.

This category show the materials that the teacher used to teach vocabulary are materials adapted for the learning of students with Down syndrome in this case of study, the teacher used materials taking into account the category of vocabulary (animals), she used different flashcards as seen in the image below.



Teacher audiovisual material number 1

Lewis (2016) states that teaching materials are used by teachers work as support for students to achieve learning objectives. The materials are the instruments that the teacher uses to present, guide and motivate the students to learn. Are many materials that teachers can use to teach but in this case of study, teachers tried to use materials adapted by the teacher that

help students to be engaged with the topic taking into account a research made by Ortiz (2015) Authentic materials are designed by and for native speakers nevertheless authentic materials should be put into practice in any foreign language classroom as they provide learners and facilitators the tools to make their lessons more realistic. This confirms that the materials used by the teacher have a great influence on the recognition of vocabulary.

According to Ramirez (2012) The visual materials support the students in that matter, are sources of help for them (Carney and Levin, 2002) and help teachers to correlate and coordinate accurate concepts making the learning more concrete (Mannan 2005, P.108). Pictures and videos can serve as a connection between mother tongue and English, so direct translations are not needed (Feuntein 1995). This support also allows the teacher to skip excessive explanations and translations and help them to save time (Brinton, 2001).

- " Los videos, las canciones, juegos que les permiten a los estudiantes interactuar uno con los otros, juegos de concentración, juegos de memorización, juegos de roles, juegos de unir palabras con imágenes" **E6R4P**

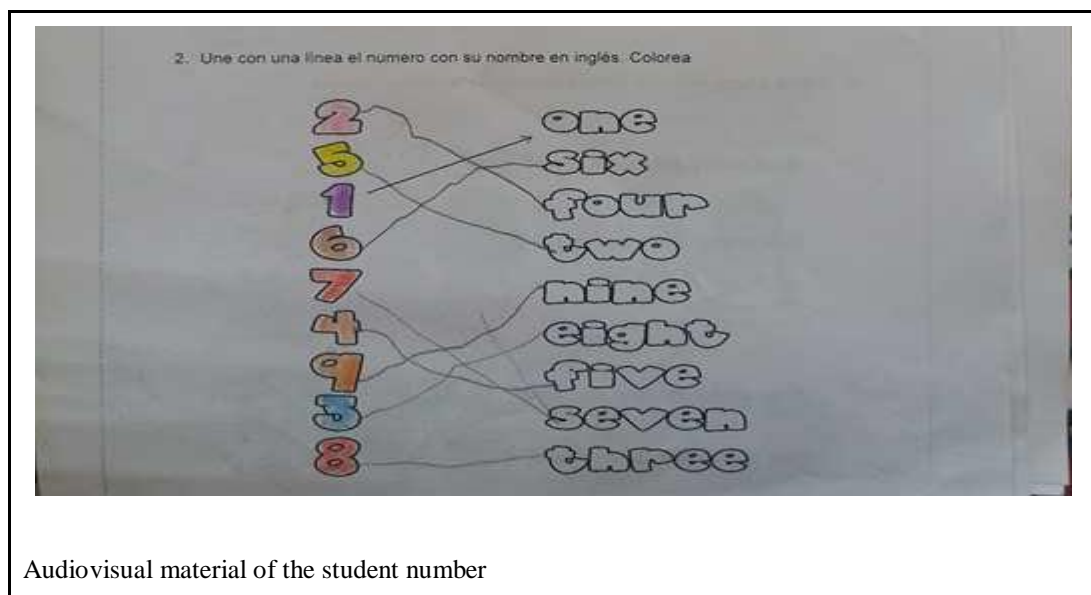
The use of visual material allows the student to be pleased in the classroom. The teachers in his classes use the following materials: set of games, drawings, pictures, flashcards, school supplies, mockups, worksheets, songs and videos. They also used an mockup to explain the topic about the neighborhood. Teachers usually use materials with the objective to keep the students concentrated with the explanation, the activities and feedback.

### **Flashcards influence the behavior of the student and the recognition of vocabulary.**

This subcategory respond to the question because the flashcards were a teaching material that was used through an approach, which helping the students with Down syndrome to feel

more interested , so their behavior improved and made their learning more effective. The evidence will be shown below.

In the school it was observed that the teacher in most of the classes implemented the use of flashcards as material adapted by the teacher to teach different vocabulary and in an interview made to the teacher, she mentioned that this kind of material allowed to the students with Down Syndrome to learn and relate the image with the meaning of the word and firstly this research will show a result of an activity made taking into account flashcards.



The audiovisual material above showed one part of a test made by case 3, the student was able to identify the image in this case the number with the corresponding name because for her it is easier to develop match activities having had teaching materials that catch her attention.

This is the clear example that the flashcards showed in the audiovisual material below that helped the student to recognize vocabulary easily.



Teacher audiovisual material number:

According to Ramirez (2012) The visual materials support the students in that matter, as they serve as mental scaffolds for the students (Carney and Levin, 2002) and help teachers to correlate and coordinate accurate concepts making the learning more concrete (Mannan 2005, P.108). Pictures and videos can serve as a connection between mother tongue and English, (Feuntein 1995). This support also allows the teacher to skip excessive explanations and translations and help them to save time (Brinton, 2001).

A study made in the technological university of Pereira, by Giraldo , K. (2016), demonstrated that the use of flashcards was useful to introduce new vocabulary and that kind of cards might be accompanied with games and phonetic elements. Taking into account the use of flashcards, the students with Down syndrome in this case of study show that is easier for them to associate a word with an image that is in the flashcard, so the students of this case study can recognize the meaning and acquire vocabulary.

The use of flashcards was seen as a teaching tool, because the students with Down syndrome observed learnt to generate a direct relationship between the image and the concept of vocabulary in English and it helped the students to recognize new concepts.

Moreover the flashcards reinforce the learning canals of the students, according to the teacher interviewed because students often forget the vocabulary, therefore the teacher tries to give feedback in some classes to help students remember the vocabulary:

- " La flashcards ayudan a la apropiación de los conceptos ya que pongo en acción el canal visual y el auditivo facilitando la recordación"**E2R1A**

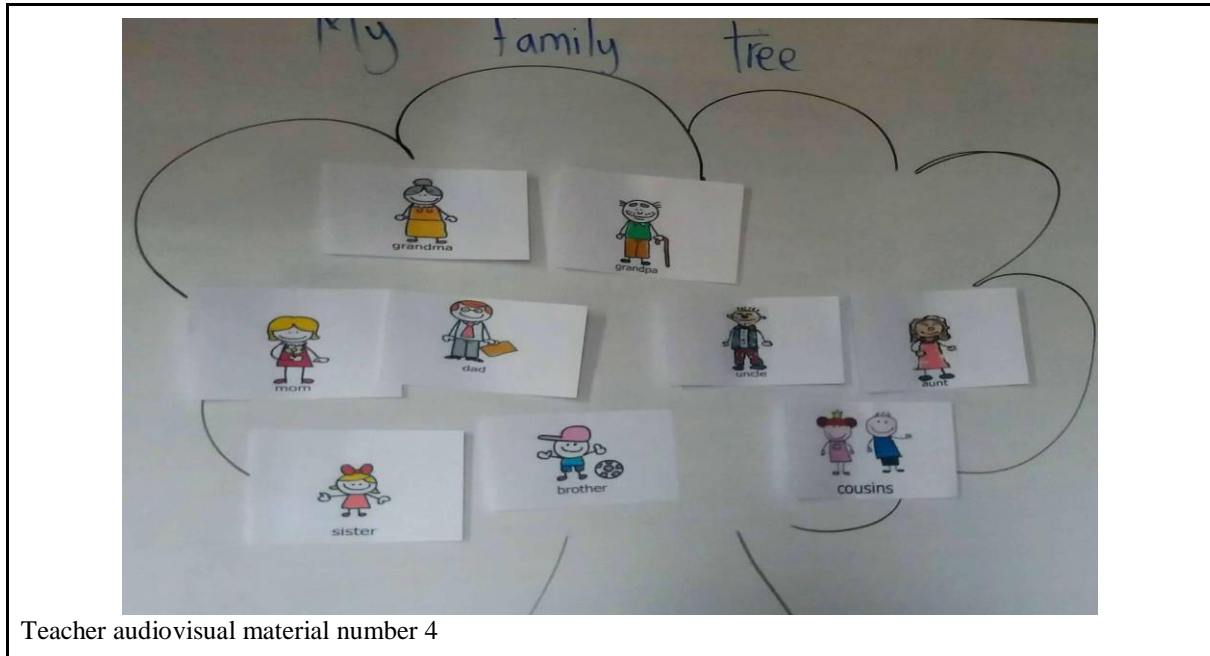
The use of flashcards support the recognition of receptive vocabulary in the students with Down syndrome of this case of study but it is essential that the flashcards have big and colorful pictures to catch the attention keeping them entertained.

Consequently those kind of resources support the learning style of the students with Down syndrome in this case of study because some of the learners with Down syndrome are “Visual learners and they tend to prefer studying charts, drawings and other graphic information”. According to Brown, D. (2007).

In other matters considering the observations done, it can be said that the use of flashcards help the students to recognize words easily because it is observed that they attract the attention of students and also it made easier the explanation of the vocabulary and they can understand better. In this way they become familiar with the new vocabulary prominent that the students generate good reactions when vocabulary items are presented with flashcards as explained one teacher interviewed:

- " Las flashcards se prestan como instrumento didáctico para diversidad de juegos y actividades"**E2R1A**

One clear example was the topic “Family members”, the students showed interest because when the students saw the pictures of the family on the board, they thought automatically about their real family, identified and learned the meaning of the words and associate the family with feelings.



A study was made in Salatiga, Indonesia, Nadziroh (2010) which was based on the use of flashcards to improve vocabulary mastery, so the use of flashcards is useful to students can improve the vocabulary mastery and after the students made the flashcards they were more interested and involved actively in teaching learning process.

**Real objects provide the visual learning in the recognition of receptive vocabulary.**

This subcategory responds to the main question of this research since the real objects are part of the methodological elements that supported the learning of the students with Down syndrome in this case study, these objects were significant because the visual canal of the students is a means of learning helpful for the students. In order to prove this subcategory

there is an evidence below, the opinion of a teacher who worked with students with Down syndrome in this case study.

“[...] hago uso de objetos que hacen parte del salón, como ventanas, puertas, televisores y uso útiles escolares para que ellos los asocien con vocabulario en inglés”. **E4R4L**

Taking into account the resources that the teacher used in the classroom to teach vocabulary, the realia was an important learning facilitator for students with Down syndrome since this being seen as real allows the student to be able to identify an object by assessing the meaning of a word. According to Nunan (1999) Realia is defined as the "objects and teaching props from the world outside the classroom that is used for teaching and learning".

In some moments of the English classes it was difficult for the student to learn due to different problems of attention, however the use of real objects allowed the students with Down syndrome of this case, associate the new vocabulary with the objects that were showed in the class.

With the real objects as notebooks, pencils, colors, books, desks, all the objects belonging to the classroom. The students of this case study can recognize the vocabulary as it is possible to relate the correct meaning to the correct word and students were able to recognize vocabulary because this strategy aid the visual learning.

Lopez (2013) affirms that the use of real objects for students with Down syndrome is convenient for the reason that, the student perceives tactile objects through their visual and auditory memory in kin to generate memories and in this way, they have a better assimilation as far as the recognition of vocabulary



Joined the explanation before when teacher referred to an object in the English class the student could pick out the meaning immediately for example:

- The teacher takes a pencil case and tells to the students to repeat with her several times pencil case then she asked to Case 2: “puedes mostrarme cuál es tu pencil case? the student looks at his desk for a few minutes and takes the pencil case in his hands” **O3P3P**

The teacher in this case study made use of some real objects that allowed her to guide the students, because sometimes the attention of some students were dispersed in such away the previous evidence reflects that when students can visualize the objects and touch them it is much easier for them to retain the information and also the memories allows them to remember vocabulary. In accordance with McGuire (2005) Realia can enliven the classroom using the senses, the use of realia in classroom is natural and the teacher create an environment that supports the student because in their classes students could relate more to the objects and reinforce their acquisition.

According to Nunan (1999) Realia is defined as the "objects and teaching props from the world outside the classroom that is used for teaching and learning",

- "Two students did not understand the difference between book and notebook, so the teacher used real objects of a a blue book of stories and a notebook of a student, teacher explained that the book is to read and the notebook is to write, so in this way the students understood better the difference between a book and a notebook”. **O1P7A**

The teacher in this case study made use of some real objects that allowed her to guide the students, because sometimes the attention of the students was shown dispersed in such way the previous evidence reflects that when students can visualize the objects and touching them it is much easier for them to retain the information and also the memories allows them to remember vocabulary. In accordance with McGuire (2005) Realia can enliven the classroom using the senses, the use of realia in classroom is natural and the teacher create an environment that supports the student because in their classes students could relate more to the objects and reinforce their recognition of vocabulary.

- “Two of the students did not understand the difference between book and notebook, do the teacher used real objects: a blue book of stories and a student book. **O1P2A**.
- “Teacher explained that the book is to read and the notebook is to write, so in this way the students understood better the difference between a book and a notebook”**O1P7A**

The support of real objects benefits the students learning and help them to able to contextualize in real environment, so it is important because if the teacher use real objects to explain the topic, the students could contextualize this with their environment, it means in the real context.

- Case 1 was a little distracted girl that during the class but immediately the teacher started the explanation, the teacher took several school supplies on a table, when the students saw the objects it caught the attention of case 1 and it allowed to the student be more focused on the class **O3P3P**

When objects in the classroom are shown these are mainly focused on the topics, next the teacher makes a direct relationship, so this achieves the students pay attention because the objects are interesting for them and the participation in the activities increases and it causes that the students not only recognize vocabulary but also they create a relation with the object in their contexts and also provide a propitious learning with an ability that students with Down syndrome develop significantly as is learning through visual materials.

**Category 3: Traditional techniques and teaching strategies facilitate vocabulary recognition in students with Down syndrome.**

According with the research made by Lopez, Justiz and Cuenca (2013), which was based on the techniques and different methods, procedures and reflections for efficient study activity, so the main idea of this study was to search how the use of the memory is in the first years at school. This research help the teacher to reinforce the memory through affective aspects and motivation.

This research could be useful for this study because, in the subcategory is important to know all about the techniques of memorization.

The teacher interviewed said that:

- “El estudiante puede memorizar las palabras que continuamente va repitiendo”

**E4R3L**

Analyzing the information given by the teacher, the memorization is a process where the students with Down syndrome store the vocabulary through the constant repetition of words,

in the extent that the students grow up they will be able to memorize more vocabulary items the students with Down syndrome can recognize vocabulary.

"Es esencial que el profesor pueda conocer las características de los niños, de esta manera sabrá qué camino seguir qué estrategias usar y hasta donde debe puede llegar"**E2R7A**

Since the use of strategies and techniques were adapted in the teaching of students with Down syndrome, as long as they take into account their needs or learning problems they continue giving the students the opportunity to learn by access means that benefits the recognition of receptive vocabulary in the students.

**Moving techniques and strategies in the classroom develop awareness in the recognition of vocabulary through interaction and participation.**

Developing awareness in the recognition of vocabulary through interaction and participation through techniques and strategies allowed the student of this case study identify receptive vocabulary taking into account their participation of different activities, students were the protagonists of their learning during the classes and it indicated they were involved in a dynamic way in the accomplishment of activities

Strassen (1964) define the teaching strategies as “as a generalized plan for a lesson or lessons which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy” . The teacher observed during her English classes implemented different strategies to motivate the students with Down syndrome, as previously mentioned, so each student with Down syndrome develops different abilities.

Florez (2003) states that children with Down syndrome have the capacity to be motivated and they often show signs and behaviors that demonstrate intense motivation also, the teacher should seek teaching strategies so that the student with Down syndrome in this case achieves a performance in line with their abilities and with a set of knowledge acquired independently of the difficulties that they present.

The teachers answered in the interviews that:

- “ videos, las canciones, juegos grupales que les permita a los estudiantes interactuar uno con los otros, juegos de concentración, juegos de memorización, juegos de roles, juegos de unir palabras con imágenes” **E6R4P**

The teacher observed adapted different strategies during the classes so that the children learned vocabulary one of those strategies was to point the school supplies to relate with the topic example:

- “Juan puedes mostrarme tu school bag”. “puedes muéstrame tu ruler”. **E6R7P**

The students with Down syndrome in this case immediately pointed to the school supplies to which the teacher referred. Also teacher made inferences to the students realize the places of the neighborhood, the teacher gave clues as:

- “Es un lugar donde pueden comprar cosas” to the students could guess the word (supermarket)

The teacher used the background knowledge to contextualize the students in the topic, she asked the students to think in their neighborhood where they live and identify the important places.

- “the teacher said ¿ como se llama el animal que tiene las orejas largas y come zanahoria? the student answered “rabi” teacher”. **07P1L**

This evidence show that the question is in Spanish but the case 2 with Down syndrome answered in English, the idea with this questions is that the students with Down syndrome understand the question in Spanish to answer in English.

The teacher uses questions all the time to catch the attention of the students or to know if the students understand for example:

- “¿Cómo se llama la sister de Juan Esteban?” **03P3P**

the word that she wanted students learned in English is said in English and the rest of the question is in Spanish by something like Spanglish for this reason the students in this case could understand that they had to recognized the word in English and contextualize with the other part of the question in Spanish, it is important to use Spanglish because of the level of the students so they can understand the meaning of the word.

- T ¿Cómo se llama tu mother?

Case 2 answered: Tetetetetete Estela **03P1P**

The teacher used the whole word approach to refer to the genealogical tree and family members, she used big flashcards that allowed her to guide the explanation about family members and keep the students focused.

All these strategies served as a learning aid to students because it was easier for them to relate to the new vocabulary, as well as motivate them to learn. For students, it was easier to answer because they identified that word belonged to a part of a question also they showed that the meaning corresponded to the correct question this strategy made the learning of the students was more significant because it allowed to the student be able to recognize the vocabulary.

### **Drilling favors students with Down syndrome in different aspects.**

In this case of study, the use of drilling helped the students with down syndrome to reinforce the pronunciation of some words because at the moment of ask the students repeat constantly a specific word they can practice their pronunciation and through the repetition the students with Down syndrome can memorize English vocabulary, because when the teacher ask questions some students can answer the questions correctly.

The students with Down syndrome through the drilling can improve the articulation of words, it means that if the students with Down syndrome repeat and repeat several time the same words they can improve the articulation and recognize the vocabulary.

As an interviewed teacher said:

- "Favorece pronunciación, acento y fluidez" **E2R3A**

In this case one student (Case 3) can remember specific words as a result of the use of drilling technique used by the teacher, she can articulate words easily. As is showed in a observation

- “But when the teacher asked how it say house in English, one student answered clearly “house”. **O1P2A**
- Case 1: A ella se le facilita hablar bastante y tiene buena memoria y le llama la atención el inglés, ella tiene facilidad con el idioma.

Moreover, the drilling technique help the students with Down syndrome to reinforce their long-term memorization, at the moment to repeat different words makes that the students create new ways to remember easily the words. As two interviewed teacher said.

- "El estudiante puede memorizar las palabras que continuamente va repitiendo  
**E4R3L**
- " Ayuda a recordar palabras específicas y mejora su memoria a largo plazo"  
**E3R3L**

The use of the drilling technique gave to the student with Down syndrome different benefits, this technique help the student to reinforce the long term memory and help them to practice the pronunciation of the words. When the students try to repeat some words is a bit difficult, but is important that they tried to gesticulate the words in this way the student could remember a word easily because they were able to repeat many times the word. The teacher interviewed said that:



- " La visualización de vocabulario ayuda a recordar palabras específicas y mejora su memoria a largo plazo" **E3R3L**

On the other hand, in this part the teacher said that it is a great help the visualization of vocabulary because, is a good way to students can improve their long-term memory. She used a lot of flashcards to introduce the vocabulary with their students, for example with the topic of the neighborhood she used a big mockup to show the different parts that exist in the neighborhood.

**Formulating leading questions in L1 directs student's learning to vocabulary recognition in L2.**

Asking different questions to know if students understand vocabulary, the questions in this case study lead the student to understand a little more about the recognition, it was observed was that the teacher asked a series of questions in Spanish and Vocabulary in English on the topic.

Wiltshire (2008) says that questions are an essential feature of formative assessment as they enable child and teacher to identify what they know and can guide them in their next steps. Teacher explained the topic on the board and at the same time she asks different questions to know if the students are concentrated in the explanation and to know if it is clear the explanation of the vocabulary for the students. For instance teacher presented the new topic (neighborhood) so the teacher asked to the students:

- "¿Que lugares hay en el barrio? **O8P8L**

Also, with the answers of the students teacher used this context in which students can evidence the vocabulary and contextualized with the vocabulary.

- “¿Cómo se dice colegio en inglés?” **O8P8L**

The teacher also used questions all classes to remember the vocabulary of the previous classes, therefore the students can remember easily the vocabulary learned through questions to reinforce in case if the students can forget it.

- “¿que vimos la clase pasada?” “¿qué útiles escolares hemos visto?” **O3P6L**

These kind of questions are good for the students with Down syndrome to improve their memory and the recognition of vocabulary along of the classes, moreover that kind of questions help the students to be concentrated and focused on the class.

- Teacher asked to know if the students remember the animals:

T: ¿cómo se llama el animal que come bananos?

Case 1 said: /monky/ teacher

T: Very good but the correct pronunciation is monkey /mʌŋki/. **O7P1L**

Besides is important the use of questions for the students because when the teacher observed implement the questions she realized if the students with Down syndrome could recognize the vocabulary about the animals and when the student (case 1) with Down syndrome answered correctly the questions was clear that she remembered the name of the animal for the questions that the teacher said.

Teacher used flashcards to ask questions:

- “The teacher touched one animal and she asked ¿cual es este animal?

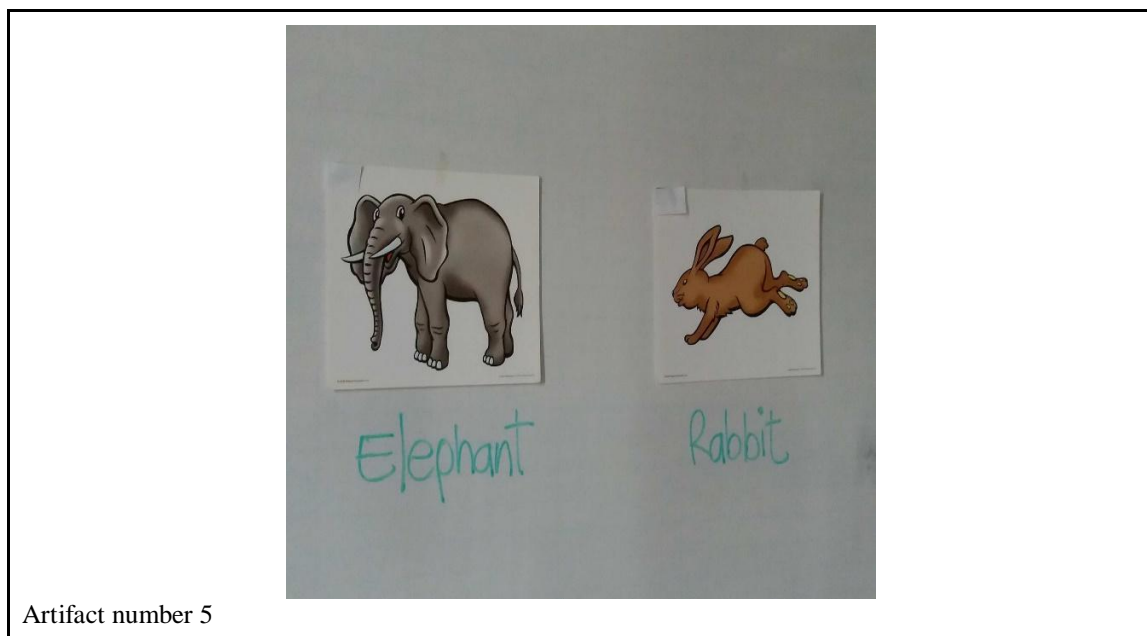
Case 3 answered in Spanish : “es un elefante”, so the teacher said “dime el nombre del animal en ingles”

Case 3: said /elepan/

The teacher said: “very good” but the correct pronunciation is /'ɛlɪfənt/ repeat after me

Case 3 “elephant”. **07P1L**

Taking into account the previous evidence it will show the flashcards used by the teacher in a class.



The idea to implement a flashcard to ask questions is better, because if the student with Down syndrome see the flashcard they can create a relation to respond adequately. When someone ask to the students what is this animal showing the image, she could answer.

The realization of questions generates different positive reactions which allows to the students answer questions significantly, some students with Down syndrome raise their hands

to respond actively while other students showed rejection to the instructions or questions of the teacher.

**Category 4: Motivation, instruction, attention, teacher attitudes and cooperative work build a supportive environment that favors students with Down syndrome learning a foreign language.**

Another important category is the environment, this category answers to the research question how is the recognition of the word with the graphic representation in students with Down syndrome through the methodological elements identified? Because was found that the classroom is a propitious environment where the learning process of the students with Down syndrome takes place. In the classroom the relationship with the teacher and classmates plays an important role that affect integrally and positively the four students with Down syndrome.

Ryan, H. (2013) define the classroom environment as (page 1) “where the students will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal”

In this case of study, the way in which the teacher gives instructions affect how the students with Down syndrome develop the activities of the class and the environment, because the teacher needs to give clear and specific instructions to the students with the purpose of they understand what they have to do in each class. If the students follow the instructions correctly and they are motivated for that with words as: Very Good, Good Job etc, they can feel motivated to learn improving their self esteem and improving to create a good environment. As the teacher said in the interview.

- Case 1, seguimiento de instrucciones, a ellos se les dificulta seguir una orden así sea sencilla, tiene que ser repetidas, tener contacto visual para que ellos puedan seguir una instrucción y puedan entender.

Moreover, they need constant attention by the teachers, who are the responsible to guide them in their learning process. Also in this case study it was evidenced that if a students with Down syndrome feel supported and accompanied all the time, they can feel accepted and include in the classroom.

In this case study the level in which the teacher paid attention to the students with Down syndrome varied in determinate the situations. But this is totally different when the student have doubts or is distracting to the classmate, in this case the teacher have to attend the doubts of the student and help them to be concentrated in the class because this could affect the learning not only of the student with Down syndrome, but also of their classmates. As was shown in an observation:

- “Most of the time the teacher try to be positive in situations in which students are not paying attention.” **OIP6A**

The teacher attitude also affect the environment, this case the students observed with Down syndrome are much more likely to listen to a voice that sound warm and encouraging than to one that sounds harsh and judgmental, this reason when the teacher uses caring tone of voice it provides comfort to the students with Down syndrome crating a good environment where the students feel at ease. In this case if the teacher instead uses a strong tone of voice to

address the students observed with Down syndrome, they could change the way in which they perceived the surrounding.

- “Sometimes teacher had to scold some students, however she has different relations with each student with Down syndrome in this case of study and it is understandable because she needs to be aware that they relate with others”. **O3P8P**

On the other hand, in this case study the encouragement to do a cooperative work and building relationships in the classroom supports the environment because it is necessary that the student with Down syndrome learn to respect and interact with their classmates and work together to achieve a purpose. The interaction with others was presented in different forms they showed affection, there are those who are communicative, while there are those who are shier such example is the case of Case 1, she is a girl which have a good relationship with her classmates and the teacher, the teacher as a person who can share and feel supported for her, with her classmates she always is sharing their belongings and helping others she is an affectionate girl.

The case 2, he does not express his feelings or talk with his classmates because for him it is difficult to articulate words, but nevertheless he respects his classmates and they always help him doing the activities for example: when teacher asks questions his classmates help him to answer. The case 1 is a very active and loving girl not only with the teacher, but also with her classmates and that reflects the way in which her parents educate her, always is accompanied of one students who always helps her in the activities. Finally the participant, case 4 he does not talk with the teacher, but he is very close to his classmates, also is

accompanied by a teacher who helps him in carrying out the activities and takes care of him  
 example an example is given here, taking into account an observation:

- “Case 1 is always hugging to her classmate, because he always helped her and took care for her. Case 2 played with his classmate, with his pencils and share the school supplies. “ “the classroom had a friendly environment because the students feel comfortable interacting with their classmates and the teacher, also their classmates in any moment exclude or ignore the Students with Down syndrome but instead of that was observed that the students are really close.” **O1P13A**

According as it was observed the motivation is crucial in this case study, because there were different topics that were related to the interest of the students with Down syndrome and it helped them to motivate to learn something new, the topics need to be related to the real context of the students so they feel comfortable in the classroom learning something of what they have previous knowledge. As a teacher interviewed said:

- "Debe trabajar los temas en situaciones cotidianas" llevando a que se enfrenten a situaciones en las que deban hacer uso de diferentes capacidades”**E2R9A**

So that the environment of the students is as relaxed as necessary the teacher helps the students feel confident in the classroom through songs or using technological resources to provide comfort to the students, interviewed teacher explained:

- “El profesor puede reforzar positivamente a los estudiantes, usar distintos recursos como las TIC ayudarlos a superar la frustración, prestar atención a las necesidades y

ser creativo en el uso del espacio". **E5R9P**

- Hay una relación muy buena con los estudiantes, solo con el niño del caso 3 hay problemas de comunicación, sin embargo hay un tipo de relación afectiva con la docente. **I1P3**

In this case of study, the interaction between the teacher and the students carry out an important effect in the environment of the student to learn and strengthen their training, for this reason the teacher is willing to support and guide the students in their learning process, teacher help students to improve their weaknesses also it give to the students the security to participate in the classes. In addition that the teacher create an interaction of affectivity and that students with Down syndrome in this case have different attitudes of affection for others and even more for the teacher because teacher is the mentor of the students and this person guides them to acquire knowledge.

- “The teacher respect to the students and when a student made a mistake the teacher corrected the students in a good way and never make the student feel frustrated.”

**O1P5A**

- Case 2 was writing a word with the wrong spelling with word “nine”

Teacher told him: “The word was wrong” then she dictated the word letter by letter “n-i-ne. The student immediately erase the word and correct it.” **O1P12A**

Also, create a comfortable environment is the way in which the teacher supports the learning of the students with Down syndrome, because they can see the teacher as a person



who can help them to learn new things, for this reason they are very receptive to the help of the teacher.

- The four students reacted in a good way and accepted the help of the teacher, for example when the students didn't know the word sharpener, so the students with Down syndrome in this case asked "cual es el significado de la palabra", and the teacher answered "tajalapiz". **O1P12A**

Besides, in this case the role of the students with Down syndrome is really important on the environment where they live, because the family can help the students to develop personal abilities and personal competences to be able to act in the social context, the same time the parents have the opportunity of helping the students with Down syndrome reinforcing at home what they learn at school with the purpose of helping them strengthen their learning process.

- La profesora afirma en la entrevista las habilidades del caso 2: A él se le facilita el dibujo porque el casi siempre está dibujando, coloreando antes de seguir una instrucción; esta es su fortaleza y es algo que sus padres refuerzan en su casa con él.  
**I1P3**

The evidence presented above shows that the students used visual learning style because he likes to draw and color, allowing him to visualize objects easily. This evidence also shows that in this case the teacher is aware of the strengths of the student and she can work hand in hand with those strengths to motivate the students to learn another language. It also shows that the parents can provide opportunities the students to reinforce their strengths at home.

### **Category 5: Recognition of words with the graphic representation in students with Down syndrome.**

In order to determine the methodological elements in the learning of vocabulary and the classroom environment was necessary as it, established a category which explains the process of vocabulary recognition with the visual representation and how students eventually learn the receptive vocabulary, moreover is presented the intellectual level and the short term memory in each student . From this category emerge one sub category, which is recognition of a basic category of vocabulary happens in the process of combining limitation, cognition and learning strategies of each student.

This category answers the second question as to how is the recognition of the word with the graphic representation in students with Down syndrome through the methodological elements identified?, because the recognition of the words with graphic representation is the center of the question and in the project so it is important to know how the Down syndrome students identify the vocabulary.

In this case the students with Down syndrome recognize the vocabulary according to different strategies that teacher uses in the classes, this reason if the teacher uses a dynamic strategies that goes hand in hand with the interests of the students, they can feel motivated towards the learning of a foreign language, to the teaching materials, the classroom environment and the abilities that they have developed.

The way in which a student with Down syndrome learns, depends on how motivated they feel about learning and if he has good conditions to learn too. In an interview with the teacher of these children with Down syndrome that the recognition of vocabulary is different in each student.

“La adquisición de vocabulario varía, ya que hay un diagnóstico de discapacidad intelectual en cada chico, lo que compromete directamente procesos de memoria, por lo tanto es un proceso totalmente repetitivo, a la estudiante se le facilita porque siente agrado por el idioma” **IIP5**

**Recognition of a basic category of vocabulary happens in the process of combining limitations, cognition and learning styles of each student.**

Considering the different methodological elements presented by the English teacher in this case of study, the cognitive process plays an important role in the recognition of vocabulary in students with Down syndrome. This research takes as reference a basic category of vocabulary "animals" in which it will explain the general process of vocabulary recognition of each child from cognitive aspects, attending to the predominant methodological elements found.

In the case of Case 1, the recognition of the receptive vocabulary is slower because she has short term memory what makes the capacity of retaining information more difficult for her, so is important to give reaction time to interpret and understand the information, the same time she is able to recognize a specific vocabulary item and remember the word taking into account the previous experiences with the vocabulary explained by the teacher as asn examples:

- Teacher asked the students to repeat each animal after her:

T: “Elephant, repeat after me elephant”

T asks to case 1: “How do you say elephant?”

Case 1 says: “elepane”,

T: “Nooo! Cuál es el elephant? Pasa al tablero y muéstrame cuál es el elephant?” go to the board and she points to the elephant,

T: “Very Good! Ahora, dime ¿Cómo se dice elefante en inglés?”

Case 1 : “elepa....nt”

T: “very good”. **OSPIL.**

This evidence showed that the Case 1 with Down syndrome can identify the animal elephant, because she goes to the board and points towards the elephant, shows that the case 1 acquires vocabulary through drawings on the board.

The case one learns better when teacher uses flashcards because she shows a good recognition with words and pictures, demonstrates that Daniela has the visual learning style that according to Ldpride (n.d.) “the visual learners think in pictures and learn best in visual images. They depend on the instructor’s or facilitator’s non-verbal cues such as body language to help with understanding”. The methodological element that favors the learning of Daniela is the whole word approach, because she can recognize colorful pictures or flashcards, owing the fact that she is a visual learner.

On the other hand, case tree also is a visual learner, who has a favorable memory because she can associate ideas, images, perceptions and memories. In this way when she has a direct experience with a specific word or object, creates neuronal connections between the visual memory and verbal memory that allows her to retain the information better, at the time of she is encouraged to remember the information, these neuronal connections are activated and

make her establish associations between pictures and vocabulary presented. In the following box it is evidenced:

- Teacher asked different questions for example :

T: “ ¿que animals vimos la clase pasada?”

Case 1 answered: “Elephant, monkey,”

T: “¿Como se llama el animal que tiene las orejas largas y come zanahoria?”

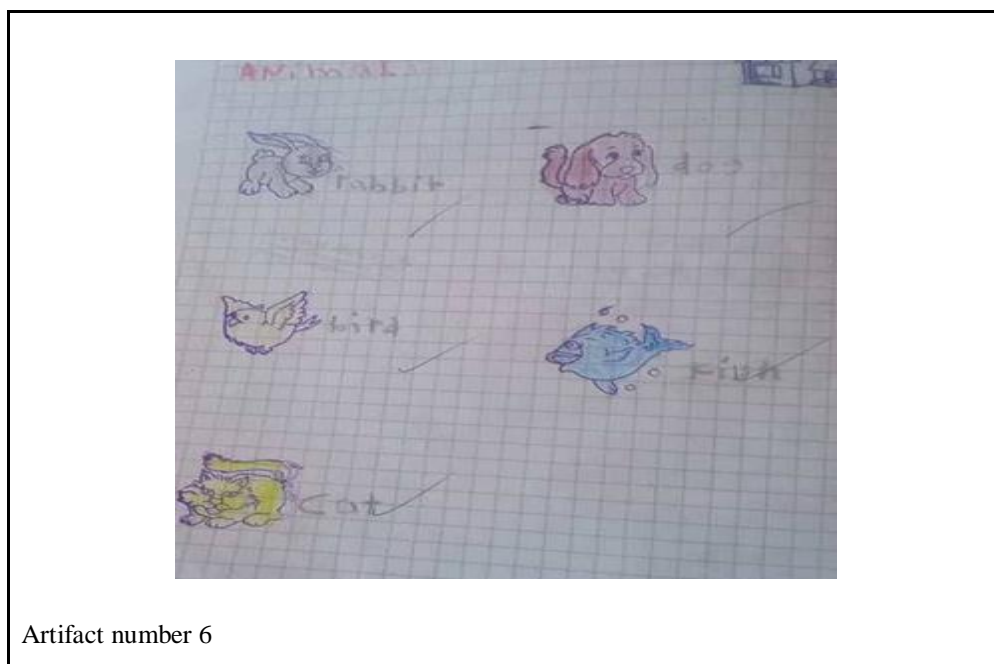
Case 1 : “rabi” teacher.”**O8PIL**

The recognition of receptive vocabulary vary in each student and it depends on the kind of memory developed in each student because, some of have short term memory and other students have long term memory this allows them to associate the vocabulary items with the methodological elements, in each class is relevant that the teacher reinforces the vocabulary. This means that if the teacher needs to know what do with students with Down syndrome missing something regarding the vocabulary taught previously, she has to test the memory of the students through some activities that encourage them to recall the vocabulary and reinforce it, bearing in mind that each student has a different kind of memory. The methodological element that favors the learning case tree is the drilling technique because when she repeats the words constantly, she is able to memorize them thanks to her long term memory.

The comprehension is better when the learning is functional and it is supported with the context related with the vocabulary. According to a study made by Watts, M. (1984) in the University of Minnesota, which consisted of demonstrating that the teaching is more efficient

when learning words from context. This study concluded that an ideal study would need to be long term, because the effects of increased efficiency in learning from context could best be studied in the long term and would likely need to include multiple and highly sensitive measures. Also, that that specific strategy instruction in deriving words from context does not have any advantage over merely providing children with practice in deriving word meanings.

On the other hand, the case two follow instructions correctly in each activity, so he presents an advance performance as is showed in the chart below:



The case two presents difficulties with the pronunciation of the vocabulary because he has a low auditory perception which means that the student has problems of listening and has to be told loudly, he also does not understand well all the sound. For example:

- “The teacher asked the student:

T: repeat the animal Tiger,

Sst: “taige”,

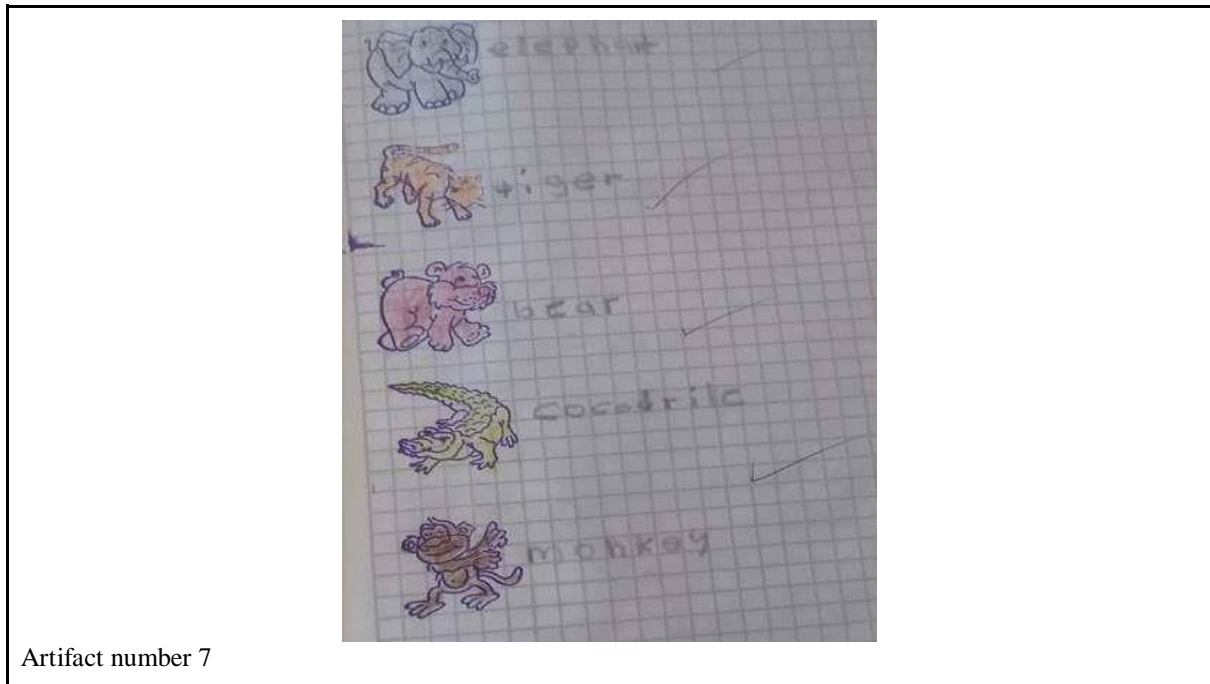
T: Jose David the correct pronunciation

is “tiger” repeat after me tiger ”. **O8P1L**

The Case two has a verbal learning style because he participate in class, so although he presents auditory difficulties and his pronunciation of the different sounds is not right, he tries to produce the vocabulary and shows that he can learn it through the drilling reinforcement. When a students with Down syndrome acquires language, his acquisition is slower and sometimes complicated, but it learning, it happens because according to Nafe (n.d) the cognitive process to produce vocabulary is the result of a complex nervous activity that allows the interindividual communication of psychic states through the materialization of multimodal signs that allows the production of language. Besides the methodological element that favors the learning of case two is the drilling technique because the students make efforts to repeat the words correctly and the drilling helps him practice the pronunciation while memorizing the word.

Finally, the recognition of vocabulary in the students the case four, present difficulties in his expressive language but he develops a good motor skill through writing he has a kinesthetic learning style, which was evident through his writing skill to acquire vocabulary. This refers to the fact that the student has learnt the vocabulary better because he wrote a word repetitively, activity helps him to fix the words in his mind favoring the long-term memory. Moreover, when the students visualize the written word many times, they can recall it easily through their visual memory. Moreover, the methodological element that favors the

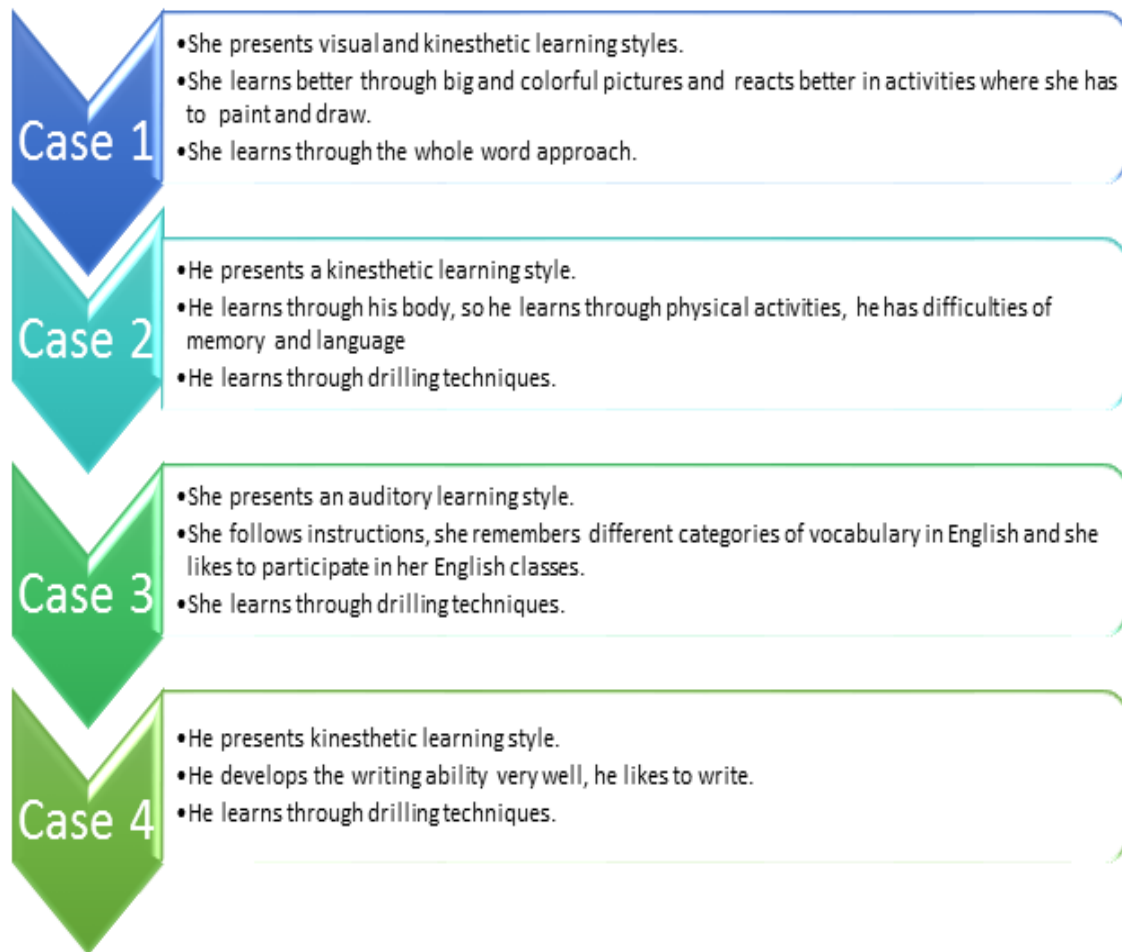
learning of Brandon is the Drilling technique because when he repeats and sees the words many times, he can memorize and know how to write them.



In addition to showing that their learning has repercussions on the teacher presents in her English classes this category reveals how receptive vocabulary was recognized by the participants of this case of study.

This chapter conclude that the methodological elements are related to the visual material and the traditional techniques, which the teacher use in the class with the purpose of help the students with Down Syndrome in the recognition of receptive vocabulary with the graphic representation in English. Moreover there are several factors which support the learning of students with Down syndrome in a foreign language. Also this process of vocabulary recognition in students with Down syndrome involves a combination between the limitations and cognition and learning strategies of each student.





*Figure 5: Learning styles and methodological elements in students with Down syndrome.*

## Chapter Six

### Conclusions

This chapter will show the results taking into account the theoretical framework that guided this qualitative research, the objectives and the categories presented in chapter 5 which shows the different methodological elements used in the English classes that support the development of the receptive vocabulary in students with Down Syndrome that participated in this case of study.

In this case study it was evidenced that is important the acquisition of a foreign language in students with Down syndrome students because it helps them to increase their self esteem. One point to underline is the inclusion in this research and according with an article written by UNESCO “The inclusion is based on the principle in which each child has different characteristics, interests, capacities and learning needs and should be the educational systems that are designed and the educational programs put in place, taking into account the wide diversity of these characteristics and needs”. (UNESCO, 2001). This research was carried out in a private school where the inclusion was evidenced for the students and was possible to identify different methodological elements that predominated in the acquisition of receptive vocabulary in English for students with Down syndrome.

There were different methodological elements that contributed significantly in the acquisition of vocabulary of the participants in this research, elements were traditional techniques as: drilling techniques, and formulating leading questions in L1. Strategies as: making inferences, use of games, ask to point out things, use background knowledge, use of Spanglish and asking questions. All of these elements were focused on the visual memory of students with Down syndrome, as well as is important to emphasize that vocabulary reinforcement.

Students with Down syndrome have different abilities and difficulties, among the abilities are found drawing, writing and interacting with the other, and regarding to difficulties there are difficulties to remember specific things, slow auditory perception, short attention span and difficulties related to the articulation of words. All these characteristics impact on the learning process of the students with Down syndrome in a different way because not all the students have the same abilities or difficulties developed at the same level.

Furthermore, the interest of each student in the learning of foreign languages contributes a lot in the motivation of the students to learn, this refers to if the teacher identify the interest of the students and relate them to the context and the topics of the class, the students could see the English as a tool to achieve their objectives and they will get interest to learn more about the foreign language

In addition, the accompaniment of the family and professionals of special education, the classmates and the teachers become part of a comfortable environment in the classroom with the students with Down syndrome can learn a foreign language. In this case of study, the comfortable environment is built through the good interaction of the students with the teacher and their classmates, the way in which the teacher gives instructions, the attitude and level of attention given by a teacher to the students, the encouragement to do a cooperative work and the way in which the teacher use the interest of the students to relate them to the topics with the aim of motivation to learn something new.

On the other hand, can be concluded that the students with Down syndrome in this case of study are visual learners, because they learn in a better way through big and colorful pictures, also this allow them to retain information easily.

## Relevant Findings

The relevant findings found in this research are focused on the relevant methodological elements that helped the students to recognize receptive vocabulary in students with Down syndrome.

The teacher interviewed said that:

- “Aprendieran a comunicarse con otras personas (extranjero/a) que les permitan conocer de otras culturas y apoyen la inclusión en el mundo laboral”. **E6R5P**

In this case of study were found some relevant methodological elements as a result of the data analysis such as strategies, techniques, approaches and methods which contribute to recognize receptive vocabulary in students with Down syndrome.

Regarding to the strategies; it was found a strategy of making inferences, which consist on given small clues with the aim to help the students with Down syndrome understand or infer on the meaning of a specific vocabulary item, so with this strategy the students with Down syndrome can understand the questions or the topic that the teacher explained, because they can remember with this clues the word.

Moreover the use of games is a useful strategy to catch the attention of the students through the use of group work and role plays to make the students with Down syndrome interested in the activities.

Ask the students to point out things is another strategy that allows the students with Down syndrome relate specific elements with the vocabulary learned. Furthermore, is showed that the background knowledge is a strategy which the teacher use to contextualize the students with Down syndrome with the vocabulary.

In addition to the use of Spanglish is a strategy used for the level of the students with Down syndrome because they can recognize and understand the meaning of the words easily. It is an interesting strategy because the students can understand the word that they do not know.

Another important strategy found, is the use questions with the purpose to know if the vocabulary taught is clear for the students with Down syndrome, also the questions are favorable to help the students with Down syndrome in this case of study to remember the vocabulary of the previous classes with the goal to improve their memory and the acquisition of vocabulary.

With reference to the techniques it is found the drilling technique, which help the students with Down syndrome reinforce the long-term memory through of the constant repetition of the vocabulary items. This happens because through the constantly repetition of a specific word, students can practicing their pronunciation and memorize English vocabulary thanks to their neural connections that makes remember easily the words.

On the other hand, as a result of the theoretical revision from the authors Richards (1968) and Brown (1980) can be affirmed that the most predominant methodological elements identified through different instruments are associated to the methods and approaches of: the total physical response, the grammar translation method and the audio lingual method.

In this case of study was evidenced that the teacher of the students with Down syndrome mix the methods in all her classes, she used the different methodological elements at the same time , not just focused in one specific. As in the case of the combination of the drilling technique that belongs to the audio-lingual method with the strategy of point out objects which is part from the total physical response, this means that the teacher asks the students to point out specific objects and repeat the name in English.

### **Benefits and advantages**

This research is worthy due to the use of this methodological elements that the teachers can implement in their English classes, with the purpose to provide receptive vocabulary to the students with Down syndrome.

In some cases the teachers could have in their classes a student with Down syndrome and the teacher does not know what kind of teaching materials, teaching strategies and teaching techniques, which can use to carry out in the English classes taking into account the characteristics of the students with Down syndrome, in order for them to be able to acquire knowledge, so with this project the teacher can use or implement a methodological elements to teach.

The people interested in special education field could bear in mind that each student with Down syndrome have a different process of learning and for this reason is necessary to evaluate and teach with the different methodological elements to allow the student with Down syndrome acquire skills and knowledge and become competent in a foreign language.

It is relevant that this methodological element is implemented in the different schools and institutions considering that contribute with the inclusion in this way the teacher do not limit the student to learn a foreign language.

On the other hand, the importance to learn vocabulary in a foreign language is because students could feel sure of themselves, and at the same time improve their self-esteem, acquire linguistic skills, improve the use and understanding of a foreign language and students can acquire social skills. Also, they could have opportunities in a good job or maybe they can the opportunity to learn another language to travel to different places and they can know different cultures. Moreover, the students with Down syndrome have the opportunity to increase the vocabulary and in this way the students with Down syndrome can access the world of globalization. The teacher said that:

- “Es importante para que el estudiante pueda sentirse seguro de que puede aprender cosas como cualquier otra persona y que se dé cuenta que es una persona con una discapacidad que no le impide aprender. A la hora de aprender inglés puede abrir grandes oportunidades en su futuro laboral.”**E4R5L**

The students with Down syndrome should feel that their incapacity does not prevent them the opportunity to learn a second language, they should feel sure that they can do the same things that a person who have not a incapacity, they should know that if they learn a second language they can have a lot of opportunities in different jobs. The teacher interviewed said that:

- “ Aprenderían a comunicarse con otras personas (extranjero/a) que les permitan conocer de otras culturas y apoyen la inclusión en el mundo laboral”.**E6R5P**

This research generates an interdisciplinary level because not only is focused on the English teaching, but also in special education, this implicate that the students with Down syndrome have different cognitive abilities which help them to acquire vocabulary and make use of the long term memory.

This research contributes with the teaching of a foreign language because in this case of study the students are able to learn basic vocabulary through methodological elements that help them to increase their knowledge and their communicative competences regardless of the method used. Moreover it is important to recognize the environment of the students and the role of the teacher to achieve a meaningful learning for the students and recognize the methodological elements of teaching English to communities with special needs.

On the other hand, a great advantage of this research is that it contributes positively to the social responsibility, which is promoted from the PEI and the educational model of UNIMINUTO Uniminuto University, taking into account the institutional educational project, being a teacher help to identify alternatives of action and to be involved in innovative social projects, thus contributing to the human and social development of the communities with which it interacts, becoming leaders and social innovators, and promoting that these are authentic learning communities. This means that it is necessary to be committed to helping other people who need help and most importantly the inclusion, knowing that these populations are vulnerable and that it is necessary the help of teachers in the learning process of students with learning difficulties. The teachers have the responsibility to know about sufficient theoretical and methodological tools to interact appropriately with the communities in which they are working with to provide them a quality education.

Taking into account the vision of the Colegio Gimnasio Colombo Andino is offer an environment that allows the inclusion of students with special needs, so this project help the teachers of this school to teach vocabulary in a second language to students with Down Syndrome considering that in this project will find different methodological elements that help with the acquisition of vocabulary in students with Down syndrome and improve the inclusion.

Also seek to give them some tools in order to provide to teaching without regard to their, it means give the opportunity to access to the education who wish to achieve relevant and quality training at any level of education at any level of education. Furthermore, this project seeks to develop the competence in another language in the students to improve their linguistics abilities.

Moreover, the teacher role is very important because in this project the observed teacher implemented different methodological elements for students with Down Syndrome taking



into account that each student had a different learning process, also the teacher is who guides the students to achieve the knowledge in a foreign language and promoted the participation in children with Down syndrome.

This case of study has methodological and didactic applications because this research seeks to give some methodological elements that teachers can use in their classes in order to help students to acquire a foreign language. Also, the methodological elements presented in this case of study can help the teachers to establish the pedagogical elements, which each student has to achieve during their learning process and this way the teacher can know how to evaluate the process of the students.

On the other hand, this case of study contributes to the formative investigation providing different tools that have into account the learning styles and characteristics of the students to motivate the participation and continuous learning of the students in activities in order to reflect about they had learnt during their learning process.

### **Limitations**

The obstacles in this research were that at the beginning was considered that the teachers only used the whole word approach to teach English, but was found that the teachers apart from this kind of method, they used another elements to teach English to the students. In addition to the methodological development of the classes was not supported the learning of the four students with Down syndrome in the same way, because the methodological elements used by the teachers were traditional and was difficult for the teachers used the same strategies, techniques or approaches with all the students at the same time, bearing in mind that they have different cognitive difficulties, abilities and learning styles.

Besides at the school there was not enough information related to the teaching English to students with Down syndrome and the inclusive education, for this reason was a little bit

difficult look for theory that help to support the theoretical framework of this research. Moreover, there were limitations related to the access to visual material, due to some parents of the students did not allow taking the photos of the students used to support de characterization of the participants.

Furthermore, there were limitations regarding to the teachers because some of them were not specialized in teaching English because they imparted all subjects to the students, also was difficult to contact the professionals as the special educators of the school. Moreover, this research went through was that the first institution available did not allow to carry out the research; for this reason, was necessary to change the institution and continue with this research in other school where the inclusion was taken into account.

### **Further research**

Future researchers who are guided by the field of special education could consider investigating more about different methodologies that should be taken into account in the recognition of basic categories of vocabulary, because there is not much information so they could investigate more closely the process in students with Down syndrome. Thus, they will need to consider inclusion issues to carry out this research. Also, one research that can be proposed from this research is to create learning model based on the visual learning style to teach English to students with Down syndrome.

On the other hand, from this research can be investigated if the methodological elements found in this case of study can be used with students with other different capabilities and also to develop other linguistic components different from the vocabulary.

## **Recommendations**

In this research is recommended because it contributes with the strengthening competencies in teachers to treat vulnerable populations. Also, because in this research the teacher found different methodological elements that support the teaching with Down syndrome students in the classroom. Another recommendation is that the environment where the students learn, have to be relax, for this reason it is necessary that the teacher help the students feel confident in the classroom through songs or using technological resources to provide comfort to the students.


## Appendix

## SURVEYS

## SURVEY 1:

María José R.

Angie E1R\_A Encuesta #1

  
UNIMINUTO  
Universidad Nacional del Trópic

**TEACHING RECEPTIVE VOCABULARY IN A FOREIGN LANGUAGE TO DOWN SYNDROME STUDENTS THROUGH WHOLE WORD APPROACH.**

**ENSEÑANZA DE VOCABULARIO RECEPTIVO EN UNA LENGUA EXTRANJERA (INGLES) A ESTUDIANTES CON SINDROME DE DOWN ATRAVES DEL METODO GLOBAL.**

PROPOSITO: El propósito de esta encuesta es conocer el manejo del whole word approach en la enseñanza de una lengua extranjera inglés para niños con síndrome de Down entre las edades de 6 a 16 años.

INSTRUCCIONES: Por favor dedique 10 a 15 minutos para responder esta encuesta, los resultados servirán para determinar en qué medida el whole word approach apoya la enseñanza de vocabulario en inglés con estudiantes con síndrome de Down.

**WHOLE WORD APPROACH**

1. Seleccione la opción que le parezca más viable.

¿Qué tan eficiente considera usted el uso de flashcards para la enseñanza de vocabulario con estudiantes con síndrome de Down?

Muy eficiente

Sobresaliente

Deficiente

E1R1A Explique el porqué de su respuesta, la manera en que usted usa las imágenes y las flash cards.  
El uso de las flashcards es muy eficiente ya que se pueden hacer una relación directa entre la (colores) imagen y la definición, también los colores que se usan en las flash puede beneficiar positivamente a los estudiantes.

2. ¿Qué tipo de actividades ha realizado con sus estudiantes teniendo en cuenta la relación de imágenes con nuevo vocabulario en inglés?

E2R2A La presentación de imágenes y que los estudiantes identifiquen el significado de la imagen, una actividad de relación palabra - imagen.

**TEACHING TO DOWN SYNDROME STUDENTS**

7. ¿Qué habilidades considera usted que debe tener en cuenta un profesor en el momento de enseñar vocabulario en inglés a estudiantes con síndrome de Down?

E1R7A Una de las habilidades más importantes es un conocimiento amplio en vocabulario, otro factor importante es una buena pronunciación (fonología).

Justifique el porqué de cada habilidad -  
En la primera, ya que es importante conocer muchas palabras para poder enseñarlas. La segunda habilidad, la fonología es para que los estudiantes desde el principio tengan una buena pronunciación y no haya margen de error, entre palabras parecidas.

8. ¿Cuál cree usted que es el estilo de aprendizaje que más se evidencia en estudiantes con síndrome de Down?, por qué?

E1R8A El estilo de aprendizaje más evidente en estudiantes con síndrome de Down puede ser el aprendizaje de observación e imitación ya que ellos son más visuales.


9. ¿Qué estrategias puede usar el profesor para motivar a sus estudiantes a aprender vocabulario en inglés?

E1R9A El profesor puede usar libros, videos, juegos para que las estudiantes quieran aprender inglés, teniendo en cuenta los gustos de los estudiantes, para llamar su atención.

## SURVEY 2:

Shirley Diaz

E2R2A Anje Encuesta # 2

  
**UNIMINUTO**  
 Corporación Universitaria Minuto de Dios

TEACHING RECEPTIVE VOCABULARY IN A FOREIGN LANGUAGE TO DOWN SYNDROME STUDENTS THROUGH WHOLE WORD APPROACH.

ENSEÑANZA DE VOCABULARIO RECEPTIVO EN UNA LENGUA EXTRANJERA (INGLES) A ESTUDIANTES CON SINDROME DE DOWN ATRAVES DEL METODO GLOBAL.

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**WHOLE WORD APPROACH**

1. Seleccione la opción que le parezca más viable.  
¿Qué tan eficiente considera usted el uso de flashcards para la enseñanza de vocabulario con estudiantes con síndrome de Down?

Muy eficiente

Sobresaliente

Deficiente

Explique el porqué de su respuesta, la manera en que usted usa las imágenes y las flash cars.

E2R1A Cuando trabajo flash cards facilito la apropiación de los conceptos ya que pongo en acción el canal visual y el auditivo facilitando la recordación. Además las FC se prestan como instrumento didáctico para diversidad de juegos.

2. ¿Qué tipo de actividades ha realizado con sus estudiantes teniendo en cuenta la relación de imágenes con nuevo vocabulario en inglés?

E2R2A Aprendizaje de frases, vocabulario nuevo, relato de historias, juegos de reto para revisar aprendizajes para dar instrucciones e valoraciones.

TEACHING TO DOWN SYNDROME STUDENTS

7. ¿Qué habilidades considera usted que debe tener en cuenta un profesor en el momento de enseñar vocabulario en inglés a estudiantes con síndrome de Down?

E1R7A Una de las habilidades más importantes es un conocimiento amplio en vocabulario, otro factor importante es una buena pronunciación (fonología).

Justifique el porqué de cada habilidad -  
En la primera, ya que es importante conocer muchas palabras para poder enseñarlas. La segunda habilidad, la fonología es para que los estudiantes desde el principio tengan una buena pronunciación y no haya margen de error, entre palabras parecidas.

8. ¿Cuál cree usted que es el estilo de aprendizaje que más se evidencia en estudiantes con síndrome de Down? por qué?

E1R8A El estilo de aprendizaje más evidente en estudiantes con síndrome de Down puede ser el aprendizaje de observación e imitación ya que ellos son más visuales.


9. ¿Qué estrategias puede usar el profesor para motivar a sus estudiantes a aprender vocabulario en inglés?

E1R9A El profesor puede usar libros, videos, juegos para que las estudiantes quieran aprender más, teniendo en cuenta los gustos de los estudiantes, para llamar su atención.

## SURVEY 3:

Sofía Polido

Jordy E3R\_L Encuesta #3



UNIMINUTO  
UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA

TEACHING RECEPTIVE VOCABULARY IN A FOREIGN LANGUAGE TO DOWN SYNDROME STUDENTS THROUGH WHOLE WORD APPROACH.

ENSEÑANZA DE VOCABULARIO RECEPTIVO EN UNA LENGUA EXTRANJERA (INGLES) A ESTUDIANTES CON SINDROME DE DOWN ATRAVES DEL METODO GLOBAL.

PROPOSITO: El propósito de esta encuesta es conocer el manejo del whole word approach en la enseñanza de una lengua extranjera inglés para niños con síndrome de Down entre las edades de 6 a 16 años.

INSTRUCCIONES: Por favor dedique 10 a 15 minutos para responder esta encuesta, los resultados servirán para determinar en qué medida el whole word approach apoya la enseñanza de vocabulario en inglés con estudiantes con síndrome de Down.

**WHOLE WORD APPROACH**

1. Seleccione la opción que le parezca más viable.  
¿Qué tan eficiente considera usted el uso de flash cards para la enseñanza de vocabulario con estudiantes con síndrome de Down?

Muy eficiente    
Sobresaliente    
Deficiente

• Explique el porqué de su respuesta, la manera en que usted usa las imágenes y las flash cards.

E3R1L El uso de flashcards porque le permite al niño o estudiante relacionar la palabra con la imagen y de esta forma los niños aprenden a memorizar las palabras.

2. ¿Qué tipo de actividades ha realizado con sus estudiantes teniendo en cuenta la relación de imágenes con nuevo vocabulario en inglés?

E3R2L Las actividades que he realizado con los estudiantes son: Relacionar imágenes con palabras (match), también completar palabras teniendo en cuenta la imagen y la agrupación de palabras y juegos como concentre sen y sopa de letras.

Ha resultado efectivo  
Si  No

Porque:  
Porque estas actividades entrenan la memoria visual de los estudiantes y los ayuda a mantenerse enfocados y de esta forma pueden recordar e identificar la relación entre palabra e imagen.

3. ¿Considera usted que la estrategia de repetición ha sido efectiva cuando usted enseña nuevo vocabulario en inglés?

Si  No

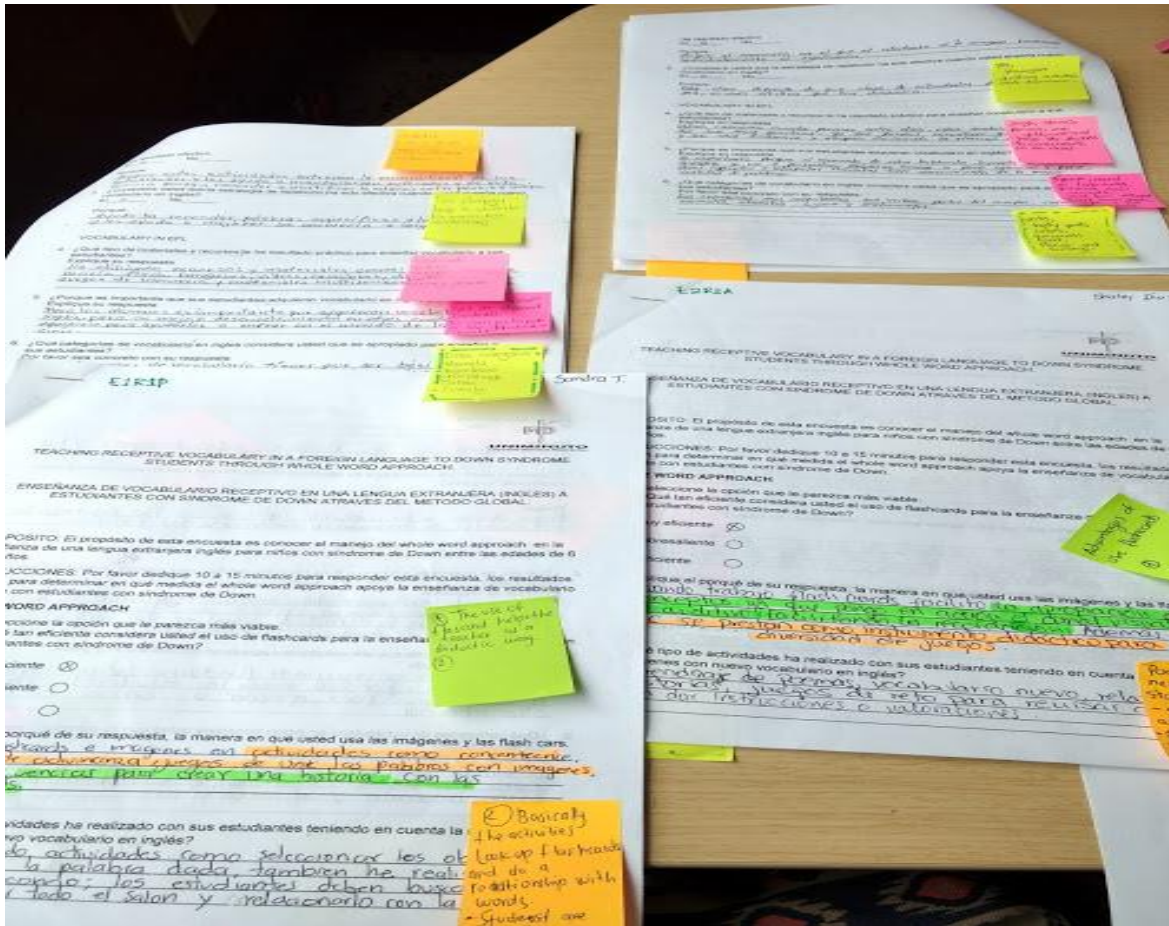
Porque:  
Ayuda ha recordar palabras específicas a los estudiantes y les ayuda a mejorar su memoria a largo plazo.

**VOCABULARY IN EFL**

4. ¿Qué tipo de materiales y recursos le ha resultado práctico para enseñar vocabulario a sus estudiantes?

Explique su respuesta

E3R4L He utilizado recursos y materiales como: Tarjetas de memoria flash, imágenes, videos, canciones, dibujos, posters, juegos de memoria y materiales multisensoriales.



## OBSERVATIONS

**OBSERVATION 1:**
**DATE:** June 2th /2017

**CLASS:** fourth grade

**OBERSEVERS NAME:** Angie Cifuentes

**TEACHER OBSERVED:** Natalia

In accordance to Devine, A. (2015), people with Down syndrome learn better when they can see things illustrated, has been demonstrated that across a number of areas of development including the acquisition of language, motor skills and literacy also suggests that teaching will be more effective when information is presented with the support of pictures, gestures or objects.

**THE PURPOSE OF THE OBSERVATION:** The main purpose of this observation is to analyze the learning process of Down syndrome students in a foreign language classroom between 6 to16 years old.

<b>QUESTION</b>	<b>¿WHAT I HAVE OBSERVED?</b>
What behaviors or attitudes did the students show in the English class?	Sometimes the students were distracted and hyperactive in the class, they started talking, playing with their classmates and walking around of the classroom, some of the students showed rejection to the instructions or questions of the teacher or just ignored them, two students were shy when they had to answer questions or repeat words in English.  But not at all their behaviors were bad, some students answered positively when the teacher asked questions and listened to her instructions. Just one student showed attitudes of affection toward the teacher and their classmates, what show that she had a good relationship with them.
What learning difficulties did the students have in the class?	In general, most of the students had problems to pronounce the words related to the places of the neighborhood, they tried too hard say the words, for example, they said "scud" to refer the word school, also they said "aa-ta", "hos-pi-ral" to refer the word hospital, to refer the word church they said "chu" or "chus", to the word supermarket ,



	<p>they said “supemaket” “supe-maam-ke”. When the teacher made questions as: “como se dice regla en ingles or mustrame tu school bag” to the students, they tried to answer, but sometimes they were in silence or looked their notebooks to find the answer. Just one student had difficulty to write and the students had problems to remember words taught the last classes. But when the teacher asked how it say house in English, one student answered clearly “house”.</p>
<p>In which kind of activities did the student react better?</p>	<p>The student reacted better in activities where they had to repeat short words, although is difficult to them pronouncing the words they tried to do it. The students also the students showed a good development in activities, where they have to draw, because according I observed, they are artistic and enjoy painting; also they reacted better in activities of writing, because they are able to write.</p>
<p>In which activities did the students see confused?</p> <p>Which? How?</p>	<p>The students seem confused in activities, where they had to answer questions made by the teacher, the questions were about point out objects or say the meaning of the words in Spanish. Sometimes the students didn't answer, they kept silent and in some occasions they just ignored the questions and they didn't want to answer.</p>
<p>What did students do when they didn't understand the activity?</p> <p>What activities? What reactions/actions did the students show?</p>	<p>When the students didn't understand the activity, they looked their notebook trying to find the answer, they didn't say anything or just ignored the instructions. Most of the time the students seemed confused in activities where they had to answer, they reacted in a bad way, they didn't want to answer or they were in silence. When the teacher made questions as: “¿como se dice supermercado en ingles?” , the students didn't know the answer, but when the teacher used the technique of elicitation, she said (“es un lugar donde pueden comprar muchas cosas”), the students answered “supermercado”.</p>
<p>Did the students participate actively in class?</p>	<p>The students didn't participate actively, the teacher tried to encourage them to ask</p>

What evidence support this?	questions directly, they rarely answer, there was one student that sometimes answered spontaneously, <b>for example</b> , the teacher asked the students “¿como se dice casa en ingles? ” and the students answered “casa”.
How did students act, when the teacher used visual activities?	The only visual resources that the teacher used was drawings about the school supplies on the board, the students tried to identify the drawings of the board with the drawings that they made in their notebook. The students didn't understand the difference between book and note book , so the teacher used real objects of a book and a notebook and explained that the book is for read and the notebook is to write, so in this way the students understood better the difference between a book and a notebook. On the other hand, when the teacher made drawings of the places as (school, house, supermarket,park,restaurant) on the board, the students related and identify those drawings with the places of their neighborhood where they live.
How did students act, when the teacher used movements activities?	The teacher didn't use movement activities during their class, but this was an important aspect because the use of the movements in the activities could help the students to understand the meaning of the words.
How did students act, when the teacher used communicative activities?	The only communicative activities that the teacher did, was drilling and asked questions, the teacher said words related to places of the neighborhood as: school, house, restaurant, park and supermarket. The students tried to repeat the words and sometimes said words that do not exist. Also, the teacher made questions, but the students rarely answer, some ignored the questions or kept quiet.
Did students understand when the teacher gave the instructions? Yes _ No_ Why?	One of the students understood the instructions given by the teacher , because they followed them correctly, <b>for example</b> , when the teacher said to the students that they had to write in their notebook what it was on the board , the student do it immediately, the other students just ignored to the teacher or they didn't know what they had

	to do , although was observed that all the students with Down syndrome need step by step instructions.
The students were able to answer when the teacher asked questions?	When the teacher asked questions related to school supplies as: “¿como se dice en ingles ruler ? ” or “¿puedes mostrarme tu school bag?” , most of the student didn’t answer the questions or gave a wrong answer, they seem confused and look their notebook trying to find the answer.
How did the students react when the teacher wanted help the students to do an activity?	All the students reacted in a good way and accepted the help of the teacher, for example when the students didn’t know the word sharpender, so the students asked to the teacher what was the meaning that word, and the teacher answered “tajalapiz”, also in a occasion one student was writing a word with the wrong spelling and the teacher said to him , that the word was wrong and dictated the word letter by letter to the student write it in the correct way, the student immediately erase the word and correct it.
How was the interaction between the students and their classmates?	The interaction between students and their classmates was good, they tried to help them to do the activities, the classroom had a friendly environment because the students feel comfortable interacting with their classmates and the teacher, also their classmates in any moment exclude or ignore the Students with Down syndrome but instead of that was observed that the students are really close. One student is always hugging to her classmate, because he always helped her and took care for her. Other students played with his classmate and share the school supplies.
How long took the students doing only an activity?	When the teacher asked questions, the students took a lot of time thinking the answer, when they had to repeat or drill a word, the students took time to answer because is difficult for them pronounce some words. Also , when the students had to write something in their notebook they took almost all the time class, because they had vision problems.

According to what has been observed, what elements are important to define the learning process of students with Down syndrome in a foreign language?

The elements that define the learning process for the students, are the attitudes of distraction, low participation and rejection to the instruction and questions given by the teacher, but this not happened in the same way in all the students, because they have a different level of Down syndrome , for this reason some students had problems understanding and following instructions than others.

The students with Down Syndrome have problems to pronounce words, understanding questions and answer them. One student expressed a word in English which was “school”, while the other students don’t say anything because maybe they don’t remembered the meaning of the word or was difficult to them articulate that word, it means that the long term memory vary in each student. Although the students had problems pronouncing the words, they react better to activities of drilling and imitating the movements. In general the teacher helped the students to do the activities and they had a good relationship with the teacher and their classmates.

**OBSERVATION 2:**

**DATE: 09-06-2017**

**CLASS: English Class**

**OBERSEVERS NAME: Leidy Rojas**

**TEACHER OBSERVED: Natalia**

In accordance to Devine, A. (2015), people with Down syndrome learn better when they can see things illustrated, has been demonstrated that across a number of areas of development including the acquisition of language, motor skills and literacy also suggests that teaching will be more effective when information is presented with the support of pictures, gestures or objects p.29.

**THE PURPOSE OF THE OBSERVATION:** The main purpose of this observation is analyze the methodological elements during the learning process to Down syndrome students in a foreign language between 6 to16 years old.

QUESTION	¿WHAT I HAVE OBSERVED?
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<p>What kind of activities did the teacher use to teach vocabulary in English? How? What materials?</p>	<p>The teacher started asking questions related to the neighborhood as ¿que partes del barrio recuerdan? ¿recuerdan como se llama el lugar donde compramos medicamentos? So she asked different questions to know if the students remembered the neighborhood parts. After she said in Spanish the name of each part showed the last class, also, she said the name in English to students could repeat the name in English, for example she said the bank and the students repeat the bank</p> <p>The teacher used a mockup to explain the topic about the neighborhood, she used a mockup and explained the different places in it. For example she touched the pharmacy and the students said the name of the place, so another activity was similar but the students had to touch two different places and they had to say the correct name of each place.</p> <p>The teacher drew different things about the topic in the board to students could identify the name of each place, for example she drew a park, she chose one student and the student had to say the correct name.</p>
<p>What resources did the teacher use to teach a foreign language in Down syndrome students?</p>	<p>At the beginning of the class, the teacher used the board and the marker to write the names of the of neighborhood (bank, restaurant, park, church, pharmacy, school, etc)</p> <p>The teacher used visual material as TV, mockups, flashcards to explain the neighborhood, for example she used the mockups of each students to explain the parts of the neighborhood and she used the flashcards in the board to explained vocabulary.</p> <p>When she used the mockups, she explained each place to students understand the vocabulary.</p>

<p>What kind of strategies did the teacher use to motivate the students?</p>	<p>The teacher used drilling, because she said different words (bank, restaurant, park, church, pharmacy, school) to students repeat different times</p> <p>The use of realia was effective to students acquire vocabulary and students were motivate, because the teacher showed a mockup with different places of the neighborhood and the students were asking different questions for example, ¿profe Como se dice iglesia en ingles? ¿como se dice banco ? This questions showed that the students were motivated to learn.</p> <p>Also, the teacher said different questions to motivate the students to remember the vocabulary for example ¿ es un lugar donde oramos? ¿donde compramos las frutas y el Mercado ? with this kind of questions the students could remember the vocabulary learn the last class.</p>
<p>What did the teacher do when the students were distracted behavior? Why?</p>	<p>The teacher did an activity of repetition so they pay attention during the class, so the teacher touched the bank and the students said the name of the place several times, also she said that if they repeat they can pay attention.</p>
<p>How was the relationship between the teacher and students? was there confidence between them?</p>	<p>The relationship was better, because the teacher wanted that they learned the topic, so when the students had doubts the teacher always was attentive to answer all questions and doubts.</p> <p>The students showed confidence with the teacher, because when the students made a mistake the teacher corrected them in a good way and never make the student feel frustrated, also, when the teacher gave the instructions, they followed the instructions in a good way.</p>
<p>What did the teacher do when the students didn't want to do the activities?</p>	<p>One students didn't want to do the activity because he was in a moment of isolation, when the student had this problem, the teacher said that the activity was important to learn vocabulary, also the teacher drew different places in the board, so the student with the problem of isolation repeat the name and identify the place.</p>

<p>How many activities did the teacher do during the class?</p>	<p>She did two activities, the first was show the mockup of each student, so the idea was that the students explained all parts of their neighborhood. The second activity was draw flashcards in the board to explain the vocabulary in the mockups, so the idea was that the teacher draw the picture with the respective name and the students repeat and repeat several time to memorize the vocabulary.</p>
<p>In which way did the teacher support the students when they didn't understand the topic?</p>	<p>When the students didn't understand the topic the teacher asked different questions about the part, for example when the students forgot the word supermarket the teacher said you bought things for your breakfast in this place or you could find different thing to prepare the dinner in this places, so with this questions the teacher support the students when they don't remember the vocabulary.</p>
<p>- In conclusion what methodological elements support the learning process to Down syndrome students?  The methodological elements that the teacher used are: the grammar translation method and audio-lingual method.  Danchev (1983, p.35) said "the translation makes the learning meaningful, and students become active participants in the learning process". The teacher used the grammar translation method, when she said the meaning of different words in Spanish, also this method was used to the students can acquire vocabulary, so if the teacher said the meaning in Spanish the students can memorize the meaning in Spanish and pronounce the word in English.  The audio lingual was the method that the teacher implemented during her classes, because all time she used the repetition to students could acquire vocabulary, so the ideas was that the students repeat different times de same word to they could memorize it.</p>	

**OBSERVATION 3:**

**DATE: 13 June 2017**

**CLASS: Fourth**

**OBERSEVERS NAME: Paola Cardenas Herrera**

**TEACHER OBSERVED: Natalia**

**PROFESSIONAL EXPERIENCE:**

In accordance to Devine, A. (2015), people with Down syndrome learn better when they can see things illustrated, has been demonstrated that across a number of areas of development including the acquisition of language, motor skills and literacy also suggests that teaching will be more effective when information is presented with the support of pictures, gestures or objects p.29.

**THE PURPOSE OF THE OBSERVATION:** The main purpose of this observation is analyzing the teacher's role during the learning process to Down syndrome students in a foreign language between 6 to 16 years old.

QUESTION	¿WHAT I HAVE OBSERVED?
<p>What kind of activities did the teacher use to teach vocabulary in English? How? What materials?</p>	<p>The teacher in the class tried to ask questions in Spanish so that the students remembered some topics in the previous classes for example, one of the topics seen was school supplies, the questions were:</p> <p>What is a ruler? The student Juan didn't answer with the voice, he was doing some He was making movement with his hands and fingers pointing to classmate's ruler.</p> <p>What is the ruler for? The student Juan answered doing movements with his hand as if he was measuring with a ruler.</p> <p>Then Teacher started to explain the new topic "Family" teacher used the board to make a family tree, then wrote mother in a part of the tree. She ask questions as: "¿Como se llama tu mother?" A student with Down syndrome and with language problems answered: Tetetetetete Estela</p> <p>She located the father in another part of the tree and the question was ¿Cuál es el nombre de your father? The student Sarah with Down syndrome answered: Abuelo. The teacher repeated several times in Spanish to the girl that was the name of her dad and then she answered: The name is Ever.</p> <p>After the teacher asks the questions, she asks the students to repeat the names of some of the relatives mentioned above so that they remember and memorize the meaning of the vocabulary.</p> <p>The teacher gave to each student worksheets</p>



	<p>with the drawing of the family tree in which they began to draw pictures of each member of the family; the teacher was making the drawings on the board.</p>
<p>What resources did the teacher use to teach a foreign language in Down syndrome students?</p>	<p>Basically the resources used by the teacher to explain the topic was the board, in which she makes large drawings for students to relate with the vocabulary.</p> <p>She also used worksheets for students to draw their family.</p>
<p>What kind of strategies did the teacher use to motivate the students?</p>	<p>The teacher mainly tries to use the realia so that the students understand the vocabulary, for example when they used the rule, the notebooks, the suitcase, etc.</p> <p>The teacher uses questions all the time to catch the attention of the students or to know if the students understand for example:  “¿Cómo se llama la sister de Juan Esteban?”</p> <p>The word that she wanted students learned in English is said in English and the rest of the question is in Spanish by something like Spanglish.</p> <p>The teacher used the whole word approach to refer to the genealogical tree and family members, she used large flashcards that allowed her to guide the explanation and keep the students focused.</p>
<p>What did the teacher do when the students were distracted behavior?</p> <p>Why?</p>	<p>When the students are distracted, the teacher raises the tone of the voice or asks questions to the students that are distracted.</p> <p>Teacher</p>
<p>How was the relationship between the teacher and students?</p> <p>Was there confidence between them?</p>	<p>The teacher is a little strong with the way she treats them, I say the way she explains the issues, many times she had to shout to some students, however she has different dealings with each student with students with Down Syndrome Is more understanding and tries to be aware that they participate with the other students. Students react attentively to the teacher that means they participate and when</p>

	<p>not the other students support them with examples. Example: The teacher asked to Sara how was the name of her father to which she replied Grandpa, the classmate said: No Sara say the name of your dad. Students are very confident and try to support each other</p>
<p>What did the teacher do when the students didn't want to do the activities?</p>	<p>The teacher would not stop if the students did not answer the questions, she kept repeating all the time until the students responded to what she said, when the students did not listen to them she had to scold them severely</p>
<p>How many activities did the teacher do during the class?</p>	<p>The teacher organized an activity on the worksheet; the rest of the class she used to explain the new topic and so that her students learn vocabulary because there were topics that would be in the evaluation next Friday, so more than class was a review of the topics seen.</p>
<p>In which way did the teacher support the students when they didn't understand the topic?</p>	<p>The repetition was an important factor for the students to learn because sometimes the students with Down Syndrome did not understand what the teacher was referring to so the teacher repeated it many times until she made sure that the students responded in a correct way to the questions.</p> <p>The use of images or drawings kept the students focused on the explanation of the topics, which is attractive and entertaining to students with down syndrome and is an easy way for them to associate the new vocabulary with the meaning of the words. For example the drawings made and the flashcards with the members of the family</p>

In conclusion, what elements observed determine the teacher's interaction.

The teacher should be very observant and be careful to be aware that the students are paying attention to the explanation of the topics, the instructions, the answers of the students and the participation

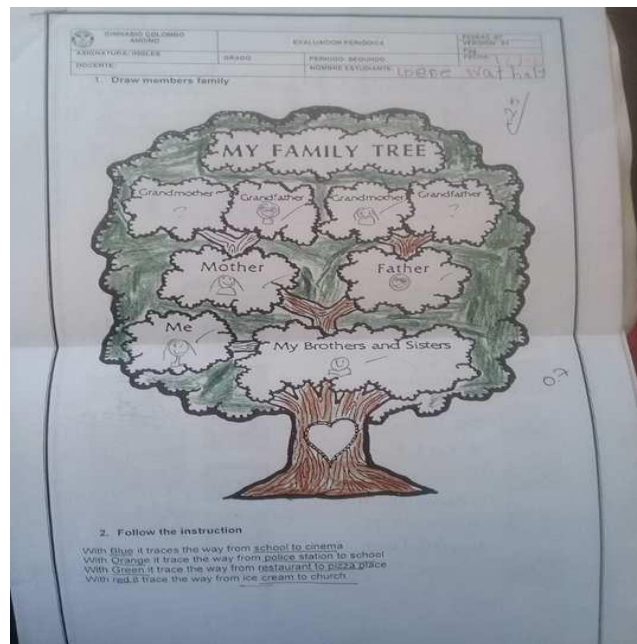
The observed elements that determine the role of the teacher are the resources to make students learn such as: The board, the use of real objects, large and big drawings and pictures, worksheets with drawings, generally activities that catch the attention of students and allow them be engaged to learn

The use of methodologies to make successful the student's learning like the use of realia, the whole word method, the drilling technique and the realization of questions to know if the students are concentrated and they had learned the topic.

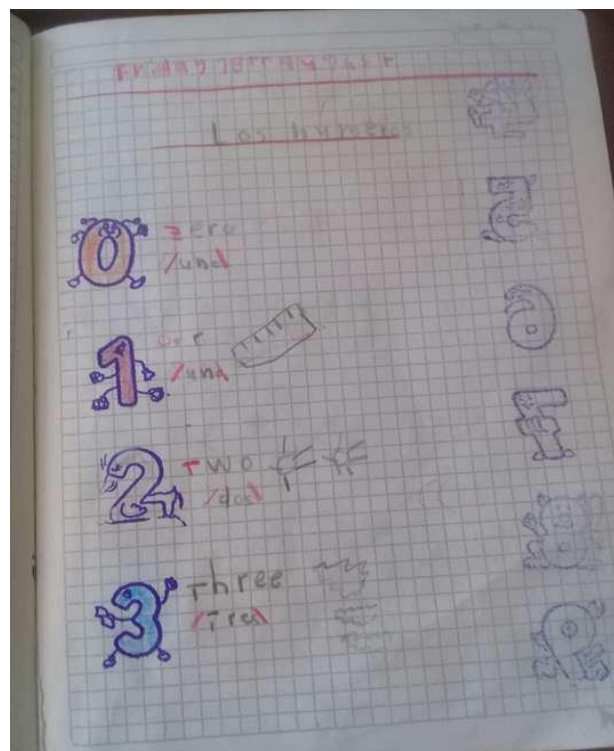
## AUDIOVISUAL MATERIALS

### STUDENTS MATERIALS:

#### Student audiovisual material number 1



#### Student audiovisual material number 2



Student audiovisual material number 3



Student audiovisual material number 4



**Teacher`s materials.**

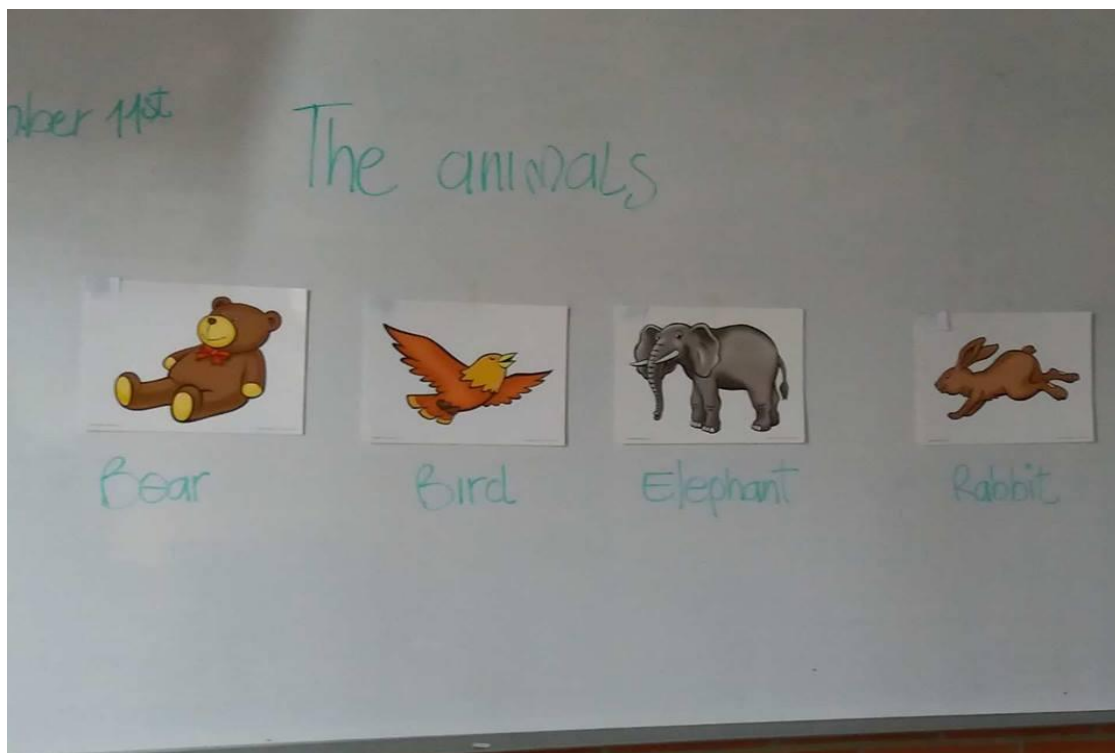
Teacher audiovisual material number 1



Teacher audiovisual material number 2



Teacher audiovisual material number 3



Teacher audiovisual material number 4



## INTERVIEW

### INTERVIEW 1.

**¿Qué habilidades de aprendizaje considera usted que posee cada estudiante durante las clases de inglés?**

**Teacher: Natalia**

Jose David: A él se le facilita el dibujo y de hecho casi siempre está dibujando, coloreando antes de seguir una instrucción él siempre lo hace, dibujando; es su fortaleza y es algo que se quiere reforzar con sus padres.

Lucía: A ella se le facilita hablar bastante y tiene buena memoria y le llama la atención el inglés, ella tiene facilidad con el idioma.

Daniela: Tiene más habilidades sociales, integración con las personas, están en proceso de aprestamiento, con ella hay que reforzar el lenguaje, pero su habilidad es social.

Brandon: Carece de habilidades sociales y tiene habilidades motrices, dependiendo del contexto tiene buenas reacciones, en las terapias él saluda.

**¿que dificultades de aprendizaje considera usted que posee cada estudiante durante las clases de inglés?**

Daniela y Jose David, seguimiento de instrucciones, a ellos se les dificulta seguir una orden así sea sencilla, tiene que ser repetidas, tener contacto visual para que ellos puedan seguir una instrucción y puedan entender.

Brandon: Se dificulta la parte social, falta de comunicación por parte del estudiante con la docente, en algún momento lo hacía pero era susurrado, cuando se le hacen preguntas el estudiante desvía el contacto visual.

Lucía: Ella le cuesta prestar atención, porque ella si puede seguir instrucciones.

**¿que tipo de actividades ellos disfrutaban más?**



Ellos disfrutan más las lúdicas, si se les presentan las actividades como ahorcado, rompecabezas, sopas de letras, juegos y los dibujos son más llamativos para ellos y los disfrutan más.

¿Cómo es la interacción entre el docente y los estudiantes?

Hay una relación muy buena con los estudiantes, solo con Brandon hay problemas de comunicación, sin embargo hay un tipo de relación afectiva con la docente.

¿cómo hace usted para generar actividades de interacción con sus estudiantes?

Esta interacción de actividades se hace mediante el juego, con ellos hay que ser muy didáctico, se hacen grupos de trabajo, se hacen juegos de unir palabras, historias donde ellos puedan completar la historia, juegos de roles.

¿Cómo consideras tu que ha sido el proceso de adquisición de vocabulario?

eso varía, ya que hay un diagnóstico de discapacidad intelectual en cada chico, lo que compromete directamente procesos de memoria, por lo tanto es un proceso totalmente repetitivo, a Lucía se le facilita porque siente agrado por el idioma, con los demás chicos no se cuenta con esta facilidad, primero porque se les dificulta aprender el código de lecto-escritura en español entonces en inglés el nivel de dificultad es mayor por la pronunciación porque el vocabulario se escribe de una manera y se pronuncia de otra. Se les facilita el inglés ya que son temas cortos, no son densos y se presenta de una forma más lúdica.

## CODES CHART

Color	Evidence	Code's name	Explanation
Green	<p><b>E1R1A:</b> "el uso de flashcards es muy eficiente ya que se pueden hacer una relación directa entre la imagen y la definición"</p> <p><b>E2R1A</b> " las flashscards ayudan a la la apropiación de los conceptos ya que pongo en acción el canal visual y el auditivo facilitando la recordación" "Las flashcards se prestan como instrumento didáctico para diversidad de juegos"</p> <p><b>E3R1L</b> "Relacionar la palabra con la imagen y de esta forma los niños aprenden a memorizar las palabras"</p> <p><b>E4R1L:</b> "Las flashcard le pueden facilitar al estudiante a aprender visualmente"</p> <p><b>E5R1P</b> "Los estudiantes son muy receptivos a las imágenes les ayuda a familiarizarse con palabras nuevas "</p> <p><b>E6R1P</b> " flashcards resulta atractivo para los estudiantes y así es más fácil la memorización,</p>	<p>Direct relationship between image and definition</p> <p>Flashcards to reinforce the visual and auditory canal.</p> <p>Memorization of word through pictures</p> <p>Visual learning to familiarize with new vocabulary</p> <p>Flashcards help the memorization and catch the attention</p> <p>Big pictures support the students visual perception</p>	<p>According to the teachers answers the use of flashcards is efficient to teach vocabulary to Down syndrome students, because it allows to the students connect the word with the images, it also help to facilitate the appropriation of concepts, because it stimulate the visual and the auditory skill. The flashcards and drawings are colorful and big to guide the students to understanding of the explanation of new concepts and to keep them focused in the class. For this reason the students react in a better way when the teacher shows drawings of a specific topic in this case the members of their family, the students showed interest because when the students see the pictures, they think automatically in their real family and acquire in a better way the meaning of</p>

	<p>ofrecen un apoyo visual demasiado satisfactorio, resultan llamativas para los estudiantes, por eso al llamar la atención de los estudiantes ellos se concentran más en la explicación y así aprenden mejor”</p> <p><b>O5P3P:</b> Teacher used big flashcards that allowed her to guide the explanation and keep the students focused.</p> <p><b>O5P8P:</b> The use of images or drawings kept the students focused on the explanation of the topics, which is attractive and entertaining to students with Down syndrome and is an easy way for them to associate the new vocabulary with the meaning of the words. For example the drawings made and the flashcards with the members of the family.</p> <p><b>O6P3P:</b> Students react better in activities that represent graphics or drawings because they kept attentive while in activities as using the notebook and writing students were kept distracted for example:</p>	<p>Drawings keep students entertained</p> <p>Good reactions to explanations through graphics.</p>	<p>the words.</p>
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	playing with the pencils, talking with their classmates and annoying		
Orange			
<b>Kind of activities to teach vocabulary</b>	<p><b>E2R2A</b> "Porque al momento en el que el estudiante ve la imagen reconoce inmediatamente el significado"</p> <p><b>E3R2L</b> "Relacionar imágenes con palabras (match) completar palabras, agrupación de palabras, juegos de concentración y sopa de letras."</p> <p><b>E5R2P</b> "Concéntrese, juegos de unir palabras con imágenes, secuencias para crear historias, los estudiantes buscan las flashcards por el salón luego lo relacionan con la palabra, Juegos de adivinanzas."</p> <p><b>E6R2P</b> " instrucciones, para memorizar canciones, para enseñar vocabulario nuevo o para jugar con los estudiantes y para explicar algún tema.</p> <p><b>O2P7L:</b> "the first was showed the mockup of each student and the second activity was draw flashcards in the board to</p>	<p>The use of pictures as help of memorization</p> <p>Set of didactic activities</p> <p>Set of games as learning source</p> <p>The use of flashcards as a tool to give instructions</p> <p>Mockup as resource to contextualize the students in a real environment</p>	<p>The kind of activities that teacher must use are: poems stories, challenge games, match, filling gaps, concentration games, word search, role plays and songs, because with those activities students are more concentrate and they can relate they image with the new vocabulary.</p> <p>One new way used by the teacher to teach words to the students is real objects as a mockups about the neighborhood to the students could identify better the places of the mockup with the places of the real life,</p> <p>.At the same time the teacher used a lot questions using the mother tongue, but this was most difficult activity for the students answered, just one time the teacher used worksheets of a family tree to the students draw their family.</p>

	<p>explain the vocabulary in the mockups”</p> <p><b>O3P1P:</b> Teacher started the class with an activity in which she tried to ask questions in Spanish so that the students remembered some topics in the previous classes for example, one of the topics seen was school supplies, the questions were: What is a ruler? The student Juan didn't answer with the voice, he was making movement with his hands and fingers pointing to classmate's ruler.</p> <p><b>O3P1P:</b> teacher used the board to make a family tree, then she wrote mother in a part of the tree. She asked questions as: “¿Como se llama tu mother?” A student with Down syndrome and with language problems answered: Tetetetetete Estela.</p> <p><b>O3P1P:</b> The teacher gave to each student worksheets with the drawing of the family tree in which they began to draw pictures of each member of the family; the teacher was making the drawings on the board</p>	<p>Motor skills help students to communicate their understanding</p> <p>Use of question to know if students are understanding the topic</p> <p>Use of worksheets to guide students in the lessons</p>	
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	<p><b>O3P3P:</b> The teacher mainly tries to use the realia so that the students understand the vocabulary, for example when they used the rule, the notebooks, the suitcase, etc</p>	<p>Real life objects improve the student's learning</p>	
<p>Blue</p> <p><b>Drilling technique to reinforce the memorization.</b></p>	<p><b>E2R3A</b> "Favorece pronunciación, acento y fluidez"</p> <p><b>E3R3L</b> " Ayuda a recordar palabras específicas y mejora su memoria a largo plazo"</p> <p><b>E4R3L</b> "El estudiante puede memorizar las palabras que continuamente va repitiendo"</p> <p><b>E6R3P</b> " A muchos estudiantes cuando se les explica una vez algún tema no les es suficiente debido a problemas de memoria a corto plazo, la repetición de palabras en las clases es importante para que ellos adquieran vocabulario, así se trabaje una palabra en tres semanas"</p> <p><b>O1P1A:</b> "The teacher said the names of some places</p>	<p>Repetition words increase the English speech</p> <p>The drilling technique support of long term memory</p> <p>Constant repetition Strengthen the memorization of words</p> <p><b>EXAMPLE</b></p> <p>Language</p>	<p>Drilling technique help teacher that the students can improve the pronunciation, accent, remember vocabulary and memorize, the repetition must be constant because the students have a short term memory.</p> <p>The students listened the short words and after they had to repeat them, most of the students showed difficult to pronounce long words, they say the words with a different pronunciation or that don't exist, although the students react better to drilling activities. , those also can be used as a way to check the understanding of the students.</p>

	<p>of the neighborhood (school, house, hospital, church, park) and asked the students to repeat them”</p> <p><b>O1P2A:</b> “ Most of the students had problems to pronounce the words related to the places of the neighborhood” for example: they said “scud” to refer the word school, also they said “aa-ta”, ”hos-pi-ral” to refer the word hospital, to, the word church they said “chu” or “chus”, to the word supermarket , they said “supemaket” “supe-maam-ke”.</p> <p><b>O1P2A:</b> “But when the teacher asked how it say house in English, one student answered clearly “house”.</p> <p><b>O1P3A:</b> “The student reacted better in activities where they had to repeat short words, although is difficult to them pronouncing the words they tried to do it”</p> <p><b>O1P7A:</b> “teacher asked some students to repeat the names of the places of the neighborhood (school, house, hospital, church,</p>	<p>problems to pronounce words</p> <p>Some students have good understanding of the pronunciation</p> <p>Good reaction to drilling short words</p> <p>EXAMPLE</p> <p>Say words that doesn't exist</p> <p>Drilling</p>	
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	<p>park).”</p> <p><b>O1P9A:</b> “The students tried to repeat the words and sometimes said words that do not exist.”</p> <p><b>O2R4L:</b> “The teacher did an activity of repetition ” “she said that if they repeat they can pay attention”</p> <p><b>O3P8P:</b> The repetition was an important factor for the students to learn because sometimes the students with Down syndrome did not understand what the teacher was referring so the teacher repeated it many times until she made sure that the students responded in a correct way to the questions. The teacher repeated several times in Spanish to a student what was the name of her dad and then she answered: The name is Ever</p> <p><b>O3P9P:</b> Students participate with questions because teacher repeated when they didn’t understand</p>	<p>technique help the teacher to know if student are paying attention</p> <p>Repeat several times the questions for students understand</p> <p>Students Participation when they understand the questions.</p> <p>Give several times the instructions promote the interaction between student and teacher.</p>	
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	<p><b>O3P10P:</b> Students didn't understand instructions for this reason teacher used the drilling technique to repeat while students understand that she referred.</p> <p><b>O8P1L</b> Teacher asked the students to repeat each animal after her:  T: Elephant, repeat after me elephant ,  T asks to Daniela: How do you say elephant?  Daniela: elepane,  T: Nooo Daniela! Cuál es el elephant? Pasa al tablero y muéstrame cuál es el elephant? Daniela go to the board and she points to the elephant,  T: Very Good! Ahora Daniela, dime ¿Cómo se dice elefante en inglés?  Daniela: elepa....nt  T: very good Daniela</p> <p><b>O7P1A:</b> the teacher said Jose David tu recuerdas como se dice manzana en ingles, Jose David didn't answer.</p>		
<p>Yellow Highlighter</p> <p><b>Resources to keep the students concentration and facilitate the learning</b></p>	<p><b>E1R4A</b> "Videos, canciones, cuentos, poemas entre otros"</p> <p><b>E2R4A</b> "Estos materiales y recursos son muy prácticos, ya que puedes encontrar gran variedad y son muy dinámicos y atrapan fácilmente la atención de los estudiantes"</p>	<p>Visual resources</p> <p>Material to catch the attention of the students.</p>	<p>The vocabulary in English as a foreign language is supported by materials and resources as: big pictures, videos, real objects, posters, songs, tales and flashcards, because students can familiarize with the context and it can</p>

	<p><b>E3R4L</b> " Tarjetas de memoria, imágenes, videos, canciones, dibujos y posters"</p> <p><b>E4R4L</b> " Muchas imagenes grandes, grandes póster y el uso de objetos reales en el momento de enseñarles"</p> <p><b>E6R4P</b> " videos, las canciones, juegos grupales que les permita a los estudiantes interactuar uno con los otros, juegos de concentración, juegos de memorización, juegos de roles, juegos de unir palabras con imágenes"</p> <p><b>O1P2A:</b> "the teacher used the board and the marker to write the names of the of the school supplies (ruler, book, notebook, pencil, eraser, sharpener, color, school bag) and did drawings. "</p> <p><b>O1P2A:</b> "the teacher created drawings of the places of the neighborhood (school, house, hospital, church, park) to explain them and besides the teacher used realia as a book and a notebook to the students know the difference between those objects."</p>	<p>Resources to help the students to memorize words</p> <p>Realia</p> <p>Set of games</p> <p>Markers</p> <p>Pictures</p>	<p>help students to be more concentrate in class.</p> <p>Different resources can be used as to the students understand the difference between two objects and also can be used mockups to help the students to identify the objects in their real context.</p>
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	<p><b>O1P7A:</b> “The only visual resources that the teacher used was drawings about the school supplies on the board, the students tried to identify the drawings of the board with the drawings that they made in their notebook. “</p> <p><b>O1P7A:</b> “The students didn’t understand the difference between book and note book , so the teacher used real objects of a book and a notebook and explained that the book is for read and the notebook is to write, so in this way the students understood better the difference between a book and a notebook. “</p> <p><b>O1P7A:</b> On the other hand, when the teacher made drawings of the places as (school, house, supermarket, park, restaurant) on the board, the students related and identify those drawings with the places of their neighborhood where they live.</p> <p><b>O1P8A:</b> “The teacher also showed different real objects, for example , one book and one notebook to help the students understand the difference</p>	<p>Drawings</p> <p>School supplies</p> <p>drawings related with the real context</p> <p>Show objects to help the students to understand differences</p>	
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	<p>between those objects, the teacher also explained: “los libros son para leer y en los cuadernos nosotros podemos escribir”.</p> <p><b>O2P1L:</b> “used a mockup to explain the topic about the neighborhood”</p> <p><b>O2P2L</b> "she used the mockups of each students to explain the parts of the neighborhood and she used the flashcards in the board to explained vocabulary”</p> <p><b>O3P2P:</b> Basically the resources used by the teacher to explain the topic was the board, in which she makes large drawings for students to relate with the vocabulary. She also used worksheets for students to draw their family.</p> <p><b>O3P2P:</b> flashcards that allowed her to guide the explanation and keep the students focused.</p>	<p>Mockup</p> <p>Board</p> <p>Explanation through flashcards</p>	
<p>Pink</p> <p><b>Importance of learn English in students with Down syndrome</b></p>	<p><b>E2R5A</b> Los estudiantes necesitan tener conocimiento de gran cantidad para poder responder o interpretar</p> <p><b>E3R5L</b> " Es importante</p>	<p>Acquire vocabulary to train the student’s skills.</p>	<p>The importance to learn vocabulary in a foreign language is because students could feel sure of themselves at the same time improve their self-esteem, acquire linguistic</p>

	<p>para los estudiantes para un mejor desenvolvimiento en otros contextos y para ayudarlos a entrar en el mundo de la globalización"</p> <p><b>E4R5L</b> "Es importante para que el estudiante pueda sentirse seguro de que puede aprender cosas como cualquier otra persona y que se de cuenta que es una persona con una discapacidad que no le impide aprender. A la hora de aprender inglés puede abrir grandes oportunidades en su futuro laboral"</p> <p><b>E5R5P</b> " Tener la habilidad de comunicarse en otra lengua extranjera"</p> <p><b>E6R5P</b> " aprendieran a comunicarse con otras personas (extranjero/a) que les permitan conocer de otras culturas y apoyen la inclusión en el mundo laboral"</p>	<p>To students develop in globalization environment</p> <p>Don't limit students to learn (Inclusion)</p> <p>Students can have the skill to communicate in another language</p> <p>Students can interact with different cultures</p>	<p>skills, improve the use and understanding of a foreign language and students can acquire social skills.</p>
<p>Red</p> <p><b>Different English categories of vocabulary</b></p>	<p><b>E1R6A</b> "las categorías más importantes son verbos, partes del cuerpo, colores, animales, alimentos, lugares y sentimientos"</p>	<p>Categories</p>	<p>Teachers mentioned that the main categories of vocabulary are: greetings, family, numbers, colors,</p>

	<p><b>E2R6A</b> "El vocabulario básico que sirva para defenderse en situaciones diversas"</p> <p><b>E2R6A</b> "Números colores, descripciones, lugares ,preguntas y respuestas básicas"</p> <p><b>E3R6L</b> "Vocales, números, saludos, colores y miembros de la familia"</p> <p><b>E4R6L</b> "Colores, alfabeto, partes de la casa y ropa"</p> <p><b>E5R6P</b> " Familia colores partes del cuerpo animales y abecedario"</p> <p><b>E6R6P</b> " saludos, partes del cuerpo, partes de la casa, familia, colores, animales, abecedarios, animales, y lugares"</p>	<p>Basic vocabulary</p> <p>Description</p> <p>Greetings</p> <p>Alphabet</p> <p>Colors</p> <p>Family</p>	<p>descriptions, places, questions, food, animals, feelings, alphabet, clothes, body parts, parts of the house. All the basic vocabulary that is around of the students.</p>
<p>Purple</p> <p><b>Teaching strategies to support the development of abilities.</b></p>	<p><b>E2R7A</b> "Debe ser sensible y con capacidad de adaptación, por la variedad de personalidades y dificultades que va a encontrar"</p> <p><b>E2R7A</b> "Debe conocer las características de los niños, de esta manera sabrá que camino seguir y hasta donde debe puede"</p>	<p>Ability of the teachers to adapt different personalities and difficulties</p> <p>Deeper knowledge about the characteristics of the students</p>	<p>It is found that teachers should be: creative have good communications skills with the students know the characteristics of students, be patient, be tolerant, be sensible, have the ability to adapt with the students, be creative, be charismatic and use different strategies</p>

	<p>llegar"</p> <p><b>E2R7A</b> "Debe ser creativo,carismático y amar su trabajo, debe hacer que sus estudiantes se enamoren de la clase y se motiven a aprender"</p> <p><b>E3R7L</b> "Aptitudes para la comunicación, tener tacto, paciencia y tolerancia. Poseer actitudes creativas para realizar actividades estimulantes"</p> <p><b>E5R7P</b> "Paciencia, motivación, perseverancia, habilidades sociales, conocimiento de las necesidades e intereses de los estudiantes son importantes para ayudar al estudiantes a interesarse, TIC"</p> <p><b>E6R7P</b> " desde bailar hasta cantar para motivar las clases, ser recursivo con el material que preparé, estratégico por si los planes no salen como se planean, investigador si nota problemas en sus estudiantes buscar métodos técnicas o</p>	<p>Teachers need dedication in educational work</p> <p>Teachers have to develop good relationship with the students</p> <p>Values and social skills are important to help the students to be interested in the topics</p> <p>Develop investigative skills if there are some problems in the classroom</p>	<p>taking into account the student's needs. Teachers can said the names of the objects and can pay to the students to point objects to check if they are understanding the topic, also can give clues when the students don't understand a question or guess the meaning of a word. The background knowledge is used to the students related what they have learned in the class with their environment where they live and the teacher can use realia to catch the attention of the students.</p>
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	<p>metodologías pedagógicas que les sirva de apoyo a sus estudiantes en la adquisición de una lengua extranjera.</p> <p><b>E6R7P</b> Motivar las clases para cumplir los objetivos, asesorar al estudiante cuando tenga alguna dificultad de aprendizaje"</p> <p><b>O1P1A:</b> "The teacher used the learning strategy of the total physical response, she said the names of the objects in English and asked the students to show that object, for example "Lorena muestrame tu ruler".</p> <p><b>O1P3A:</b> "The use of imagery, when the teacher created drawings to the students relate the names of the school supplies and places of the neighborhood with the drawings."</p> <p><b>O1P3A:</b> "The teacher used the technique of elicitation to the students realize the places of the neighborhood, she gave clues as: "es un lugar donde pueden comprar cosas" to the students could guess the word supermarket."</p>	<p>Advice students to achieve the goals of the class</p> <p>Use of techniques of total physical response</p> <p>Imagery</p> <p>Use the technique of elicitation</p> <p>Background knowledge to</p>	
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	<p><b>O1P3A:</b> “The teacher used the background knowledge to contextualize the students in the topic, she asked the students to think in their neighborhood where they live and identify the important places.”</p> <p><b>O3P3P:</b> The teacher mainly tries to use the realia so that the students understand the vocabulary, for example when they used the rule, the notebooks, the suitcase, etc.</p> <p>The teacher uses questions all the time to catch the attention of the students or to know if the students understand for example: “¿Cómo se llama la sister de Juan Esteban?”</p> <p>The word that she wanted students learned in English is said in English and the rest of the question is in Spanish by something like Spanglish.</p> <p>The teacher used the whole word approach to refer to the genealogical tree and family members, she used large flashcards that allowed her to guide the explanation and keep the students focused.</p> <p><b>E6R7P</b> “Juan puedes</p>	<p>contextualize the students in the topic</p> <p>Learning strategies to catch the students attention</p>	
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	<p>mostrarme tu school bag”. “Lucia muestrame tu ruler”.</p> <p><b>O7P1A:</b> A el se le facilita el dibujo y de hecho casi siempre está dibujando, coloreando antes de seguir una instrucción el siempre lo hace, dibujando; es su fortaleza y es algo que se quiere reforzar con sus padres</p>		
<p>Yellow</p> <p><b>Student’s skills in English class.</b></p>	<p><b>E1R8A</b> "el aprendizaje más evidente en estudiantes con síndrome de Down puede ser el aprendizaje de observación e imitación, ya que ellos son más visuales"</p> <p><b>E2R8A</b> "Se demora en procesar los conocimientos,son concretos,se les debe repetir,practicar y ensayar los ejercicios"</p> <p><b>E5R8P</b> " Kinestésico y visual porque aprenden mediante movimientos e imágenes"</p> <p><b>E6R8P</b> " la memoria visual ellos aprenden mucho con imágenes, kinestésico los movimientos las habilidades y destrezas</p>	<p>Visual learning through observation and imitation</p> <p>Reinforcement constantly</p> <p>Kinesthetic skills to the student learn</p> <p>Visual memory</p>	<p>The learning styles most noticeable in classroom are: students take long time to process knowledge, they need drill and practice the topics, the kinesthetic and visual skill are important because they help the students to learn through movement and pictures.</p>

	<p>motoras implicadas en la coordinación dinámica general, el control postural, las conductas motrices de base, las habilidades motrices finas y el proceso de lateralización repetición atendiendo tanto a la voz y a la articulación de los sonidos de la lengua"</p> <p><b>O1P2A:</b> "Just one student had difficulty to write and the students had problems to remember words taught the last classes"</p> <p><b>O1P3A:</b> "Also the students showed a good development in activities, where they have to draw, because according I observed, they are artistic and enjoy painting; also they reacted better in activities of writing, because they are able to write"</p> <p><b>O1P14A:</b> "when the students had to write something in their notebook they took almost all the time class, because they had vision problems"</p> <p><b>O1P15A:</b> "the students cannot read complete sentences."</p> <p><b>O1P15A:</b> "most of the</p>	<p>Ability to write</p> <p>Artistic ability</p> <p>Vision problems</p> <p>Difficulty to read sentences</p> <p>Write words in correct way</p>	
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	students were able to write words and sentences in a correct way.”		
Brown  <b>Create a comfortable environment to motivate the students to learn</b>	<p><b>E1R9A</b> "El profesor puede usar libros, videos ,juegos para que las estudiantes quieran aprender inglés"</p> <p><b>E1R9A</b> " teniendo en cuenta los gustos de los estudiantes, para llamar su atención"</p> <p><b>E2R9A</b> "Debe trabajar los temas en situaciones cotidianas" Llevandose a que se enfrenten a situaciones en las que deban hacer uso de diferentes capacidades”</p> <p><b>E2R9A</b> “Debe estar dispuesto a brindar ayuda"</p> <p><b>E3R9L</b> " Actividades dinámicas para que el niño entre en confianza"</p> <p><b>E4R9L</b> " Una canción para relajarlos o puede contarles una historia, para que los estudiantes se sientan cómodos y de esta manera puedan aprender tranquilos"</p>	<p>Encouragement the students through videos, books and games</p> <p>Students interests</p> <p>Real context situations</p> <p>Help the students to they feel comfortable</p> <p>Provide a confidence environment using dynamic activities</p> <p>Provide comfort through songs</p>	<p>The strategies that the teacher use to motivate the students to learn new vocabulary are: the use of songs, books, story telling, games, they use of tics, work with topics of daily situations, collaborative work, the realia and creative activities, taking into account the interest and needs of the students.</p>

	<p><b>E5R9P</b> " El profesor puede reforzar positivamente a los estudiantes, usar distintos recursos como las TIC ayudarlos a superar la frustración, prestar atención a las necesidades y ser creativo en el uso del espacio".</p> <p><b>E6R9P</b> "Usar actividades que tengan movimientos de esta manera sera mas facil para los estudiantes aprender una lengua extranjera"</p>	<p>Positive resources to get over the frustration of the students and be creative with the use of the space</p> <p>Activities of movements</p>	
<p><b>Behavior during the class</b></p>	<p><b>O1P1A:</b> "Just one student showed attitudes of affection toward the teacher and their classmates, what show that she had a good relationship with them.</p> <p><b>O1P1A:</b> "Sometimes the students were distracted and hyperactive in the class, they started talking, playing with their classmates and walking around of the classroom"</p> <p><b>O2P1L:</b> "The students were distracted, so they were looking to different places" and "One students was playing with the pencil" and "student was looking their glasses all time"</p>	<p>Affection</p> <p>Hyperactivity</p> <p>Distracted</p>	

	<p><b>O1P12A:</b> “All the students reacted in a good way and accepted the help of the teacher, for example when the students didn’t know the word sharpener, so the students asked to the teacher what was the meaning that word, and the teacher answered “tajalapiz”,</p> <p><b>O1P12A:</b> “one student was writing a word with the wrong spelling and the teacher said to him , that the word was wrong and dictated the word letter by letter to the student write it in the correct way, the student immediately erase the word and correct it.”</p> <p><b>O1P13A:</b> “One student is always hugging to her classmate, because he always helped her and took care for her. Other students played with his classmate and share the school supplies.“ “the classroom had a friendly environment because the students feel comfortable interacting with their classmates and the teacher, also their classmates in any moment exclude or ignore the Students with Down syndrome but instead of</p>	<p>Accept the help of the teacher</p> <p>Accept corrections</p> <p>Help other students</p>	
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	<p>that was observed that the students are really close.”</p> <p><b>O2R5L:</b> " the teacher always was attentive to answer all questions and doubts " “the teacher wanted that they learned the topic “</p> <p><b>O2R6L</b> "he was in a moment of isolation” “the teacher said to the student sit down and the student didn’t participate the activity”</p> <p><b>O2P3L:</b> "they had to choose the part of their neighborhood” and “the students were motivated in the moment that they looked the mockup”</p> <p><b>O2R4L:</b> “The students were confused when the teacher said that they should touch a specific part of their mockup” and “the teacher said touched the hospital and the students touched the supermarket”</p> <p><b>O2R5L:</b> "they only smiled and they don’t pronounced it“</p> <p><b>O2R6L:</b> "They don’t participate actively in the class, so the teacher had to insist on they should do</p>	<p>Focused</p> <p>Isolation</p> <p>Good reaction</p> <p>Confusion</p>	
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	<p>the activity”</p> <p><b>O2R7L:</b> “they were actives, so the students were interested in the activity”</p> <p><b>O2R8L:</b> “they were distracted because in some opportunities they didn’t understand the activity”</p> <p><b>O2R9L:</b> “the students were confused because they forgot the vocabulary”</p> <p><b>O2R10L:</b> “the students remembered the words they immediately right their hands, but one student don’t answer nothing because he was shy in the class”</p> <p><b>O2P11L:</b> “they paid attention to her without problem”</p> <p><b>O2P12L:</b> “interaction was better, but one student was quiet during the activity because he was in a moment of isolation”</p> <p><b>O3P12P:</b> Other students were attentive with teacher and students tried to help other classmates.</p> <p><b>O3P13P:</b> The students work cooperatively they try to help others when</p>	<p>Smiled</p> <p>Don’t pay attention</p> <p>Actives</p> <p>Don’t understand</p> <p>Confused</p> <p>Remember</p> <p>Reaction</p> <p>Interaction</p>	
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	students don't understand	Student's concentration  Cooperative work	
<b>Reaction when teacher ask questions</b>	<p><b>O1P1A:</b> “Some of the students showed rejection to the instructions or questions of the teacher or just ignored them”</p> <p><b>O1P1A:</b> “some students answered positively when the teacher asked questions and listened to her instructions”</p> <p><b>O1P1A:</b> “two students were shy when they had to answer questions or repeat words in English”</p> <p><b>O1P1A:</b> “The teacher started asking questions related to the school supplies as: “¿que vimos la clase pasada?” “¿que útiles escolares hemos visto?” to know if the students remembered the topic of the last class”</p> <p><b>O1P1A:</b> “the teacher said the name of the school supplies in Spanish and asked to the students how was the name of each object in English (¿como se dice en ingles</p>	<p>Rejection to questions</p> <p>Positive reaction</p> <p>Shy to answer questions</p> <p>Questions to check what remembered</p> <p>Ask the meaning of the words in English</p>	

	<p>borrador?).”</p> <p><b>O1P1A:</b> “To present the new topic (neighborhood) the teacher used a strategy of ask a question to the students (¿que lugares hay en el barrio?) with the purpose of contextualize the students about the toipc, also the teacher used the teaching strategy of brainstorming, with the answers of the students the teacher made a list on the board in Spanish, after that the teacher made questions to the students to know if they know the name of the places in English (“¿como se dice colegio en ingles?”)</p> <p><b>O1P2A:</b> When the teacher made questions as: “como se dice regla en ingles or mustrame tu school bag” to the students, they tried to answer, but sometimes they were in silence or looked their notebooks to find the answer.</p> <p><b>O1P4A:</b> “The students seem confused in activities, where they had to answer questions made by the teacher, the questions were about point out objects or say the meaning of the words in Spanish.</p>	<p>Strategy to ask questions</p> <p>Questions to show objects</p> <p>Confusion</p>	
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	<p><b>O1P4A:</b> “Sometimes the students didn’t answer, they kept silent and in some occasions, they just ignored the questions and they didn’t want to answer”</p> <p><b>O1P4A:</b> “the teacher also used questions to know if the students were paying attention to the class, the teacher said: “Juan David muestrame tu book” or “¿como se dice borrador en ingles?”,”</p> <p><b>O1P5A:</b> “When the students didn’t understand the activity they looked their notebook trying to find the answer, they didn’t say anything or just ignored the instructions”</p> <p><b>O1P15A:</b> “When the students didn’t understand the activity, they looked their notebook trying to find the answer, they didn’t say anything or just ignored the instructions. Most of the time the students seemed confused in activities where they had to answer, they reacted in a bad way, they didn’t want to answer or they were in silence.</p> <p><b>O1P5A:</b> When the teacher</p>	<p>Keep silent</p> <p>Questions to know if they are paying attention</p> <p>Ignored questions</p> <p>React in a bad way</p> <p>Give a clue to answer questions</p>	
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	<p>made questions as: “¿como se dice supermercado en ingles?” , the students didn’t know the answer, but when the teacher said a clue (“es un lugar donde pueden comprar muchas cosas”), the students answered “supermercado”.</p> <p><b>O1P6A</b> “The students didn’t participate actively, the teacher tried to encourage them to ask questions directly, they rarely answer, there was one student that sometimes answered spontaneously, for example, the teacher asked the students “¿como se dice casa en ingles? ” and the students answered “casa”.</p> <p><b>O1P7A:</b> “the teacher during the class the teacher did four activities, asked the students the names of the school supplies in English.”</p> <p><b>O1P9A:</b> Also the teacher made questions, but the students rarely answer , some ignored the questions or kept quiet.</p> <p><b>O1P10A:</b> “One of the students understood the instructions given by the teacher , because they</p>	<p>Encourage asking questions</p> <p>Asking elements of classroom</p> <p>Rarely answer questions</p> <p>Follow instructions</p>	
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	<p>followed them correctly, for example, when the teacher said to the students that they had to write in their notebook what it was on the board , the student do it immediately”</p> <p><b>O1P10A:</b> “, the other students just ignored to the teacher or they didn’t know what they had to do , although was observed that all the students with Down syndrome need step by step instructions.”</p> <p><b>O1P10A:</b> “When the teacher asked questions related to school supplies as: “¿como se dice en ingles ruler ? ” or “¿puedes mostrarme tu school bag?” , most of the student didn’t answer the questions or gave a wrong answer,</p> <p><b>O1P10A:</b> “they seem confused and look their notebook trying to find the answer”</p> <p><b>O1P14A:</b> “When the teacher asked questions, the students took a lot of time thinking the answer, when they had to repeat or drill a word, the students took time to answer because is difficult for them pronounce some</p>	<p>Need instructions step by step</p> <p>Give wrong answers</p> <p>Look notebook trying to find answers</p> <p>Take time thinking the answers</p> <p>Questions of the neighborhood</p>	
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	<p>words.</p> <p><b>O2R8L:</b> “the teacher asked different questions about the parts of the neighborhood”</p> <p><b>O3P1P:</b> “One of the topics seen was school supplies, the questions were:  What is a ruler?  The student Juan didn’t answer with the voice, he was making movement with his hands and fingers pointing to classmate’s ruler.  What is the ruler for?  The student Juan answered doing movements with his hand as if he was measuring with a ruler.</p> <p><b>O3P1P:</b> She ask questions as:  “¿Como se llama tu mother?”  A student with Down syndrome and with language problems answered: Tetetetetete Estela  She located the father in another part of the family tree and the question was ¿Cual es el nombre de your father?  The student Sarah with Down síndrome answered: Abuelo.  The teacher repeated</p>	<p>Questions for reinforce school supplies</p> <p>Questions for reinforce family members.</p>	
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several times in Spanish to the girl that was the name of her dad and then she answered: The name is Ever.

**O3P4P:** There were some activities in which students presented difficulties as many students were confused for example in the case of Sara when teacher asked "What is your father's name? She answered grandfather.

**O5P1P** "The teacher asked to José David, Can you show me your ruler? Jose David did not know what the teacher was referring but his classmate Lucia said him "tu regla" Jose David so the student pointed with his finger to the ruler in his suitcase".

**O5P1P** "The teacher asked to José David, Can you show me your ruler? Jose David did not know what the teacher was referring but his classmate Lucia said him "tu regla" Jose David so the student pointed with his finger to the ruler in his suitcase".

**O3P3P** "Jose David puedes mostrarme cuál es

	<p>tu pencil case? the student looks at his desk for a few minutes and takes the pencil case in his hands”</p> <p><b>O7P1L</b> “Teacher asked to know if the students remember the animals: T: ¿ como se llama el animal que come bananos? Lucia said: /monky/ teacher T: Very good but Lucia the correct pronunciation is monkey”</p> <p><b>O7P1L</b> “the teacher touched one animal and she asked ¿cual es este animal? Lorena answered in Spanish es un elefante, so the teacher said “Lucia dime el nombre del animal en ingles” Lorena said “elepan” and the teacher said very good so the correct pronunciation is “elephant” repeat after me Lucia “elephant”</p> <p><b>O7P1L</b> “the teacher said ¿ como se llama el animal que tiene las orejas largas y come zanahoria? Jose David answered “rabi” teacher”</p>		
<p><b>Teaching strategies for Classroom management</b></p>	<p><b>O1P4A:</b> “ When the students were distracted the teacher gave them instructions in a clear and direct way,</p> <p><b>O1P4A:</b> “the teacher said: “silencio por favor”, “pon atencion”, in some</p>	<p>Clear instructions</p> <p>Ignore students</p>	



	<p>cases the teacher just ignored the students or shout out the students.”</p> <p><b>O1P5A:</b> “The relation between the teacher and the students was good, the teacher was always aware of the doubts and the needs of the students.”</p> <p><b>O1P5A:</b> “Is evident that there is confidence between them and sometimes the students accepted in a good way the instructions and the comments of the teacher.</p> <p><b>O1P5A:</b> The teacher respect to the students and when a student made a mistake the teacher corrected him in a good way and never make the student feel frustrated,</p> <p><b>O1P5A:</b> the teacher always encourages the students to help between them and promote that the students get on well.</p> <p><b>O1P6A:</b>” Most of the time the teacher asked the students to do the activities and help them if they were confused, but in case that the students were disorganized all the class, the teacher just ignored them.”</p>	<p>Good relationship</p> <p>Confidence</p> <p>Correct in a good way</p> <p>Encourage help between them</p> <p>Ask to do the activities</p>	
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	<p><b>O2P3L</b> "The teacher didn't use activities to motivate the students."</p> <p><b>O2P13L:</b> "They took the whole class" and " they don't understand immediately the message"</p> <p><b>O3PP:</b> The teacher is a little strong with the way she treats them, I say the way she explains the issues, many times she had to scold some students, however she has different dealings with each student with students with Down Syndrome Is more understanding and tries to be aware that they participate with the other students.</p> <p><b>O3P3P</b> "Daniela was a little distracted during the class while the teacher was doing the explanation and the teacher took several school supplies on a table, this caught the attention of the students and began among all students a repetition after the teacher while she raised each school utility in front of the salon."</p>	<p>Unmotivated</p> <p>Time</p> <p>Raise the voice</p>	
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